



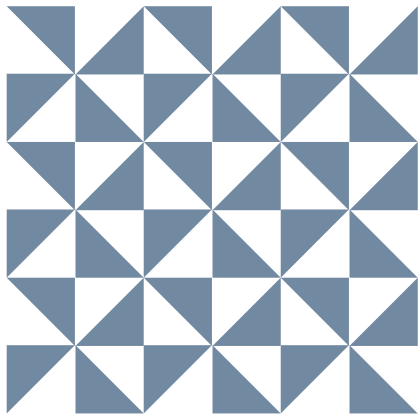
Annual Report

Rīpoata ā-tau
2019 – 2020





Work experience at Countdown Pukekohe helped Satoree, from Tuakau College, understand workplace expectations. She was on the Youth Employability Programme – Licence to Work



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MIHI WHAKATAKI

Tuia i runga, Tuia i raro, Tuia i roto, Tuia i waho
Tuia te herenga tangata
Ka rongo te pō, Ka rongo te ao
Te kōrero i te wānanga
Te pūatakataka, te pūāwhiowhio
Kua takoto i te hau o Tū
E ai ki ngā kōrero;

Tāmaki Makaurau, Tāmaki Herehere o ngā waka e
Nā Te Hononga Akoranga – COMET Auckland anō te waimarie, te
whakaatu te pūrongo-a-tau nei ki a koutou.
Ngā mihi whānui ki ngā waka, ki ngā iwi, ki ngā hapū e tautoko nei i te
kaupapa o te mātauranga.
Mauri ora ki te whai ao, ki te ao mārama.

COMET AUCKLAND – TE HONONGA AKORANGA

Our mission

is driving systems change to make education and skills more effective and equitable.

Our vision

is everyone has the right to shine and realise their dreams through lifelong learning.

Acknowledgements

The generous support of many people and organisations makes our work possible. We are grateful for the commitment and dedication shown by these people who are passionate about making education accessible for everyone.

We thank:

Mayor Phil Goff, Councillors and Local Board members.

The many Council and ATEED officers who liaise with and support our work.

The Independent Māori Statutory Board, Pacific Peoples' Advisory Panel, Ethnic Peoples Advisory Panel and Youth Advisory Panel, who provide advice, challenge and support.

Bell Gully who provide COMET with pro bono legal work.

The Clarity Business and Hight Art and Design, which provide us with communications and design support.

Our generous sponsors this year: Auckland Council, NEXT Foundation, Ministry of Business, Innovation and Employment, Oranga Tamariki, Lottery Grants Board, Cognition Education Trust, Todd Foundation, Ministry of Social Development, Pathways to Employment Trust, Department of Corrections, Lion Foundation, The Trusts Community Foundation, Department of Internal Affairs and Annual Ink.

Our partners who provided significant in-kind support: Employers and Manufacturers Association, Smart Waikato, Fisher & Paykel Healthcare, Education Today, NIWA, The Southern Initiative, Plant & Food Research, University of Auckland, AUT, Victoria University, Massey University, Unitec, Manukau Institute of Technology, Pasifika Education Centre, and BNZ Partners.

Our amohau, Tame Te Rangi and Rereata Makiha.

Our staff, volunteers and trustees.

Our many project partners, whom we value immensely but are too numerous to name here.



MESSAGES FROM THE CHAIR AND CHIEF EXECUTIVE

Ngā Kōrero a te Tiamana me te Manahautū

Ngā mihi nui, ngā mihi mahana, ngā mihi aroha. Tēnā koutou katoa, Assalamu'alaikum warahmatullahi wabarakatuh, Talofa lava, Malo e lelei, Kia orana, Nisa bula vinaka, Taloha ni, Fakalofa lahi atu, Ni hao, Namaste, warm greetings.

As we write in mid-2020, we look back on a year of unprecedented change for Aotearoa and for the world. We went into 2020 with a strong and expanding team due to exciting growth in several areas of our mahi. Since then, like us all, we're facing a global pandemic and the most severe downturn in modern history. Words like safe, pivot, rāhui and new normal have taken on renewed significance this year!

At COMET, we've been fortunate. Our funders generously gave us assurance of support so we could take time to find new ways to deliver our agreed outcomes. We are grateful to our staff, board and project partners for the dedication they showed in continuing to deliver creative, impactful work in often less-than-ideal circumstances.

Over the next period we are predicting significant areas of need in education and skills due to the impact of COVID-19.

We are already seeing rising youth unemployment, with knock-on effects on youth wellbeing, current and future income and long-term benefit dependence. High job losses in major industries are creating increased need for re-training and for re-purposing existing skills.

Delays in learning due to time lost during lockdown, especially for Māori learners and Pasifika learners in low-decile secondary schools, will lead to increasing disparities that will be felt for years to come. Meanwhile, social and emotional stresses are impacting on individuals, families and communities, with increasing need for support to build resilience and wellbeing for people of all ages.

All this means education and skills will be even more crucial in the post-Covid-19 world.

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

- Re-shaping the Youth Employability Programme (YEP) for online delivery, by producing digital resources for schools and youth services organisations. The resources caught attention of MSD, who part funded it.
- Talking Matter's strong Facebook engagement supported families as they adapted to lockdown. One of our Community Activators and his family filmed a series called 'Talking Changes – Bernard Bubble'. It followed the journey of their one-year-old embarking on a strange new norm during the COVID-19 pandemic.
- Celebrating Māori success through a series of live Facebook panel discussions with young Māori elected representatives and educators.
- Shifting our usual stakeholder consultation meeting to a series of online consultations to inform our future work and our advocacy in the lead-up to the election.

While kanohi ki te kanohi relationships will always be important, online delivery is opening up opportunities to reach new communities.

