

TRIDENT HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020



TRIDENT HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	143
Principal:	Philip Gurney
School Address:	Arawa Road, Whakatane
School Postal Address:	Arawa Road, Whakatane 3120
School Phone:	07 3088159
School Email:	principal@trident.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Moiri Hanna	Chair Person	Elected	Jun-22
Adrienne Scott-Jones	Principal	ex Officio	
Melissa Pye	Parent Rep	Re-elected	Jun-22
Merania Amai-Perenara	Parent Rep	Elected	Jun-22
Rebecca Wilshier	Parent Rep	Elected	Jun-22
Martin Elliffe	Parent Rep	Co-opted	Jun-22
Sarsha Deeley	Staff Rep	Re-elected	Jun-22
Simon Prout	Student Rep	Elected	Sep-21
Angeline Seay	Student Rep	Elected	Sep-20
Philip Gurney	Principal	ex Officio	Oct-20
Lynette Ngaheu	Parent Rep	Co-opted	Sep-20

Accountant / Service Provider:



Auditor:

William Buck Audit (NZ) Limited

TRIDENT HIGH SCHOOL

Annual Report - For the year ended 31 December 2020

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Trident High School

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Moir Jeanette Hanna

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

27/5/21

Date:

ADRIENNE MARY SCOTT-JONES

Full Name of Principal

[Signature]

Signature of Principal

27/5/21.

Date:

Trident High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	12,362,621	11,591,896	11,132,312
Trades Academy Funds	20	3,476,698	3,316,050	2,919,603
Locally Raised Funds	3	557,661	661,563	1,105,242
Interest income		25,620	35,000	40,991
Gain on Sale of Property, Plant and Equipment		9,682	-	869
International Students	4	25,217	45,000	22,609
		<hr/>	<hr/>	<hr/>
		16,457,499	15,649,509	15,221,626
Expenses				
Locally Raised Funds	3	351,510	473,073	925,384
Trades Academy Funds	20	2,959,340	3,316,050	2,665,623
International Students	4	889	1,300	481
Learning Resources	5	9,150,733	8,312,387	8,055,636
Administration	6	728,062	554,640	597,418
Finance		14,445	3,700	17,000
Property	7	2,657,888	2,579,045	2,689,860
Depreciation	8	312,717	315,000	369,828
Loss on Disposal of Property, Plant and Equipment		7,455	-	3,128
		<hr/>	<hr/>	<hr/>
		16,183,039	15,555,195	15,324,358
Net Surplus / (Deficit) for the year		274,460	94,314	(102,732)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		274,460	94,314	(102,732)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Trident High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		2,475,885	2,475,885	2,578,617
Total comprehensive revenue and expense for the year		274,460	94,314	(102,732)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,750	-	-
Equity at 31 December		2,754,095	2,570,199	2,475,885

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Trident High School

Statement of Financial Position

As at 31 December 2020

		2020	2020 Budget (Unaudited)	2019
	Notes	Actual \$	\$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	300,179	1,490,143	1,139,952
Accounts Receivable	10	607,405	516,218	516,218
GST Receivable		159,951	162,227	162,227
Prepayments		24,338	34,083	34,083
Inventories	11	2,661	13,008	13,008
Investments	12	1,502,632	300,000	300,000
Funds owed for Capital Works Projects	19	192,340	-	39,009
		2,789,506	2,515,679	2,204,497
Current Liabilities				
Accounts Payable	14	787,222	595,546	595,546
Revenue Received in Advance	15	116,931	98,897	98,897
Provision for Cyclical Maintenance	16	73,208	-	-
Finance Lease Liability - Current Portion	17	52,929	46,559	59,271
Funds held in Trust	18	39,115	110,952	110,952
Funds held for Capital Works Projects	19	3,900	-	36,189
Funds held on behalf of Trades Academy	20	275,917	136,500	136,500
		1,349,222	988,454	1,037,355
Working Capital Surplus/(Deficit)		1,440,284	1,527,225	1,167,142
Non-current Assets				
Property, Plant and Equipment	13	1,438,504	1,262,758	1,575,086
		1,438,504	1,262,758	1,575,086
Non-current Liabilities				
Provision for Cyclical Maintenance	16	37,384	144,356	144,356
Finance Lease Liability	17	87,309	75,428	121,987
		124,693	219,784	266,343
Net Assets		2,754,095	2,570,199	2,475,885
Equity	26	2,754,095	2,570,199	2,475,885

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Trident High School

Statement of Cash Flows

For the year ended 31 December 2020

	Note	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash flows from Operating Activities				
Government Grants		6,961,557	6,394,558	5,743,119
Locally Raised Funds		539,488	694,843	1,138,522
International Students		18,087	63,869	41,478
Goods and Services Tax (net)		2,276	(41,899)	(41,899)
Funds Administered on Behalf of Third Parties		67,580	(499,393)	(9,588)
Payments to Employees		(2,145,048)	(1,670,479)	(1,709,092)
Payments to Suppliers		(4,674,494)	(5,012,007)	(4,899,921)
Cyclical Maintenance Payments in the year		(19,920)	(48,298)	(24,270)
Interest Paid		(14,445)	(3,700)	(17,000)
Interest Received		24,576	35,635	41,626
Net cash from/(to) Operating Activities		759,657	(86,871)	262,975
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,672	-	1,240
Purchase of Property Plant & Equipment (and Intangibles)		(156,319)	(93,717)	(128,766)
Purchase of Investments		(1,202,632)	300,000	300,000
Net cash from/(to) Investing Activities		(1,356,279)	206,283	172,474
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,750	-	
Finance Lease Payments		(61,281)	(14,352)	(19,751)
Funds Held for Capital Works Projects		(185,620)	-	8,792
Net cash from/(to) Financing Activities		(243,151)	(14,352)	(10,959)
Net increase/(decrease) in cash and cash equivalents		(839,773)	105,060	424,490
Cash and cash equivalents at the beginning of the year	9	1,139,952	1,385,083	715,462
Cash and cash equivalents at the end of the year	9	300,179	1,490,143	1,139,952

