



TE HONONGA AKORANGA  
**COMET**

# **STATEMENT OF INTENT 2020/21 TO 2022/23**

## **MAHERE WHĀINGA WHAKAARO**

Community Education Trust Auckland, Te Hononga Akoranga (COMET Auckland).  
PO Box 3430, Shortland Street, Auckland 1140. Phone 09 307 2101.

[www.cometauckland.org.nz](http://www.cometauckland.org.nz)



An Auckland Council controlled organisation.

## HE WHAKATAUĀKĪ

E kore e taea e te whenu kotahi ki te raranga i te whāriki  
kia mōhio tātou ki ā tātou.  
Mā te mahi tahi o ngā whenu,  
mā te mahi tahi o ngā kairaranga,  
ka oti tēnei whāriki.  
I te otinga  
me titiro tātou ki ngā mea pai ka puta mai.  
Ā tana wā,  
me titiro hoki  
ki ngā raranga i makere  
nā te mea, he kōrero ano kei reira.

The tapestry of understanding  
can not be woven by one strand alone.  
Only by the working together of strands  
and the working together of weavers  
will such a tapestry be completed.  
With its completion  
let us look at the good that comes from it  
and, in time we should also look  
at those stitches which have been dropped,  
because they also have a message

nā Kūkupa Tirikatene

E Papa Kūkupa, moe mai  
i roto i ngā ringaringa o te Kaihanga.

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## PURPOSE OF STATEMENT OF INTENT

In accordance with the Local Government Act 2002, this annual Statement of Intent (SOI) publicly states the activities and intentions of Community Education Trust Auckland, Te Hononga Akoranga (COMET Auckland) for the next three years, and the objectives that those activities will contribute to. This SOI takes shareholder comments into consideration and includes performance measures and targets as the basis of organisational accountability.

## ABOUT COMET AUCKLAND

COMET Auckland is a Council Controlled Organisation of Auckland Council, and also an independent Charitable Trust. Our role is to support education and skills across Auckland, contributing to the relevant social and economic goals in the Auckland Plan.







As a charitable trust and CCO of Auckland Council, we are uniquely placed to drive change in Auckland's education and skills system because we are the only Auckland-based organisation that takes a cross-sector, helicopter view of our education and skills system and that can focus long-term on the learning-related goals and targets in the Auckland Plan.

**Note:** The Auckland Council funds some of COMET Auckland's work towards these actions. The Trust also seeks funding from government, industry and philanthropic sources for specific projects. In general, we are able to obtain external funding for established projects. We depend on Auckland Council funding for our core strategic leadership role (on which all our other work depends), and also for the establishment phase of new projects, until we have amassed enough evidence of effectiveness to be able to attract other funding.

## COMET AUCKLAND CONTRIBUTION TO AUCKLAND COUNCIL PLANS AND OBJECTIVES

The Auckland Plan is Auckland Council's roadmap to deliver on Auckland's vision of a world class city where talent wants to live. The Auckland Plan is a thirty year plan that is underpinned by a set of outcomes to achieve this vision.

COMET Auckland plays a critical part in delivering on outcomes, actions and targets in the Auckland Plan as outlined in the table below.

Auckland Plan outcomes	Degree of contribution	How COMET Auckland contributes
 Belonging and participation	Primary	COMET Auckland supports more effective and equitable learning pathways for children and young people through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• Talking Matters – early oral language</li> <li>• Youth Employability Programme</li> <li>• SouthSci science in society project</li> <li>• Learning Auckland youth magazine</li> </ul>
 Māori identity and wellbeing	Primary	COMET Auckland supports more equitable learning outcomes for Māori and greater recognition of Māori knowledge and aspirations through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• Tāmaki Makaurau Education Forum</li> <li>• Youth Advisory Roopu</li> <li>• Rangatahi consultation and advisory group</li> <li>• Te Reo normalisation</li> <li>• Kaupapa Māori youth employability model</li> <li>• Talking Matters Kōrerotia mai</li> </ul>
 Homes and places	Not applicable	
 Transport and access	Not applicable	
 Environment and cultural heritage	Primary	COMET Auckland advocates for the value of Auckland's cultural and linguistic diversity through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• Auckland Languages Strategy</li> <li>• Talking Matters</li> </ul>
 Opportunity and prosperity	Primary	COMET Auckland supports skill-building for adults to enable their own and their family's economic development through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• Talking Matters – training parent coaches &amp; champions</li> </ul>

Other Auckland Council plans and documents that COMET Auckland's work contributes to include:

- I Am Auckland (Auckland Council's strategic plan for children and young people)
- Economic Development Strategy
- Shared Economic Agenda
- Independent Māori Statutory Board Plan
- Southern Initiative
- Western Initiative

## COMET AUCKLAND STRATEGIC OBJECTIVES

### Our mission:

Driving systems change to make education and skills more effective and equitable across Auckland.