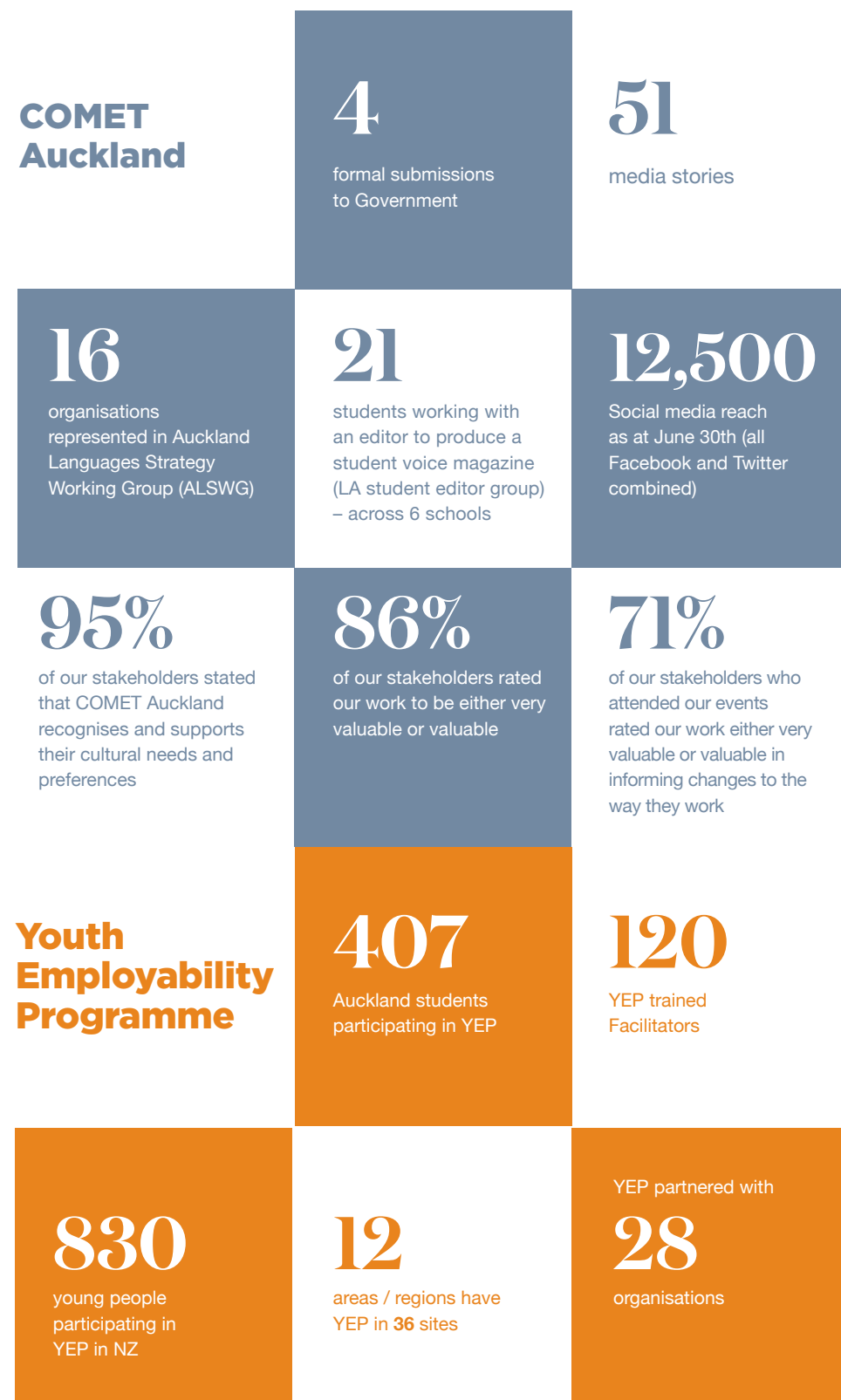
As always, none of this would be possible without our many partners, supporters and stakeholders. We look forward to working with you further in 2020/21 and beyond, towards more effective and equitable learning pathways for all.

Ngā mihi maioha ki a koutou,

Susan Warren,
COMET CE

Ginnie Denny,
COMET Board Chair

KEY DATA 2019/2020



Raraunga matua 2019/2020



314

students participated in YEP

407

Auckland students are participating in 2020:

Māori 26.81% / Pasifika

47.83% / Pakeha 10.87% /

Asian 2.17% / Other 12.32%

YOUTH EMPLOYABILITY

Pūkenga Whai Mahi



'That YEP Guy' campaign has reached over 10,000 young people



Tasi's YEP work experience was at Laughalots Playland in Porirua. Now she's the Duty Manager there.

Post COVID-19, an urgent response is needed to ensure that every young person in Aotearoa remains well and engaged in skill-building towards employability.

We have made great strides to ensure all 14 – 24-year-olds gain the insight, confidence and skills to get work, keep work and create careers.

We have supported young people in underserved communities across Tāmaki Makaurau through our Youth Employability Programme (YEP): Licence to Work since 2015. As of 2020, YEP is now in 12 regions across Aotearoa, with more than 800 young people enrolled, over half of whom are in Auckland. We've also trained and supported 120 YEP facilitators.

The COVID-19 lockdown challenged the delivery of YEP, as sites needed to deliver workshops online. The work experience component was also challenging. During lockdown, we produced ten sets of digital resources on youth wellbeing and employability skills. Each set included a 'That YEP Guy' video, self-assessment survey and links to learning resources. Ministry of Social Development (MSD) part-funded it and circulated them to every Youth Support Services site and every service centre around Aotearoa.

We now have three versions of YEP:

- The **'Standard'** edition – for secondary school students moving into apprenticeships, training or employment.
- The **'Ultimate'** edition – for young people disengaged from school or NEETs who want to build employability skills.
- The **'Corrections'** version – for young adults in Corrections system.

All programmes are culturally responsive to the changing world of work. In all, 860 young people participated in YEP in 2019. Of these students, 240 were Māori and 88 Pasifika.

We continue to strengthen our relationships with 28 organisations, including the Ministry of Education, Ministry of Business, Innovation and Employment, Te Puni Kōkiri and Pathways to Employment Trust.

We work with 10 regional managers and coordinators to ensure YEP's best practice.

- | | | |
|--|-----------------------------------|---|
| • Tairāwhiti (Ruatoria, Gisborne and Wairoa) | • Wairarapa | • Eastern Bay of Plenty (Whakatāne, Murupara, Kawerau, Ōpōtiki) |
| • Taupo | • Wellington, Porirua, Lower Hutt | • Rotorua |
| • Waikato (Hamilton and Te Kuiti) | • Marlborough (Kaikōura) | • Mt Maunganui |

In 2019, 85 people received YEP facilitator training, with a further 37 people trained in January and February 2020.

Youth Employability Aotearoa

This year, Director for Youth Employability, Shirley Johnson convened a national meeting on youth employability. Thirty-four cross sector leaders from business, iwi, tertiary, philanthropic and NGO's attended. This work received funding from the Todd Foundation.

The group established **Youth Employability Aotearoa** – A collective of national and regional organisations and networks leading youth employability initiatives. Read more about these initiatives here: yea.org.nz

YEP in Auckland

YEP is in nine sites across Auckland, includes Manurewa High School, Papakura High School, Rosehill College, Sir Edmund Hillary Collegiate, Southern Cross Campus, Tuakau College, Green Bay High School, Massey High School and Rutherford College.