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Trident High School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Trident High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

i) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Astroturf	10 years
Electronic equipment	5 years
Furniture	20 years
Minor equipment	5 - 10 years
Musical equipment	10 years
Motor vehicles	5 - 10 years
Plant and Machinery	10 years
Sports equipment	5 years
Textbooks	8 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

t) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

v) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2020	2020 Budget (Unaudited)	2019
	Actual \$	(Unaudited) \$	Actual \$
Operational Grants	2,645,992	2,561,812	2,310,100
Teachers' Salaries Grants	6,817,142	6,500,000	6,250,772
Use of Land and Buildings Grants	2,092,640	2,021,345	2,065,981
Resource Teachers Learning and Behaviour Grants	21,971	22,000	24,069
Other MoE Grants	665,163	376,046	364,191
Other Government Grants	119,713	110,693	117,199
	12,362,621	11,591,896	11,132,312

The school has opted in to the donations scheme for this year. Total amount received was \$154,950.

Other MOE Grants total includes additional COVID-19 funding totalling \$53,355 for the year ended 31 December 2020.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2020	2020 Budget (Unaudited)	2019
	Actual \$	(Unaudited) \$	Actual \$
Revenue			
Donations	21,217	62,000	133,577
Activities	252,377	410,763	609,982
Trading	33,575	7,300	8,260
Fundraising	30,635	20,000	78,088
Other Revenue	219,857	161,500	275,335
	557,661	661,563	1,105,242
Expenses			
Activities	317,473	467,073	917,833
Trading	32,585	6,000	7,448
Fundraising (Costs of Raising Funds)	1,452	-	103
	351,510	473,073	925,384
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	206,151	188,490	179,858

4. International Student Revenue and Expenses

	2020	2020 Budget (Unaudited)	2019
	Actual Number	(Unaudited) Number	Actual Number
International Student Roll	2	3	2
	2020	2020 Budget (Unaudited)	2019
	Actual \$	(Unaudited) \$	Actual \$
Revenue			
International Student Fees	25,217	45,000	22,609
Expenses			
International Student Levy	889	1,300	481
<i>Surplus/ (Deficit) for the year International Students</i>	24,328	43,700	22,128

5. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	446,181	466,002	570,550
Equipment Repairs	34,021	29,410	27,873
Information and Communication Technology	153,657	88,475	57,809
Library Resources	6,976	12,500	8,151
Employee Benefits - Salaries	8,478,808	7,692,000	7,360,890
Staff Development	31,090	24,000	30,363
	9,150,733	8,312,387	8,055,636

6. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	8,321	8,000	8,079
Board of Trustees Fees	4,495	5,000	4,200
Board of Trustees Expenses	12,034	7,000	9,366
Communication	36,710	31,000	33,960
Consumables	(19,741)	(12,400)	(12,500)
Operating Lease	(850)	37,000	-
Other	249,263	58,140	62,566
Employee Benefits - Salaries	428,590	413,400	483,835
Service Providers, Contractors and Consultancy	9,240	7,500	7,912
	728,062	554,640	597,418

7. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	201,015	184,500	192,815
Consultancy and Contract Services	(1,055)	1,500	2,174
Cyclical Maintenance Provision	(13,844)	55,000	30,972
Grounds	17,897	16,000	16,428
Heat, Light and Water	66,340	66,500	92,100
Rates	16,504	15,500	15,433
Repairs and Maintenance	128,031	93,100	98,376
Use of Land and Buildings	2,092,640	2,021,345	2,065,981
Security	16,262	16,500	16,421
Employee Benefits - Salaries	134,098	109,100	159,160
	2,657,888	2,579,045	2,689,860

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Buildings - School	22,666	20,000	22,652
Astroturf	218	200	218
Electronic Equipment	93,589	120,000	128,356
Furniture	31,695	30,000	31,754
Leased Assets	63,857	50,000	64,845
Library Resources	5,850	5,000	6,132
Minor Equipment	4,512	5,800	7,132
Motor Vehicles	24,571	30,000	38,819
Musical Equipment	3,637	3,000	3,345
Plant & Machinery	40,069	30,000	39,675
Sports Equipment	5,258	6,000	7,719
Textbooks	16,795	15,000	19,181
	312,717	315,000	369,828

9. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	100	350	350
Bank Current Account	300,071	689,751	339,560
Bank Call Account	8	500,042	500,042
Short-term Bank Deposits	-	300,000	300,000
Cash and cash equivalents for Statement of Cash Flows	300,179	1,490,143	1,139,952

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$300,179 Cash and Cash Equivalents, \$3,899 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$300,179 Cash and Cash Equivalents, \$275,917 is held by the School on behalf of the Trades Academy. See note 20 for details of how the funding received for the cluster has been spent in the year.

10. Accounts Receivable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	61,091	43,241	43,241
Interest Receivable	3,014	1,970	1,970
Banking Staffing Underuse	-	6,533	6,533
Teacher Salaries Grant Receivable	543,300	464,474	464,474
	607,405	516,218	516,218
Receivables from Exchange Transactions	64,105	45,211	45,211
Receivables from Non-Exchange Transactions	543,300	471,007	471,007
	607,405	516,218	516,218

11. Inventories

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Stationery	2,661	5,088	5,088
School Uniforms	-	7,920	7,920
	<u>2,661</u>	<u>13,008</u>	<u>13,008</u>

12. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,502,632	300,000	300,000
	<u>1,502,632</u>	<u>300,000</u>	<u>300,000</u>

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings - School	591,900	1,394	-	-	(22,666)	570,628
Astroturf	1,887	-	-	-	(218)	1,669
Electronic Equipment	194,797	83,696	-	-	(93,589)	184,904
Furniture	236,395	8,604	-	-	(31,695)	213,304
Leased Assets	167,317	20,261	-	-	(63,857)	123,721
Library Resources	42,926	4,638	(765)	-	(5,850)	40,949
Minor Equipment	17,124	-	-	-	(4,512)	12,612
Motor Vehicles	76,160	-	-	-	(24,571)	51,589
Musical Equipment	13,626	14,587	(319)	-	(3,637)	24,257
Plant & Machinery	176,582	25,648	-	-	(40,069)	162,161
Sports Equipment	9,573	2,603	-	-	(5,258)	6,918
Textbooks	46,799	15,788	-	-	(16,795)	45,792
Balance at 31 December 2020	<u>1,575,086</u>	<u>177,219</u>	<u>(1,084)</u>	<u>-</u>	<u>(312,717)</u>	<u>1,438,504</u>

