

TE HONONGA AKORANGA
COMET

STATEMENT OF INTENT 2023-24 TO 2025-26

MAHERE WHĀINGA WHAKAARO

Community Education Trust Auckland (Te Hononga Akoranga COMET).

PO Box 3430, Shortland Street, Auckland 1140. Phone 09 307 2101.

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 (Te Hononga Akoranga COMET) 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 TE HONONGA AKORANGA COMET

Te Hononga Akoranga COMET 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.

Te Hononga Akoranga COMET is the only organisation that fulfils the council's education strategic goals, making a significant contribution to community wellbeing.





Note: The Auckland Council funds some of Te Hononga Akoranga COMET's work towards these actions. The Trust also seeks funding for specific projects from government, industry and philanthropic sources. In general, we are only 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.

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.

Te Hononga Akoranga COMET plays a critical part in delivering on outcomes, actions and targets in the Auckland Plan and other Auckland Council plans as outlined below.

Auckland Plan	Degree of contribution	How Te Hononga Akoranga COMET contributes
	Belonging and participation	Primary Te Hononga Akoranga COMET supports more effective and equitable learning pathways for children and young people through: <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Youth Employability Programme and YEA • SouthSci, WeSTEM and STEM Alliance • Rangatahi Writers • Student voice Magazine • Early years
	Māori identity and wellbeing	Primary Te Hononga Akoranga COMET supports more equitable learning outcomes for Māori and greater recognition of Māori knowledge and aspirations through: <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Tāmaki Makaurau Education Forum • Māori student voice for initial teacher education • Rangatahi Writers • Te Reo normalisation • SouthSci, WeSTEM and STEM Alliance
	Environment and cultural heritage	Primary Te Hononga Akoranga COMET advocates for the value of Auckland's cultural and linguistic diversity through: <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Auckland Languages Strategy • Te reo normalisation It also supports community understanding and action on local environmental issues through: <ul style="list-style-type: none"> • SouthSci, WeSTEM and STEM Alliance
	Opportunity and prosperity	Primary An innovation engine and incubator focused on strengthening the skills pipeline in Auckland, Te Hononga Akoranga COMET supports skill-building for adults to enable their own and their family's economic development through: <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Hosting internships • Mobilising Auckland employers, researchers and young people towards common goals • Creating and trialing education and skills innovations, preparing them to succeed on their own

Kia ora Tāmaki Makaurau Māori Outcomes Framework		Degree of contribution	How Te Hononga Akoranga COMET contributes
Kia ora te reo		Primary	<p>Te Hononga Akoranga COMET supports normalisation of te reo Māori through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Tāmaki Makaurau Education Forum • Te Reo Normalisation • Rangatahi writers • Auckland Languages Strategy
Kia ora te rangatahi		Primary	<p>Te Hononga Akoranga COMET supports more equitable learning outcomes for Māori and greater recognition of Māori knowledge and aspirations through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Tāmaki Makaurau Education Forum • Māori student voice for initial teacher education • Rangatahi Writers • Te Reo normalisation • Auckland Languages Strategy • SouthSci, WeSTEM and STEM Alliance

I Am Auckland		Degree of contribution	How Te Hononga Akoranga COMET contributes
Voice	I have a voice, feel valued and contribute	Primary	<p>Te Hononga Akoranga COMET supports children and young people to be heard in their education through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Māori student voice for initial teacher education • Rangatahi Writers • Student voice Magazine
Fair Go	I am given equal opportunities to succeed	Primary	<p>Te Hononga Akoranga COMET supports more effective and equitable learning pathways for children and young people through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • SouthSci, WeSTEM and STEM Alliance • Māori student voice for initial teacher education • Rangatahi Writers • Student voice Magazine
Whaka-puawai	Rangatahi tā rangatira	Primary	<p>Te Hononga Akoranga COMET supports more equitable learning outcomes for Māori and greater recognition of Māori knowledge and aspirations through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Tāmaki Makaurau Education Forum • Māori student voice for initial teacher education • Rangatahi Writers • Te Reo normalisation • Auckland Languages Strategy • SouthSci, WeSTEM and STEM Alliance

Economic Development Action Plan	Degree of contribution	How Te Hononga Akoranga COMET contributes
Skilled Tāmaki Makaurau Quality jobs and economic development	Primary	<p>Te Hononga Akoranga COMET supports more equitable skill-building for employment and workforce needs through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • SouthSci, WeSTEM and STEM Alliance • Mobilising Auckland employers, researchers and young people towards common goals • Creating and trialing education and skills innovations, preparing them to succeed on their own

Ngā Hapori Momongo Thriving Communities	Degree of contribution	How Te Hononga Akoranga COMET contributes
Increase whānau and community financial security	Primary	<p>Te Hononga Akoranga COMET supports skill-building for employment and workforce needs through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • SouthSci, WeSTEM and STEM Alliance
Grow community and intercultural connection	Primary	<p>Te Hononga Akoranga COMET supports inclusion and intercultural connection through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Auckland Languages Strategy • Tāmaki Makaurau Education Forum • Te Reo normalisation
Increase local climate resilience and sustainability	Primary	<p>Te Hononga Akoranga COMET supports community understanding and action on local environmental issues through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • SouthSci, WeSTEM and STEM Alliance

Toi Whīteki Arts and Culture Plan	Degree of contribution	How Te Hononga Akoranga COMET contributes
Auckland celebrates a unique culture and identity	Primary	<p>Te Hononga Akoranga COMET celebrates and supports the unique cultural identity of Tāmaki Makaurau through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • Auckland Languages Strategy • Te Reo normalisation

Te Tāruke-ā-Tāwhiri Climate Plan	Degree of contribution	How Te Hononga Akoranga COMET contributes
Support, endorse and resource the relationship between tangata and whenua	Primary	<p>Te Hononga Akoranga COMET supports community understanding and action on local environmental issues through:</p> <ul style="list-style-type: none"> • Strategic leadership, data reports, policy advice • SouthSci, WeSTEM and STEM Alliance

TE HONONGA AKORANGA COMET STRATEGIC OBJECTIVES

Purpose and approach

Te Hononga Akoranga COMET's work stands on two pou (pillars) that are central to our efforts to drive systems change for equity: Mana motuhake (by whānau, for whānau) and Equity (driving change to balance biased systems).

Te Tiriti o Waitangi is the lens we use to embed the principles of Partnership, Participation and Protection into our decision making. These are ongoing commitments without which our work would not be effective.

