COMET ANNUAL REPORT

2011-2012

MIHI WHAKATAKI

Tuia te rangi e tū iho nei
Tuia te papa e takoto nei
Tuia te herenga tangata
Ka rongo te pō
Ka rongo te ao.
E ngā reo, ngā mana, ngā rangatira mā, Tēnā koutou katoa.
Tēnā koutou i ngā āhuatanga o te wā.
Ki ngā maunga kōrero, ngā wai Māori, ngā wai tai,
ngā wāhi tapu o Tāmaki Makaurau, Tāmaki herehere
o ngā waka.
Ko te Hononga Akoranga (COMET Auckland) te mihi
manahau ki ngā iwi katoa o Tāmaki Makaurau.
Mauri ora ki te whai ao, ki te ao mārama!

WHAKATAUAKI

E kore e taea e te whenu kotahi ki te raranga i te whāriki
kia mōhio tātou ki ā tātou.
Mā te mahi tahi ō 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
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

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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 all Aucklanders.

THANK YOU:

- Mayor Len Brown, Councillors and Local Board members
- The many Council officers who liaise with and support our work
- The Independent Māori Statutory Board and the Pacific People's Advisory Panel, who provide advice, challenge and support
- Manukau Institute of Technology (MIT) which continues to provide us with essential office accommodation and technical support, and who also partnered with us to deliver Whānau Ara Mua
- John Delugar at Brookfields Lawyers, who provides COMET with pro bono legal work
- The Clarity Business and Moko-ia which provide us with communications and design support
- Our generous sponsors this year including ASB Community Trust, the Todd Foundation, Ministry of Education, Auckland Communities Foundation, IBM New Zealand, Renaissance Trust, Air New Zealand, ATTTO, Auckland University of Technology, Careers NZ, ETITO, Manukau Institute of Technology, Massey University and The University of Auckland
- Our kaumatua, Kukupa Tirikatene and Sonny Rauwhero
- COMET staff, present and past, and especially our founding Chief Executive, Bernardine Vester
- COMET Trustees, present and past
- Our many project partners, too numerous to name here, whom we value immensely.

Message from the Chairperson

This year has been about the future rather than the past. The central event of the past year has been the important moment when His Worship the Mayor of Auckland, Len Brown, launched **COMET Auckland** - Community Education Trust Auckland, Te Hononga Akoranga.

Building on the work of the past 13 years, COMET Auckland accepted a new remit - to promote, co-ordinate, integrate and advocate for the education of all people, especially those with greatest needs, across the Auckland Council region.

To do this, COMET Auckland will not simply continue to be the same organisation and work in the same ways that it has in the past. The Trust has been making changes to better meet the challenges of the wider scope of our work. A new Trust deed has been settled with the Council and the change of name has been the most obvious result of this. We are working with the Auckland Council to identify new premises that will locate us more centrally in the region and it is appropriate that we acknowledge the support the Manukau Institute of Technology has given in housing the Trust over its first 13 years.

Most importantly, the Trust has expanded the number of Trustees to better reflect the region. New Trustees include Carol Ngawati, Rachael Tuwhangai, Brian Putt, Kit Wong and Barbara Ala'alatoa who join the board in this period of change. They join a very experienced Board that has contributed much to the work of the Trust over the past year and I thank them for that. They are: Toleafoa Sina Aiolupotea-Aiono, Denise Fink, Vui Mark Goshe, John Heyes, Graeme McClennan and Pauline Winter.

Education is the only way in which the hope and aspirations of the Auckland Council can become possible

Altogether, with new and previous Trustees in an expanded team, this is a strong group which will help ensure that the voice of the wider community is heard and that the needs across the wider region have a response.

Chief Executive Susan Warren has led the staff through this period of defining change and the Board acknowledges the skill and unrelenting effort that they have brought to their work.

Education is the only way in which the hope and aspirations of the Auckland Council as expressed in the Auckland Plan can, in reality, become possible. COMET Auckland, Te Hohonga Akoranga commits itself to continuing to work towards achieving sound educational outcomes for all the citizens of the Auckland region.

Ina te mahi he rangatira

Dr Stuart Middleton
Chairperson

Message from the Chief Executive

Kia ora, Talofa lava, Malo e lelei, Kia orana, Fakaalofa lahi atu, Taloha ni, Nisa bula vinaka, Ni hao, Namaste, greetings from COMET Auckland, Te Hononga Akoranga.

In expanding our view from Manukau to the entire Auckland region, we take on an enormous challenge. Thankfully, we don't take it on alone. We build on the strengths of the past 13 years, and on the many partnerships and collaborations we have with passionate, skilled educators, community leaders, policy-makers and others, all of whom share our goal of seeing education, learning and skills thrive, so all Aucklanders can succeed.

In moving to our new region-wide remit, we consulted with our stakeholders on what we were doing well and what we need to change as we extend our work across Auckland. We've been encouraged by your support, and we've listened and acted on your feedback.
We now have a new name, an expanding board, a new staff member with an explicit focus on supporting Māori educational aspirations, a new website and email addresses, and a new, more focused strategic plan.

And we need this focus as never before. Our education system is excellent for many but not for all, and this educational disadvantage is sadly related to income, gender and ethnicity. For example, just 6% of Maori and 4% of Pasifika adults have a degree, compared to 14.3% of the Auckland population as a whole.

Right now, 6,078 15 to 17-year-olds are not in education, employment or training; 410,000 adult Aucklanders have literacy levels that are too low for full engagement with society, and 6,853 families are headed by an adult with low qualifications, with implications for family income and for parents' ability to engage with their children's learning.

The task is huge and urgent, and no one organisation can do it alone

The task is huge and urgent, and the one thing we know for sure is that no one organisation can do it alone. It's going to take the efforts of everyone working together – educators, employers, families, Council, government, community organisations – to bring about the changes we all want to see. The Learning Auckland Accord is all about supporting that coherence. If you haven't already signed, you can check it out on page 14.

As a CCO and charitable trust, we are uniquely placed to be an intermediary between the Council, the education sector, employers, community and government. Our goal is to advance education for Auckland, and we look forward to working with you to reach that goal.