The net carrying value of equipment held under a finance lease is **\$123,721 (2019: \$167,317)**

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Buildings - School	906,918	(336,290)	570,628
Astroturf	38,691	(37,022)	1,669
Electronic Equipment	1,473,713	(1,288,809)	184,904
Furniture	634,527	(421,223)	213,304
Leased Assets	251,448	(127,727)	123,721
Library Resources	122,264	(81,315)	40,949
Minor Equipment	235,051	(222,439)	12,612
Motor Vehicles	395,373	(343,784)	51,589
Musical Equipment	55,756	(31,499)	24,257
Plant & Machinery	537,237	(375,076)	162,161
Sports Equipment	148,376	(141,458)	6,918
Textbooks	481,654	(435,862)	45,792
Balance at 31 December 2020	5,281,008	(3,842,504)	1,438,504

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings - School	614,552	-	-	-	(22,652)	591,900
Astroturf	2,105	-	-	-	(218)	1,887
Electronic Equipment	269,137	54,016	-	-	(128,356)	194,797
Furniture	254,261	13,888	-	-	(31,754)	236,395
Leased Assets	50,987	181,175	-	-	(64,845)	167,317
Library Resources	47,397	4,789	(3,128)	-	(6,132)	42,926
Minor Equipment	24,256	-	-	-	(7,132)	17,124
Motor Vehicles	114,979	-	-	-	(38,819)	76,160
Musical Equipment	16,971	-	-	-	(3,345)	13,626
Plant & Machinery	204,813	11,444	-	-	(39,675)	176,582
Sports Equipment	16,056	1,236	-	-	(7,719)	9,573
Textbooks	59,463	6,517	-	-	(19,181)	46,799
Balance at 31 December 2019	1,674,977	273,065	(3,128)	-	(369,828)	1,575,086

The net carrying value of equipment held under a finance lease is **\$167,317 (2018: \$50,987)**

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings - School	905,524	(313,624)	591,900
Astroturf	38,691	(36,804)	1,887
Electronic Equipment	1,390,017	(1,195,220)	194,797
Furniture	625,923	(389,528)	236,395
Leased Assets	250,308	(82,991)	167,317
Library Resources	119,761	(76,835)	42,926
Minor Equipment	235,949	(218,825)	17,124
Motor Vehicles	410,712	(334,552)	76,160
Musical Equipment	44,646	(31,020)	13,626
Plant & Machinery	511,589	(335,007)	176,582
Sports Equipment	145,773	(136,200)	9,573
Textbooks	465,866	(419,067)	46,799
Balance at 31 December 2019	5,144,759	(3,569,673)	1,575,086

14. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	84,024	51,318	51,318
Accruals	7,729	6,891	6,891
Employee Entitlements - Salaries	665,432	502,104	502,104
Employee Entitlements - Leave Accrual	30,037	35,233	35,233
	<u>787,222</u>	<u>595,546</u>	<u>595,546</u>
Payables for Exchange Transactions	787,222	595,546	595,546
	<u>787,222</u>	<u>595,546</u>	<u>595,546</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	39,227	13,740	13,740
International Student Fees	24,348	31,478	31,478
Other	53,356	53,679	53,679
	<u>116,931</u>	<u>98,897</u>	<u>98,897</u>

16. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	144,356	144,356	137,654
Increase/ (decrease) to the Provision During the Year	(17,639)	55,000	39,503
Use of the Provision During the Year	(16,125)	-	(32,801)
Provision at the End of the Year	<u>110,592</u>	<u>199,356</u>	<u>144,356</u>
Cyclical Maintenance - Current	73,208	-	-
Cyclical Maintenance - Term	37,384	144,356	144,356
	<u>110,592</u>	<u>144,356</u>	<u>144,356</u>

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	52,929	46,559	59,271
No Later than One Year - Interest	10,328	10,000	13,916
Later than One Year and no Later than Five Years	87,309	75,428	121,987
Later than One Year and no Later than Five Years - Interest	8,324	15,000	16,275
	158,890	146,987	211,449

18. Funds held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	39,115	110,952	110,952
	39,115	110,952	110,952

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

19. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Fire & Security	<i>completed</i>	(2,488)	2,488	-	-	-
Special Needs Modernisation	<i>completed</i>	(1,142)	4,994	(3,852)	-	-
ILE Block	<i>in progress</i>	(2,376)	-	-	-	(2,376)
Electrical Works	<i>completed</i>	976	4,822	(5,798)	-	-
Heat Pump Replacement 2	<i>completed</i>	(1,231)	1,231	-	-	-
Lightning Electrical Works	<i>in progress</i>	(22,529)	-	(2,164)	-	(24,693)
Food Technology Remodel	<i>in progress</i>	35,213	500,000	(534,660)	-	553
Spouting Replacement	<i>completed</i>	(1,883)	1,883	-	-	-
L11 Recladding Work	<i>in progress</i>	(6,934)	-	(8,885)	-	(15,819)
Floor Covering Stage 1	<i>completed</i>	(426)	426	-	-	-
SIP - A Block Exits	<i>in progress</i>	-	171,783	(170,613)	-	1,170
SIP - Carpet Work	<i>in progress</i>	-	18,067	(15,891)	-	2,176
Floor Covering Stage 2	<i>in progress</i>	-	24,285	(24,531)	-	(246)
Block C Admin Heating Upgrade	<i>in progress</i>	-	32,007	(35,600)	-	(3,593)
HC Roofing and Cladding	<i>in progress</i>	-	-	(10,591)	-	(10,591)
Heat Pump Replacement 3	<i>in progress</i>	-	-	(3,568)	-	(3,568)
Basketball Playgrounds	<i>completed</i>	-	10,656	(10,701)	-	(45)
Covered Walkways	<i>in progress</i>	-	-	(37,391)	-	(37,391)
Gym Office	<i>in progress</i>	-	-	(17,529)	-	(17,529)
Security Cameras	<i>in progress</i>	-	-	(14,059)	-	(14,059)
Wharekai Deck	<i>completed</i>	-	14,688	(15,091)	-	(403)
Lightning Strike	<i>in progress</i>	-	-	(62,026)	-	(62,026)
Totals		(2,820)	787,330	(972,950)	-	(188,440)