<u>Vision</u>	<u>Mission</u>	<u>Values</u>
Tino rangatiratanga for everyone through lifelong learning.	Driving systems change to make education and skills more effective and equitable.	Whanaungatanga Manaakitanga Mana Motuhake

Making a significant impact

One of the leanest members of the Auckland Council family, for a small investment Te Hononga Akoranga COMET makes many contributions to Council's strategic goals and to the wellbeing of Aucklanders:

- **4,600** young people since 2013 supported in the transition to work through our Youth Employability Programme: Licence to Work - now nationally available through Youthtown
- **5,300** children and young people from South Auckland and 490 from West Auckland since 2015 engaged in real-world STEM projects, investigating issues relevant to their community
- **400** educators and community leaders since 2012 have shared effective practice for Māori learners
- **403** whānau since 2017 have strengthened their babies' brain development in the first 1,000 days through Talking Matters – now a stand-alone trust
- Our education and skills data snapshots are **nationally recognised**, setting the benchmark for data-driven decision making.

Plans for 2023 include:

- Publishing education and skills snapshots for each Local Board area to inform decision-making by educators and officials
- Supporting 15-40 Māori young people to write/produce books in te reo Māori and English about what they value and what they would like to change in their local areas
- Engaging 600-800 young people in south and west Auckland in STEM by working with scientists on questions relevant to their community
- Sharing data, youth voice and models of effective practice to help address the alarming post-Covid drop in school attendance and engagement

Why Te Hononga Akoranga COMET is needed

A. Education and skills are crucial to a successful city

Education is one of the strongest ways to address disparities and support long-term wellbeing as it plays an important role in social and income equity and mobility.

Education is key to economic growth because it provides the skills needed so Aucklanders can gain secure, well-paying jobs, and so employers can access the skilled staff they need. Education is also key to social cohesion – giving young people a sense of belonging, hope for the future and skills to contribute to their community.

Economic growth and social cohesion are both core local government roles, because they are key to a successful city – attracting migrants and new businesses, reducing poverty and crime and ensuring that individuals and corporates thrive and are therefore able to pay their rates. Auckland's economic, skills and education needs are unique in New Zealand, requiring specific initiatives tailored to the needs of our own communities rather than a generalised one-size-fits-all national approach.

Availability of education is an important method of moving to equitable outcomes of various kinds, by generating prospects that are not tethered to an individual's initial or current situation¹.

Access to education develops the skills, values and attitudes that enable individuals to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges.

Higher-level qualifications continue to provide significant income and earnings benefits. Qualifications contribute to earnings by increasing the likelihood that one would be able to obtain and sustain employment over time which influences an individual's earning potential and income.

Median weekly income by qualification in Aotearoa (2020)

Ages 25+ years, \$000

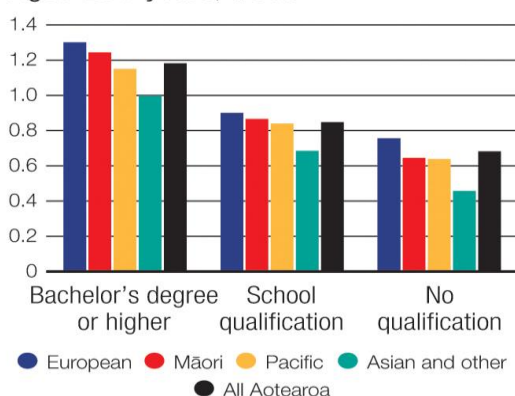


Figure1: Median Weekly income data obtained from Statistics New Zealand (2021) featured in the [Te Hononga Akoranga COMET Tāmaki Makaurau 2022 snapshot](#)

¹ Infoshare, Stats New Zealand

When looking just at employed adults, the hourly earnings of those with a degree have been around **35% more** than for those with school qualifications only². For those with a Level 4-6 tertiary qualification, they've been around **10% more**.

Self-assessed health status by qualification level in Aotearoa (2021)

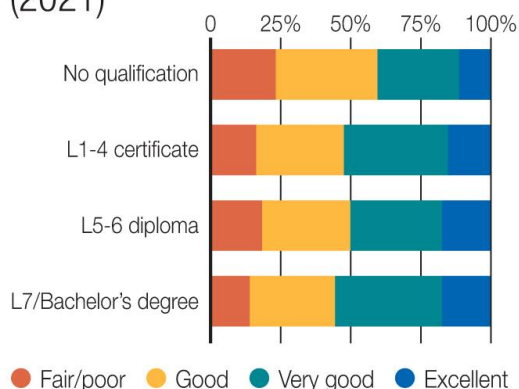


Figure 2: Self assessed health data obtained from General Social Survey (2021). Statistics New Zealand featured in the [Te Hononga Akoranga COMET Tāmaki Makaurau 2022 snapshot](#)

UNESCO³ states that for individuals to lead healthy and productive lives, they need knowledge to prevent sickness and disease. UNESCO's Global Education Monitoring Report shows that the attainment of higher levels of education among mothers improves children's nutrition and vaccination rates, while reducing preventable child deaths, maternal mortality, and HIV.

Aside from benefits to the individual, the development of a skilled workforce creates businesses that meets and engages in lifelong learning

MBIE's employment strategy (2019)⁴ states that the better skilled our workforce, the more prosperous our communities will become and reduce inequities. Ensuring we have a population with access to more and better education and training fuels innovation, investment, economic diversification, and competitiveness, as well as social and occupational mobility – and thus the creation of more but also more productive and more rewarding jobs⁵.

Targeted action is required to lift those who are currently under-served by the system so our society can thrive.

² Education and employment, a New Zealand update (Education Counts, MOE) retrieved from <https://www.educationcounts.govt.nz/publications/80898/education-and-earnings#:~:text=Degree%20and%20higher%2Dlevel%20education,finished%20with%20NCEA%20Level%202>.

³ Health and wellbeing (UNESCO) retrieved from <https://en.unesco.org/themes/education-health-and-well-being>

⁴ Everyone working to deliver a productive, sustainable and inclusive New Zealand retrieved from <https://www.mbie.govt.nz/dmsdocument/6614-our-employment-strategy-everyone-working-to-deliver-a-productive-sustainable-and-inclusive-new-zealand>

⁵ A Skilled Workforce for Strong, Sustainable and Balanced Growth: A G20 Training Strategy International Labour Office – Geneva, 2010

B. Educational inequities urgently need to be addressed

Our society is becoming more unequal. There is greater disparity in all social metrics, including wealth, health, education, and employment. There is also greater recognition that our education system does not serve Māori and Pasifika as they are disproportionately over-represented in negative metrics.