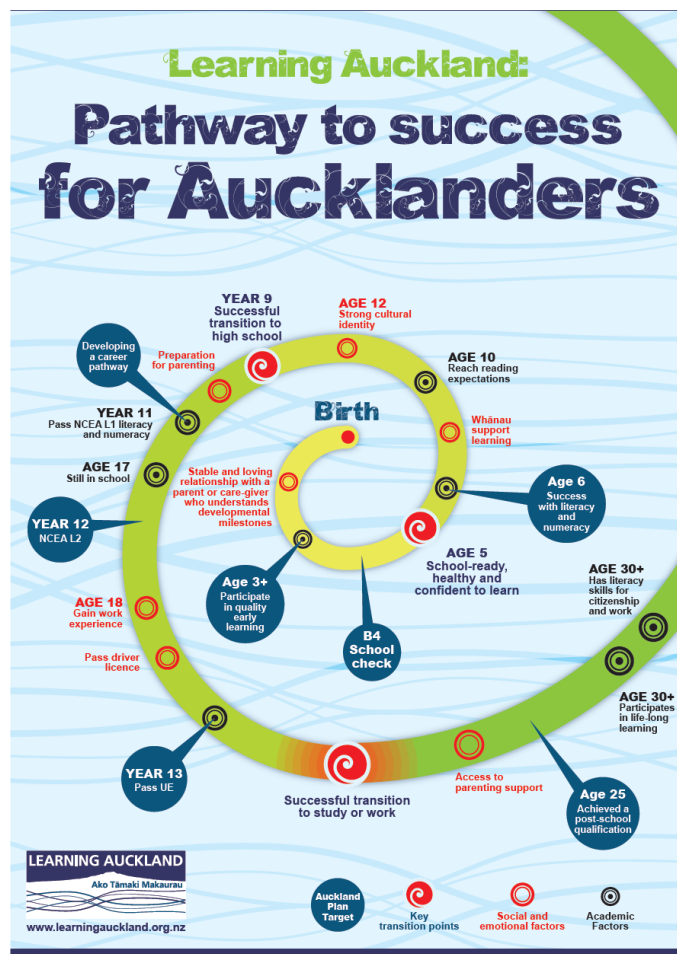
### Our vision:

All Aucklanders have the right to shine and realise their dreams through lifelong learning.

### Long Term Outcome:

Parity of educational outcomes

The Pathways to Success diagram on the right identifies the key milestones that evidence shows enable learners to reach their aspirations and contribute to their family and community. Together these milestones create a continuous pathway of learning for Aucklanders of all ages. COMET Auckland's work aims to bring about greater equity of outcomes against these milestones.



### Commitment to Te Tiriti o Waitangi:

COMET Auckland is committed to giving effect to the principles of Te Tiriti o Waitangi, through all our work, through the way we function as an organisation, through our specific strategies to deliver on Māori outcomes, and through contributing to the council group's Māori outcomes strategic direction.

### Our strategy:

Using our mission and vision as the origin point for everything we do, we use the evidence-based milestones for learners in the above Pathway to Success diagram to guide our planning.

We then work with partners to prioritise the areas in the Pathway to Success where we can jointly make the biggest difference for equity.

Briefly, our work involves:

- *Sector leadership* – mapping data and evidence, working with sector leaders to identify and prioritise the most pressing areas of focus, and connecting people around that common agenda, to plan collaborative action.
- *Advocacy for change* through responding to inquiries, bringing data to the attention of leaders, supporting partners to amend their business as usual, or trialling new ways of working (incubation projects).
- *Incubation projects* generally develop through scoping and planning to trialling, and then implementation and evaluation, with the goal of handing them on once they are fully developed, so we can move on to focus on another part of the system.

## RESPONDING TO COVID-19

### Health and safety

The wellbeing and safety of our team and project partners is paramount. We cancelled all external meetings from mid March and all COMET staff worked from home during Covid-19 Levels 3 and 4. Our office opened from Level 2, with all necessary hygiene, contact tracing and physical distancing precautions, and most staff still working from home when possible.

### Business continuity and responsiveness

Thanks to our business continuity plan, all our staff have been able to continue working throughout this period. All our files are Cloud-based, and we provided office laptops to those staff who did not have a suitable computer at home. Our managers instituted regular formal and informal catch-ups to support their teams. We are grateful to our staff for the dedication they showed in continuing to work in often less-than-ideal circumstances.