Youth Employability Aotearoa is a collective of national and regional organisations and networks

“Every player in the skills ecosystem has a role to play in ensuring young people develop the attributes and skills they need to thrive within the workplace and in life.”

– Shirley Johnson,
Director, Youth Employability

In the news

In action on Seven Sharp earlier this year were our Taupō students from Taupo-nui-a-Tia College and Tauhara College. “We are super proud of the volunteer mahi they've all been doing with Bike Taupo to create a bike trail.”

– Gaeleen Wilkie, Taupo College,
Project Coordinator

271

whānau and babies involved

170

practitioners (whānau workers and teachers) involved

TALKING MATTERS

Korerotia Mai

Talking Matters to Tāmaki pēpi playing in one of the whānau sessions



Children participating in Talking Matters to Tāmaki during graduation ceremony.

“Early language is the engine that drives development, yet oral language is still not particularly visible across child development, learning and wellbeing systems. Talking Matters has played a key role in building a common agenda because it brings together different disciplines – health, education, family services, speech and language, libraries, research, teacher education and policy.”

– Alison Sutton, Talking Matters Founder

Talking Matters has continued to shine a light on the significance of language in the early years.

We are proud of our contribution to making ‘serve and return’ a focus across multiple sectors.

Talking Matters has a vision for all children in Aotearoa to flourish as thinkers, learners and readers. We have been researching further ways we might achieve our mission to get everyone talking more to babies and toddlers in order to enhance their learning. We are now ready to use the key learnings to extend our reach in Aotearoa.

We are currently implementing intensive action in five communities – Tāmaki, south Auckland, central North Island, Ōpōtiki and Christchurch. We have partnered and collaborated with 12 organisations within whānau services, early childhood education and iwi, reaching 271 whānau and their babies and 170 whānau workers and teachers. Through these relationships we have gained key insights that will allow us to scale our work successfully in the next stage to generate sustainable change for whānau.



Talking Matters Founder, Alison Sutton with the COMET Auckland team

Alison Sutton, Founder of Talking Matters, has retired. She spent the last six years of a successful career in education developing and leading Talking Matters. Alison says Talking Matters has been the most rewarding and important role in her working life.

LENA – Building brains through early talk

This year we have continued to adapt LENA technology, developed in the US, as a tool to measure language environment in Aotearoa contexts. We have confirmed that data collected through LENA is a powerful tool for change. This is especially useful when data is used to measure success in accordance with the aspirations and experiences of whānau and teachers.

We have used LENA devices with nine organisations, engaging five whānau services and eight ECE centres. Within these organisations, 196 whānau and 70 practitioners have engaged with LENA. The data indicates positive shifts in language and vocabulary. It has become a tool to support our broader principles and strategies for language, culture and identity.



196 babies are using LENA vests

In 2020/21 our focus is on sustainability and reach, building innovative frameworks for measuring our impact. We will trial other types of data collection (e.g. Go Pro, camera phones, apps) in both ECE and parenting contexts to make Talking Matters more accessible to stakeholders.

“When we first started using the vest, I made an effort to talk more to him and all that, and then it just became normal. It didn’t matter if they weren’t wearing the vest.”

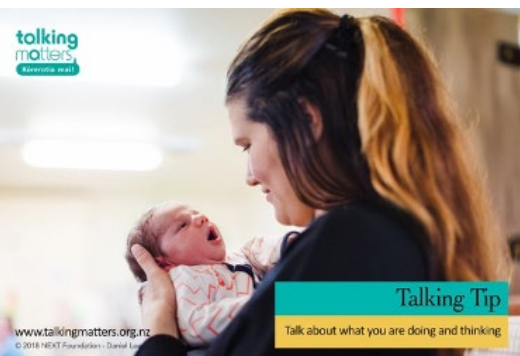
– Patrice, Granger Grove Mum





Talking Matters to Tāmaki (TMTT)

Ehara taku toa i te toa takitahi, engari he toa takitini
My strength is not mine alone, but that of many



Awareness-raising

Between 2019 and 2020 we have produced 'Talking Tips' in English and Māori. These come in various formats, including coaching manuals, booklets, calendars, postcards, magnets and videos. A highlight is a calendar with the Talking Tips in te reo Māori co-developed with the Whakatōhea iwi. It features whānau from the community participating in the Talking Matters kaupapa. We also have Talking Tips in various Pasifika languages used for 'language weeks'.

We have a very active Facebook presence with a dedicated and engaged following of nearly 10,000, up from 2,000 a year ago.

Our commissioned video for Te Wiki o Te Reo Māori 2019 achieved significant engagement with whānau. 'It's never too early to talk with your baby' featured Te Amio-whenua (Ngāti Whātua Ōrākei) speaking fluent Māori with her whānau. On Facebook it gained 250,000 views in its first week and a further 50,000 since. It also featured on Te Ao – Māori News.

During the COVID-19 lockdown, we created a video series called, 'The Bernard Bubble'. The series follows the journey of one-year-old Hawaiki-Soul Bernard as he embarks on a strange new norm during lockdown. We also created a set of ultra-short sequels for Samoan Language Week. It featured Hawaiki trying out his three heart languages. On Facebook it has had several thousand views and sparked a surge of interest from Pasifika families and organisations. In 2020/21 we intend to co-design a suite of resources created by and for Pacific Island families in Aotearoa. This work has established us as a trusted messenger around language revitalisation and indigenous parenting practices.



Anthony, Talking Matters Coordinator and Tangiahua, Kaiako at the launch of the Whakatōhea – Talking Matters calendar on Ōpōtiki

Twelve partnerships and collaborations with other organisations

TMTT is a partnership between Talking Matters and Glen Innes Family Centre. Making decisions together means that outcomes for whānau are always at the centre of our processes. Our aim is to build community capability and relationships that will last.

The power of whānau-to-whānau coaching and emerging pathways for employment

Talking Matters' coaches become the partners and supporters of the whānau they work with to help build language skills with the children. TMTT encourages whānau to use the skills they need to successfully bring other families along on the rich language journey they are undertaking.

The way forward

TMTT is developing a community movement to encourage village style parenting in an urban context. TMTT is not simply a programme to grow whānau confidence and expertise. It is a collective, a culturally affirming initiative for local whānau and their young children.

Whānau are not "on" or "in" a programme. They are the programme.

Whānau join a collective which weave in tools and strategies to enhance their resilience. People join to achieve their goals rather than satisfy the needs of a programme.

"I have seen the word partnership used a lot throughout my career, but this is the first time I've seen it genuinely happening – especially when it's a small community organisation and a bigger one."

