

ANNUAL
report
2013 - 2014

COMET AUCKLAND

ADVANCING EDUCATION
for auckland

Mihi Whakataki

Ko te mihi manahau atu ki ngā iwi katoa
o Tāmaki Makaurau.

Matāriki ki te Rāwhiti, Puanga ki te Uru,
Ngā Pou e Whā.

Hei whakaarotanga ki te tau kua pahure ake, te
whakakitenga ki te tau hōu e heke mai nei kia
eke Panuku, eke Tangaroa.

E ai ki ngā kōrero;

‘Nāu te rourou, nāku te rourou, ka ora ai te iwi’

Nā te Hononga Akoranga (COMET Auckland)
anō te waimarie, te whakaatu te
pūrongo a tau nei.

Tāmaki Makaurau, Tāmaki herehere
o ngā waka katoa.

Mauri ora ki te whai ao, ki te ao mārama.

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

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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.

We thank: Mayor Len Brown, Councillors and Local Board members, The many Council officers who liaise with and support our work, The Independent Māori Statutory Board, Pacific People's Advisory Panel and Youth Advisory Panel, who provide advice, challenge and support, John Delugar at Brookfields Lawyers who provides COMET with pro bono legal work, The Clarity Business, Moko-ia Creative House and Hight Art and Design which provide us with communications and design support; **Our generous sponsors this year:** Auckland Council, the Todd Foundation, SKYCITY Auckland Community Trust, Auckland Communities Foundation, Lion Foundation, NZEI, NZPPTA and GROW Ltd; **Our partners who provided significant in-kind support:** Auckland Chamber of Commerce, Fin-Ed Centre Massey University, Commission for Financial Literacy and Retirement Income, BNZ Partners and Education Today, Our kaumatua, Kukupa Tirikatene and Sonny Rauwhero, Our staff, volunteers and trustees, Our many project partners, whom we value immensely but are too numerous to name here.

Chairperson's Message



As he prepares to step down as chairperson, Stuart Middleton reflects on his association with COMET since its inception in 1999.

In the mid-1990s the Manukau City Council set out to produce a report about the social well-being of its citizens. A key finding of that report was that an economic development strategy was important and so it turned its energy towards that. In due course a further report was produced that emphasised the importance of employment

(and another strategy was soon under development). Finally, when it was released, the key recommendation was that an education strategy be developed for the city.

That chain of connection led to a strategy that recommended the establishment of an organisation that would coordinate education within the city and provide advocacy and integration by initiating developments that plugged the gaps in provision in a community of great need. The City of Manukau Education Trust was born and, flying under the brand of COMET, it soon started to develop programmes that would contribute to improving education provision, increase the chances of employment of the people of the south and so contribute to the economic development of the sub-region resulting in improved social outcomes.

That dynamic of purpose is still what keeps COMET on track in its work. And keeping COMET on track is the key purpose of the Board. Led by Colleen Brown in her inimitable style, it quickly identified literacy as a key area and simplifying a long story characterised by insightful development from clever staff under Bernardine Vester, the first CE of COMET, there emerged the Manukau Family Literacy Programme. This was innovative in its intergenerational approach, its capacity to work across different sectors of provision and produced results that improved the lives of those who took part in the programme. It continues to this day as Whānau Ara Mua and is ably delivered by others.

Other key projects were developed. A Youth Mentoring Project led finally to the establishment of the Auckland Youth Mentoring Trust which continues to lead the way in that area, a Youth Transitions Programme had great success working with schools until the shift of funding for ideological reasons onto community-based services occurred – and those services taken from COMET and placed elsewhere have battled to achieve the same results ever since. The critical funding from the local body was supplemented through contracts to deliver developments, to assist with many reports and to lead the establishment of groups focused on specific areas. The model for COMET was always one of avoiding service delivery but of working with energy to assist the development and viability of others.

Early Childhood Education has been a long focus for COMET and never has the need for that been as urgent as it is today and never has the evidence of its importance been more compelling.

COMET was fortunate to have a group of excellent Board members throughout its time as a southern organisation and a most diligent and effective Chairperson in its last years in the south. Bill Gavin whose long experience and huge ability to bring people together was matched by his energy and commitment.

In 2010, Manukau City Council was “united” with the seven other local bodies of the Auckland Region with the formation of the Auckland Council. This challenged COMET to re-invent itself as a regional organisation, managing the delicate balance of meeting the needs of a larger and more diverse community while keeping the focus on its core purposes of advocacy, coordination, integration and initiation. This was a task of critical importance as it required a new relationship with a new Council, the extension of the Board to include people of the East, the North and the West to join those from the South, a relocation from its home since inception at Manukau Institute of Technology and a series of consultations with the wider community. Relationship building with those communities that were new to it were critical. All of this was achieved under a new name, Community Education Trust Auckland, a similar brand, COMET Auckland, and the able leadership of Chief Executive Susan Warren supported by the energy of a small but excellent staff team and the guidance of a Board that brings experience, wisdom and commitment to its work.