Our project teams have worked hard to pivot delivery of our projects to online models:

- **Re-shaping YEP for online delivery:** Since the start of lockdown the YEP team has produced online resources for schools and youth organisations delivering YEP remotely, and for young people to use themselves. The resources caught attention from MSD, who are funding additional resource sets for use by youth services organisations. Recognising that work experience will be difficult to obtain this year, YEP will be recognising 2020 students for the parts of the programme they are able to complete, through a revised achievement certificate.
- **PD for ECE sector:** Talking Matters is developing webinars and other online resources for teachers and centre managers. These offer upskilling opportunities in a sector facing significant upheaval as Aotearoa adjusts to impacts on both the economy and work. These are likely to evolve into resources for a growing home-based ECE sub-sector.
- **Reaching families via social media:** Our Talking Matters team have found creative ways to support families as they adapted to life with young children in lockdown. This has included a dedicated Facebook group aimed at practitioners working with families with small children, and videos for families sharing how one of our community activators and his family are supporting learning for their one-year-old.
- **Online consultation:** We are holding a series of online consultations in May and June that will inform our advocacy in the lead-up to the election, as well as our future work programmes. We expect the online platform will allow us to reach more people and hear from more diverse groups.
- **Celebrating Māori leaders:** Our Manager Education Māori organised and led a panel discussion on Facebook with young Māori elected representatives from across Aotearoa, sharing their community response to Covid-19 and their advice to young Māori wanting to run for elected office.

While kanohi ki te kanohi relationships will always be important, online delivery is opening up opportunities to reach new communities. We expect to continue many of these new delivery models alongside face to face engagement once that becomes possible.

### Impact on education and skills needs

Over the next period we are predicting significant areas of need in education and skills, related to the impacts of the Covid-19 crisis and its aftermath.

- Rising youth unemployment (NEETs), impacting on youth well-being, current and future income and long-term benefit dependence
- Financial pressure on families, leading more young people to leave school or training to find work, impacting on equitable participation in education
- High job losses in major industries, creating increased need for re-training and for re-purposing existing skills
- Delays in learning due to time lost during lockdown, especially for Māori and Pasifika learners in low-decile secondary schools, leading to increasing disparities
- Increasing need for digital skills as more businesses shift more of their work online
- Social and emotional stresses on individuals, families and communities, with increasing need for support to build resilience and wellbeing for people of all ages, and ongoing pressure on mental health and social support agencies
- Greater recognition of the value of science for our everyday lives, which may lead to increased demand for science-related learning
- Increased recognition of the value of early childhood education for child development, learning and literacy and whānau wellbeing.

We note that government is moving to support a number of the above issues, not least through Budget 2020. COMET Auckland is well-placed to contribute through our programmes and also through our cross-sector connecting role.

### **Impact of Covid-19 on non-Council funding**

While need is increasing, funding is becoming much harder to obtain. The implications of the Covid-19 emergency have been severe for the philanthropic sector which is the source of most of our funding. Their investment incomes are constrained or even negative and many have closed their normal funding rounds indefinitely. We are already seeing the impact of this on our revenue streams. Our budget is always tight and we manage funds carefully, pay modest salaries, access services at reduced price wherever possible and avoid unnecessary costs. In response to the tight fiscal environment, we have based our 2020/21 budget on zero salary adjustments for all staff and have cut back on operational costs where possible.

### **Auckland Council funding**

COMET Auckland has a current funding contract with Auckland Council for the funding period from 1 July 2018 to 30 June 2021, at \$558,000 per annum. We are grateful that Council has agreed to continue this level of funding in 2020/21, despite the current fiscal pressures. This will enable us to continue our work to support education and skills outcomes in Auckland.

## THREE YEAR WORKPLAN TO DELIVER ON STRATEGIC DIRECTION

The following are the key initiatives/projects to deliver on COMET Auckland's strategic objectives. Note that items marked "leveraged with external funds" can only proceed if we are able to obtain the additional funds required.