Nga mihi,

Susan Warren
Chief Executive

Strategic Leadership

HOW DID WE PERFORM? REPORTING ON OUR ANNUAL PLAN AS PUBLISHED IN COMET'S 2011/12 STATEMENT OF INTENT

GOAL
Connect city leadership to community education needs
to support understanding of issues relevant to education in Auckland

AGREED ACTIONS & PERFORMANCE

- Build relationships with Auckland Council, selected Local Boards, and other Council advisory bodies
  A draft briefing paper on education in Manurewa was delivered to the Manurewa Local Board then refined into a full and detailed final report. A first draft of this new process was discussed with Maungakiekie-Tamaki, in order to develop a standardised report format that can be produced for all local Boards in 2012/13.

- Lead advocacy on issues important to Council's strategic purpose
  Formal advocacy on education issues to government in the 2011/12 year, based on research and on our consultation with stakeholders, involving numerous submissions (see opposite page).

- Support development and implementation of the Auckland Plan
  We had formal input to Council plans and directions in the 2011/12 year, based on research and on our consultation with stakeholders, through the submissions listed on the opposite page.

- Draft an action plan in support of a city strategy for education
  We launched the Learning Auckland Accord, Whakakotahitanga Te Ara, an action plan for education and skills in Auckland, at a series of seminars with very positive feedback from attendees. (see pages 14 and 15 for more details)
  - To June 2012, 23 individuals and 11 organisations had signed the Accord, including large organisations representing multiple education stakeholders, such as Capable Auckland, Careers New Zealand, the Auckland Kindergarten Association and the Auckland School Trustees Association.
  - Cognition Institute, which had partnered with COMET to support the project, has wound up its operations so we are looking for a new partner organisation to help lead the next phase of the process.

ADVOCATING ON THE ISSUES

This year we made submissions to government on:

- Government ECE Taskforce
- Ministry of Pacific Island Affairs' Pacific Languages Framework
- Green Paper on vulnerable children
- Determinants of wellbeing for Māori children
- Inquiry on 21st Century Learning
- Pasifika Education Plan
- Pasifika languages in ECE
- TEC adult literacy and numeracy strategy.

And to Auckland Council on:

- Draft Auckland Plan
- Draft Economic Development Strategy
- Seven Local Board plans
- Draft Long Term Plan
- Support for RAISE Pasifika to submit on the Draft Auckland Plan.

All our submissions are available on our website at www.cometauckland.org.nz under 'Publications'.

Family Learning

GOAL
Increase opportunities for family-focused learning in high-need communities – using community-generated funds

AGREED ACTIONS & PERFORMANCE

- Coordinate the Manukau Early Childhood Taskforce
  Through continued coordination of the Manukau Early Childhood Education (ECE) Taskforce and support for its submissions, the taskforce now has strong links with ECE networks in Waitakere and Tamaki. Taskforce leaders met with Council staff in late 2011 to discuss how Council can support participation goals in early learning.

- Enable Manukau ECE stakeholders to raise issues that affect families' access to quality ECE
  COMET worked with Council and RAISE Pasifika to hold an ECE forum to identify enablers and barriers to participation for Pasifika families. Also, the Manukau ECE Implementation Team re-started in mid-2011 and now works collaboratively with Auckland Council, MOE, MPIA, MSD and COMET to identify areas of greatest need and to increase provision in those areas.

- Collaborate with Maori organisations on projects that will support Māori educational aspirations
  Following consultation with key Māori stakeholders, we created a new role - Project Manager, Maori Education - to lead our work supporting Māori educational aspirations. Since joining COMET, Hauāuru Rawiri has visited key stakeholders as a first step towards developing an action plan to support the educational goals for Māori in the Auckland Plan.

Fa'avae Gagamoe

A voice for Pasifika education in Auckland

"There are too many Pasifika kids failing in our education system and we must address it now. Our children, our parents, our teachers, our community, our government, need to work together to ensure that 'failure is no longer an option'."
Fa'avae Gagamoe, co-chair, RAISE Pasifika

RAISE Pasifika is the only group of its kind: a cross-sector, community-driven initiative that brings people together to achieve parity for Pasifika people in education across Auckland, the largest city of the Pacific.

Pasifika children are at the heart of RAISE Pasifika's focus, efforts and strategy

Group members leave all political or other leanings at the door and focus all energy on the single goal of achieving parity for Pasifika children.

Working with others

Because one size doesn't fit all in education, the group is working with other organisations to transform the educational and socio-economic landscape for Pasifika people.

- Collaborate with Pacific people on projects that will enhance learning and achievement
  As a coordinating member of RAISE Pasifika, we helped publish a Snapshot of Pasifika Education in Auckland 2011. It summarises key statistics on education and skills for Pasifika people in the city and is in high demand. And, as an active member of the Leo Pacific Bilingual Coalition, we assisted with the Bilingual Forum and made several submissions on the importance of Pacific languages for learning.

- Develop family-focused learning opportunities in highest-need communities in collaboration with relevant organisations
  Community organisation McLaren Park Henderson South Community Initiative Inc has been supported to deliver Get Ahead Start, a low-level adult literacy course from the Open Polytechnic. One group completed the programme in 2011/12 and a second group has begun. With a strong programme delivery model developed now, our support will no longer be needed.

- Coordinate Te Whānau Ara Mua: Family Pathways partnerships
  Three groups graduated from Whānau Ara Mua in December 2011. The 68% pass rate is an encouraging result for tertiary priority learners. Nine graduates (47%) went on immediately to higher level study or employment. Whānau Ara Mua is continuing at three school sites in 2012, and is now being delivered by The Solomon Group. Funding for 2012 comes from the ASB Community Trust and the Todd Foundation.

- Progress policy discussions with government on intergenerational family learning
  A new process for funding foundation learning is offering opportunities for PTEs to bid competitively for EFTS (equivalent full time student) funding from TEC to deliver Whānau Ara Mua in 2013. As programme owner, COMET can now make the curriculum available to multiple providers as well as providing materials, training, data tracking and system support to ensure effective programme delivery. Programme-level coordination and brokering will be handled by local community organisations or tertiary providers, making a more sustainable system and allowing expansion to more communities. We continue to pursue policy discussions on family learning at a national level.

- Develop an Auckland family learning network
  A network of family learning providers met once during 2011-2012 and contributed to our submissions on the draft Auckland Plan.

Over the next 8 years, RAISE will work to achieve at least parity for Pasifika by 2020 so that excellence in achievement for Pasifika is systemic.