I thank all those who have played a part in the development of COMET and in its continued contribution to the education landscape in Auckland. As COMET Auckland strengthens its leadership within Māori, continues to engage with Pasifika and keeps a focus on skills and their importance in the progression to employment and its connection to economic growth and development, I have no doubt that it will continue to play a critical role in reminding those who control the resources of education that there are, in this blessed city, people of great need.

Finally, COMET was born out of a commitment of a local Council and the unreserved enthusiasm of a wonderful Mayor, Sir Barry Curtis. It has now shifted into the exciting opportunities of a larger Council and has been fortunate to work with Auckland Council's first Mayor, Len Brown (who was a keen supporter in his previous role as Mayor of Manukau). I thank both of these leaders for the support they have given. And I acknowledge the many Council officers who have been central to the support COMET requires and which has been forthcoming with the blessing of large numbers of elected Councillors.

COMET is unique in New Zealand. It has been a privilege to have been a member of the Board and to have chaired it.

Ina te mahi he rangatira.

A handwritten signature of Stuart Middleton in black ink.

Stuart Middleton

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.

This Annual Report reflects on our work for the 2013/14 year, which has been marked by two significant changes, which effectively book-ended the year. The first change was our office move from Manukau to central Auckland back in July

2013, which has enabled us to engage much more effectively with our stakeholders in all parts of the city. If you haven't already come to see in our new office, we encourage you to visit us next time you're in the area.

The second change is the transition in board leadership, as Stuart Middleton steps down after 8 of the past 12 years as chair of our board of trustees. I would like to thank Stuart for his commitment to COMET Auckland. It has been a pleasure working with Stuart in my time as Chief Executive, and I know he will continue to be involved with our work in other ways. Stuart is succeeded by Richard Hall, who brings a wealth of proven leadership experience to the COMET Auckland board from his background in tertiary institutions and change management.

It's been a busy year for our small team, as you'll see from our "year by numbers" infographic on pages 4 and 5, designed to give an overview of the year at a glance. Other pages provide a little more detail on our work in the areas of Mātauranga Māori (pages 6/7), skills (pages 8/9), literacy (pages 10/11) and championing education and skills (pages 12/13). Thanks to all our wonderful partners, funders, supporters and advisors who made this work possible.

In the centre pages of this Annual Report we've included a lift-out update on the education and skills picture for Auckland, based on the 2013 census data and the latest information on educational participation and achievement. We hope you'll find this useful to inform your own work. We'll be using this report, plus more in-depth data, to fine-tune our projects and to drive planning for the next phase of Learning Auckland (see pages 12 and 13, on either side of the data lift-out).

For those of us who live and work in Auckland, the 2013 census data will have come as no surprise. The picture it paints of a youthful city of increasing ethnic

and linguistic diversity reflects the faces and voices we see and hear daily. Aucklanders know the strength and opportunity that diversity brings because we live it in ways that the rest of the country is only beginning to experience.

This means that policy-makers can no longer sit in Wellington and expect one-size-fits-all policy to work for New Zealand's largest city. Auckland is different – it has the largest number of Māori of any local authority in the country, by far the greatest concentration of Pasifika communities, the largest proportion of Asians and the greatest number of recent migrants. As an illustration, the most common surnames of babies born in Auckland in 2013 were Wang, Li and Chen, with Smith (appearing at number 5) the only European name in the top ten. In contrast, the New Zealand-wide list of babies' surnames starts with Smith, Wilson and Williams, with only three Asian names in the top ten.

Auckland is a city of socio-economic contrast too, reflected in the highest proportion of both high- and low-decile schools in the country. We also have geographic strengths and challenges, situated as we are on an isthmus which brings transport and access challenges alongside the benefits of harbours, beaches, islands and hills. Policy-makers need to take these differences seriously – to come and experience them for themselves, and to listen to Aucklanders to identify the things that work for our particular communities.

We've spent some time this year reflecting on how our small team can best contribute to positive education and skills outcomes for Auckland, aligned to the Auckland Plan and Economic Development Strategy targets. We've become much clearer about our role as a champion and connector, working to improve the effectiveness and equity of the Auckland education and skills system. This has enabled us to sharpen our focus on fewer, higher-impact projects – a transition that will happen over the next couple of years. You can see an outline of our strategic plan for 2014/15 on pages 14 and 15.

We look forward to working with you again in the coming year, as we all strive towards an Auckland where everyone has the learning they need, when and how they need it, so our city and its people can thrive.

A handwritten signature in blue ink, appearing to read 'Susan Warren'.

Susan Warren

127

project partners ¹

160

people follow
COMET Auckland
on Twitter

"I CAN SEE WE NEED TO CHANGE
HOW WE THINK ABOUT FAMILIES"

18

media interviews and
press releases

THE YEAR BY
numbers

839

people have attended
events hosted/co-hosted
by COMET Auckland

11

blogs by
COMET Auckland

6

videos available on the
COMET Auckland
YouTube channel

"86% OF COMMUNICATING LEARNING FORUM PARTICIPANTS FOUND IT USEFUL"