– Laurel Belworthy, Glen Innes Family Centre Operations Manager



2700

views of the live Facebook panel discussions so far

22

real-time comments made by viewers

EDUCATION MĀORI

Mātauranga Māori



Supporting the educational dreams and aspirations of our Māori learners starts with educators doing right by Māori learners.

We are working in Tāmaki Makaurau to develop a culturally responsive education system that commits to educational success for Māori.

Tāmaki Makaurau Education Forum

The TMEF is a platform for iwi and educators interested in developing and sharing models for Māori success of all ages. Due to COVID-19, the forum was run as a series of online discussion panels. The theme for this year was Kōwhiringa Pōti 2020 – Election 2020. This was an opportunity to discuss with a range of experts issues concerning Māori education, which we think should be debated during the election campaign.

The panellists for the Māori City Councillors Panel were Nerissa Henry, Moko Te Pania, Louis Rapihana, Kylie Wihapi and Piri-Hira Tukapua.

The panellists for the Māori Educators Panel were Kiri Turketo, Piata Allen, Hoana Pearson, Nikora Ngaropo and Vashti Tymkin.

This series of panels are continuing with a rangatahi panel held in June and a political panel expected in September.

The panelists discussed a range of issues including the normalisation of te reo Māori, teacher education programmes, pathways for Māori students and inequity issues that many whānau continue to face. There were concerns about how Māori communities respond to the aftermath of COVID-19.

Te Reo Māori

We included messages about ensuring more children can learn te reo Māori in school in two of our submissions this year – the submission on the Draft National Education Priorities and the submission on the Education and Training Bill.

Rangatahi voice in Teacher Education Programmes

A relationship started between COMET Auckland and Te Puna Wānanga / the School of Māori and Indigenous Education in early 2020. The aim was to get rangatahi Māori voices into Teacher Education programmes.

We interviewed 40 primary and secondary school Māori students from Auckland. They gave their opinions on what makes a good teacher and how to get to know Māori students and their whānau better. We shared the messages from the rangatahi through a presentation and discussion with student teachers to support them on their journey to becoming teachers.

Qualities in teachers that made a difference:

- Engaging with students, helping them, making sure that they are doing their work. Not always hassling, but letting students know that they are always there to help.
- Getting to know students, their interests and their hobbies, not just who they are in class.
- Being generally nice and getting to know students as people not just students.

How could new teachers get to know Māori students and their whānau (extended families)?

- Introduce Māori kupu (words) in their classroom.
- Get to know families outside of the parent teacher interview, beyond the classroom context.
- They could get to know Māori families through sports. You can introduce your teacher to your parents at sports games.

Is it important to pronounce correctly Māori names and Māori words?

- Yes, because according to some students, most teachers will pronounce words incorrectly.
- Consult your students before or after to check that you are using terms in correct places and for appropriate use.

“Nearly half of Māori living in Tāmaki Makaurau are under 25 years old. Therefore, it is crucial that we continue to strengthen rangatahi participation in education outcomes. Youth voices are important because the decisions and policies that are created today will directly affect future generations.”

– Will Flavell, Education Māori Manager



“The challenges that we face, is that there are not enough [te reo] resources”.

– Kiri Turketo, Principal, Sir Edmund Hillary Collegiate Senior School

22

schools involved

19

projects funded

400

young people engaged

STEM Alliance Aotearoa Pūtaiao, Hangarau, pūkaha, pāngarau

“They loved it and were able to get an understanding of what jobs are like in industry. It’s inspiring these kids to be interested in science and see it as an actual pathway they could go down.”

– Beachlands School Teacher,
Imogen Kennedy



Otahuhu Primary School student

It’s vital to improve the relationship between STEM business and community to nurture the next generation of talent.

We have worked hard to show young people in south Auckland the value of science skills and to highlight career pathways through collaborations with local STEM businesses, researchers and engineers.

SOUTHSCI

SouthSci is a participatory science platform in south Auckland. Established by the government’s Curious Minds scheme, its vision is for all south Auckland children to be leaders in STEM education and innovation.

In 2019, SouthSci funded 10 projects and a further nine in 2020.

At least 17 other organisations and several hundred children and young people have been involved, exploring topics as varied as analysing water quality to monitoring litter traps; efficient energy use in Early Childcare Centres; and better waste storage.

Between 2019 and 2020 we distributed \$292,343 in south Auckland. Thirty-six organisations were involved, 19 projects funded, 22 schools took part and 400 young people engaged.

We hosted an intern from the University of Auckland’s School of Population Health in the first half of 2020. Cecilia Song researched young people’s thoughts and opinions behind the questions we use for SouthSci evaluation. The current surveys contain questions such as “is science your favourite subject?” and “have you ever met a scientist?”. Cecilia interviewed students at three SouthSci project schools. Data was enlightening and highlighted the need for further discussions about “science” and the diverse career pathways open to science-interested young people.

‘Buzz in the Garden’ - The diversity of life!

What started as a throwaway line – ‘we should plant a garden’, has resulted in a science project that helps south Auckland kids learn about edible plants and bug life.

Māngere Bridge children’s Librarian Loryn Tompsett, whose idea it was, says thanks to the funding from SouthSci, the Participatory Science Platform in south Auckland, three community gardens are now flourishing. They received \$20,000 to go towards gardening equipment, potting mix and plants.

The team at Ōtāhuhu, Māngere East and Māngere Bridge libraries didn’t do it alone, they had the help of up to 60 kids from three local schools, including Waterlea School, Māngere Bridge School and Māngere East School.

The students aged between 9 – 10, dug in by helping to plant the edible gardens.

Tompsett says each library built the gardens and planted edible food, such as silver beet, tomatoes, beetroot, herbs and lots of lettuces.

SouthSci Manager, Dr Sarah Morgan says ‘Buzz in the Garden’ was SouthSci’s first project based at a library. She says the project included the opportunity to use the community gardens as a vehicle to encourage food, flower and herb growth at home, both for human consumption and for promoting insect diversity in an urban setting. “This is important as we don’t have enough growing things to support our flying and crawling things in the city.”

Each student was also given a booklet to identify each insect living in the garden and to learn about “good bugs and bad bugs. Traps were set, and they caught bees, ants, little flying insects. Then set them free,” says Thompsett. With the help from three scientists from University of Auckland, University of Waikato and Plant & Food Research the students examined the different insects.

Māngere Bridge School teacher Otilie Morrison says the kids loved the project. “The kids got a good understanding of the mini eco-system in the garden, and I got some great techniques to take back to school.”

There is a “huge pool of untapped talent in south Auckland. Our young people here are just fantastic and have a huge potential to approaching problem solving in unique and creative ways. It’s a shame not to have them in STEM careers where they are needed.”