Key projects & initiatives	Description	Auckland Council connections	Contribution to strategic objectives
<p>Youth Employability <b>(Funding dependent after December 2020)</b></p>	<p>Create and spread messaging across a range of local and national platforms regarding the critical importance of the youth employability agenda in the post-COVID recovery period and beyond.</p> <p>Convene the Youth Employability Aotearoa collaboration with national partners to map, unite and support initiatives that impact on employment, equity and wellbeing outcomes locally regionally and nationally in the post-Covid economy.</p> <p>Partner with MSD to create online youth employability resources for use by youth service centres across Aotearoa.</p> <p>Maintain the reach of YEP License to Work at its 2020 level in 2021 and if funding allows, increase by 15% in 2022.</p> <p>Support quality implementation of YEP and use data on participation and outcomes for annual continuous improvement.</p> <p>Continue to implement a "train the trainer" programme in 20/21 to build capacity and capability and to support scale-up while maintaining consistent quality.</p> <p>Engage with diverse organisational partners to build customised Māori and Pasifika resources, training and programme pedagogy to support increased Māori and Pasifika student participation and achievement.</p> <p>Continue to customise resources and training opportunities to extend reach to disengaged youth, youth in prisons and second chance learners.</p> <p>Continue discussions with NZQA and TEC re credentialing employability skill programmes within NCEA and the NZQF so schools and training providers can integrate YEP as part of their regular curriculum, so YEP delivery is more sustainable.</p> <p>Continue discussions with MBIE, MSD and MoE to recognise and fund YEP as a 'shovel-ready' programme to respond to the expected substantive growth of NEETs in NZ over the next 12 months. Such funding would support overall programme leadership and Auckland provision and coordination, as Auckland is not eligible for the Regional Growth Fund which supports YEP in other areas.</p>	<p>ATEED TSI / TWI incl. Youth Connections</p>	<p>Incubation project to ensure young people have the employability skills they need to gain and retain stable, quality work</p> <p>Contributes to the learning pathway milestone "successful transition to study or work"</p>



Key projects & initiatives	Description	Auckland Council connections	Contribution to strategic objectives
<p>Talking Matters (Leveraged with external funds – full funding secured to April 2021)</p>	<p>Over seven years (late 2016 to early 2024):</p> <p>Implement projects, in a range of contexts and locations, that promote responsive interaction and talk with children aged under 3.</p> <p>Partnerships in Tāmaki, Puketapapa &amp; Manukau with family facing organisations that use science, data and goal setting to support families and services to promote rich language environments for babies and small children.</p> <p>An intensive and iterative project in Tāmaki trains parents to coach other whānau in responsive communication skills which are transmitted whānau to whānau both within and beyond the intensive intervention.</p> <p>Measurable Goals: 100 families participate in the intensive intervention reaching 500 families through whānau to whānau transmission of skills and knowledge; whānau report on enriched language environments at home and enhanced connection/wellbeing.</p> <p>Partnerships with ECE services using data and reflective processes to support teachers to build rich language environments for children, in alignment with Te Whariki.</p> <p>Measurable Goals: 3 ECE centres participate in an intensive intervention; teachers/managers report enhanced knowledge and practices around EOL; 100 ECE centres engage with Talking Matters resources including Talking Tips.</p> <p>Partnerships with social services to support social workers to incorporate an intentional focus on talk into their practice.</p> <p>Measurable Goals: 6 social workers participate in intensive trials using data to influence practice; at least one significant service provider incorporates Talking Matters skills and knowledge as BAU in their home visiting services.</p> <p>Support Māori-led initiatives focused on te reo Māori language revitalisation, EOL, whānau wellbeing. Measurable Goals: 1 partnership, 50 whānau.</p> <p>Support Pasifika-led initiatives focused on children's early language, aiga wellbeing and affirming cultural and identify; Measurable Goals 1 partnership, 50 aiga;</p> <p>Share messages on social media that inspire and support wide-ranging and inclusive strategies to grow and sustain rich language environments for babies and children. Measurable Goals: Talking Matters resources are available in multiple languages; 1000 parents and practitioners actively engage with Talking Matters messages; Talking Matters video stories are used by health</p>	<p>The Southern Initiative Auckland Libraries Community and Social Policy</p> <p>Healthy Families South Auckland</p> <p>Local boards</p> <p>Nga Mātārae</p>	<p>Campaign to support whānau and communities to build young children's oral language, so children thrive as talkers, readers and thinkers</p> <p>Contributes to a number of learning pathway milestones</p> <ul style="list-style-type: none"> <li>• Stable and loving relationship with care-giver who understands developmental milestones</li> <li>• Whānau support learning</li> <li>• Strong cultural identity</li> <li>• Access to parenting support</li> </ul> <p>Contributes to Auckland Council outcome: Māori identify and wellbeing in particular the focus areas:</p> <ul style="list-style-type: none"> <li>- Meet the needs and support the aspirations of tamariki and their whānau</li> <li>- Celebrate Māori culture and support te reo Māori to flourish</li> </ul>