343

tweets by COMET Auckland

1,771

people read COMET Auckland newsletters

¹ ACE Aotearoa, ACES (Auckland City Education Services), Adult Literacy Tāmaki, Ako Aotearoa, Alfriston College, Alliance Française, Asia NZ Foundation, ATEED, Auckland Chamber of Commerce, Auckland Communities Foundation, Auckland Council, Auckland Kindergarten Association, Auckland Museum, Auckland Refugees and Migrants Settlement Trust, Auckland School Trustees Association, AUT University, Barnardos, BCITO, Best Pacific Academy, Bilingual Pacific Leo Coalition, Braveheart Trust, Callaghan Innovation, Careers NZ, CDANZ (Career Development Association of New Zealand), Christians Against Poverty, Citizens Advice Bureau, CLS (Creative Learning Scheme), Cognition Institute, Commerce Commission, Commission for Financial Literacy and Retirement Income, Community Languages Association of NZ, Counties Manukau Kindergarten Association, Crown Fibre Holdings, Deaf Aotearoa, Department of Internal Affairs, East Auckland Home and Budgeting Service, Education Today, Employers and Manufacturers Association (Northern), English Language Partners, Epsom Girls Grammar, Esperanto Association, Families Commission, Fetu Taiala Aoga Amata, Fin-Ed Centre, Fisher and Paykel Healthcare Limited, Flanshaw Rd School, Footsteps, Good Seed Trust, Great Potentials Foundation, GROW Limited, Habitat for Humanity, Hoani Waititi Kura Kaupapa Māori, Human Rights Commission, Independent Māori Statutory Board, Inspiring Communities, Jasmax, JR McKenzie Trust, Leadership NZ, Lifewise, Literacy Aotearoa, Literacy Waitakere, Living and Learning, MAIA, Manukau Institute of Technology, Manurewa Local Board, Māori Television, Māori Womens Welfare League, Massey High School, Te Ora o Manukau, Ministry of Business Innovation and Employment, Ministry of Consumer Affairs, Ministry of Education, Ministry of Pacific Island Affairs, Ngā Iwi Katoa, Ngā Pū Waea, Ngāti Pāoa, Ngāti Tamaoho, Ngātii Whanaunga, Ngāti Whātua Ōrākei, NIWA, NZ Association of Private Education Providers, NZ Leadership Institute, NZEI, Otahuhu College, Papakura Budgeting Service, Papakura Marae, Philanthropy NZ, Plant and Food Research, PORSE, PPTA, Randwick Park Residents Association, Royal Society of NZ, Ruapōtaka Marae, Serco NZ Limited, Siemens (NZ) Limited, Skills ITO, Solomon Group, Springboard Trust, Storypark, Storytime Foundation, Strive, Tāmaki Redevelopment Company, Taonga Trust, Te Aho o Te Kura Pounamu - The Correspondence School, Te Akitai Waiohau, Te Awa Ora Trust, Te Puau o te Moananui a Kiwa, Te Puni Kokiri, Te Waipuna Puawai Mercy Oasis Ltd, Te Wānanga O Raukawa, Teach First NZ, The Fletcher Construction Company Limited, The Icehouse, The Liggins Education Network for Science, The Literacy Network, The University of Auckland, UNITEC, Urban Neighbours of Hope, Waitakere ECE Association, WAPA 2020, West Auckland Principals Association, Westpac, Work and Income, Workchoice, Young Enterprise Trust, Youth Horizons trust, Youthline.

26

external committees we contribute expertise to ⁴

\$232,840

generated for education and skills in Auckland, in addition to Auckland Council funding

143

tweets by Learning Auckland

10

major events hosted/co-hosted ²

75

people follow Learning Auckland on Twitter

12

networks run ³

"Communities Go Digital has given me some good fodder for thinking and also appreciating what some groups and organisations are doing in the community to connect communities digitally"

"COMET helps keep us connected to events outside of West Auckland such as the fabulous Communicating Learning hui on May 16. You all do a fantastic job"

"DEFINITELY FEELING MORE POSITIVE ABOUT WHAT I THINK TOWARDS BEING A DIGITAL LEARNER"

8

publications and submissions ⁵

² Collective Impact Conference 2014, COMET Annual General Meeting, COMET Auckland Consultation Meeting, COMET Auckland's New Office Opening, Communicating Learning Forum, Communities Go Digital, Connecting Education and Communities Hui, Family Learning Qualification Workshop, Money Smarts - Financial Literacy for Young People, Youth Employability Forum.

³ Auckland Languages Strategy Group, Auckland STEM Alliance, ECE Taskforce, Education Pathways for Offenders and High Risk Young People, Financial Practitioners Network, Family Learning Network, Learning Auckland Kaitiaki Group, Learning Auckland Magazine Student Editor Group, Local Economic Education and Skills Planning Groups, Tāmaki Makaurau Education Forum, Tāmaki Makaurau Education Steering Group, Youth Employability Passport Project.

⁴ ASSG alignment project team, Auckland Māori Economic Development, Auckland Skills Leadership Group, Braveheart Trust strategic planning facilitation, Child Advocacy Network, Digital Leadership Group, ECE Implementation Group, Financial Literacy Qualifications Development, Hauraki Collective Te Reo Revitalisation Steering Group, ICT in Alternative Education project planning committee, Literacy Network collaboration, National Iwi Education Leaders Forum, NZ Youth Mentoring Trust, RAISE Pasifika, Regional Migrant Settlement Committee, Skills snapshot development team, SkyCity Auckland Community Trust collaborative leadership in Financial Leadership, Social Enterprise Auckland, Tāmaki Early Learning project, Tertiary review of Foundation and Bridging Education Qualifications, The Southern Initiative Leadership Team, TSI Trades Training Consortium, Tertiary Review of ECE Qualifications, Youth Guarantee Cluster groups, Youth Traction Hub, WAPA 2020 Community Engagement Steering Group.