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

3,899
192,339

(188,440)

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Fire & Security	<i>in progress</i>	(2,488)	-	-	-	(2,488)
Special Needs Modernisation	<i>in progress</i>	(2,335)	71,607	(70,414)	-	(1,142)
ILE Block	<i>in progress</i>	(2,376)	-	-	-	(2,376)
Electrical Works	<i>in progress</i>	976	-	-	-	976
Heat Pump Replacement 2	<i>in progress</i>	(1,231)	-	-	-	(1,231)
Lightning Electrical Works	<i>in progress</i>	(4,158)	-	(18,371)	-	(22,529)
Food Technology Remodel	<i>in progress</i>	-	64,688	(29,475)	-	35,213
Spouting Replacement	<i>in progress</i>	-	43,029	(44,912)	-	(1,883)
L11 Recladding Work	<i>in progress</i>	-	-	(6,934)	-	(6,934)
Floor Covering Stage 1	<i>in progress</i>	-	42,183	(42,609)	-	(426)
Totals		(11,612)	221,507	(212,715)	-	(2,820)

20. Funds Held on Behalf of Trades Academy

The School's Trades Academy is a separate business unit of the School in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the School's Statement of Revenue and Expense. During the year the funds were spent on provider payments, pastoral care, employee benefits and administration. Surplus funding received from transport grants associated with the Trades Academy are carried forward as income in advance to the following year.

21. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

22. Remuneration*Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,495	4,200
Full-time equivalent members	0.14	0.15
<i>Leadership Team</i>		
Remuneration	1,026,309	725,530
Full-time equivalent members	7.59	6.00
Total key management personnel remuneration	1,030,804	729,730

Total full-time equivalent personnel	7.73	6.15
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The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	190 - 200
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Principal 2

The total value of remuneration paid or payable to the Principal was in the following bands:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	60 - 70	-
Benefits and Other Emoluments	1 - 2	-
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	9.00	2.00
110 - 120	1.00	1.00
120 - 130	2.00	
	12.00	3.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

23. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total	\$0	\$0
Number of People	nil	nil

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2020** (Contingent liabilities and assets at **31 December 2019**: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

Contracts for 5YA Projects (listed in Note 19 as 'in progress' of these financial statements), fully funded by the Ministry of Education. \$777,284 has been received to date and \$992,288 has been spent on the projects to date.

(Capital commitments at 31 December 2019: \$188,929 contracts for 5YA Projects (as listed in Note 19 of these financial statements), fully funded by the Ministry of Education. As at balance date \$369,858 had been received to date and \$431,491 had been spent.)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(a) Cleaning Contract commenced 2019

	2020 Actual \$	2019 Actual \$
No later than One Year	150,822	150,822
Later than One Year and No Later than Five Years	-	150,822
	150,822	301,644

26. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

27. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	300,179	1,490,143	1,139,952
Receivables	607,405	516,218	516,218
Investments - Term Deposits	1,502,632	300,000	300,000
Total Financial assets measured at amortised cost	2,410,216	2,306,361	1,956,170

Financial liabilities measured at amortised cost

Payables	787,222	595,546	595,546
Finance Leases	140,238	121,987	181,258
Total Financial Liabilities Measured at Amortised Cost	927,460	717,533	776,804

28. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

29. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Trident High School
Kiwisport Statement
As at 31 December 2020

Kiwisport is a government funding initiative to support students participation in organised sport in 2020, the school received a total of Kiwisport funding of \$25,236 (exc. GST). This funding was spent on the Sports Co-ordinator's salary. (2019: \$26,123).

Independent Auditor's Report

To the Readers of Trident High School's Financial Statements

For the Year Ended 31 December 2020

The Auditor-General is the auditor of Trident High School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

ACCOUNTANTS & ADVISORS

The Kollektive
145 Seventeenth Avenue
Tauranga 3112, New Zealand
Telephone: +64 7 927 1234
williambuck.com

William Buck Audit (NZ) Limited

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's

report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 and on pages 22 and 26 to 41, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.



Other than the audit, we have no relationship with or interests in the School.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand



Trident High School Annual Analysis of Variance 2020

Principals' endorsement: Adrienne Scott-Jones	
Board of Trustees' endorsement:	Ratified at the THS BOT Meeting on 25 Feb 2021
Submission date to Ministry of Education:	1 March 2021
BOT Chair – Mrs Moira Hanna	

Trident High School Annual Reports 2021

Analysis of Variance and Reports 2020

Reports:

1. NCEA Academic Analysis 2020
2. 2020 Annual Improvement Plan review and outcomes

1. NCEA Academic Results for 2020

February 2021

Overview

We have had a good start to the New Year with a smooth transition of year 9 students to THS, a successful powhiri, a small number of new staff welcomed and a celebration of the NCEA and Scholarship results.

The school roll was estimated and staffed on the basis of 1012 students for the beginning of 2021. There has been some fluctuation, but currently the roll sits at 1069.

Year 9 – 248

Year 10 – 240

Year 11 – 204

Year 12 – 188

Year 13 – 189

The increased roll at year 9 and 10 meant it was necessary to increase staffing and we brought on board 2 part-timers to ease the stress on some classes. These changes in staffing were introduced on the morning of the powhiri and the extra whanau ako class was put in place by the evening. Core classes were restructured the next day ready for teaching on Friday of week 1. Our year 13 and 12 numbers may not be sustained as some students haven't returned confidently.