Key projects & initiatives	Description	Auckland Council connections	Contribution to strategic objectives
	<p>and education services to support their own work with families.</p> <p>Gather evidence on the impact and value-add on children's early language and whānau wellbeing, to shape campaign future directions. Share evidence about what works across the early years ecosystem.</p> <p>Grow the Talking Matters movement across Auckland.</p>		
<p>SouthSci Science in Society</p> <p>(Leveraged with external funds – full funding secured to December 2021)</p>	<p>Influence the way science is taught and young people are engaged in science, and how academics collaborate with community groups by co-developing, selecting, monitoring and supporting at least eight community-based science projects per year that meet the Participatory Science Programme criteria.</p> <p>Support this systems change through teacher professional development by presenting at conferences and holding workshops for teachers in collaboration with our science and education partners throughout the year.</p> <p>Establish a membership-based STEM Alliance Aotearoa by June 2021 to form a community of practice among science-focused corporates and content providers to promote ongoing coordination, improvement and refinement of practice around community engagement.</p>	<p>Sustainable Schools</p> <p>Auckland Libraries</p> <p>TSI</p>	<p>Incubation project to enable children, young people and community members to work with scientists to answer questions that are relevant to them</p> <p>Contributes to increasing engagement in science, aligning with workforce needs</p>
<p>Highlight priority education and skills issues</p>	<p>Publish information to raise awareness of key education and skills issues, through social media and external news media</p> <p>Publish a summary of Auckland education and skills data annually, including data for each local board every second year (in 2021 and 2023) to inform decision-making</p> <p>Support young people to have and share their voice on education and skills issues with education leaders and decision-makers, through at least one action or communication per year</p>	<p>RIMU</p> <p>ATEED</p> <p>Community and social policy</p>	<p>Mapping system performance</p> <p>Providing data and evidence to support decision-making by education and community organisations</p>
<p>Policy input</p>	<p>Make at least 4 submissions and representations per year on education and skills issues</p> <p>Lead a campaign to raise post-Covid education and skills issues in the lead-up to the 2020 election</p> <p>Lead the Auckland Languages Strategy Working Group, including assembling and analysing a database of language-related organisations in 2020 and publishing a report on language organisations by June 2021</p>	<p>Communications</p>	<p>Advocacy and advice for greater effectiveness and equity in the system</p> <p>Coordinating actions to support the social and economic benefits of language learning and use across all age groups</p>

## SPECIFIC PROJECTS DELIVERING ON MĀORI OUTCOMES

Key projects & initiatives	Description	Auckland Council connections	Contribution to uplifting Māori wellbeing or enabling better outcomes for Māori
Tāmaki Makaurau Education Forum	<p>Coordinate the Tāmaki Makaurau Education Forum, including hosting two meetings per year to develop and share models of Māori success including online forums.</p> <p>Work with rangatahi leaders and educators to shape and scope one or more collaborative actions to address issues raised from the 2018 rangatahi consultation, for implementation 2020/21</p>	Nga Mātārae IMSB	<p>Contributes to the learning pathway milestone “strong cultural identity”</p> <p>Supporting rangatahi voice in their education</p>
Mātauranga Māori	<p>Liase with Kāhui Ako, Kāhui ā-Rohe, Marae, Schools and IMSB to support their education and skills outcomes through connecting with appropriate experts.</p> <p>Encourage rangatahi Māori voice in the design of Teacher Education programmes in order to influence future teachers to be more effective for Māori learners.</p> <p>(See also Youth Employability, SouthSci and Highlight Priority Education and Skills Issues sections)</p>	Nga Mātārae IMSB	Identifying and leading actions that will make the greatest difference to enable Māori young people and whānau to reach their own goals and aspirations
Te Reo Māori Normalisation	<p>Advocate for Te Reo Māori for all Auckland school students</p> <p>Work with Auckland Council family to support at least one action each year to promote te reo Māori as a thriving community language that is seen, heard, and spoken across public domains.</p> <p>(See also Talking Matters and Policy Input sections)</p>	Nga Mātārae IMSB Council-controlled organisations (CCOs) Parks and Reserves Media and Communications	<p>Contributes to the learning pathway milestones “strong cultural identity” and “participates in life-long learning”</p> <p>Celebrate Māori culture and support te reo Māori to flourish</p> <p>Supporting the transformation of Tāmaki Makaurau Auckland to a fully bi-lingual city will create a place where Aucklanders can see, hear and use te reo Māori daily.</p>

## PERFORMANCE OUTLOOK

COMET Auckland has an agreed set of performance measures and targets which form the basis for accountability to delivering on council's strategic direction, priorities and targets. These are reported on a six-monthly basis.