⁵ Māori Education Snapshot, Enhancing Youth Employability to Support Economic growth in Auckland, Submission on the Draft Te Reo Māori Strategy, Feedback on the Draft Tertiary Education Strategy 2014-2019, Submission to the Inquiry into Engaging Parents in the Education of their Children, Submission on the Discussion Document: A 21st Century Body for the Education Profession, Annual Report 2012/13, Submission Te Reo Strategy - Te Matawai - assistance to Hauraki Collective

Quotes from feedback received from key projects/events during the year.

BRINGING OUR OBJECTIVES TO LIFE:

TĀMAKI MAKAUROU EDUCATION FORUM

Following on from the successful development of our Māori Education Plan in 2012/13, we have worked with a steering group to form the Tāmaki Makaurau Education Forum (TMEF).

THE AIM OF THE FORUM

The Forum aims to provide a regional education voice for all Māori of the region including Mana Whenua and Mātāwaka/Taurāhere. It provides a context for alternative thinking around Māori success within education, skills and employability to:

- Capture, share and showcase iwi initiatives and strength-based models of Māori success
- Grow awareness of the educational landscape, organisations, issues, tools and resources
- Drive collaborative Action and Projects
- Advocate on important educational issues for Māori

Key milestones for the Forum include the endorsement of the draft vision, mission and project plan in June 2014, and agreement on several priorities for action which are:

- Defining what “success” looks like
- Taking a Mātauranga Māori approach
- Being a voice: Advocating for rangatahi and their learning needs
- Providing opportunities to share - for example iwi sharing and learning from each other's education and skills plans, as these are developed
- Identifying models that work and making those more visible
- Planning a project to support Te Reo Māori in schools, with a goal of ensuring all children in Tāmaki Makaurau have an opportunity to learn Te Reo Māori
- Looking at how to support early learning and/or family engagement, as future projects.

Next steps to move the Forum forward:

Further hui will be held in August and October 2014 and March 2015 with forums being held every quarter thereafter. The forums will include updates from the Ministry of Education, provide opportunities for iwi to share their education and skills plans, and presentations on successful models that are addressing one or more of the Forum's priority areas.



Building Skills Capability in Tāmaki Makaurau

AGREED ACTIONS AND PERFORMANCE

This project stream primarily contributes to Economic Development Strategy actions 4.1.2, to work with Local Boards; and 4.3.2, to create a better match between skills supply and skills demand; and to the Shared Economic Agenda priority 2, to raise youth/rangatahi employability; and priority 3, to build, retain and attract talent. It also contributes to Auckland Plan transformational shift 5, to substantially raise living standards for all Aucklanders and focus on those most in need; and to the Southern Initiative priority 2, pathway to further education, training or employment.

Digital Literacy

Communities Go Digital: The digital divide is a real and growing rift, and it is often vulnerable communities that are most affected by a lack of access, or low skills, when it comes to digital literacy. To start dialogue around this important topic, we co-hosted a Communities Go Digital event for 180 people, to explore how people can utilise community spaces and places to expand learning opportunities through technology.

The event showcased 10 community spaces including schools and ECEs that were using technology in innovative ways. Feedback from participants showed that many were intending to implement changes as a result of what they learnt.

Science, Technology, Engineering, Maths (STEM)

Auckland STEM Alliance: New Zealanders' levels of understanding and engagement in science and technology are low, and the numbers of young people choosing to study science are decreasing. This is particularly relevant for our Māori and Pacific communities. These issues were raised in two key reports, Science Education for the 21st Century (2010) by the Prime Minister's Science Advisor, Sir Peter Gluckman; and The Future of Science Education in New Zealand (2012) from The Royal Society of New Zealand. Both reports concluded that if science is to be taught in a way that captures students' interest we need to develop effective coordination between the STEM sector and science education.

In response to these reports we have worked with Auckland Council and the Royal Society to initiate and co-ordinate the Auckland STEM Alliance. The Alliance is made up of corporates, educators, CRI's and science organisations. It aims to contribute to building the highly skilled workforce that is needed to transform the Auckland economy, by promoting accessible and responsive STEM education, and greater engagement between businesses and the education sector. A secondary, but priority goal, is to build science literate communities.

The Alliance believes "the private sector can add substantial value to Auckland's STEM agenda through their resources, technologies, networks, and contacts, and through their specialised expertise and collective knowledge".

Support for Local Board skills planning

Local board education and skills plans: We provided advice and expertise to the Franklin, Whau, Orakei and Papakura Local Boards to help shape the skills aspect of their economic development plan. We also facilitated a workshop on behalf of the Otara-Papatoetoe Local Board with education and skills stakeholders to develop the education and skills components of their plan.