2020 Enrolment Based NZQA data (70 Days attendance)

All our ERO / MOE related achievement data will be enrolment based, not THS participation based. Takes into account students who may have left, but are still on our roll. A student who attends a school for 70 days will be included in the overall results for a school. All students, including AE and NHS, are included in the stats. This data can be used to inform our review and development of the programmes of learning we offer and the teaching strategies that we may use to engage with our students

Achievement in NCEA and UE: Trident High School
PR2 - Enrolment Based Cumulative Overall Results

	Trident High School				National				Decile 4			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	85.3	87.4	73.4	45.7	75.3	78.4	64.2	48.8	74.4	78.0	60.9	40.4
2017	83.2	85.3	78.3	38.9	75.0	78.5	65.5	48.9	72.9	77.9	63.0	40.0
2018	84.4	76.0	68.1	46.7	72.4	77.6	66.1	48.9	70.9	76.9	63.3	41.1
2019	75.5	86.2	76.1	35.9	70.6	77.5	67.3	49.3	70.9	77.3	65.7	39.8
2020	82.3	85.8	88.2	59.9	70.9	79.5	71.7	52.4	72.2	79.4	68.8	44.0
Asian												
2016	100.0	71.4	100.0	100.0	77.7	76.9	68.9	58.8	80.5	79.2	71.9	58.6
2017	100.0	100.0	71.4	42.9	77.3	77.6	70.2	60.1	79.6	79.6	75.5	62.3
2018	90.9	40.0	88.9	66.7	76.9	77.3	70.5	60.1	77.3	78.0	73.5	60.2
2019	60.0	100.0	50.0		73.9	78.3	71.3	59.3	76.9	77.1	72.6	54.7
2020	100.0	100.0	90.9	72.7	72.4	79.4	76.1	62.8	75.6	81.4	73.5	58.1
European												
2016	91.3	91.4	75.0	56.5	80.8	82.2	68.6	55.6	79.5	81.1	63.9	45.0
2017	91.5	90.1	80.0	54.3	80.5	82.3	69.2	55.0	76.5	80.8	64.4	42.7
2018	87.3	83.2	80.9	62.8	78.0	81.5	69.9	55.0	74.2	79.7	65.5	44.2
2019	87.9	87.5	79.0	47.6	76.0	81.1	70.8	55.1	75.7	80.2	68.3	43.1
2020	93.2	92.7	90.6	68.8	75.1	82.7	74.2	57.9	76.7	82.1	70.7	46.8
Māori												
2016	79.3	83.7	68.7	30.1	63.2	70.9	50.2	28.1	65.2	73.2	51.5	24.8
2017	76.2	81.6	78.4	26.5	62.9	70.7	52.6	29.3	63.3	71.4	53.2	25.0
2018	80.7	70.9	53.6	27.8	58.4	68.6	52.9	29.3	61.4	70.8	50.7	23.9
2019	69.5	82.6	71.0	25.8	57.7	68.9	55.1	29.9	59.4	72.8	54.9	24.5
2020	77.0	80.3	86.7	46.7	59.3	71.0	60.4	33.3	61.1	73.7	60.1	28.9
Middle Eastern/Latin American/African												
2016	100.0	100.0	100.0	50.0	74.5	76.0	63.8	52.0	84.6	77.8	49.1	34.3
2017	100.0	100.0	100.0	100.0	76.5	76.5	64.6	51.0	80.3	82.9	62.1	39.7
2018	100.0	100.0	100.0	100.0	74.0	78.4	66.5	50.2	73.8	83.9	72.4	50.9
2019		33.3	100.0	100.0	67.5	75.5	68.3	52.0	72.3	71.5	72.3	58.0
2020	100.0		50.0		71.3	76.8	72.5	56.2	80.4	77.0	73.0	56.8
Other Ethnicity												
2016					76.6	80.4	57.3	45.8	68.2	86.7	63.2	47.4
2017	100.0				73.8	77.5	68.1	52.9	80.8	77.3	72.7	36.4
2018		100.0			72.9	75.9	63.6	50.8	73.7	88.5	57.9	36.8
2019			100.0	100.0	74.4	75.1	67.4	52.9	83.6	76.5	66.7	66.7
2020					74.2	80.5	74.7	55.6	70.0	85.7	72.4	27.6
Pacific Peoples												
2016	100.0	100.0	77.8	11.1	66.8	73.3	54.2	27.7	71.7	75.3	54.5	27.4
2017	75.0	100.0	85.7	28.6	67.1	73.9	58.9	29.3	75.1	79.2	61.3	27.9
2018	100.0	80.0	75.0	25.0	62.8	72.1	58.9	28.6	71.4	77.7	62.8	30.8
2019	100.0	75.0	75.0	50.0	61.8	71.3	60.3	30.3	70.7	74.9	65.6	30.4
2020	100.0	100.0	100.0	33.3	66.8	76.3	68.2	32.2	74.6	78.4	67.4	32.1

Scholarship - 13 scholarships, including 2 Outstanding.

Emilie Robbie – Art Painting, Statistics, Biology; Jack Ellery – (Outstanding) Art Painting, English; Bailey Rackham – Geography, Earth and Space Science; Tahliah Temple - (Outstanding) Photograph; Matthew Lloyd – Geograph; Jack Collis – Calculus; Ashmita Sharma – Biology; Jadon Probert – Photography; Ashley Pye – English (as a Year 12 student)

The teachers involved in tutoring these students are Julie Farrell, Tracey Webster, Nicola Bowe, Michael Carroll, Glenn Barr, Annetjie Botha, Phil Andrew and Michele Corbett Thank you to the BOT for recognizing their efforts with a gift voucher, and also thank you to the efforts of those teachers who tutored all year but were not successful in gaining a scholarship this year – Alan Spence, Mary Van Rossen, Jeff Lee, Hilary Harison

NCEA Tracking Term 1 2021

NCEA Level One students who did not achieve the qualification and narrowly missed out, worked with a number of staff during Week 1 to get over the line. The take up was disappointing; even students collected in the school van and brought in to tutorials left part way through the day and did not complete work. Despite this, we believe that by the time the final results are through we will be close to our target of 85%. Some students who missed out have left or are too academically weak to gain the qualification in one year.