Making ground already

In May this year, the group created an unprecedented opportunity for a non-government organisation. After meeting the Minister of Education and Pacific Island Affairs, the Minister has been given the task of working with MPIA and MOE to revise the Pasifika Education Plan.

Success is achievable for all Pasifika in education

"RAISE Pasifika is achieving some important outcomes. They have created a voice for Pasifika education in Auckland, and the fact that they are at the table constructing the Pasifika Education Plan is a major first step towards more cohesive action to support Pasifika educational aspirations. We are proud to work alongside such passionate, dedicated people."
Susan Warren, COMET Auckland

Skills Auckland

GOAL
Participate in activities to advance the Auckland Economic Development Strategy - using community-generated funds and COMET reserves

AGREED ACTIONS & PERFORMANCE

- Contribute to a city response to growing productivity through adult literacy and numeracy skills
  Skills Auckland was established in March 2011 under the leadership of Shirley Johnson, who completed a scoping exercise to identify the keys gaps where COMET can most effectively contribute to developing skills in Auckland.
  Shirley has also contributed to the Community Economic Development project and the Auckland Digital leadership forum. One contribution to the latter is a small digital inclusion research project, which is currently in the planning stages, with funding and support from IBM. The research aims to explore the factors that support or inhibit families to engage in digital learning opportunities.

- Tāmaki GEM (Growing Enough Money)
  Grow Enough Money (GEM) – see below - was developed in collaboration with agencies and community groups in Tāmaki. The project's research on financial literacy provision in Tamaki was completed in June to inform planning for the next phase.

  Pacific Financial Literacy for Home Ownership programme - was collaboratively developed in Tamaki and is now being delivered by other partners including the MPIA.

  Community Partnership Employability and Capacity Building Model – this was co-constructed in Waitakere by COMET and Massey Matters. It interweaves social, economic and environmental strands with the intention of driving improvements in education (formal and informal), training, vocational services and workforce transitioning and retention.

  We also co-hosted a workshop for Auckland trades and services academies, in collaboration with the MIT Centre for Multiple Pathways, providing an opportunity for schools running academies to share their practice, learn from one another and form an on-going community of practice.

- Operate as a catalyst for school-business partnerships, including through the Principal for a Day event
  Research showed that while in its early years the Principal for a Day programme resulted in some valuable ongoing relationships between schools and businesses, benefits were short term and not sustained. It proved to be time-consuming and expensive to run, with external funding proving difficult to obtain for 2011. Therefore the COMET board has discontinued the project.

GROWING ENOUGH MONEY (GEM)

"Sometimes it can feel like you are not making much progress at all, and then all of a sudden something happens and a client has cleared some debt and can tell us how much this has helped, how much this service has made a difference, how much they have learned with us".
Emma Marshall, East Auckland Home and Budget Service.

Early in 2012, COMET Auckland commissioned research into the provision of financial literacy services in Tamaki. The report, *Financial Literacy in Tamaki – A slice of understanding*, examined the providers of programmes, the barriers to success, and the social and demographic factors affecting the need for financial literacy services in the Tamaki area.

Key findings
The report highlights the financial literacy and budgeting services currently offered to people living in the Tamaki area, and outlines the importance of improved financial literacy for the community.
It reveals several key issues and factors in the provision, uptake and effectiveness of financial literacy programmes in the area:

- Growing a financial literacy culture in any area has positive effects for participants and the economy
- Existing financial literacy services need more resources
- Significant barriers – cultural, social, language, understanding of benefits within community – have to be overcome for financial literacy programmes to succeed
- Some programmes are having significant success for people utilising the services, but there is a pressing need for more people to be able to access them.

A strong case for increased funding for existing services
The report makes a strong case for increased funding for existing services, in conjunction with a change in the mind-set of many providers about how to reach the residents of Tamaki that would most benefit from their services.

We encourage you to read the full report, which is available on our website.

FUTURE DIRECTIONS - ST

Our
Ro

To breathe life into
on th
asp

Our Purpose:
To advance education for Auckland through linking knowledge, needs, advocacy and initiatives

Our 2012-2013 actions to

AUCKLAND PLAN DIRECTION:
Create a strong, inclusive and equitable society that ensures opportunity for all Aucklanders

OUR ACTIONS:

- Coordinate planning and action across MOE and Council, with input from other relevant agencies, to identify priority areas and opportunities to increase early learning access.
- Coordinate a network of Early Childhood Education groups across Auckland to provide community input to increasing access to quality early learning in high-priority areas.
- Work with partners to develop a sustainable delivery model for a family learning programme on school and community sites. Once the model is developed, support organisations to implement.
- Advocate for coherent government policy and/or funding models to support community-based family learning opportunities.

AUCKLAND PLAN DIRECTION:
Develop an economy that delivers opportunity and pros

OUR ACTIONS:
Champion education, skills and career development in Auckland

- Lead coordinated action under Learning Auckland – more detail on page 14.
- Provide updated analyses of key education and skills targets across Auckland, to inform action on addressing existing and emerging education and skills issues.
- Undertake advocacy and/or collaborative action on key issues that arise in Auckland.
- Provide data and evidence to local boards on priority education and skills needs in their area, to support their decisions and to identify opportunities for collaborative action.

Build, attract and retain skills to meet industry needs

- Work with partners to implement the employability and capacity building model in Waitakere as part of the Waitakere Call for Action and support other areas to contextualise this model in future.
- Collaborate with partners on projects related to youth vocational pathways including trades academies.

COMET AUCKLAND
TE HONONGA AKORANGA
LISTEN • LEARN • COLLABORATE • CONNECT

TRATEGIC PLAN 2012/13

Core
le:

and deliver
e education and skills
pirations in the Auckland Plan

How do we deliver?
Listen • Learn • Collaborate • Connect

deliver on Council directions

sperity for all Aucklanders and New Zealanders

Increase Auckland's workforce participation and labour productivity

- Plan and lead inquiries to identify top literacy and numeracy needs that affect employment and/or productivity, and plan collaborative action to address these issues.
- Develop and facilitate digital inclusion research - and feed findings into Auckland digital skills strategy.
- Work with partners to drive the GEM financial literacy inter-agency collaboration project in Tāmaki.
- Take a strategic role in place-based learning initiatives in high-priority areas.
- Work with partners to support Pasifika education including support for RAISE Pasifika.
- Facilitate connections among organisations that provide literacy, language and numeracy support to migrants and refugees, to increase mutual learning.