BRINGING OUR OBJECTIVES TO LIFE: YOUTH EMPLOYABILITY

There are around 27,000 young people in Auckland who are not currently in education, employment or training (NEETS), and over half of those young people are from Māori and Pasifika backgrounds. Increasing youth employability is a core focus of our work and we are actively engaging in and leading action around this important area of social and economic wellbeing.

In 2013 we collaborated with the Auckland Chamber of Commerce to run a series of focus groups with young people and employers to explore issues around youth employability.

Outcomes of the research

From the focus groups, we co-created a report and a video, which formed the basis for a Youth Employability Forum. 100 business and education leaders attended and the forum, which resulted in an action plan including development of a youth employability framework to clarify the specific skills employers are looking for; and a passport to enable young people to build and record their skills across multiple settings.

We are now working with a range of stakeholders including Ministry of Education, Ako Aotearoa, Business NZ, The Auckland Chamber of Commerce, Cognition NZ and CDANZ, to shape a Youth Employability Passport Project.

The youth employability passport project will sit under the overall banner of the Mayor's Traction Plan for Youth which was launched as part of the ongoing Youth Connections programme. The Traction Plan aims to address youth employment with a game-changing approach bringing together business, local government, central government, young people and other stakeholders.

The initiative links to national policy and programmes, such as Youth Guarantee and the MSD Youth Services NEET policy and delivery.

The proposed passport model will have two development components:

- **Design of the passport product (portfolio):**
The passport will likely be structured as a 'smart' compilation of documents, providing a detailed and reliable source of information about young people's abilities and marketable skills
- **Design of the passport 'process' components:**
This will provide the structure and formalisation of the employability skill assessment processes and skill development activities.

Business NZ will lead the initial phase of the project to scope, develop and trial a framework of employability skills. COMET Auckland will be organising consultation in Tāmaki Makaurau and seeking endorsement from a wide range of employers and other key stakeholders. We hope to finish this stage of the project by the end of the 2014.

Supporting young people into work and educational training is a core work stream of our strategic plan, and it is encouraging to see a high level of engagement and action in this area from local bodies and Ministries alike.

Next steps

Youth Employability has now been added to the Auckland Skills Alignment Sector Group's key action points for 2014/2015. We continue to prioritise youth employability and increasing the education and skills of young people in our strategic planning and are open to innovative areas in which to collaborate with organisations, business and providers to enhance capability, provision and take-up.



Growing Literacy for Aucklanders

AGREED ACTIONS AND PERFORMANCE

This project stream primarily contributes to Economic Development Strategy action 4.2.1, improve literacy, language and numeracy. It also contributes to Auckland Plan Priority 2, to improve learning for all Aucklanders, especially those most in need; and to Southern Initiative priority 1, strong family attachment and early learning; and priority 2, pathway to further education, training or employment.

Family Learning

Whānau Ara Mua: We continue to support our family learning qualification, Whānau Ara Mua, as course owners. The course is centered around a Level 2 Certificate in Family Learning and Child Development, and is delivered by Solomon Group. Of the 150 adult students who enrolled in Whānau Ara Mua in 2013, 105 graduated, which is a very strong graduation rate for this vulnerable student group, who are predominantly Māori, Pasifika and migrant mothers who are preparing to move from sole parent support benefits to work. Solomon Group has secured funding for 150 places again for 2014.

Policy work: Within the Tertiary Review of Qualifications (TROQ), we are promoting the need for foundation level whānau-centred qualifications (such as our Certificate in Family Learning and Child Development).

We brought together 17 organisations to support the concept of family-facing qualifications and we are represented on the working group for the Foundation Learning TROQ. Initial indications are positive. If we are successful, the result of 12 years of hard work will be a nationally-available qualification that enables parents to improve their employability while also improving the literacy and learning of their whānau.

Promoting family learning: In March 2014, 200 people attended Connecting Education and Communities, an event promoting family engagement in education and family learning, which we co-organised with JR McKenzie Trust and other partners.

Financial Literacy

Financial literacy network: We are partnering with the Commission for Financial Literacy and Retirement to lead the Auckland Financial Literacy Practitioners and Providers Network (AFLPPN). The Network meets every two months to share effective practice and is proving very successful, with enthusiastic participation from an expanding membership of organisations interested in financial literacy.

Money Smarts: The Fin-Ed Centre of Massey University and COMET Auckland hosted an event in September 2013 to launch the new Money Smarts financial literacy tutor training programme for youth workers. This has been a collaborative piece of work between the Fin-Ed Centre, COMET Auckland and the Youth Service providers of Auckland. The Commission for Financial Literacy and Retirement Income funded 36 youth workers to complete this course – with provider funding, over 50 youth workers have been trained to incorporate financial literacy into their work with young people.

Workplace learning: In August 2013, with the support of the Tertiary Education Commission and the Southern Initiative, we invited 10 workplace literacy providers and related stakeholders to discuss how to raise awareness of workplace literacy in the Southern Initiative. A second TEC-led forum focused on employers and economic development organisations and considered how to illustrate to employers the connection between literacy and workplace productivity.

Increasing provision: We provided planning expertise to the six Auckland-based Literacy Aotearoa poupou (member schemes) who are considering amalgamating so they can have a more substantial presence in Auckland.