These inequities have been further exacerbated by the COVID 19 pandemic. A report⁶ published by the Education Review Office stated that students are struggling more after lockdown than they were during lockdown. After Auckland's second lockdown, a significant number of senior students were not feeling positive about the rest of the year. Māori students were more likely to have faced significant challenges during and after lockdown. Only 52% of Māori secondary students in decile 4-10 schools agreed or strongly agreed they were able to learn from home, compared with 60% of New Zealand European students.

Mainstream education is, overall, providing well for middle NZ, but there is a long “tail” of students for whom the system is not working. Disparities in education outcomes by ethnicity and socio-economic group are wider than in almost any other OECD nation.

18-year-olds in Auckland:
Attainment of NCEA Level 2+

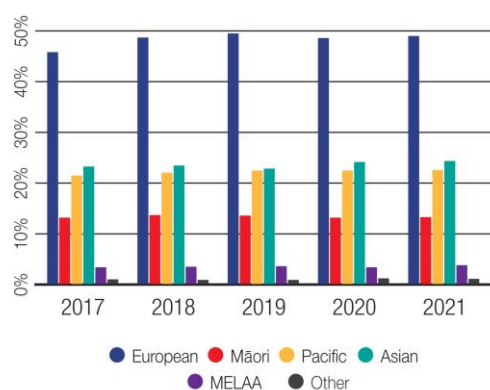


Figure 3: Level 2 NCEA attainment by 18 years of age across time in Auckland (2017 – 2021), Education Counts (MOE)

The most recent school leaver achievement data in Auckland still show large disparities in terms of level of achievement among school leavers, which have remained despite central government's best efforts to address them. School leavers who identify as Māori and Pasifika are less likely to leave school with either NCEA L2 qualifications or university entrance and more likely to have below L1 NCEA qualifications⁷.

Socioeconomic status continues to influence student achievement. Data from the 2021 National Monitoring Study of Student Achievement (NMSSA)⁸ shows clear differences in achievement in technology between low, middle and high decile bands. The difference between students attending high and low deciles schools at Year 8 was 20 score units.

⁶ Learning in a Covid-19 World: The Impact of Covid-19 on Schools. Education Review Office (2021).

1. ⁷Education Counts (MOE) (<https://www.educationcounts.govt.nz/statistics/school-leavers>)

⁸ National Monitoring Study of Student Achievement Report 26: Technology 2021 – Key Findings published by Educational Assessment Research Unit, University of Otago, and New Zealand Council for Educational Research under contract to the Ministry of Education, New Zealand

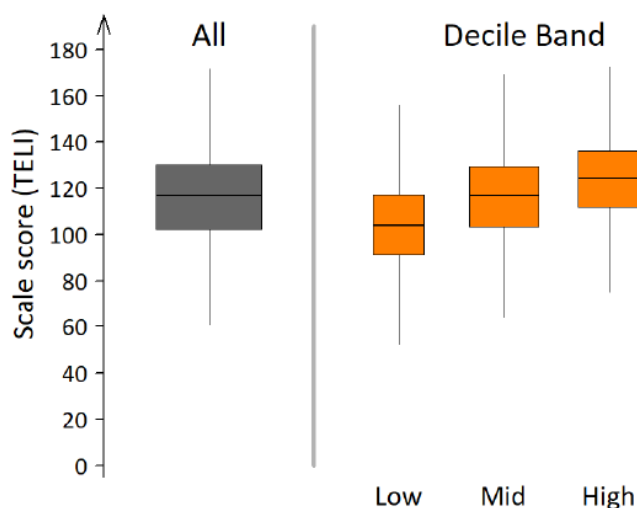


Figure 4. Distribution of scores for Year 8 students on the Technological Literacy (TELI) scale, by decile band and school type

This gap in achievement is partly due to a lack of funding and access to devices or specialised teachers. In 2019, Auckland schools from varying decile bands were questioned about the overall performance of their students and teachers in technology. Lower decile schools that had outside funding to invest in technology performed better in technology.

Students in lower decile Auckland schools often must work harder than their higher decile counterparts. A larger proportion of Decile 1 students report studying through their term break to catch up when compared to students in Decile 10 students.

An independent, innovative lens is required to create the space, provoke the discussion and shape solutions for those for whom the system is not currently working well.

C. Delivering for Auckland for 23 years

Through your support of Te Hononga Akoranga COMET over the past 23 years, Auckland Council has:

- Strengthened the skills pipeline in Auckland, mobilising Auckland employers, researchers and young people towards common goals - using our unique ability to bring people across Tāmaki Makaurau into the same room
- Ideated and trialed innovative learning, education and skills initiatives, preparing them to succeed on their own
- Created authentic opportunities, inside and outside classrooms, so learners of all ages can gain the skills they need to succeed
- Provided accessible data and information that drives city-wide decisions
- Advocated to Government for the needs of Aucklanders.

We:
LISTEN
LEARN
COLLABORATE
CONNECT

Strategic Opportunity – from CCO to independent charitable trust

As settlor of our trust, Auckland Council has supported Aucklanders through Te Hononga Akoranga COMET over the past 23 years. Together we have proved that we can incubate projects of real value to Tāmaki Makaurau. Now it is time for us to change our operating model to enable us to realise our longer-term vision.

Through your support of Te Hononga Akoranga COMET over the past 23 years, Auckland Council has:

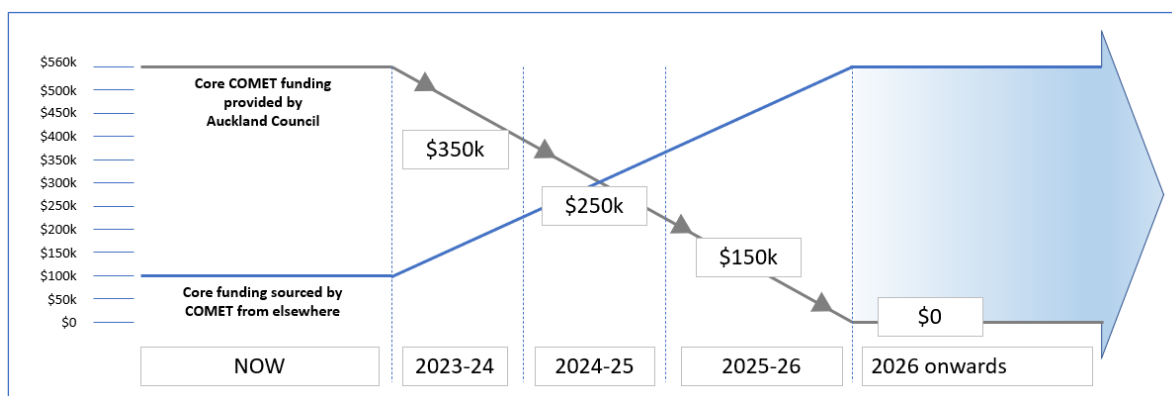
- Strengthened the skills pipeline in Auckland, mobilising Auckland employers, researchers and young people towards common goals - using our unique ability to bring people across Tāmaki Makaurau into the same room
- Ideated and trialed innovative learning, education and skills initiatives, preparing them to succeed on their own
- Created authentic opportunities, inside and outside classrooms, so learners of all ages can gain the skills they need to succeed
- Provided accessible data and information that drives city-wide decisions
- Advocated to Government for the needs of Aucklanders.

We have been considering a move away from CCO status for a number of years, because as an independent trust we can more effectively achieve our long-term vision. Given Council's budget pressures, the time is now right for us to begin a shift to greater independence. We therefore propose:

- A positive, mana-enhancing and orderly transitional process
- Substantial reductions in core funding, stepped over three years to ensure the progress made with council's funding over the last 23 years can continue
- Joint communications to demonstrate this is a mutual, forward-looking decision

We therefore asked for:

- 1. Your support for a change in our Trust Deed, to disestablish us as a CCO, enabling us to re-settle as an independent charitable trust (timing of this shift to be jointly determined)**
- 2. Stepped core funding from Auckland Council over the next three years, while we find alternative funding streams, as outlined below:**
 - a. In 2023/24: funding of \$350,000**
 - b. In 2024/25: funding of \$250,000**
 - c. In 2025/26: funding of \$150,000**



The first year of this funding was approved as part of the 2023/24 Auckland Council budget. We recognize that the following years' funding will need to be negotiated as part of the next 10-year budget process in 2024.

This will give Auckland Council numerous immediate and longer-term benefits:

- NOW: immediate savings of \$208k on current funding of \$558k
- OVER 3 YEARS: Further \$716k savings from stepped reductions in funding, over the next two years, reaching \$0 funding in 2026/27
- Savings in compliance costs – one less CCO to monitor
- Leaves open possibilities for future partnerships with Auckland Council should the situation arise

It ensures:

- Greater chance that we can secure alternative funding streams and therefore continue to deliver impact for Aucklanders
- Auckland Council retains its position and relationship into the future as the architect of the highly effective work that Te Hononga Akoranga COMET undertakes – a long-term legacy of positive impact
- Community backlash will be eliminated, as we will ask for their support for this proposal.

Leveraging the funding we get

An important element for Auckland Council to note is COMET's ability to leverage and amplify the funds we get from Council through smart partnerships (with businesses, schools and universities, community groups etc) and the other partners. We work hard to optimise every dollar of funding.

In an ideal world, as an organisation, we would plan for obsolescence as the structural inequality issues we currently face in education would be resolved. Failing that lofty goal, and being a tad more realistic, we will continue to create pragmatic solutions to reduce inequality within our education system to support those in areas of highest educational need.

- to create campaigns of significance, based on well-researched evidence of need
- to drive sustainable systems change that provides on-going improvements in the spaces related to our campaigns
- to build a sustainable organisation with the expertise, resources and mana to deliver on our mission
- to be a trusted source of data and solutions for external organisations.

Learning Auckland:

Pathway to success for Aucklanders

Birth

AGE 12 Strong cultural identity

AGE 9 Successful transition to high school

AGE 10 Reach reading expectations

Whānau support learning

Age 6 Success with literacy and numeracy

AGE 5 School-ready, healthy and confident to learn

AGE 30+ Has literacy skills for citizenship and work

AGE 30+ Participates in life-long learning

Access to parenting support

Age 25 Achieved a post-school qualification

Successful transition to study or work

YEAR 13 Pass UE

Pass driver licence

AGE 18 Gain work experience

AGE 3+ Participate in quality early learning

B4 School check

Stable and loving relationship with a parent or care-giver who understands developmental milestones

YEAR 11 Pass NCEA L1 literacy and numeracy

Preparation for parenting

Developing a career pathway

YEAR 12 NCEA L2

AGE 17 Still in school

Learning Auckland
Ako Tāmaki Makaurau

www.learningauckland.org.nz

Auckland Plan Target

Key transition points

Social and emotional factors

Academic Factors

Systems change is defined in various ways, for example “the emergence of a new pattern of organisation or system structure” or “an intentional process designed to alter the status quo by shifting the function or structure of an identified system with purposeful interventions”.

For education and skills, the systems we generally focus on include the formal education system (early learning, schooling, tertiary, adult and community education); the organisations that support learning in families, workplaces, libraries and other informal settings, and the policy-makers in various government agencies who influence funding and reporting settings for those organisations.

How we work towards systems change

Real systems change requires changes in the structures (funding rules, policies, connections etc) that affect that aspect of the system, and changes in the mindsets of practitioners, whānau, students, decision-makers who interact with those systems.

Our work towards systems change 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.

That can then lead to advocacy or changes to partners' business as usual, or sometimes to planning and trialling new ways of working (incubation projects).

A **campaign** is a set of coherent actions over five to fifteen years towards change in a particular area of the system, addressing a particular thorny problem. Each campaign generally includes one or more concrete projects, plus advocacy and other change efforts, depending on what is needed over time towards the systems change goals of the campaign.