AUCKLAND PLAN DIRECTION:
Enable Māori aspirations through recognition of Te Tiriti o Waitangi the Treaty of Waitangi and customary rights

OUR ACTIONS:

- Work with Māori and other partners to develop data and evidence on Māori education in Auckland
- Advocate on education issues and aspirations identified by Māori in Tamaki Makaurau
- Engage, consult and collaborate with Mana Whenua, Matāwaka and Māori organisations to support Māori education aspirations and initiatives
- Appoint at least two Māori trustees to our Board of Trustees as part of our Trust establishment
- Employ a Māori Education Project Manager to develop and implement a Māori action programme that guides COMET Auckland's contribution to Māori educational aspirations.

COMET AUCKLAND
TE HONONGA AKORANGA
LISTEN • LEARN • COLLABORATE • CONNECT

STATE OF AUCKLAN

EARLY LEARNING

1,212 early learning services in Auckland

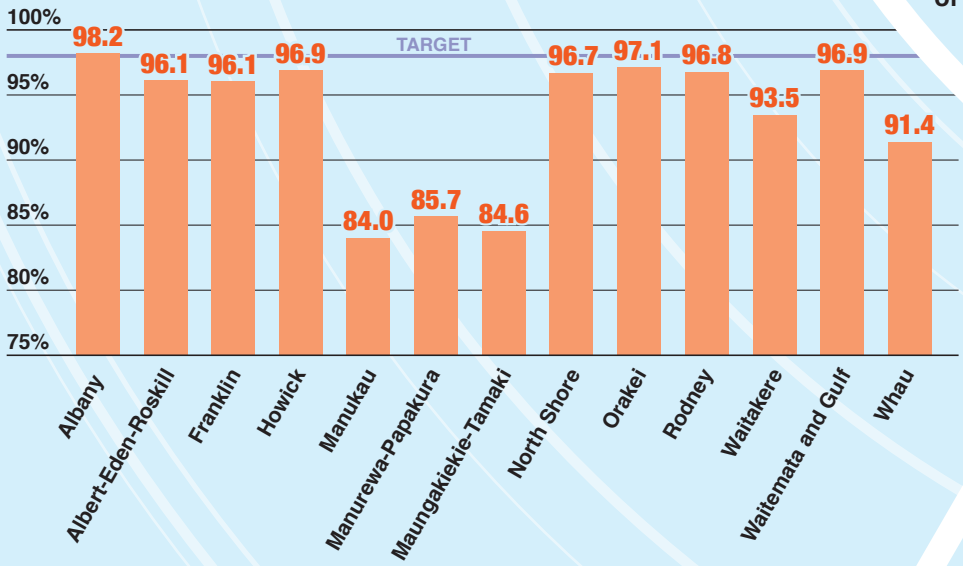
53,724 pre-schoolers in early childhood education (ECE)

92.7% of Auckland children attend some form of ECE (83.8% for Pasifika, 86.5% for Māori)

STARTING OUT

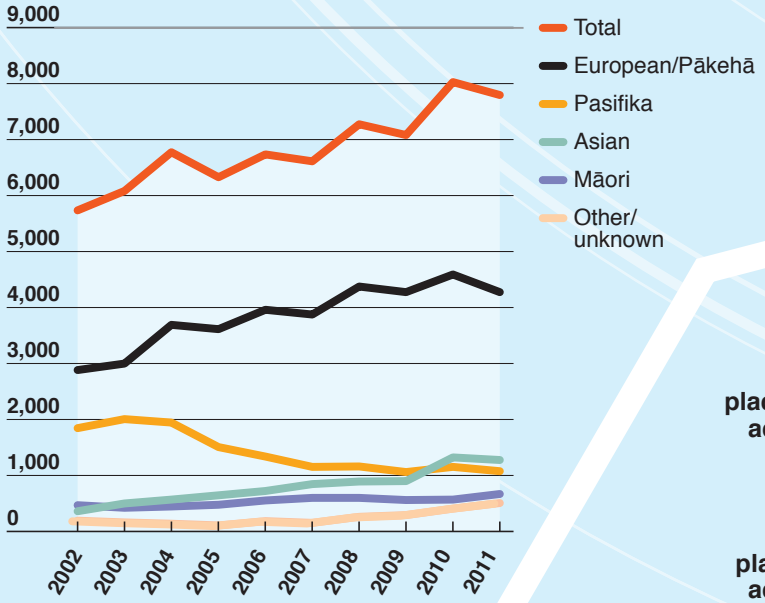
Children beginning school who attended ECE

By ward (year ending March 2012)



PLAY GROUPS

Children attending in Auckland



23,657 Auckland babies born, 2010

1/3 working-age Māori live here

6,853 Auckland families headed by a parent with no qualifications

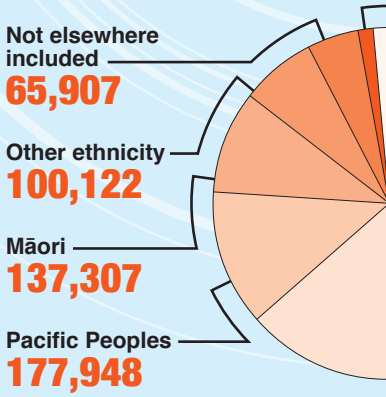
56% of Aucklanders are migrants and their children