Supporting offender education: As an additional literacy-related action, we organised a series of meetings focusing on the pathways to education for offenders and ex-offenders. These meetings attracted provider organisations and both Ministry of Education and Department of Corrections staff. We expect this work will lead to both opportunities for collaboration, and identification of policy issues to be raised with the relevant ministries and Ministers.

SPOTLIGHT ON:

PLACE-BASED FINANCIAL LITERACY

Tāmaki and Randwick Park financial literacy

projects: Sky City has funded us to support two place-based financial literacy projects in Tāmaki and Randwick Park. The projects are delivered by Te Waipuna Puawai Mercy Oasis Ltd (in Tāmaki) and Te Awa Ora Trust (in Randwick Park). Our role is to liaise with funders, create connections and learning between the two communities, provide advice and support as needed, and share learnings that can be used in other areas.

The key feature of these projects is that they are planned and delivered locally and tailored to the strengths and needs of each community. Both communities started with a Community Readiness Assessment, and both have shaped their plans on what was found from that assessment.

In Tāmaki, one of the main gaps identified was a lack of awareness about financial literacy, so the steering group has shaped the programme around raising awareness and delivery, for example through training local financial literacy champions; supporting delivery through schools and community organisations; and leading a campaign so families know what greater financial literacy could do for them, and how they can access support.

In Randwick Park, the Community Readiness Assessment identified a lack of provision, so Te Awa Ora Trust is delivering financial literacy support to families, and also training and mentoring facilitators within local organisations, so they can add financial literacy to their suite of services for the families they work with.

During 2014/15 we'll be working with both organisations to develop common measures so we can jointly track the difference the projects are making for families and for the two communities.

Timeline of the development of GFIT and Randwick Park financial literacy projects:

- During 2013/14 both communities completed a Community Readiness Assessment, to identify needs and opportunities to enhance financial literacy
- On the basis of this assessment each area created a three-year action plan which was submitted to Sky City for further funding
- This has secured over \$500,000 funding over three years for financial literacy in Tāmaki and Randwick Park. This is the first time that Sky City has approved multi-year funding.



Growing Financial Independence in Tāmaki (G-FIT) was launched in June 2014 and the initial take up and attention has been very positive. G-FIT is a community-based, collaborative approach to raising awareness of financial issues and motivating Tāmaki residents to take action by learning.

Championing Education and Skills

AGREED ACTIONS AND PERFORMANCE

This project stream contributes to Auckland Plan transformational shift 1, to dramatically accelerate the prospects of Auckland's children and young people. It also contributes to Economic Development Strategy action 4.1, champion education and skills; to Southern Initiative priority 1, strong family attachment and early learning; and to Economic Development Strategy action 4.2.4 to facilitate skills outcomes for Pacific Peoples.

LEARNING AUCKLAND

Learning Auckland is a Collective Impact movement backed by Auckland Council and led by COMET Auckland, the city's education-focused CCO. The programme has been set up to bring about a long-term shift in cradle to grave educational achievement across Auckland. Learning Auckland now has a vision, a set of operating principles, and a set of agreed milestones for success.

Pathway to Success: During 2013/14, the Learning Auckland kaitiaki group developed and distributed a 'Pathway to Success' diagram, bringing together research-based measures of education and skills achievement across a learner's lifespan. The diagram provides a set of shared measures that will drive Learning Auckland's action projects over the next few years. We've also been using it to engage organisations with the Learning Auckland partnership and learner journey.

Strive Together Network: From mid-2014, Learning Auckland will transition into a more strategic, city-wide project, drawing on overseas insights about how to bring about effective long-term change in education systems, from our membership of the Strive Together Network (a research-based international network of education-focused collective impact partnerships).

Next steps include:

- Establishing the new Learning Auckland Leadership Table
- Prioritising two to three areas for initial action
- Producing a detailed baseline data report to inform the Leadership Table's decision-making;
- Establishing one to two action groups to focus on the priority areas for implementation in 2015.

Learning Auckland student magazine: For the past two years we have coordinated a student editorial group which works with Education Today to publish a student magazine, Learning Auckland. The magazine gives learners a voice in their education and in their city, while providing an authentic learning experience for children and young people in writing, illustrating and journalism.

Skills Data

We are currently collaborating with the Ministry of Business, Innovation and Employment and Auckland Council to create a skills snapshot / dashboard, which will be an ongoing monitoring tool for the Skills Leadership group.

Advocacy

Advocacy on key issues: In 2013/2014 we made formal submissions to Government on the following issues:

- 21st Century Body for the Teaching Profession
- Draft Te Reo Māori strategy
- Engaging Parents in the Education of Their Children
- Draft Tertiary Education Strategy 2014 - 19

Key themes of our submissions were the importance of language; the value of family learning; the unique needs of Auckland; prioritising Māori success; and prioritising Pasifika success.

Pasifika Education

We continue to participate as a member of RAISE Pasifika, through advocacy and resource. We have also made several submissions that include core messages supporting and advocating for increased education and skills outcomes for Pasifika learners.