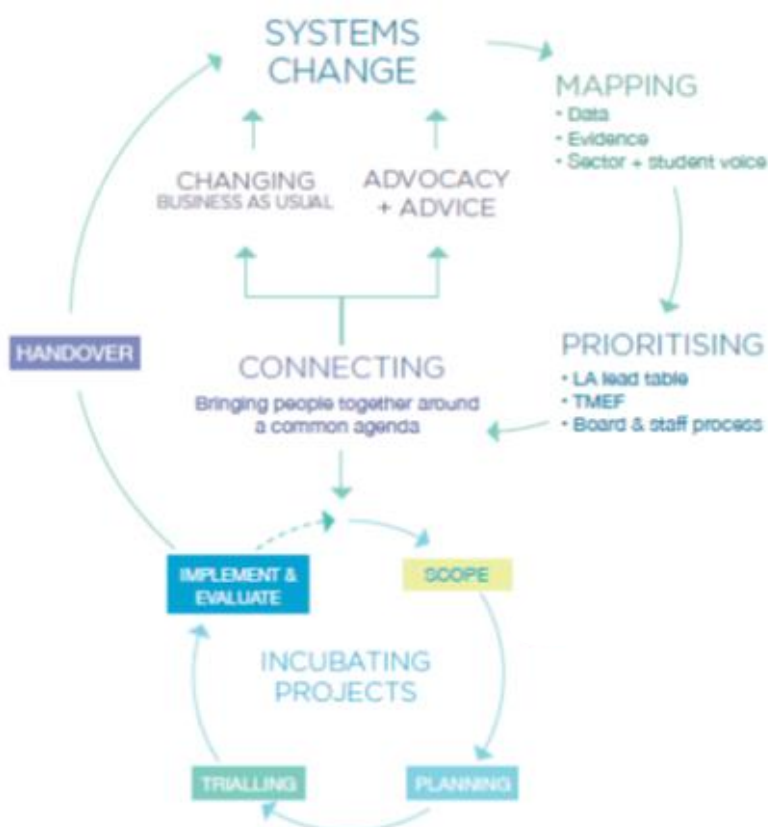
Projects are concrete innovations that generally develop over the course of several years through scoping and planning to trialling, and then implementation and evaluation, with the goal of handing them on once they are fully developed, so we can move on to focus on another part of the system.

Examples of systems change

Youth Employability

Our youth employability campaign aims to give 14–24-year-olds skills and confidence to get work, keep work and create careers. It grew from initial scoping in 2013 and includes our design, trialling and programme leadership of YEP: License to Work, our convening role with Youth Employability Aotearoa (YEA) and our advocacy and awareness-raising on youth employability issues. This campaign is now in handover phase to enable both YEP and YEA to scale and sustain in the long term.

In addition to the direct, measurable impact of YEP on the skills, confidence and employment prospects of the 400 or so young people in Auckland who enrol in YEP each year (around



1,000 a year nationally), our youth employability campaign has also contributed to wider changes to the system. For example:

- From a situation where in 2013 there was little awareness of employability as a concept and where we were not able to find any programmes explicitly building employability skills for young people, nine years later there are now over 100 organisations around Aotearoa providing youth employability programmes.
- Through YEA, organisations working on youth employability have access to evidence-based information about what works, and they have a collective voice that enables them to identify and advocate on issues affecting young people's transition to work.
- There is now an employability framework agreed across government departments, which means that providers and contracting agencies have clarity of what is meant by employability skills, and support for young people through different sectors is aligned.
- MSD now include employability skill-building as a requirement in all their contracts with organisations working with unemployed young people.

STEM Skills pipeline

Our STEM campaign began from a steering group looking at how STEM businesses⁹ could better connect with science providers and schools to support the STEM skills pipeline. The campaign has attracted significant ongoing funding from MBIE and now includes hands-on opportunities for young people to use science to solve questions relevant to their community through Curious Minds South Auckland (formerly SouthSci), WeSTEM and the emerging STEM Alliance Aotearoa.

Data shows that participating students gain a more positive attitude towards STEM subjects, are more likely to see science as relevant to their lives and to consider a STEM-related career. Teachers report they feel more confident teaching science, while early-career scientists gain valuable coordination and community connection skills.

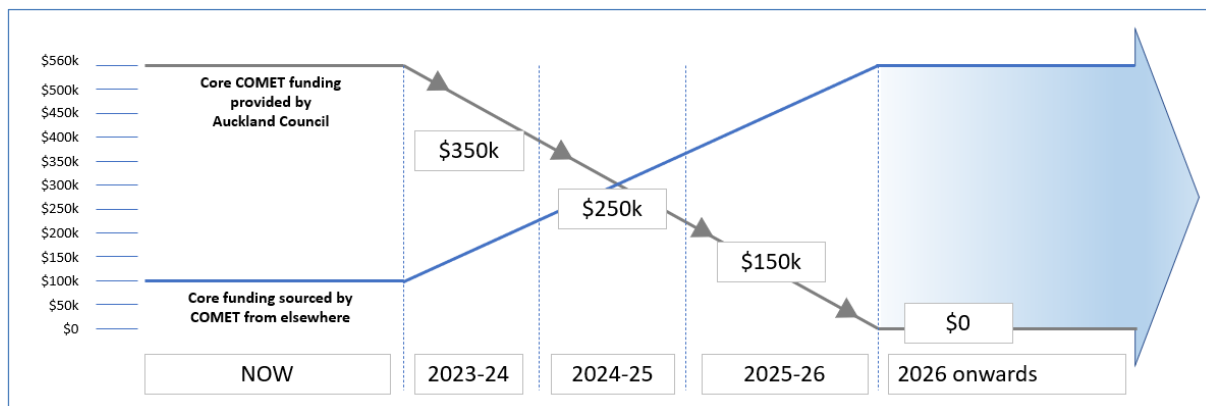
Systems-level impacts so far include:

- Participating teachers tell us they have changed how they teach science, which will benefit their future students for many years to come.
- STEM employers whose employees participate as STEM experts strengthen their connections with their community. They also report greater employee leadership skills and job satisfaction.
- Connections made between schools and STEM experts often continue beyond the funded project, with ongoing benefits for both organisations.
- The effectiveness of the participatory science model that SouthSci/WeSTEM/Curious Minds South Auckland has trialled and refined has contributed to changes in government funding away from one-off events to longer, more authentic engagement.

⁹ STEM businesses encompass a wide range of organisations across science, engineering and technology – from infrastructure corporates like Fulton Hogan and design and manufacturing companies like Fisher and Paykel Healthcare to science-rated organisations like Thermo Fisher or NIWA and tech companies like Orion.

THREE YEAR WORKPLAN TO DELIVER ON STRATEGIC DIRECTION

This workplan is based on stepped funding from Auckland Council to support our proposed transition from CCO status to a fully independent charitable trust, to enable us time to find alternative funding streams. The proposed stepped funding would look like this:



Key deliverables

The following are the key initiatives/projects to deliver on Te Hononga Akoranga COMET's strategic objectives.

Note that items marked “leveraged with external funds” or “dependent on external funds” can only proceed if we are able to obtain the additional funds required.