Service level statement	Measure	2018/19 actual	2019/20 actual	2020/21	2021/22	2022/23
Delivering initiatives and projects to agreed timeframes and outputs	% of initiatives that fully meet timelines and outputs as listed in the SOI	95%	90%	90%	90%	90%
Quality of work to support education and skills	% of stakeholders who rate COMET Auckland's work as valuable or very valuable	85.2%	86%	75%	75%	75%
Influencing action towards more effective and equitable education and skills in Auckland	% of stakeholders who attended COMET Auckland events rating them moderately to highly valuable for influencing action	86.3%	89%	75%	75%	75%
Raising awareness of key education and skills issues	Number of media articles generated	29	51	35	35	35
Providing data and information that is valued and used by stakeholders	% of stakeholders rating COMET Auckland data snapshots and infographics as moderately to highly valuable	91%	81%	80%	80%	80%
Leveraging Auckland Council support	Value of external funding as a percentage of Auckland Council grant	261%	338%	>300%	>300%	>300%

\* Note: The 2018/19 to 2021/22 external funding levels are significantly higher than normal due to the large limited-term funding from NEXT Foundation for Talking Matters. Note also that this funding is dependent on annual approval from the funder.

In addition to the above quantitative measures, COMET Auckland tracks examples of systems change that result from our work. A selection of these are reported as case studies in our newsletters, on our website and in our Annual Report.

## SUMMARY OF FINANCIALS NGĀ PŪTEA WHAKAPAE

### Operating expenditure (\$ thousands)

	2018/19 Actual	2019/20 Forecast	2020/21 Budget	2021/22 LTP	2022/23 LTP
Personnel costs	1,315	1,779	1,899	1,937	1,976
Other expenses	626	643	807	970	970
Interest	0	0	0	0	0
Depreciation	27	34	26	20	18
<b>Total operating expenditure</b>	<b>1,968</b>	<b>2,456</b>	<b>2,732</b>	<b>2,927</b>	<b>2,964</b>
<b>Operating expenditure to be funded<sup>1</sup></b>					
Funded by:	-	-	-	-	-
External grants and other revenue	1,455	1,889	2,174	2,369	2,406
Auckland Council funding	558	558	558	558	558
<b>Total revenue</b>	<b>2,013</b>	<b>2,447</b>	<b>2,732</b>	<b>2,927</b>	<b>2,964</b>
<b>Surplus/ (deficit)</b>	<b>45</b>	<b>-9</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Capital expenditure (\$ thousands)

	2018/19 Actual	2019/20 Forecast	2020/21 Budget	2021/22 LTP	2022/23 LTP
Growth	34	17	0	0	0
Level of service	0	0	0	0	0
Renewals	29	9	2	12	12
<b>Total capital expenditure</b>	<b>63</b>	<b>26</b>	<b>2</b>	<b>12</b>	<b>12</b>
Funded by:	-	-	-	-	-
Debt	-	-	-	-	-
External grants and other revenue	63	26	2	12	12
Auckland Council funding	0	0	0	0	0
<b>Total</b>	<b>63</b>	<b>26</b>	<b>2</b>	<b>12</b>	<b>12</b>

Please note: all figures in this page are in thousands.

### Māori responsiveness expenditure (\$ thousands)

Initiative	2018/19 Actual	2019/20 Forecast	2020/21 Budget	2021/22 LTP	2022/23 LTP
Māori Education Leadership (including coordination of TMEF, Mātauranga Māori projects and Te Reo Revitalisation projects)	136	107	133	167	167
<b>Total expenditure</b>	<b>136</b>	<b>107</b>	<b>133</b>	<b>167</b>	<b>167</b>

### Other financial information

<b>Current value of assets</b>	The current value of COMET Auckland assets as at 30 June 2020 is \$491,733.	
<b>Shareholder equity ratio</b>	The latest shareholder equity ratio for COMET Auckland as at 30 June 2019 is 100%.	
<b>Accounting Policies</b>	COMET Auckland accounting policies are consistent with those of the Auckland Council group policies.	
<b>Financial Reporting</b>	COMET Auckland financial reporting is in accordance with requirements of the CCO Governance Manual.	
<b>Asset sales (\$ million)</b>	2018/19 Actual	-
	2019/20 Forecast	-
	2020/21 Budget	-
	2021/22 LTP	-
	2022/23 LTP	-

# ACCOUNTING POLICIES

## NGĀ KAUPAPA TŪPONO PŪTEA

### REPORTING ENTITY

Community Education Trust Auckland (the Trust) is a charitable trust registered under the Charities Act 2005 and is domiciled in New Zealand. The Trust is a council-controlled organisation under Auckland Council as defined under section 6 of the Local Government Act 2002, by virtue of Auckland Council's right to appoint the Board of Trustees.