AUCK

309,490 0-14-year-o

28,000 children

AUCKLAND'S PEO



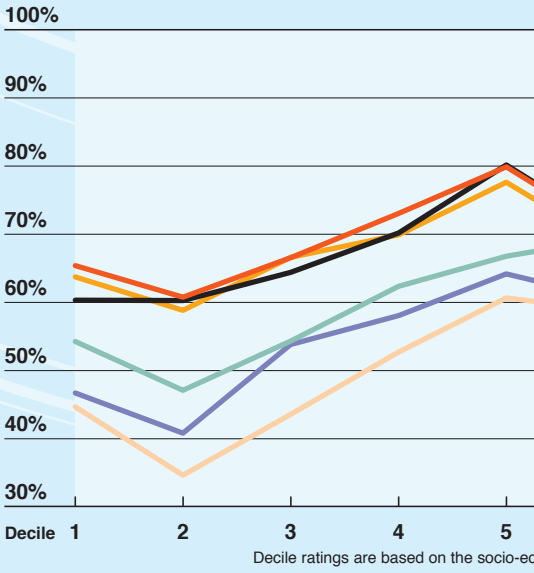
AT SC

261,813 students

593 schools

SCHOOL LEAVERS

With NCEA L2 or above by decile (2005-20



160 places in 8 service academies, 2012

428 places in 6 trades academies, 2012

D EDUCATION 2012

LAND

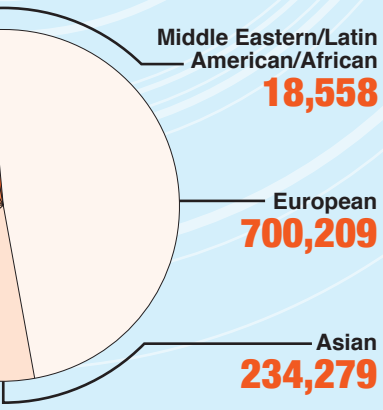
olds (2011); an extra
expected by 2021

1/3
of all children live in three local boards: Mangere/Otahuhu, Papatoetoe/Otara, and Howick

By **2031**
half of the new Auckland labour force will be Māori or Pasifika

More than half of all Māori and Pasifika are under 25 (compared to 33.6% of Europeans)

OPLE BY ETHNICITY



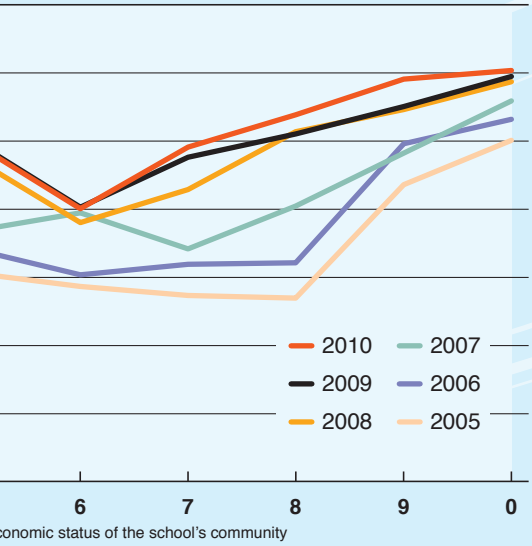
HOOL

16,406
teaching staff

$2.5bn
Auckland's school property portfolio

44%
of Auckland year 13 candidates achieved UE in 2010

10)



18,562
school leavers in 2010

53.1%
achieved University Entrance Standards,

31% did not achieve NCEA 2

(includes **2,976** with no qualifications)

DESTINATIONS

7,000
fees-free tertiary places for 16-17-year-olds under Youth Guarantee by 2013

2,860
in targeted foundation-level training

2,406
modern apprentices, December 2010

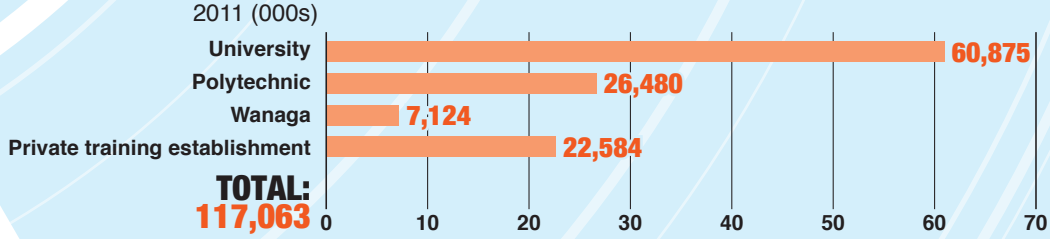
22,835
international tertiary students, 2011

23,690
industry trainees, December 2010

ENROLMENTS

Domestic tertiary

2011 (000s)

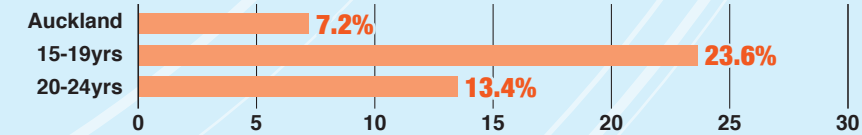


TOTAL: 117,063

SKILLS GAPS

Unemployment

June 2012 (%)



270,222
jobs in knowledge intensive industries in 2010:

38.5% of total employment. National average: **33.2%**

410,000
Auckland adults with low literacy

6,078
15-17-year-olds not in education or work

AUCKLAND CHANGES

Growth industries and skills shortages

- **Engineering**
- **Digital and ICT skills**
- **Food technologies and food chemistry**
- **Health technologies**
- **Screen production**
- **Biotechnology**
- **Marine**
- **Professional management**

LEARNING AUCK

It's about engaging Aucklanders toward a collective goal for education

The Accord is the result of a year of committed effort from COMET, the Cognition Institute, and a dedicated kaitiaki group of leaders arising from the May 2011 Auckland Education Summit.

Learning Auckland is a ground-up movement for individuals, organisations and groups to use their own ideas to create positive changes that support education and skills through one small step at a time.

What is its aim?

Learning Auckland aims to bring about a long-term, positive shift in educational achievement, using the Accord to bring greater coherence across all those who are working for learning in Tāmaki Makaurau.

Auckland Council has recognised that prioritising education will provide a key way for us to grow and make Auckland the world's most liveable city, helping all Aucklanders to reach their social, cultural and economic potential.

How can you support it?

The Accord is for everyone, not just educators. It is about people across the whole of Auckland seeing that they have a part to play in supporting education and learning:

1. Go to www.learningauckland.org.nz <http://www.learningaccordauckland.org.nz> and read the Accord
2. Sign it and send it on to others who have great ideas
3. Commit to taking an action that will support education in our city
4. Tell us what you're doing. Your action could be big, small, on-going or a one-off. Whatever you think could make a real difference for learners in Auckland; we want to hear about it!

Have you signed

The past year has s
a unique, long-te
Learning Auckland -
the Learning Au
Whakakotahit

5 reasons why you

1 It's free!

2 It's a living document promoting action

3 It's quick an easy to do

Why others ha

"We won't solve educa poverty by using the s approaches used thro these problems were Learning Auckland Ac progressive way of eng and communities, and **Angus Fletcher, Chai**

"I want to be part of the development of an Auckland Education Plan that is effective in creating equity, excellence and opportunity for all learners – cradle to grave. This is why I became involved." **Cherie Taylor Patel, Chair, West Auckland Principals Association**

"The Accord gives a focus that will complement the goals of the Auckland Council and Central Government and something that will really start delivering on actions to make a difference." **Tanya Harvey, General Manager, Auckland Kindergarten Association**

KLAND ACCORD

the Accord yet?