UE Support 2021

Some level 3 students narrowly missed out on UE or course requirements for university and returned before school started to be supported to get the required credits. Our excellent UE provisional results will therefore be even higher when the final results are entered.

Timetabling for 2021

A new ten day timetable is now in place for 2021. This was driven by key factors-

1. Allowing our students to experience a broad range of subjects in year 9 with an enriched programme across the curriculum
2. Ensuring that all teaching staff were afforded their pre-requisite 5 hours noncontact per week.
3. Building a timetable around senior student lines to maximize senior selection
4. Creating core junior classes which could be tracked and monitored through limited core teachers

The timetable also allows us to develop the whanau ako pastoral programme in that we have a timetabled 1 hour period per week of whanau ako time. This is dedicated to developing core competencies, pathways, goal setting, hauora, and creating a dyadic relationship with the whanau ako teacher which will sustain better relationships with our families.

Analysis of Variance

2021 Strategic Action Plan - 2020 Review and 2021 Key Targets

Vision: Inspiring innovative global citizens

Relating to ourselves, each other and our community

Strategic Goal 1: A Culture of Excellence - All members of Trident Community are supported in aspiring to personal excellence Inspiring and innovative <ul style="list-style-type: none"> • Culture • Academic • Sport • Leadership Evaluative Question for Goal 1: <i>To what extent is there a culture of personal excellence in the Trident community?</i>				
What - Objective	How - Actions <i>What action(s) will make the most difference?</i> <i>What can we do differently?</i>	Outcome	Progress 2019	2020 review
Innovative Teaching and Learning Programmes	<ul style="list-style-type: none"> • Review the Curriculum: Innovative programmes are initiated, implemented evaluated and reviewed <ul style="list-style-type: none"> ○ Differentiation within learning programmes; ○ exploring technologies that better facilitate differentiated teaching. • Identify and create programmes which are 	<p>“Innovation at Trident” is defined</p> <p>All learners (Ākonga) are experiencing innovative learning programmes which are personalised and responsive to their needs.</p> <p>All learners Ākonga are achieving success</p> <p>Barriers to success are identified and removed</p>	<p>CR completed Curriculum Review with Head of Faculty</p> <p>Minor changes to courses within faculties</p> <p>Curriculum Review</p> <p>CR reviewed the Mana Tangata programme that was in place for 2019. Outcome of review identified areas of constraints around timetable and staff resistance to integrate</p>	<p>Introduced distance learning programme schoolwide in response to Covid-19</p> <p>All student have online learning communities</p> <p>Full school wide Curriculum Review in Term four aligning with key Ministry of Education Priorities:</p> <p>1. Localised curriculum</p>

	<p>responsive to student learning needs</p> <ul style="list-style-type: none"> • Provide Academic Mentoring/ goal setting - coaching by staff and conversations between whānau, student and school • Implement the GROW model in Academic Mentoring and whānau conversations • Restructure and revision the Trident Junior Certificate • Assessment practices and reporting: <ul style="list-style-type: none"> ○ Kamar on-line Reporting to Whanau/parents ○ Assessment practices are reported on with Key Competencies • Tracking, monitoring, developing specific actions to accelerate student achievement 	<p>Māori learners (Ākonga Māori) are achieving success as Māori at Trident</p> <p>All Trident parents and Whānau are engaged in Ākonga learning and are aware of their young people's progress across NZ Curriculum Learning Areas and Key Competencies</p>	<p>the programme. Further PLD would be required to implement similar integrated programme in the future Manatangata Review</p> <p>KE reviewed the introduction of digital chromebooks across year 9. Uptake of 85% of students having chromebooks, issues identified with students bringing chromebooks and teachers using consistently. We are continuing with the expectation of chromebook use at year 9 and 10 in 2020.</p> <p>Specific programmes responding to student needs included: Whakapiki i te Reo Junior classes Spectrum education classes Landskills APEX Te Aka Motuhake</p>	<p>2.Cultural capacity building 3. Assessment for learning</p> <p>Timetable restructured to support the curriculum review.</p> <p>Also included school focus of Literacy and Numeracy</p> <p>100% of students have access to chromebooks</p> <p>E-learning Surveyed representative sample of students/staff and whanau to gather evidence of student experiences of e-learning at THS. Re surveyed at end of term 4 2020 to development shifts in student agency in a blended learning context.</p> <p>Tracking response to Covid</p>
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			<p>Trades Academy Programme - In school delivery</p> <p>Service academy</p> <p>Banded classes in core subjects across year 9-13</p> <p>Meet the teacher evenings - Term one</p> <p>CR collated feedback and suggestions for 2020 changes</p> <p>Whanau meeting with form teachers - Term one</p> <p>Subject teacher interviews - Term two and three</p> <p>Trident Junior certificate retained from 2018</p> <p>CR and HoF reviewed reporting using key competencies, modified reporting criteria implemented in terms 2 - 4</p> <p>Reporting Review</p> <p>Deans and Heads of Faculty shared individual</p>	<p>Reduce the learning programme assessment load to support student achievement</p> <p>Tracked priority students post covid in small individualised mentor groups</p> <p>Schoolwide senior tracking systems set up through Senior Deans</p> <p>Students supported to have agency to track and monitor their achievement data to succeed in NCEA</p> <p>Trident Junior certificate was reimagined to focus on key competencies of managing self, participating and contributing and relating to others. In response to Covid-19 data on student efficacy when working from home.</p>
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			<p>student data and class data and cohort data.</p> <p>Data is used for catch up programmes</p>	
<ul style="list-style-type: none"> CRRP principles are implemented and practiced and reported 	<ul style="list-style-type: none"> Embed the 6 principles of CRRP across all aspects of school life Identify, support, grow and monitor the implementation of the six essential principles of CRRP Implement a co-constructed continuum of CRRP into teaching practices Develop an appraisal system that reflects CRRP, across all departments Incorporate CRRP in "Teaching as Inquiry" Analyse disaggregated data and used it to develop programmes further 	<p>Trident is a culturally responsive organisation</p>	<p>Poutama Pounamu worked with SLT to support and embed culturally responsive practices within the leadership team. Also engaged with Head of Faculties to establish core understanding of the Treaty of Waitangi and how that informs our leadership.</p> <p>Rongohia Te Hau evidence from surveys and observation tools presented back to staff for next steps</p> <p>Specific PLD for SLT - Leading school reform</p>	<p>Worked alongside facilitators to plan three separate events throughout the year. Focus was to work with middle management (HOF and Deans) to grow staff capacity.</p> <p>Cancelled – Covid 19 😊</p>
<ul style="list-style-type: none"> Building a culture of personal excellence 	<ul style="list-style-type: none"> Provide opportunities to contribute and participate in sporting and cultural activities Provide Academic mentoring 	<p>All Ākonga are aware that their success is valued in the Trident Community</p>	<p>Increase in the number of full school events</p> <p>Assemblies</p> <p>End of term concerts</p> <p>House competition - Haka, chants</p>	<p>Despite Covid 19 we were able to present a full school musical production to the wider Whakatane community.</p>