The primary objectives of the Trust are to undertake actions, programmes and initiatives that support and promote education and improve educational outcomes for persons living in Auckland, rather than making a financial return. Accordingly, the Trust has designated itself as a public sector public benefit entity for the purpose of External Reporting Board Standard A1 Accounting Standards Framework (XRB A1).

### BASIS OF PREPARATION

#### Statement of compliance

The financial statements of the Trust have been prepared in accordance with the requirement of the Local Government Act 2002, which includes the requirement to comply with New Zealand generally accepted accounting practice (NZ GAAP).

The Trust has elected to apply Public Benefit Entity Simple Format Reporting - Accrual (Public Sector) (PBE SFR-A (PS)). 2019/20 is the first year that the Trust fails to meet the Tier 3 PBE criteria and has met the Tier 2 PBE criteria in that: 1) it does not have public accountability and 2) it has total expenses over \$2 million but less than \$30 million. Therefore the Trust is eligible to report in accordance with Tier 3 PBE Accounting Standards. This will be reviewed for 2020/21 if expenses are still above \$2,000,000. All transactions in the financial statements are reported using the accrual basis of accounting.

#### Going concern

The financial statements have been prepared on the basis that the Trust is a going concern. This assumption is dependant on the continuing funding from Auckland Council.

#### Measurement base

The financial statements are prepared on a historical cost basis.

#### Functional and presentation currency

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest dollar. The functional currency of the Trust is New Zealand dollars (NZ\$).

#### Bank Accounts and Cash

Bank Accounts and Cash in the Statement of Cash Flows comprise cash balances and bank balances (including short term deposits) with original maturities of 90 days or less.

#### Changes in Accounting Policies

There have been no changes in accounting policies during the financial year (last year - nil).

### SIGNIFICANT ACCOUNTING POLICIES

The following significant accounting policies, which materially affect the measurement of earnings and financial position, have been applied.

#### Revenue

Revenue from the sale of goods and services is measured at the fair value of the consideration received or receivable.

## *Grants*

Grants received from Auckland Council are a significant source of funding to the Trust and are restricted for the purpose of the Trust meeting its objectives as specified in the Trust's Trust Deed. The Trust also receives other assistance for specific purposes, and these grants usually contain restrictions on their use.

Council, government and non-government grants are recognised as revenue when they become receivable unless there is an obligation to return the funds if conditions are not met. If there is such an obligation, the grants are initially recorded as grants received in advance (deposits for future services) and recognised as revenue when conditions of the grant are satisfied.

## *Interest income*

Interest income is recognised as it accrues, using the effective interest method.

## *Partnership contributions received*

Partnership contributions received are contributions received from our partners for co-hosting specific events. Partnership contributions are recognised as revenue when they become receivable.

## **Expenses**

Expenses are recorded on the occurrence of recognition events.

## *Partnership contributions*

Partnership contribution expenses relate to the Trust's revenue which are passed on to partners as part of whole-project activities.

## **Property, plant, and equipment**

Property, plant, and equipment are stated at cost, less accumulated depreciation.

## *Disposals*

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the assets. Gains and losses on disposals are presented net in the surplus or deficit.

## *Depreciation*

Depreciation is calculated on a diminishing value basis over the expected useful economic lives of the assets concerned. The following rates have been used:

- |                          |           |
|--------------------------|-----------|
| • Furniture and fittings | 0% - 16%  |
| • Office equipment       | 20% - 67% |
| • Computers              | 30% - 50% |

## **Intangible assets**

Costs of software licence, website design and database development are capitalised. Amortisation is calculated at 40% - 80% per annum on a diminishing value basis over the expected useful economic lives.

## **Impairment**

### *Financial assets*

The Trust assesses at each reporting date whether there is objective evidence that a financial asset or a group of financial assets is impaired. A financial asset is considered to be impaired if objective evidence indicates that one or more events have had a negative effect on the estimated future cash flows of that asset.



Individually significant financial assets are tested for impairment on an individual basis. The remaining financial assets are assessed collectively in groups that share similar characteristics. All impairment losses are recognised in profit or loss and reflected in an allowance account against receivables.

An impairment loss in respect of a financial asset measured at amortised cost is calculated as the difference between its carrying amount, and the present value of the estimated future cash flows discounted at the original effective interest rate. Receivables with a short duration are not discounted. For trade receivables, significant financial difficulties of the debtor, probability that the debtor will enter bankruptcy, and default in payments are considered indicators that the receivable is impaired.