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and its main driver,
ckland Accord,
tanga Te Ara.

u should sign up:

nd

4 Show your support for education in Auckland

5 Your commitment will drive collective action and change

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r, Fletcher Trust

Mayor Len Brown signs Learning Auckland Accord

On Friday 31st August 2012, Auckland City Mayor Len Brown signed the Learning Auckland Accord, signalling his continued support for education and skills in Tamaki Makaurau. Many thanks to Susan Impey, Principal of Alfriston College and a member of Learning Auckland's kaitiaki leaders group, who was responsible for inviting the Mayor to sign the Accord and show his support for the initiative.

"The Accord allows a conversation to start across the system in Auckland"

Dale Bailey of Careers NZ explains why he has signed up to The Learning Auckland Accord:

"I have spent my own career in education, and I believe that a good society is one where high quality public education provides the cohesiveness to our society.

Over the decades we have built a system that has allowed many to succeed and even lead the world. When I look around now I see much that needs attention, we must take the best of what we have achieved forward, but it is our duty to examine where we can improve.

Careers New Zealand is passionate about creating a career capable Auckland: a place where individuals and their families are able to navigate their own careers so that they can play their part in creating a prosperous city.

The Accord provides a good framework for examining our success in education. It allows a conversation to start across the system, particularly here in Auckland.

We signed the accord because we believe that we need to connect the education system together better. We believe that despite all our good work in our separate parts, the experience for learners is fragmented, and far too many don't reach their potential. Together we can achieve so much more."

City Of Manukau Education Trust
Financial Statements
For The Year Ended 30 June 2012

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DIRECTORY

Objects of Trust	This is a charitable trust involved in programmes that advance education and educational opportunities for the Manukau Community.
Place of Business	Q Block Manukau Institute of Technology Otara, Auckland
Postal Address	Private Bag 94006 Manukau City Auckland 2241
Settlor	The Mayor
Trustees	Sina Aiolupotea-Aiono Denise Fink Mark Gosche John Heyes Graeme McClennan Stuart Middleton (Chairperson) Pauline Winter
Solicitors	John Delugar Brookfields Lawyers PO Box 76004 Manukau City Auckland 2241
Auditors	BDO Auckland PO Box 2219 Auckland 1140
Bankers	BNZ, Eastern Banking Centre
Commencement Date	October 1, 1999

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF CITY OF MANUKAU EDUCATION TRUST'S FINANCIAL STATEMENTS AND PERFORMANCE REPORT FOR THE YEAR ENDED 30 JUNE 2012

The Auditor-General is the auditor of the City of Manukau Education Trust (the "Trust"). The Auditor-General has appointed me, Chris Neves, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements and performance report of the Trust on her behalf.

We have audited:
- the financial statements of the Trust on pages 18 to 25, that comprise the statement of financial position as at 30 June 2012, the statement of comprehensive income and statement of changes in the trustees funds for the year ended on that date and the notes to the fincancial statements that include accounting policies and other explanatory information; and
- the performance report of the Trust on pages 4 to 9.

Opinion
In our opinion the financial statements of the Trust on pages 18 to 25, that are prepared on a disestablishment basis:
- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the Trust's:
  - financial position as at 30 June 2012; and
  - financial performance for the year ended 30 June 2012; and
- the performance report of the Trust on pages 4 to 9:
- complies with generally accepted accounting practice in New Zealand;
- fairly reflects the Trust's service performance achievements measured againist the performace targets adopted for the year ended 30 June 2012.

Emphasis of matter - the financial statements are appropriately prepared on a disestablishment basis
Without modifying our opinion, we considered the accounting policy on page 21, about the financial statements being prepared on a disestablishment basis. We consider the disestablishment basis to be appropriate as the Trust was resettled on 1 July 2012.

Our audit was completed on 22 August 2012. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and we explain our independence.

Basis of opinion
We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements and performance report are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements and performance report. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements and performance report. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and performance report, whether due to fraud or error. In making those risk assessments; we consider internal control relevant to the preparation of the Trust's financial statements and performance report that fairly reflect the matters to which they relate. We consider internal control 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.

An audit also involves evaluating:
- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Trust;
- the adequacy of all disclosures in the financial statements and performance report; and
- the overall presentation of the financial statements and performance report.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and performance report. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Board of Trustees
The Board of Trustees are responsible for preparing financial statements and a performance report that:
- comply with generally accepted accounting practice in New Zealand;
- fairly reflect the Trust's financial position and financial performance; and
- fairly reflect its service performance achievements.

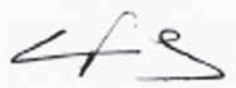
The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements and a performance report that are free from material misstatement, whether due to fraud or error.

The Board of Trustees' responsibilities arise from the Local Government Act 2002 and clause 9.4 of the Trust Deed of the Trust.

Responsibilities of the Auditor
We are responsible for expressing an independent opinion on the financial statements and performance report and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001, clause 9.5 of the Trust Deed of the Trust and section 69 of the Local Government Act 2002.

Independence
When carrying out the audit we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



Chris Neves
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand

FINANCIAL STATEMENTS

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2012

	Notes	2012 $	2011 $
Revenue			
Contract fees received		329,250	401,954
Deposit for future services brought forward		121,169	152,807
Deposit for future services carried forward		(63,514)	(121,169)
Donations	4	85,000	101,904
Events registration		-	1,226
Grants	5	193,900	57,700
Interest earned		13,438	20,987
Partnership contributions received		10,250	16,689
Sponsorship		-	42,273
Sundry income		3,398	11,835
Total revenue	2, 16	**692,891**	**686,206**
Expenditure			
Operating expenses	6	163,546	178,141
Human resource expenses	7	438,985	449,323
Partnership contributions		125,606	45,984
Trust meeting expenses		356	715
Loss on disposal of fixed assets		-	350
Total expenditure		**728,493**	**674,513**
Surplus/(deficit) before tax		**(35,602)**	**11,693**
Income tax expense/(benefit)	1	-	-
Surplus/(deficit) after tax	2	**(35,602)**	**11,693**
Other comprehensive income		-	-
Total comprehensive income		**(35,602)**	**11,693**