Note also that some deliverables may need to be adjusted due to the Covid-19 pandemic and associated restrictions, which impact in sometimes unpredictable ways on the community organisations, schools and ECEs we partner with.

Key projects & initiatives	Description	Auckland Council connections	Contribution to strategic objectives
STEM skills pipeline Leveraged with two external funds. Partial funding for WeSTEM secured to December 2023 and full funding for SouthSci secured to June 2024	<p>Influence the way science, technology, engineering, maths and mātauranga Māori (STEM) is taught and young people are engaged in STEM. We do this through 3 key actions:</p> <ol style="list-style-type: none"> 1. Fund and support the delivery of at least ten community-based STEM research projects per year in south and west Auckland. 2. Work alongside Māori and Pasifika educators/communities and STEM professionals to increase their profile in the STEM sector and engage more Māori/Pasifika students. 3. Champion the value of mātauranga Māori and traditional knowledge systems for enhancing Māori/Pasifika identity, language, skills and empowering STEM learners. 	<p>Sustainable Schools</p> <p>Auckland Council Healthy Waters</p> <p>Auckland Unlimited (GridAKL)</p> <p>TSI</p> <p>TWI</p>	<p>Enables 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>
STEM Alliance Partially dependent	<p>Support industry and STEM providers to increase the effectiveness of their investment in the STEM skills pipeline through two key actions:</p>	Sustainable Schools	Contributes to increasing engagement in science, aligning

Key projects & initiatives	Description	Auckland Council connections	Contribution to strategic objectives
on external funds	<ol style="list-style-type: none"> 1. Publicise and promote research-based guidelines aimed at teachers and STEM professionals, on good practice for participatory science and community engagement. 2. Provide opportunities for STEM professionals and educators to connect and share effective practice, through regular membership events and newsletters. 		with workforce needs
Youth Voice Dependent on external funding	<p>If full external funding obtained:</p> <p>Support Auckland young people to have and share their voice on education and skills issues to influence education leaders and decision-makers, through:</p> <ol style="list-style-type: none"> 1. Coordinating a student editor group to write and publish the annual Student Voice magazine on issues affecting students' learning. The magazine goes to all Auckland intermediate and secondary schools, education Ministers, Auckland MPs and relevant government agencies. 2. Delivering the successful Tamariki Writers' project in at least one Local Board area each year, to enable Māori young people to write and produce a book for their Local Board, library and other community leaders about what they value and what they would like to change in their local area. 	I Am Auckland managerial reference group	<p>Equips young people with skills and tools to have their say in their education and in their city</p> <p>Connects decision-makers with the voices of young people so they can respond to young people's needs and aspirations</p>
Attendance Dependent on external funding	<p>If full external funding obtained:</p> <p>Collect and analyse data, evidence and youth voice on the impact of Covid-19 on school attendance and engagement.</p> <p>Identify examples of effective practice with evidence of positive impact on school attendance and/or engagement.</p> <p>Share the evidence and examples with educators and other decision-makers via an infographic snapshot and via social media.</p> <p>If funding allows, host an online or in-person forum to identify individual or collective actions to address attendance and engagement in their context</p>		Promoting effective practice to increase the number of more Auckland young people who are engaged and regularly attending school
Data snapshots	Publish a summary of Auckland education and skills data annually to inform decision-making. (Note: Local Board snapshots would not be possible in this option).	RIMU Auckland Unlimited	Providing data and evidence to support decision-making by education and community organisations
Policy input	Make at least 2 evidence-based submissions and representations per year on how education and skills issues specifically affect learners in Tāmaki Makaurau Auckland and how these issues can be addressed.	I Am Auckland managerial reference group	Advocacy and advice for greater effectiveness and equity in the system

Key projects & initiatives	Description	Auckland Council connections	Contribution to strategic objectives
	Publish information to raise awareness of key education and skills issues, through social media. (Note: engaging with mainstream media would not be possible in this option)		

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 Partially dependent on external funds	Continue to share effective practice from Māori educators, university students, rangatahi, and tamariki Māori on what works best for Māori learners, through online forums or one Tāmaki Makaurau Education Forum meeting per year.	Māori elected members on Auckland Council including local boards	Contributes to the learning pathway milestone “strong cultural identity”
Mātauranga Māori Dependent on external funds	<p>If full external funding obtained:</p> <p>Seek the views of tamariki and rangatahi Māori on their aspirations and what works best for them in education through approaches such as writing workshops, individual and group interviews, social media posts, and panel discussions; and share this information with educators and decision-makers.</p> <p>Continue to work with the University of Auckland and Teach First NZ to inform 200+ student teachers per year about what rangatahi Māori want from their teachers. Over time, expand this work to other tertiary providers.</p> <p>Initiate and partner with a relevant organisation to support the teaching and learning of local Māori history in Auckland schools.</p> <p>(See also STEM, Youth Voice and Policy Input sections)</p>	Local Boards Tūpuna Maunga Authority	<p>Identifying and leading actions that will make the greatest difference to enable Māori young people and whānau to reach their own goals and aspirations</p> <p>Supporting rangatahi voice in their education</p>
Te Reo Māori Normalisation Dependent on external funding	<p>If full external funding obtained:</p> <p>Provide facilitation, advice and expertise to selected schools, to support more coherent te reo Māori pathways.</p> <p>Advocate for Te Reo Māori for all Auckland school students (ongoing).</p> <p>Collaborate on 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 Youth Voice and Policy Input sections)</p>	<p>Ngā Mātārae</p> <p>Council-controlled organisations (CCOs)</p> <p>Parks and Reserves</p> <p>Media and Communications</p> <p>Local Boards</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 where Aucklanders can see, hear and use te reo Māori daily.</p>

PERFORMANCE OUTLOOK

Te Hononga Akoranga COMET 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.

Note: The targets below are based on Option 1 funding and deliverables. If Option 2 or Option 3 applied, these targets would need to be significantly adjusted.