	<ul style="list-style-type: none"> • Celebrate excellence across Arts, sports, culture, leadership, academic at assemblies • Schedule assembly times • Build “House Spirit” eg. walls/tracking in form classes • Foster PB4L - reds and blues 		<p>Noticeboard Achievement and co-curricular celebrations for students</p> <p>End of year prizegiving - increased number of whanau in attendance</p> <p>Competition of form class walls amongst year levels</p> <p>KE review and recommendations for improvement of School/House spirit.</p>	<p>Due to cancellations from covid of sporting and cultural activities – we were able to transfer those experiences online</p> <p>Eg assemblies online, across cohort competitions online, sharing of videos and video productions online</p> <p>Onsite full school assemblies were online</p>
<ul style="list-style-type: none"> • Teacher access to specific and targeted Professional Learning 	<ul style="list-style-type: none"> • Junior class co-construction hui are held at the beginning of each terms 1 - 3 • Use appraisal as a means of reviewing and evaluating professional practice • Re-vision and re-structure the Performance Management System • Practice “Teaching as inquiry” • Publish a schedule of Professional Learning Workshops from which, staff can select and become engaged 	<p>All Trident teaching staff members are engaged in professional learning which builds capability for inspiring and innovative learning programmes</p>	<p>Co-constructions were held in Term one, reallocation of students to new classes in term two prevented ongoing follow up in this format</p> <p>Modified appraisal booklets to streamline Teaching as Inquiry process</p> <p>Fortnightly PLD schedule offered options to allow staff to personalise their PLD needs. CoL(Literacy, Numeracy, e-learning),</p>	<p>Specific focus of online technologies to support distance learning programmes</p> <p>Literacy and numeracy PLD presented within and across departments</p> <p>Reciprocal teaching across the junior cohort and more targeted interventions in the SST and Science departments</p>

			RTLB, restorative practices	Teacher Aide PLD provided
Strategic Goal 2: Inclusive and Supportive Community <ul style="list-style-type: none"> Global citizen – All students and staff are (supported to build) confident connected relationships in order to become global citizens <p>Possible Evaluative Question for Goal 2: <i>To what extent is Trident an inclusive and supportive community?</i></p>				
What/Objective	How/actions	Outcome and Opportunity	Require Evidence	
<ul style="list-style-type: none"> Service to the community through leadership opportunities offered to students and staff 	<ul style="list-style-type: none"> Build leadership opportunities across year levels <ul style="list-style-type: none"> eg Kahui Whetu House Captains Student council Prefect positions Coordinate Year level specific activities Coordinate Year level/year long service project Deans will have a service focus for their year group Develop programmes that support service within the school and wider community at each year level Look after places as service to the school Develop a PB4L lesson relating to service 	<p>All learners (Ākonga) are engaged in leadership and service</p> <ul style="list-style-type: none"> Culture of Service at every year level of Trident 	<p>KE reviewed student leadership opportunities across Trident High School</p> <p>Kahui Whetu - new Maori Leadership prefect positions</p> <p>Leadership camp for year 13 prefects</p> <p>Weekly student meetings with year 12 and 13 leadership groups</p> <p>Student council did not operate in 2019</p> <p>Year level deans developed service focus across their cohort. This worked well for years 9,11,12,13.</p>	<p>Covid response allowed for leadership in the wider community</p> <p>Eg distribution of food</p> <p>Whanau access to technologies</p> <p>Supporting students at home using distance learning programme</p> <p>Students leaders involved in service to community opportunities</p> <p>Sports holiday programme offered to the community</p>