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

CITY OF MANUKAU EDUCATION TRUST

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2012

	Notes	2012 $	2011 $
Assets			
Current assets			
BNZ current account		844	3,047
Accounts receivable		7,747	33,555
Accrued interest		2,824	2,482
GST refund		11,429	2,719
Petty cash		68	68
Petrol voucher		70	10
Treasury call account		174,448	118,980
Prepayments		-	10,130
BNZ term deposits		207,150	319,479
Total current assets		**404,580**	**490,470**
Non-current assets			
Property, plant, and equipment	8	3,475	5,406
Intangible assets	9	8,755	3,147
Total non-current assets		**12,230**	**8,553**
Total assets		**416,810**	**499,023**
Liabilities			
Current liabilities			
Accounts payable		16,053	11,038
Visa		2,055	1,755
PAYE tax payable		3,828	4,100
Student loan payable		278	50
K-saver employee payable		771	709
K-saver employer payable		240	370
ESCT Payable		96	-
Provision for holiday pay		8,864	22,188
Accrued expenses		21,594	12,525
Funds for RAISE Pasifika		10,000	-
Deposit for future services	3	63,514	121,169
Total current liabilities		**127,293**	**173,904**
Total liabilities		**127,293**	**173,904**
Net assets		**289,517**	**325,119**
Represented by:			
Trustees funds	10	289,517	325,119
Funds in hand		**289,517**	**325,119**

Approved for and on behalf of the Board of Trustees this 22nd day of August 2012.

Chairperson Trustee

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

CITY OF MANUKAU EDUCATION TRUST

STATEMENT OF CHANGES IN TRUSTEES FUNDS FOR THE YEAR ENDED 30 JUNE 2012

	Retained Earnings	Forward Operating Expenses Reserve	Contractural Variations Reserve	Future Projects Developments Reserve	Total
	$	$	$	$	$
Balance at 1 July 2010	12,426	131,000	120,000	50,000	313,426
Total comprehensive income	11,693	-	-	-	11,693
Balance at 30 June 2011	**24,119**	**131,000**	**120,000**	**50,000**	**325,119**
Balance at 1 July 2011	24,119	131,000	120,000	50,000	325,119
Total comprehensive income	(35,602)	-	-	-	(35,602)
Transfer to Forward Operating Expenses	(70,040)	70,040	-	-	-
Transfer to Retained Earnings	120,000	-	(120,000)	-	-
Transfer to Future Project Developments	(30,000)	-	-	30,000	-
Balance at 30 June 2012	**8,477**	**201,040**	**-**	**80,000**	**289,517**

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

CITY OF MANUKAU EDUCATION TRUST

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

1. Statement of accounting policies

REPORTING ENTITY

City of Manukau Education Trust (the Trust) is a charitable trust registered under the Charitable Trusts Act 1957 and is domiciled in New Zealand. The Trust is controlled by Auckland Council and is a council-controlled organisation as defined under section 6 of the Local Government Act 2002, by virtue of the Council's right to appoint the Board of Trustees.

The primary objectives of the Trust is to undertake initiatives, and support and promote programmes that advance education and educational opportunities for the Manukau Community, rather than making a financial return. Accordingly, the Trust has designated itself as a public benefit entity for the purpose of the New Zealand Equivalents to International Financial Reporting Standards (NZ IFRS).

BASIS OF PREPARATION

Statement of compliance

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

These financial statements comply with NZ IFRS, and other applicable Financial Reporting Standards, as appropriate to public benefit entities.

The Trust qualifies for differential reporting exemptions as it does not have public accountability and is not large. All available reporting exemptions allowed under the Framework for Differential Reporting have been adopted.

Measurement base

The Trust has been resettled into Community Education Trust Auckland (COMET Auckland) on 1 July 2012 by order of Auckland Council dated 28 June 2012. The operations, assets and liabilities of the Trust as at 30 June 2012 have been transferred to COMET Auckland on 1 July 2012.

Accordingly, it is not appropriate for the financial statements of the Trust to be measured on a going concern basis. Instead the financial statements have been prepared on a disestablishment basis. The measurement basis for assets and liabilities is net realisable value.

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$).

Changes in accounting policies

The financial statements have been prepared on a disestablishment basis. All previous financial statements were prepared on a going concern basis. All other policies have been applied on a basis consistent with those used in previous years.

SIGNIFICANT ACCOUNTING POLICIES

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

Revenue

Revenue is measured at the fair value of the consideration received or receivable.

Grants

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

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

Interest income

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

Financial instruments

Financial instruments are recognised in the statement of financial position initially at fair value.

A financial asset or a financial liability is recognised when the Trust becomes a party to the contractual provisions of the financial instrument.

Financial assets are derecognised if the Trust's contractual rights to the cash flows from the financial assets expire or if the Trust transfers the financial asset to another party without retaining control or substantially all risks and rewards of the asset.

Financial liabilities are derecognised if the Trust's obligations specified in the contract expire or are discharged or cancelled.

Non-derivative financial instruments

• Trade and other receivables

Trade and other receivables are measured at amortised cost, using the effective interest method. Trade receivables of a short-term nature are not discounted.

• Cash and cash equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of

1. Statement of accounting policies (cont'd)

three months or less, and bank overdrafts.

• Trade and other payables
Trade and other payables are measured at amortised cost, using the effective interest method. Trade payables of a short-term nature are not discounted.

• Investments
Investments in bank deposits are initially measured at fair value plus transaction costs (if any), and subsequently measured at amortised cost using the effective interest method.

Derivative financial instruments
The Trust does not have any derivative financial instruments as at balance date.

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 asset. Gains and losses on disposals are presented net in the surplus or deficit.

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

• Furniture and fittings	10% - 16%
• Office equipment	24% - 67%

Intangible assets
Costs on website design and database development are capitalised. Amortisation is calculated at 40% per annum on a diminishing value basis.

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

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

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

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

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

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

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

Employee benefits
Short-term employee benefits
Liabilities for wages and salaries, including non-monetary benefits, annual leave and accumulating sick leave expected to be settled within 12 months of the reporting date are recognised in respect of employees' services up to the reporting date, and are measured at the amounts expected to be paid when the liabilities are settled on an undiscounted basis.
A liability for sick leave is recognised to the extent that absences in the coming year are expected to be greater than the sick leave entitlements earned in the coming year. The amount is calculated based on the unused sick leave entitlement that can be carried forward at balance date, to the extent that it will be used by staff to cover those future absences.