Early Learning

As a member of the ECE Implementation Team, we've helped to provide a platform for collaboration between MOE and Auckland Council, to identify and address barriers to participation in early learning in The Southern Initiative (TSI) area. We also coordinate the ECE Taskforce, which provides practitioner input on issues affecting the early learning sector. The Implementation Team and the Taskforce work in synergy to increase families' access to quality early learning in Auckland.

We provided coordination and brokering to plan the first trial re-locatable model for ECE provision, in response to the identification of a cost and land availability barrier which limited the number of traditional ECE services that could be established in high-need areas. The trial re-locatable ECE model is now almost complete, using MIT building students, MOE funding and the assistance of Simon Williams Architects who gave their time to design the re-locatable unit.

The knowledge and learnings from the trial model will be made publically available, and plans are underway to use the re-locatable model to enable several ECEs at a second site to expand their services.

We also presented to three ECE conferences to raise awareness of issues for ECE access and participation in Auckland.

BRINGING OUR OBJECTIVES TO LIFE:

LEARNING AUCKLAND PARENT ENGAGEMENT FORUM

The key project under the Learning Auckland banner for 2014 is engaging parents more thoroughly in their children's learning through parent-teacher interviews.

In May 2014, we held the successful Communicating Learning Forum in partnership with the PPTA and NZEI, on the theme of parent engagement.

With over 180 participants, the event showed the level of interest in this area among early childhood services, primary and secondary schools alike.

The forum brought together a range of stakeholders and created a platform for them to share ideas, practices and models for improving engagement and relations between ECEs/schools, teachers and whānau.

We also involved the student magazine Learning Auckland, distributing copies of the Term 1 2014 issue (which focused on parent engagement) to participants to provide a student voice for the discussions. Students from the magazine's student editorial group were also interviewed for a video which was shown at the forum.

We've received useful and positive feedback from event attendees, with many reporting they feel equipped with new ideas to implement.

In support of the forum, we also worked with the Employers and Manufacturers Association to publish an article on the importance of engaging in their children's learning, encouraging employers to give parents time off to attend parent-teacher meetings at their children's schools. In October 2014 we will survey the schools that had representatives at the forum, to measure any change in attendance at parent-teacher meetings as a result of the event.



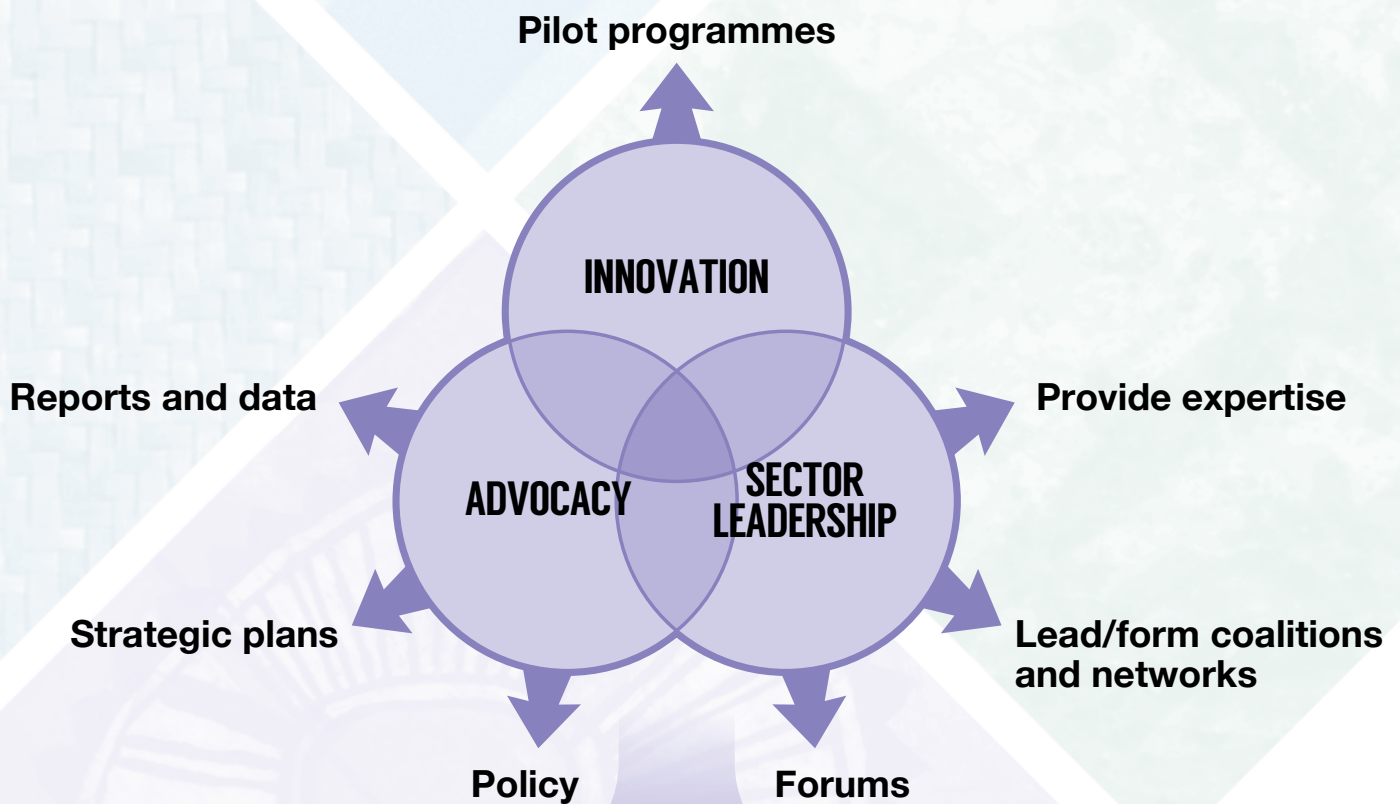
STRATEGIC

OUR PURPOSE

COMET Auckland's role is to support education and skills across Auckland, contributing to the relevant social and economic goals in the Auckland Plan.