			<p>Student Volunteer Awards (SVA) initiated within Trident High School</p> <p>Community initiatives - shave for a cure, SPCA, Blood drive</p> <p>Trident students working with local schools and organisations to support events and learning programmes</p>	
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<ul style="list-style-type: none"> Build capacity for members of the Trident Community to feel safe, supported and connected 	<ul style="list-style-type: none"> Actively seek opportunities to celebrate Maori identity, language and culture Use data to inform pastoral practices (eg PB4L) Develop and implement practices to empower Form Teachers to build dyadic relationships Review and strengthen the Trident school house system Develop “Coaching and Mentoring” between Ft/Student <ul style="list-style-type: none"> Targeted extended form time Train Form Teachers Provide all students with access to targeted support as needed: <ul style="list-style-type: none"> ensuring safety (Mentally, emotionally, physically, spiritually) 	<p>All interactions and relationships at Trident, are respectful</p> <p>All members of the Trident Community, feel safe at Trident.</p> <p>All learners (Ākonga) and staff of Trident, experience well-being and a sense of belonging</p>	<p>Staff PD session run by the Kahui Whetu students with staff.</p> <p>Te Wiki o Te Reo Maori - student led initiatives</p> <p>Maori Departement - Matariki celebration assemblies</p> <p>Mana Tangata Tikanga sessions</p> <p>Whakairo programme initiated by students and staff capabilities. Set up for year 10 and 11 Maori boys</p> <p>GB led core value PLD with staff</p> <p>Goal setting and coaching conversations with form teachers and whanau - term one Changing reporting structures - Form teachers sent home pastoral report - term 3</p>	<p>SMLT contacted all whanau during the first weeks of Covid lock down to ensure that they felt safe, supported and connected.</p> <p>During covid lockdown level three – relievers came into school to allow for staff to work from home</p> <p>Returning from Covid – alternated cohorts day by day</p> <p>Whakairo students selected to exhibit their work at a National Exhibition in Wellington</p> <p>Full school Pastoral review of all pastoral systems and structures.</p> <p>Timetable restructured to support the Pastoral review.</p> <p>Ka ako Ka ora – free healthy school lunch</p>
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	<ul style="list-style-type: none"> ○ providing access to food, clothing, hygiene products ○ coordinating school systems, removing barriers to targeted support <ul style="list-style-type: none"> • Continue the ongoing development of wrap around services (Tu-Tangata kick-start breakfast, Kids can resources, Variety scholarships) 		<p>Changing the expectation that staff will call home to develop positive relationships with whanau</p> <p>Access to funding support from Kidcan, Variety scholarships, Te Puna ora o Mataatua - providing further support for at risk students</p> <p>Hygiene packs sponsored and available for students</p> <p>Breakfast clubs</p> <p>Support groups for LBGTQI+ students</p>	<p>programme started in Term 4</p> <p>Urgent response fund application submitted and received to the value of \$130,000.00</p> <p>Te Whare Tautoko established to support students who struggled to return to traditional classroom post covid lockdown.</p>
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	<ul style="list-style-type: none"> Recognise and celebrate the diverse cultures of our school 	Diversity is embraced and celebrated at Trident. We are a community of Global Citizens	No initiative currently in place to address this	<p>Staff PLD around supporting LBGQTI+ students</p> <p>Student leadership roles to support Maori Students Pou Arahi Whetu</p>
	<ul style="list-style-type: none"> Form teachers are <ul style="list-style-type: none"> tracking following up with parents and Whānau 	All learners (Ākonga) are engaged in learning and life at Trident	Ongoing development of academic and pastoral tracking	<p>Ongoing – see above</p> <p>Investigate the use of MyMahi tool to support student tracking of pastoral and academic goals</p>
<ul style="list-style-type: none"> Community - Whanau, iwi, hapu Engagement and connections 	<ul style="list-style-type: none"> Transitions Yr 8 to Yr9 Y8 - Y9 Coordinating Enrolments; liaison with contributing schools; relationships with RTLBs Open Day and related marketing Anticipate late enrolments 	<p>All learners (Ākonga) are inspired to enrol at Trident in a timely manner and they readily engage in learning</p> <p>All members of the community are engaged in Trident</p>	<p>GB isTerm 4 visiting all feeder schools and met with all principals individually to develop the relationships</p> <p>BST (support staff) connecting with whanau and relationship development with at risk students</p> <p>Engagement and connection enhanced through two way conversations with</p>	<p>Whakatane Kahui Ako Iwi Engagement initiative working across the community to engage with Ngati Awa</p> <p>Ngati Awa and Tuhoe Iwi representatives were engaged in the appointment of new Principal</p> <p>Enrolment – Liaised with contributing schools</p>

			whanau and students around reporting	Marae visits in term four for all year 9 and 10 cohort
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Key Targets 2021

Strategic Goal 1: A Culture of Excellence - All members of Trident Community are supported in aspiring to personal excellence Inspiring and innovative <ul style="list-style-type: none"> • Culture • Academic • Sport • Leadership Evaluative Question for Goal 1: <i>To what extent is there a culture of personal excellence in the Trident community?</i>			
What - Objective	How - Actions <i>What action(s) will make the most difference?</i> <i>What can we do differently?</i>	Outcome	Require Evidence
To eliminate the achievement gap between Maori and Pakeha students at NCEA Level One	<ul style="list-style-type: none"> • CR and RP will be embedded in the provision and delivery of courses for our Maori students at Level One • Teachers will track individual student achievement – subject teachers and whanau teachers • Senior Pastoral team will track cohort progress and implement initiatives to support success • Appropriate courses will be offered to students to support Maori succeeding as Maori – Art / whakairo and English integration course, the Noho marae courses delivered by TWOA 	90% achievement rate for Maori in 2021 at NCEA level One	
To match the Excellence endorsement achievement data of decile 4-7 schools	<ul style="list-style-type: none"> • All areas of communication will keep a focus on our strategic priority of <i>A Culture of Excellence</i> • Goal setting academically will be implemented, tracked and monitored through My Mahi and KAMAR by the whanau teachers • Tracking progress in Excellence achievement in internals will be implemented by the senior Deans • Excellence credit accumulation will be published and celebrated 	More students will receive Excellence endorsement at all levels of NCEA and experience a sense of success after purposeful focused effort.	

Strategic Goal 2: Inclusive and Supportive Community <ul style="list-style-type: none"> Global citizen – All students and staff are (supported to build) confident connected relationships in order to become global citizens Possible Evaluative Question for Goal 2: <i>To what extent is Trident an inclusive and supportive community?</i>			
What/Objective	How/actions	Outcome and Opportunity	Require Evidence
To connect purposefully and meaningfully with whanau and our wider community to ensure students belong at Trident	<ul style="list-style-type: none"> Start of year Powhiri – invite all whanau to attend with new students, take whanau ako class with whanau photos and display in home rooms Meet whanau in whanau ako rooms for Term One meet and greet – photos for year 10 whanau and whanau ako class – to be displayed in home room Whanau ako teachers to phone home within first three weeks of Term One Student and whanau survey at the end of Term One and the end of Term Four Noho marae visits in weeks 5 and 7 of Term One to develop sustaining relationships between the whanau ako class members and their whanau ako teacher The Junior Pastoral Team will monitor attendance vigilantly with a supportive lens rather than an administrative lens – <i>what can we do to support your student coming to school?</i> SMLT Junior Pastoral Support will track achievement and progress data Reporting will focus on the development of the key competencies – managing self, participating and contributing, relating to others – TJC will celebrate the development of these competencies 	<ul style="list-style-type: none"> Improved student attendance data in the junior school Improved engagement and achievement data in the junior school Increased attendance from whanau at school events – informal and formal 	