Service level statement	Measure	2021/22 actual	2022/23 forecast	2023/24 target	2025/26 target	2026/27 target
Delivering initiatives and projects to agreed timeframes and outputs	% of initiatives that fully meet timelines and outputs as listed in the SOI	88%	90%	80%	70%	60%
Quality of work to support education and skills	% of stakeholders who rate Te Hononga Akoranga COMET's work as valuable or very valuable	78%	75%	75%	70%	70%
Influencing action towards more effective and equitable education and skills in Auckland	% of stakeholders who attended Te Hononga Akoranga COMET events rating them moderately to highly valuable for influencing action	81%	75%	75%	65%	60%
* Raising awareness of key education and skills issues	Number of media articles generated	25	* 18	* 18	12	8
	Total social media followers (at end of period)	14,323	* 1,630	* 1,750	1,800	1,600
Providing data and information that is valued and used by stakeholders	% of stakeholders rating Te Hononga Akoranga COMET data snapshots and infographics as moderately to highly valuable	86%	80%	80%	70	70%
* Leveraging Auckland Council support	Value of external funding as a percentage of Auckland Council grant	316%	* 124%	* >120%	>150%	>200%

* Note: The 2021/22 external funding levels and social media reach are significantly higher than normal due to the large limited-term funding from NEXT Foundation for Talking Matters and media interest in Talking Matters and YEP. We have now handed over both Talking Matters and YEP, as part of our systems change plan. This handover brings Te Hononga Akoranga COMET's size, income, media profile and social media reach back towards our pre-2018 levels. Note also that for ethical and practical reasons we have deleted our three Twitter accounts, which has further reduced our social media followers (though the remaining ones are higher-value). This is reflected in the above targets.

In addition to the above quantitative measures, Te Hononga Akoranga COMET 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)

	2021/22 Actual	2022/23 Forecast	2023/24 Budget	2024/25 LTP	2025/26 LTP
Personnel costs	1,671	908	864	899	935
Other expenses	518	397	373	487	557
Interest	0	0	0	0	0
Depreciation	20	13	10	7	6
Total operating expenditure	2,209	1,318	1,247	1,393	1,498
Operating expenditure to be funded¹					
Funded by:	-	-	-	-	-
External grants and other revenue	1,765	693	727	1,043	1,248
Auckland Council funding	558	558	350	250	150
Total revenue	2,323	1,251	1,077	1,293	1,398
Surplus/ (deficit)	114	-67	-170	-100	-100

Capital expenditure (\$ thousands)

	2021/22 Actual	2022/23 Forecast	2023/24 Budget	2024/25 LTP	2025/26 LTP
Growth	0	0	0	0	0
Level of service	0	0	0	0	0
Renewals	12	13	5	5	5
Total capital expenditure	12	13	5	5	5
Funded by:	-	-	-	-	-
Debt	-	-	-	-	-
External grants and other revenue	12	13	5	5	5
Auckland Council funding	0	0	0	0	0
Total	12	13	5	5	5

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

Note: The Talking Matters initiative became a separate organisation from July 2022 so Talking Matters income and expenditure are not included in these figures after that point.

Māori responsiveness expenditure (\$ thousands)

Initiative	2021/22 Actual	2022/23 Forecast	2023/24 Budget	2024/25 LTP	2025/26 LTP
Māori Education Leadership (including coordination of TMEF, Mātauranga Māori projects and Te Reo Revitalisation projects)	125	205	266	328	378
Total expenditure	125	205	266	328	378

Other financial information

Current value of assets	The current value of Te Hononga Akoranga COMET assets as at 30 June 2023 is forecasted as \$599,084.	
Shareholder equity ratio	The latest shareholder equity ratio for Te Hononga Akoranga COMET as at 30 June 2023 is 100%.	
Accounting Policies	Te Hononga Akoranga COMET accounting policies are consistent with those of the Auckland Council group policies.	
Financial Reporting	Te Hononga Akoranga COMET financial reporting is in accordance with requirements of the CCO Governance Manual.	
Asset sales (\$ million)	2021/22 Actual	-
	2022/23 Forecast	-
	2023/24 Budget	-
	2024/25 LTP	-
	2025/26 LTP	-

ACCOUNTING POLICIES

NGĀ KAUPAPA TŪPONO PŪTEA

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 financial reporting in accordance with the Local Government Act 2022, the Financial Reporting Act 2013, and the Charities Act 2005.

BASIS OF PREPARATION

Statement of compliance

The financial statements of the Trust have been prepared in accordance with New Zealand generally accepted accounting practice (NZ GAAP). They comply with the Public Benefit Entity Standards Reduced Disclosure Regime ("PBE Standards RDR") as appropriate for Tier 2 public sector public benefit entities, and disclosure concessions have been applied.

The Trust has elected to report in accordance with PBE Standards RDR on the basis that it does not have public accountability and it has annual operating expenditure of less than \$30 million. Therefore, the Trust is eligible to report in accordance with PBE Standards RDR.

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 basis

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\$).

Estimates and Judgements

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

There are no significant estimates or judgements made by management on behalf of the Trust.

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 is recognised when the amount of revenue can be measured reliably and it is probable that economic benefits will flow to the Trust. Revenue is measured at the fair value of consideration received or receivable.

The following specific recognition criteria in relation to the Trust's revenue streams must also be met before revenue is recognised.

(1) Revenue from exchange transactions

Membership fee received

Revenue is recognised over the period of the membership. Amounts received in advance for memberships or subscriptions relating to future periods are recognised as a liability until such time that period covering the membership or subscription occurs.

Rendering of services

Revenue from services includes funding from central or local government, where the funding is based on the achievement of detailed milestones and mutually agreed KPIs. This is because the services provided by the Trust constitute the performance of agreed tasks over an agreed period of time, with the direct exchange of approximately equal value, being the provision of services on behalf of central or local government.

Revenue from services rendered is recognised in surplus or deficit in proportion to the stage-of-completion of the transaction at the reporting date. The stage of completion is assessed by reference to completion of the criteria specified in the funding agreements. Where some or all of the criteria have not been met, the amounts are recorded as revenue received in advance in the statement of financial position until such time as the criteria are satisfied.

Project contribution revenue and other revenue

All project contribution revenue and other revenue is recognised when the related goods or services are delivered.

(2) Revenue from non-exchange transactions

Non-exchange transactions are those where the Trust receives an inflow of resources (i.e. cash and other tangible or intangible items) but provides no (or nominal) direct consideration in return.

With the exception of services-in-kind, inflows of resources from non-exchange transactions are only recognised as assets where both:

- It is probable that the associated future economic benefit or service potential will flow to the Trust, and
- Fair value is reliably measurable.

Inflows of resources from non-exchange transactions that are recognised as assets are recognised as non-exchange revenue, to the extent that a liability is not recognised in respect to the same inflow.