An impairment loss is reversed if the reversal can be related objectively to an event occurring after the impairment loss was recognised. For financial assets measured at amortised cost, the reversal is recognised in profit or loss.

#### *Property, plant, and equipment and intangible assets*

Property, plant, and equipment and intangible assets are reviewed for indicators of impairment as at each balance date. When there is an indicator of impairment, the asset's recoverable amount is estimated. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is depreciated replacement cost for an asset where the service potential of the asset is not primarily dependent on the asset's ability to generate net cash inflows and where the Trust would, if deprived of the asset, replace its remaining service potential.

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

#### **Employee benefits**

##### *Short-term employee benefits*

Liabilities for wages and salaries, including non-monetary benefits, annual leave and accumulating sick leave expected to be settled within 12 months of the reporting date are recognised in respect of employees' services up to the reporting date, and are measured at the amounts expected to be paid when the liabilities are settled on an undiscounted basis.

A liability for sick leave is recognised to the extent that absences in the coming year are expected to be greater than the sick leave entitlements earned in the coming year. The amount is calculated based on the unused sick leave entitlement that can be carried forward at balance date, to the extent that it will be used by staff to cover those future absences.

##### *Defined contribution pension plans*

Obligations for contributions to defined contribution pension plans (including KiwiSaver) are recognised as an expense in profit or loss when they are due.

#### **Deposits for future services**

Deposits for future services are recognised as current liabilities for income received for specific projects, which have not completed at balance date. The amount is calculated based on the income and expenses incurred for the specific projects.

#### **Goods and services tax**

These financial statements have been prepared exclusive of goods and services tax (GST), except for accounts receivables and accounts payables which are GST inclusive.

#### **Income tax**

The Trust is wholly exempt from New Zealand income tax having fully complied with all statutory conditions for this exemption.

## **APPROACH TO GOVERNANCE**

### **TE TAKOTO HUANGA, TIKANGA WHAKAHAERE**

Auckland Council works in partnership with its CCOs and the agreed approach to governance, including risk management, is outlined within the CCO Governance Manual which sits alongside this SOI. COMET Auckland will act in accordance with guidance provided within the CCO Governance Manual.

Auckland Council CCOs are required to hold public board meetings. In particular two public meetings a year are required for the following purposes:

Purpose	Date	Form of Public Notification
Consider shareholder comments on draft SOI	July 29 <sup>th</sup> 2020	Public notice in newspaper
Consider performance against SOI targets	October 2020	Newsletter invite Website Public notice in newspaper

### **REPORTING**

The draft Statement of Intent was delivered to Council by February 28<sup>th</sup>, 2020 and was revised to reflect the impact of Covid-19, with the revised draft sent to council by June 4<sup>th</sup> 2020. The final draft, based on Council and stakeholder feedback, will be delivered by July 31<sup>st</sup> 2020, for approval in August 2020.

A draft half-yearly report and draft annual report will be available within two months of the end of the respective financial periods. These reports will contain the information necessary to enable an informed assessment of the Trust's operations, including a comparison of the performance of the Trust with this Statement of Intent.

COMET Auckland aspires to be a high quality, high performance Trust that leads innovative, leading edge local government practice in education and learning.

The Trust will provide reports to other parties, as agreed. The Trust is committed to maintaining an open, co-operative and harmonious relationship with Council.

### **GOVERNANCE**

COMET Auckland (The Trust) was established on July 1<sup>st</sup> 2012, by re-settlement from the City of Manukau Education Trust (the former trust).

The Trust's Constitution is the Trust Deed. Up to twelve trustees may be appointed for three-year terms, and a maximum of two terms. Trustees are not paid. As at June 30<sup>th</sup> 2020, the trustees are:

GINNIE DENNY (Chairperson. Appointed July 2015; second term expires July 2021)

FA'AVAE GAGAMOE (appointed December 2019; first term expires October 2022)

JANNITTA PILISI (appointed July 2015; second term expires July 2021)

JIGNASHA PATEL (appointed August 2016 to casual vacancy; reappointed 2018; first term expires November 2021)

MELISSA CRAWFORD (appointed October 2019; first term expires October 2022)

RICHARD THORNTON (appointed December 2018; first term expires June 2021)

TRACY MASSAM (appointed December 2018; first term expires June 2021)

#### **Amohau**

TAME TE RANGI, REREATA MAKIHA

#### **Chief Executive Officer**

SUSAN WARREN