– Dr Sarah Morgan, SouthSci Manager



113

stakeholders who took part the 'Te Wero 2020' survey

4000

views to our three online panel discussions

68

real-time Facebook comments made by viewers watching the online panel discussions

8

topics included in Te Wero 2020 campaign

STRATEGIC LEADERSHIP

Hautūtanga

Our education system isn't working well for too many learners. Our advocacy and strategic leadership work is creating and developing connections within the system and ensuring the voices of diverse learners, whānau, educators, community members and employers are heard.

ADVOCACY

'TE WERO 2020' Campaign

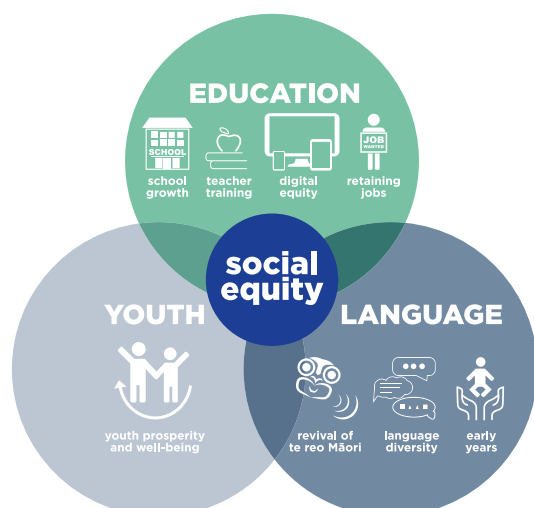
Because of COVID-19, we created a digital campaign called 'Te Wero 2020' in place of our usual stakeholder consultation meeting. We explored the social and economic impact of COVID-19 and questioned what can help NZ thrive again.

The campaign aim is to help make an informed decision at voting time. We used Facebook posts, surveys, polls and live Zooms to advocate. Stakeholders' opinions, expert information and COMET insights made up a series of questions to targeted Ministers and Members of Parliament for a response. We look forward to sharing their response in the lead-up to the 2020 election.

"As a pākehā educator I think one of the challenges is that schools often start from a western perspective and try and translate (or force) those concepts in to Te Ao Māori, instead of starting from a Māori worldview, so despite best intentions there is a mismatch and misunderstandings. The wero for schools is not just te reo – it is about understanding the worldviews, valuing the traditional knowledge and identifying the aspirations of our whānau Māori."

– Brenda McPherson, stakeholder

More here: <https://cometauckland.org.nz/our-initiatives/te-wero-2020>



Topics for 'Te Wero 2020' Campaign

Auckland Languages Strategy

We convene and chair the Auckland Languages Strategy Working Group. We connect action to support our city's many languages. This year we designed and trialed a survey of language organisations across Aotearoa. The group will publish the information to highlight the breadth of the languages sector.

Youth Voice

We work with educational publisher Education Today. Young people come together to create an annual 'Student Voice' magazine. The focus this year is about education-related issues they want the next Government to address. The magazine reaches educators and decision makers.

Data & Evidence

Ngā Raraunga me ngā taunakitanga

Through collaboration, analysis and evaluation, we have provided data-driven evidence to help make informed decision-making accessible to all Aucklanders.

We published and distributed our eighth annual data snapshot this year. The recent snapshot is the first in partnership with a COMET Auckland initiative.

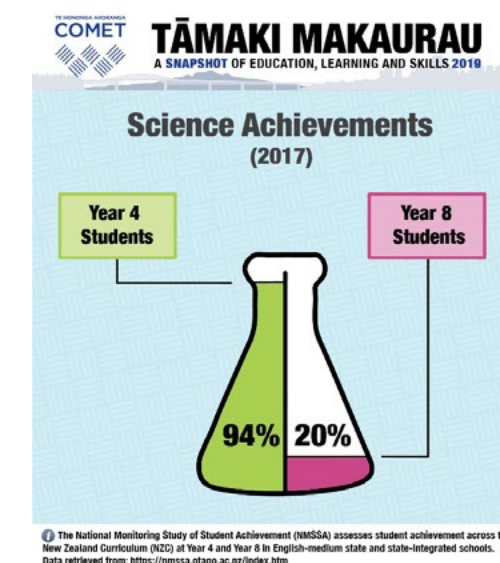
The Tāmaki Makaurau STEM Edition snapshot showcases the achievement, performance and engagement of STEM across Auckland. Most data in the snapshot were the result of investigations into the state of STEM in Auckland and Aotearoa. It answers the question of what it would take to engage students with STEM, and why it is vital we do so.

This year we launched the snapshot with a Facebook campaign. It includes expert commentary on data in the snapshot, from the likes of the Prime Minister's Chief Science Advisor Juliet Gerrard and Dr Michelle Dickinson from Nanogirl Labs. They gave insight into the implications of the data and how they use it in their work.

You can get your free copy here: https://cometauckland.org.nz/assets/files/STEM2019_online.pdf



We asked our stakeholders: 'Is a digital device a right or privilege?' 75% said it's a privilege and 25% said it's a right.



Did you know that there's a huge drop in the percentage of students achieving at or above the New Zealand Curriculum expectations between Year 4 and Year 8? Why are our younger students performing better than our older ones? What do you think changes for them at school?



SouthSci participants working together



Talking Matters Mum and children

PERFORMANCE REPORT

FOR THE YEAR ENDED 30 JUNE 2020

Rīpoata Paearu Mahi

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ENTITY INFORMATION

Legal Name

Community Education Trust Auckland

Other Name

COMET Auckland

Type of Entity

Charitable Trust

Objectives of Trust

To undertake actions, programmes and initiatives that support and promote education and improve educational outcomes for persons living in Auckland, with a special focus on the areas of greatest education need.

Settlor

Auckland Council

Entity Structure

Auckland Council, as the Settlor of the Trust, has the power of appointing Trustees. The Trustees are incorporated as a Board under Part II of the Charitable Trusts Act 1957. The control, management and conduct of the Trust is vested in the Trust Board.

Main Sources of Funding

The Trust is primarily funded by Auckland Council by way of an annual operating grant. The Trust also receives other assistance from government and non-government organisations for specific projects.