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

Deposit for future services
Deposit 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 expenditure incurred for the specific projects.

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

Income tax
The Trust has been granted Charitable status by the Inland Revenue Department, and therefore is exempt from income tax.

2. Project segment

	2012 $		2011 $	
	Revenue	Surplus/ (Deficit)	Revenue	Surplus/ (Deficit)
General Administration	119,315	(15,126)	110,560	(14,534)
Strategic Services	380,956	51,497	358,790	32,277
Centre for Family Learning	351,930	17,498	319,685	-
Skills Auckland	37,118	(89,471)	116,496	(6,050)
Corporate Recharge Elimination	(196,428)	-	(219,325)	-
Total	**692,891**	**(35,602)**	**686,206**	**11,693**

3. Deposit for future services

	2012 $	2011 $
Strategic Services	-	13,697
Centre for Family Learning	51,514	77,055
Skills Auckland	12,000	30,417
Total	**63,514**	**121,169**

4. Donations

	2012 $	2011 $
Todd Foundation	85,000	85,000
Windfall donation from South Auckland Adult Literacy Trust	-	16,904
Total	**85,000**	**101,904**

5. Grants received

	2012 $	2011 $
ASB Community Trust	112,500	25,000
Auckland Communities Foundation	30,000	-
IBM New Zealand Limited	12,000	-
Renaissance Centre Trust	6,700	-
MIT in house contribution	32,700	32,700
Total	**193,900**	**57,700**

6. Operating expenses

		2012 $	2011 $
Audit Fees		11,800	10,750
Legal Fees		3,596	-
Bank charges		577	617
Computer & ICT expenses		10,952	11,782
Conference attendance		20	1,747
Depreciation & Amortisation exps	17	6,623	4,166
Events & seminars		23,748	22,300
General expenses		800	447
Insurance		2,409	3,609
Mileage		10,551	7,878
Office supplies		2,415	2,494
Postage & courier		4,786	2,481
Printing & copying		3,987	4,648
Professional services		35,496	53,133
Project Evaluation		3,768	-
Publications,brochures & media		13,336	21,754
Rental		22,800	22,800
Telephone & cellphone		3,484	3,241
Travel & accommodation		1,980	3,035
Website		418	1,260
Total		**163,546**	**178,141**

7. Human resource expenses

	2012 $	2011 $
ACC levy	1,761	2,629
Professional development-staff	11,205	11,494
Recruitment expenses	1,441	2,426
Salaries & wages	414,798	419,856
Salary: superannuation	1,384	5,266
K-saver employer contributions	8,396	7,626
Other employment expenses	-	26
Total	**438,985**	**449,323**

8. Property, plant, and equipment

	Cost $	Accum depn $	Carrying value $
2012			
Furniture & Fittings	2,408	1,141	1,267
Office Equipment	19,341	17,133	2,208
Total	**21,749**	**18,274**	**3,475**
2011			
Furniture & Fittings	2,260	957	1,303
Office Equipment	21,372	17,269	4,103
Total	**23,632**	**18,226**	**5,406**

9. Intangible assets

	2012 $	2011 $
Cost	18,969	8,669
Accumulated amortisation	(10,214)	(5,522)
Carrying Amounts	**8,755**	**3,147**

10. Allocation of reserves

	2012		2011	
Contingency funds		$		$
- Forward operating expenses	201,040		131,000	
- Contractual variations	-		120,000	
- Future project developments	80,000	281,040	50,000	301,000
Retained earnings		8,477		24,119
Total reserves		**289,517**		**325,119**

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. Contractual variations was originally established to provide funds for projected risk estimates to existing contracts, which is removed in 2012. Future project developments are funds set aside to launch new projects that do not have guaranteed external funding or to underwrite projects not funded.

11. 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.

12. Lease and capital commitments

Lease and capital commitments were nil as at 30 June 2012. (2011: $NIL).

13. Contingencies

There were no contingencies as at 30 June 2012. (2011: $NIL).

14. Related party transactions

Auckland Council (Manukau City Council before 1 November 2010)
The Trust is controlled by the Council and receives a significant amount of contract fees from the Council to deliver its objectives as specified in the Trust Deed.

The total amount of income received from the Council is disclosed in note 16. There was no outstanding balance at 30 June 2012 (2011: $40).

Manukau Institute of Technology (MIT)
Goods and services of $33,276 (2011: $33,228) were purchased from MIT, an organisation in which Stuart Middleton, the Chairperson of the Trust's Board of Trustees, is a member of the key management personnel. At balance date, there was $64 owing (2011: $92).

The total amount of income received from MIT was $2,000 (2011: $NIL)

The Trust is supported by MIT through the provision of office and information technology services. Total in house grant of $32,700 (2011: $32,700) was recognised in the financial statements.

15. Post balance date events

The Trust was resettled into Community Education Trust Auckland (COMET Auckland) on 1 July 2012 by order of Auckland Council dated 28 June 2012 in order for services to be provided across Auckland. The operations, assets and liabilities of the Trust as at 30 June 2012 have been transferred to COMET Auckland on 1 July 2012.

16. Revenue	2012 $	2011 $
Contributions from the Council	278,000	315,035
Contributions from all other sources	414,891	371,171
Total	**692,891**	**686,206**

17. Depreciation & Amortisation	2012 $	2011 $
Depreciation by category		
Furniture & Fittings	184	202
Office Equipment	1,747	1,866
	1,931	2,068
Amortisation	4,692	2,098
Total	**6,623**	**4,166**

18. Financial Instruments by Category	2012 $	2011 $
Loans and receivables		
Cash and cash equivalents	184,167	122,095
Debtors and other receivables	10,571	36,037
Investments	207,150	319,479
	401,888	**477,611**
Financial liabilities at amortised cost		
Creditors and other payables	48,566	47,506
	48,566	**47,506**

Be heard – Sign up
Kia kotahi
My Mum signed: my turn now
Tautoko mai
I've signed, have you?
Sign up - make a difference
Show your commitment to education and skills in Auckland by signing the Learning Auckland Accord at www.learning auckland.org.nz