Liabilities are recognised in relation to inflows of resources from non-exchange transactions when there is a resulting present obligation as a result of the non-exchange transactions, where both:

- It is probable that an outflow of resources embodying future economic benefit or service potential will be required to settle the obligation, and
- The amount of the obligation can be reliably estimated.

The following specific recognition criteria in relation to the Trust's non-exchange transaction revenue streams must also be met before revenue is recognised.

Auckland Council grant

Auckland Council grants 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 Auckland Council grant is provided in accordance with a Funding Agreement that specifies funding for each financial year. The grant is recognised as revenue in the financial year it relates to.

Grants, donations, and government wage subsidy

The recognition of non-exchange revenue from grants, donations, and government wage subsidy depends on the nature of any stipulations attached to the inflow of resources received, and whether this creates a liability (i.e. present obligation) rather than the recognition of revenue.

Stipulations that are 'conditions' specifically require the Trust to return the inflow of resources received if they are not utilised in the way stipulated, resulting in the recognition of a non-exchange liability that is subsequently recognised as non-exchange revenue as and when the 'conditions' are satisfied.

Stipulations that are 'restrictions' do not specifically require the Trust to return the inflow of resources received if they are not utilised in the way stipulated, and therefore do not result in the recognition of a non-exchange liability, which results in the immediate recognition of non-exchange revenue.

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. Partnership contributions are recognised as expenses when the contracts are signed, and they become payable.

Financial instruments

The Trust initially recognises financial instruments when the Trust becomes a party to the contractual provisions of the instrument.

The Trust derecognises a financial asset when the contractual rights to the cash flows from the asset expire, or it transfers the rights to receive the contractual cash flows in a transaction in which substantially all the risks and rewards of ownership of the financial asset are transferred. Any interest in transferred financial assets that is created or retained by the Trust is recognised as a separate asset or liability.

The Trust derecognises a financial liability when its contractual obligations are discharged, cancelled, or expire. The Trust also derecognises financial assets and financial liabilities when there has been significant changes to the terms and/or the amount of contractual payments to be received/paid.

Financial assets and liabilities are offset and the net amount presented in the statement of financial position when, and only when, the Trust has a legal right to offset the amounts and intends either to settle on a net basis or to realise the asset and settle the liability simultaneously.

The Trust classifies its financial assets as loans and receivables and all its financial liabilities as at amortised cost. Financial instruments are initially measured at fair value plus directly attributable transaction costs.

Amortised cost financial liabilities

Financial liabilities classified as amortised cost are non-derivative financial liabilities that are not classified as fair value through surplus or deficit financial liabilities. Financial liabilities classified as amortised cost are subsequently measured at amortised cost using the effective interest method. Financial liabilities classified as amortised cost comprise accounts payable and accrued expenses.

Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. After initial recognition, these are measured at amortised cost using the effective interest method, less any allowance for impairment. The Trust's cash and cash equivalents, short-term investments, accounts receivable and accrued interest fall into this category of financial instruments.

Loans and receivables are assessed at each reporting date to determine whether there is objective evidence that they are impaired. A financial asset is impaired if there is objective evidence of impairment as a result of one or more events that occurred after the initial recognition of the asset, and that the loss event(s) had an impact on the estimated future cash flows of that asset that can be estimated reliably.

Objective evidence that financial assets are impaired includes default or delinquency by a counterparty, restructuring of an amount due to the Trust on terms that the Trust would not consider otherwise, or indications that a counterparty will enter bankruptcy.

Cash and cash equivalents

Cash and cash equivalents are short term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value, with original maturities of 3 months or less.

Short term investments

Short term investments comprise term deposits which have a term of greater than three months and therefore do not fall into the category of cash and cash equivalents.

Property, plant, and equipment

Items of property, plant, and equipment are initially measured at cost. They are subsequently measured at cost less accumulated depreciation and impairment losses. Cost includes expenditure that is directly attributable to the acquisition of the asset.

When parts of an item of property, plant and equipment have different useful lives, they are accounted for as separate items (major components) of property, plant and equipment.

Any gain or loss on disposal of an item of property, plant and equipment (calculated as the difference between the net proceeds from disposal and the carrying amount of the item) is recognised in surplus or deficit.

Depreciation

Depreciation is based on the cost of an asset less its residual value. For significant components of individual assets that have a useful life that is different from the remainder of those assets, those components are depreciated separately.

In general, depreciation is recognised in surplus or deficit 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. Depreciation methods, useful lives, and residual values are reviewed at reporting date and adjusted if appropriate.

Intangible assets

Costs of website design and database development are classified as intangible assets. Intangible assets are initially measured at cost and subsequently measured at cost less accumulated amortisation and impairment. Amortisation is calculated at 50% per annum on a diminishing value basis over the expected useful economic lives. Amortisation methods, useful lives and residual values are reviewed at each reporting date and adjusted if appropriate.

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.

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.

The net amount of GST recoverable from, or payable to, the Inland Revenue Department is included in the statement of financial position.

Cash flows are included in the statement of cash flows on a net basis and the GST component of cash flows arising from investing and financing activities, which is recoverable from, or payable to, the Inland Revenue Department is classified as part of operating cash flows.

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. Te Hononga Akoranga COMET 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	June 2023	Public notice in newspaper
Consider performance against SOI targets	October 2023	Newsletter invite Website Public notice in newspaper

REPORTING

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

The draft Statement of Intent was delivered to Council by March 31st, 2023 for council feedback by April, and feedback from our community and education stakeholders in June. The final draft, based on Council and stakeholder feedback, will be delivered by July 31st 2023, for approval in August.

A draft half-yearly report and draft annual report are available within two months of the end of the respective financial periods. These reports 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.

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

Te Hononga Akoranga COMET (The Trust) was established on July 1st 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 March 2023, the trustees are:

TRACY MASSAM (Chairperson. Appointed December 2018; second term expires June 2024)
GINNIE DENNY (appointed July 2015; reappointed June 2021 by special vote under trust deed amendment; third term expires June 2024)
JIGNASHA PATEL (appointed August 2016 to casual vacancy; second term expires June 2024)
MELISSA CRAWFORD (appointed October 2019; second term expires October 2025)
RICHARD THORNTON (appointed December 2018; second term expires June 2024)
JUDITH THOMPSON (appointed July 2020; second term expires June 2026)
NARISSA LEWIS (appointed July 2022; first term expired June 2025)
TAVU'I IOANE AFOA (appointed July 2022; first term expired June 2025)

Amohau

TAME TE RANGI
REREATA MAKIHA

Chief Executive Officer

SUSAN WARREN