Trustees

- Andrew Abernethy (resigned 25 February 2020)
- Melissa Crawford (appointed 1 November 2019)
- Ginnie Denny (Chairperson)
- Fa'avae Gagamoe (appointed 1 December 2019)
- Tracy Massam
- Jignasha Patel
- Jannitta Pilisi
- Amit Prasad (resigned 25 February 2020)
- Richard Thornton
- Finau Glen Tuala (resigned 25 February 2020)

Solicitors

Bell Gully

Independent Auditors

BDO Auckland

Commencement Date

1 July 2012

Physical Address

Level 5, 55 Anzac Avenue
Auckland Central, Auckland 1010

Postal Address

PO Box 3430
Shortland Street, Auckland 1140

Website

www.cometauckland.org.nz



SouthSci Pasifika participants

STATEMENT OF SERVICE PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2020

Long Term Outcome: Parity of educational outcomes

Intermediate Outcome: Reduced inequality of educational outcomes

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

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

Intention: Work with the education sector, organisations and community on the whole of the student's educational journey

Outputs: Targeted interventions that lead to systems change

Service level statement	Measure	2020 Actual	2020 Budget	2019 Actual
Delivering initiatives and projects to agreed timeframes and outputs	% of initiatives that fully meet timelines and outputs as listed in the SOI	83%	90%	95%
Quality of work to support education and skills	% of stakeholders who rate COMET Auckland's work as valuable or very valuable	86%	75%	85%
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	89%	75%	87%
Raising awareness of key education and skills issues	Number of media articles generated	51	32	29
Providing data and information that is valued and used by stakeholders	% of stakeholders rating COMET Auckland reports as moderately to highly valuable	78%	80%	81%
Leveraging Auckland Council support	Value of external funding as a percentage of Auckland Council grant	338%	>300%	261%

Additional information:

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.



Vegetable patch from SouthSci project

STATEMENT OF FINANCIAL PERFORMANCE

FOR THE YEAR ENDED 30 JUNE 2020

	Notes	2020	2019
Revenue		\$	\$
Funding from central or local government			
- Grants	1	762,000	758,000
- Other funding		113,454	113,084
Grants from non-governmental organisations	2	1,121,994	1,143,589
Contract fees received		39,736	45,950
Deposits for future services brought forward	3	594,187	484,633
Deposits for future services carried forward	3	(278,428)	(594,187)
Donations	4	64,736	-
Interest earned		17,681	24,099
Sublease income	14	-	28,206
Sundry income		11,280	10,054
Total revenue	5	2,446,639	2,013,428
Expense		\$	\$
Operating expenses	6	580,196	540,873
Human resource expenses	7	1,779,292	1,314,592
Partnership contributions		94,095	83,500
Trustees' expenses		2,376	1,799
Sublease expenses	14	-	22,453
Loss on disposal of fixed assets		465	4,532
Total expenses		2,456,424	1,967,749
Surplus (deficit) before tax		(9,785)	45,679


The above statement should be read in conjunction with the notes to and forming part of the performance report.

STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2020

	Notes	2020	2019
Assets		\$	\$
Current assets			
BNZ current account		387,607	453,713
Accounts receivable		9,263	11,445
Accrued interest		3,606	2,248
AT Hop card		81	144
GST refund		13,373	11,144
Petty cash		22	93
Petrol voucher & gift card		550	590
Prepayments		14,699	13,952
Reimbursable expenses		32	115
BNZ term deposits		610,221	811,862
Total current assets		1,039,453	1,305,306
Non-current assets			
Property, plant, and equipment	8	61,862	69,392
Intangible assets	9	15,552	17,596
Total non-current assets		77,414	86,988
Total assets		1,116,867	1,392,294
Liabilities			
Current liabilities			
Accounts payable		42,123	70,119
Visa		946	1,585
PAYE payable	10	24,663	35,053
Provision for holiday pay		85,164	40,447
Accrued expenses		44,794	31,840
Deposits for future services	3	278,428	594,187
Revenue received in advance	11	13,500	-
Project funding held for MBIE		135,517	117,545
Total current liabilities		625,134	890,776
Total liabilities		625,134	890,776
Net assets		491,733	501,518
Represented by:			
Trustees funds	13	491,733	501,518

Approved for and on behalf of the Board of Trustees this 25th day of Aug 2020.


 V Denay (Aug 21, 2020 14:32 GMT+12)
 Chairperson


 Trustee

The above statement should be read in conjunction with the notes to and forming part of the performance report.

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 30 JUNE 2020

	2020	2019
Cash flows from operating activities	\$	\$
Cash was received from:		
Funding from central or local government	893,425	848,460
Receipts from non-governmental organisations	1,188,407	1,182,404
Donations	64,736	-
Receipts from sublease	-	28,206
Interest received	16,323	27,229
Net GST received	641	-
Cash was applied to:		
Payments to suppliers and employees	2,406,445	1,928,936
Net GST paid	-	67,304
Net cash flows from / (to) operating activities	(242,913)	90,059
Cash flows from investing and financing activities		
Cash was received from:		
Cash receipts from sale of property, plant and equipment	609	733
Decrease in term deposits	1,340	203,880
Cash was applied to:		
Acquire property, plant and equipment	17,628	76,214
Acquire intangible assets	7,886	9,260
Net cash flows from / (to) investing and financing activities	(23,565)	119,139
Net increase / (decrease) in cash	(266,478)	209,198
Opening Cash	654,107	444,909
Closing Cash	387,629	654,107
This is represented by:		
BNZ current account	387,607	453,713
Petty cash	22	93
BNZ term deposits with original maturities less than 90 days	-	200,301
Total	387,629	654,107

The above statement should be read in conjunction with the notes to and forming part of the performance report.

STATEMENT OF CHANGES IN TRUSTEES FUNDS

FOR THE YEAR ENDED 30 JUNE 2020

	Notes	Retained Earnings	Forward Operating Expenses Reserve	Future Project Development Reserve	Total
		\$	\$	\$	\$
Balance at 1 July 2019		128,518	283,000	90,000	501,518
Surplus for the year		(9,785)	-	-	(9,785)
Addition to Forward Operating Expenses Reserve		(11,000)	11,000	-	-
Balance at 30 June 2020	13	107,733	294,000	90,000	491,733
Balance at 1 July 2018		82,839	283,000	90,000	455,839
Surplus for the year		45,679	-	-	45,679
Balance at 30 June 2019	13	128,518	283,000	90,000	501,518

The above statement should be read in conjunction with the notes to and forming part of the performance report.

STATEMENT OF ACCOUNTING POLICIES

FOR THE YEAR ENDED 30 JUNE 2020

REPORTING ENTITY

Community Education Trust Auckland (the Trust) is a charitable trust incorporated under the Charitable Trusts Act 1957, 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 requirements of the Local Government Act 2002, which include 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)).

This 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 still eligible to report in accordance with Tier 3 PBE Accounting Standards for at least this financial year and the next financial year. 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 continuation of funding from Auckland Council.

COVID-19 pandemic

In December 2019, a new virus, COVID-19, was detected in Wuhan, China. The virus was soon common in other countries and on 11 March 2020 the World Health Organization declared that the outbreak should be considered a pandemic.

The result of this pandemic has been a substantial reduction in economic activity throughout the world, as governments have introduced measures (such as the closure of national borders, the closure of non-essential businesses, the cancellation of public events and the imposition of restrictions on individuals) in an attempt to reduce transmission of the virus.

In late March 2020, the New Zealand Government ordered a four-week lockdown, during which non-essential businesses and organisations were not allowed to operate and individuals (other than essential workers or those undertaking essential business) were required to stay at home. In late April 2020, the lockdown period ended and the New Zealand Government started gradually easing the restrictions that had been placed on businesses, organisations and individuals.

During the four-week lockdown period, although the Trust was not considered an essential business, all staff worked from home during the lockdown period. All our funding has been received in advance and project delivery has been reshaped for online delivery.

To date the Trust has undertaken the following steps to reduce the impact of COVID-19 on its operations:

- Reduced expenditure in non-critical business areas
- Limited physical meetings and domestic travel

Although the Trust has been impacted by COVID-19, the board have concluded that the Trust will be able to continue operating for at least 12 months from the date of signing these financial statements. That conclusion has been reached because:

- The Trust can further reduce expenditure if it becomes necessary to do so

- The Trust has confirmation of ongoing funding from several of its regular funders
- The Trust has substantial cash reserves

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 revenue 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.

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.

Revenue received in advance

Unused donations and grants with "use or return" conditions attached are recognised as current liabilities.

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

In general, 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% - 40%
- Office equipment 16% - 67%
- Computers 30% - 67%

Depreciation for furniture and fittings, which is attached to the leasehold property or specifically bought for projects with a fixed term contract, is calculated on a straight line basis over the remaining term of the contracts of the assets concerned. This decision is made on the basis that these assets will have no residual value when the relevant contracts end. The useful lives are:

- Furniture and fittings 4 - 4.7 years

Intangible assets

Costs of website design and database development are capitalised. Amortisation is calculated at 50% 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 surplus or deficit and reflected in an allowance account against receivables.

An impairment loss is reversed in surplus or deficit if the reversal can be related objectively to an event occurring after the impairment loss was recognised.

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 surplus or deficit when they are due.

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.

NOTES TO THE PERFORMANCE REPORT FOR THE YEAR ENDED 30 JUNE 2020

1. GRANTS FROM CENTRAL OR LOCAL GOVERNMENT	2020	2019
	\$	\$
Auckland Council	558,000	558,000
Department of Internal Affairs	4,000	-
Ministry of Business, Innovation & Employment	200,000	200,000
Total	762,000	758,000

2. GRANTS FROM NON-GOVERNMENTAL ORGANISATIONS	2020	2019
	\$	\$
Cognition Education Trust	52,174	52,174
JR McKenzie Trust	-	15,000
Lion Foundation	2,500	8,000
Lottery Grants Board	60,000	80,000
Pathways to Employment Trust	16,320	-
Next Foundation	991,000	962,915
The Tindall Foundation	-	15,000
The Trusts Community Foundation	-	7,500
Todd Foundation	-	3,000
Total	1,121,994	1,143,589

3. DEPOSITS FOR FUTURE SERVICES	2020	2019
	\$	\$
Talking Matters	209,905	462,714
YEA	8,216	-
YEP in Mt Eden Corrections	-	(1,836)
YEP	17,485	75,901
Science in Society	42,822	57,408
Total	278,428	594,187

4. DONATIONS	2020	2019
	\$	\$
Annual Ink	200	-
Todd Foundation	64,536	-
Total	64,736	-

5. REVENUE	2020	2019
Contributions from Auckland Council	\$	\$
Base grant	558,000	558,000
Subtotal	558,000	558,000
Contributions from all other sources	1,888,639	1,455,428
Total	2,446,639	2,013,428

6. OPERATING EXPENSES	Notes	2020	2019
		\$	\$
Audit Fees		14,950	14,575
Bank charges		320	291
Computer & ICT expenses		27,907	20,705
Depreciation & Amortisation exps	8, 9	34,015	27,383
Events & seminars		28,076	33,217
General expenses		2,221	1,472
Insurance		4,244	3,272
Local Travel Expenses		13,919	16,747
Office supplies		4,759	6,849
Parking		14,775	15,835
Postage & courier		2,618	2,195
Printing & copying		13,817	11,165
Professional services		91,771	107,377
Project Evaluation		139,279	139,668
Publications,brochures & media		56,286	35,041
Rental	14	65,832	68,909
Telephone & cellphone		26,056	17,614
Travel & accommodation		30,329	15,734
Website		9,022	2,824
Total		580,196	540,873

7. HUMAN RESOURCE EXPENSES	2020	2019
	\$	\$
ACC levy	4,200	3,087
Health & safety	1,582	-
Professional development - staff	51,796	49,857
Recruitment expenses	11,766	2,128
Salaries & wages	1,661,528	1,222,930
KiwiSaver employer contributions	46,528	35,681
Other employment expenses	1,892	909
Total	1,779,292	1,314,592

INDEPENDENT AUDITOR’S REPORT

TO THE READERS OF COMMUNITY EDUCATION TRUST AUCKLAND’S
PERFORMANCE REPORT FOR THE YEAR ENDED 30 JUNE 2020

The Auditor-General is the auditor of Community Education Trust Auckland (the Trust). The Auditor-General has appointed me, Matthew Coulter, using the staff and resources of BDO Auckland, to carry out the audit of the performance report of the Trust on his behalf.

Opinion

We have audited:

- the financial statements of the Trust on pages 20 to 26, that comprise the statement of financial position as at 30 June 2020, the statement of financial performance, statement of changes in trustees funds, 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; and
- the entity information and performance information of the Trust on page 18 and 19.

In our opinion:

- the financial statements of the Trust on pages 20 to 26:
 - present fairly, in all material respects:
 - its financial position as at 30 June 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 applying Public Benefit Entity Simple Format Reporting – Accrual (Public Sector).
- the entity information and performance information of the Trust on pages 18 and 19 presents fairly, in all material respects, the Trust’s actual performance compared against the performance targets and other measures by which performance was judged in relation to the Trust’s objectives for the year ended 30 June 2020.

Our audit was completed on 25 August 2020. 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 of Trustees and our responsibilities relating to the performance report, and we explain our independence.

Impact of Covid-19

Without modifying our opinion, we draw attention to the disclosures about the impact of Covid-19 on the Trust as set out on page 23 and 24 of the performance report.

Basis for 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.

Responsibilities of the Board for the performance report

The Board of Trustees is responsible on behalf of the Trust for preparing a performance report that is fairly presented and that complies with generally accepted accounting practice in New Zealand.

The Board of Trustees is responsible for such internal control as they determine is necessary to enable them to prepare a performance report that is free from material misstatement, whether due to fraud or error.

In preparing the performance report, the Board of Trustees is responsible on behalf of the Trust for assessing the Trust’s ability to continue as a going concern. The Board of Trustees are also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board of Trustees intends to liquidate the Trust or to cease operations, or has no realistic alternative but to do so.

The Board of Trustees’ responsibilities arise from the Local Government Act 2002 and the Trust Deed.

Responsibilities of the auditor for the audit of the performance report

Our objectives are to obtain reasonable assurance about whether the performance report, as a whole is 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 this performance report.

For the budget information reported in the statement of service performance, our procedures were limited to checking that the information agreed to the Trust’s statement of intent.

We did not evaluate the security and controls over the electronic publication of the performance report.

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 performance report, 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 Trust’s internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We evaluate the appropriateness of the reported performance information within the Trust’s framework for reporting its performance.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust’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 performance report 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 Trust to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the performance report, including the disclosures, and whether the performance report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board of Trustees 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.

Independence

We are independent of the Trust 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 (including International Independence Standards New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

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


Matthew Coulter BDO Auckland
On behalf of the Auditor-General Auckland, New Zealand

8. PROPERTY, PLANT, AND EQUIPMENT	Opening carrying amount	Addition	Disposal	Current year depreciation	Closing carrying amount
2020	\$	\$	\$	\$	\$
Furniture & Fittings	36,929	6,428	(324)	(6,222)	36,811
Office Equipment	7,073	853	(624)	(2,653)	4,649
Computers	25,390	10,347	-	(15,335)	20,402
Total	69,392	17,628	(948)	(24,210)	61,862
2019	\$	\$	\$	\$	\$
Furniture & Fittings	29,959	15,399	(2,634)	(5,795)	36,929
Office Equipment	4,867	5,981	(990)	(2,785)	7,073
Computers	9,927	33,679	(1,190)	(17,026)	25,390
Total	44,753	55,059	(4,814)	(25,606)	69,392

9. INTANGIBLE ASSETS	2020	2019
	\$	\$
Opening carrying amount	17,596	11,513
Addition	7,886	8,060
Disposal	(125)	(200)
Current year amortisation	(9,805)	(1,777)
Closing carrying amount	15,552	17,596

10. PAYE PAYABLE	2020	2019
	\$	\$
PAYE tax payable	17,760	25,770
Student loan payable	1,023	549
KiwiSaver employee payable	3,734	5,632
KiwiSaver employer payable	1,514	2,198
ESCT Payable	631	904
Total	24,663	35,053

13. TRUSTEES FUNDS – ALLOCATION OF RESERVES				
	2020		2019	
	\$	\$	\$	\$
Contingency funds				
• Forward operating expenses	294,000		283,000	
• Future project development	90,000	384,000	90,000	373,000
Retained earnings		107,733		128,518
Total reserves		491,733		501,518

14. LEASE AND CAPITAL COMMITMENTS	2020	2019
Non-cancellable operating lease payments:	\$	\$
Not later than one year	69,238	74,083
Later than one year and not later than 5 years	129,891	186,031
Later than five years	-	-
Total	199,129	260,114

The lease for the previous premises expired on 4 July 2019. It was subleased from 7th September 2018 to 3rd July 2019 on a cost recovery basis.

11. REVENUE RECEIVED IN ADVANCE	2020	2019
	\$	\$
General Administration	7,500	-
YEA 2020	6,000	-
Total	13,500	-

12. CAPITAL MANAGEMENT

The Trust’s capital includes accumulated trustees’ funds. The Trust’s policies in respect of capital management and allocation are reviewed regularly by the Board of Trustees. There have been no material changes in the Trust’s management of capital during the period. The Trust is not subject to any externally imposed capital requirements.

Contingency funds are part of the reserves that are set aside for a specific purpose. Forward operating expenses provide funds for three months operating expenses. Future project development are funds set aside to launch new projects that do not have guaranteed external funding or to underwrite projects not funded.

15. CONTINGENCIES

There were no contingencies as at 30 June 2020 (2019: \$NIL).

16. RELATED PARTY TRANSACTIONS

Auckland Council

The Trust is a council-controlled organisation and receives a significant amount of grants from Auckland Council to deliver outcomes as specified in each year’s Statement of Intent.

The total amount of income received from Auckland Council is disclosed in note 5. There was no outstanding balance at 30 June 2020 (2019: \$NIL).

Goods and services of \$24,990 (2019: \$13,737) were purchased from Auckland Council. There was no outstanding balance at 30 June 2020 (2019: \$NIL).

17. POST BALANCE DATE EVENTS

Two new trustees Timmy Hu and Judith Thompson were appointed on 1 July 2020.

“Whānau understand their children, culture, language & background better than any of us.”

COMET Auckland CE,
Susan Warren



“Wellbeing & mental health is number one, so having that support and understanding at home during study or the job search is really important.”

YE Director,
Shirley Johnston



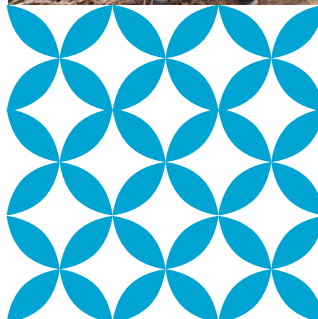
“It’s now my responsibility & my generation to start that te reo Māori journey.”

Education Māori Manager,
Will Flavell

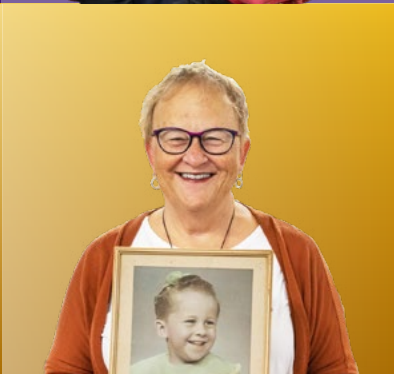


“Whānau to whānau transmission of knowledge has been a powerful tool.”

Talking Matters Lead
Community Activator,
Emma Quigan



“If you think it’s weird talking to a baby, like I did, find something you enjoy and just do it with the baby. For me it was singing.” – Kim, Theo’s Mum



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
ō 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 cannot
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, ONZM (8 March 1934 – 28 January 2018)