We function as champion and connector in order to improve the effectiveness and equity of the Auckland education and skills system.

HOW WE WORK



LEADING TO

Informed policy, Informed plans,
Promotion of good practice
Targetted initiatives
Collective Action
Coherent Programmes

RESULTING IN

Auckland Plan and EDS targets such as:
Improved literacy and numeracy
More NCEA Level 2
More equitable participation/achievement
Less youth unemployment

PLAN 2014/15

OUR VISION

An Auckland where educational success is a reality for all regardless of ethnicity, birthplace or socio-economic background.

Every Learner, every day has everything they need to succeed.

OUR MISSION

To advance education for Auckland – through linking knowledge, needs, advocacy and initiatives, especially in areas of high education need.

LISTEN



LEARN



COLLABORATE



CONNECT

PROJECTS FOR 2014/15

AUCKLAND MĀORI

Tamaki Makaurau Education Forum
and steering group

Iwi education plans

Te Reo Māori revitalisation

CHAMPION EDUCATION AND SKILLS

Learning Auckland leadership
table and action groups

Auckland Languages Strategy development

Policy input, data and evidence

Input to regional teams and committees

SKILLS

Youth employability passport
development and trialling

Auckland STEM Alliance

Digital literacy

Input to Local Board skills and
economic development plans

LITERACY

Financial Literacy network

Place-based financial
literacy projects

Family Learning course and policy

Workplace and community literacy

Early learning and oracy

FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014

Community Education Trust Auckland

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DIRECTORY

Objects of Trust

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

Place of Business

Unit D, Lower Lobby Level
2 Princes Street,
Auckland Central

Postal Address

PO Box 3430, Shortland Street Auckland
1140

Settlor

Auckland Council

Trustees

Sina Aiolupotea-Aiono
Morgan Borthwick
Julie Dent
Richard Hall
John Heyes
Sarah MacCormick
Graeme McClennan
Dr Stuart Middleton (Chairperson)
Carol Ngawati
Brian Putt
Rachael Tuwhangai

Solicitors

John Delugar
Brookfields Lawyers
PO Box 76004
Manukau City Auckland 2241

Auditors

BDO Auckland
PO Box 2219,
Auckland 1140

Banker

Bank of New Zealand

Commencement Date

July 1, 2012

Independent Auditor's Report

TO THE READERS OF COMMUNITY EDUCATION TRUST AUCKLAND'S FINANCIAL STATEMENTS AND PERFORMANCE REPORT FOR THE YEAR ENDED 30 JUNE 2014

The Auditor-General is the auditor of Community Education Trust Auckland (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 2014, the statement of comprehensive income, and statement of changes in equity for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the performance report of the Trust on pages 6 to 13.

Opinion

In our opinion:

- the financial statements of the Trust on pages 18 to 25:
 - » comply with generally accepted accounting practice in New Zealand; and
 - » fairly reflect the Trust's:
 - financial position as at 30 June 2014; and
 - financial performance for the year ended on that date; and
- the performance report of the Trust on pages 6 to 13:
 - » complies with general accepted accounting practice in New Zealand; and
 - » fairly reflects the Trust's service performance achievements measured against the performance targets adopted for the year ended 30 June 2014.

Our audit was completed on 26 August 2014. 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, in our judgement, are likely to influence readers' 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 Board of Trustees;
- 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. Also we did not evaluate the security and controls over the electronic publication 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 is 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 is also responsible for the publication of the financial statements, whether in printed or electronic form.

The Board of Trustees' responsibilities arise from the Local Government Act 2002 and clause 9.2 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 9.2 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 External Reporting Board.

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

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2014

	Notes	2014	2013
Revenue		\$	\$
Contract fees received		20,000	25,550
Funds transferred from the former trust	1		63,514
Deposits for future services brought forward	3	47,241	
Deposits for future services carrying forward	3	(28,333)	(47,241)
Donations	4	28,333	56,667
Events registration		12,508	4,720
Grants	5	613,800	622,050
Interest earned		13,175	11,022
Partnership contributions		7,870	
Sponsorship			1,100
Sundry income		4,987	5,161
Total revenue	2, 16	719,581	742,543
Expenditure			
Operating expenses	6	168,292	164,349
Human resource expenses	7	460,147	464,112
Partnership contributions		78,400	86,933
Trust meeting expenses		88	290
Loss on disposal of fixed assets		257	264
Total expenditure		707,184	715,948
Surplus/(deficit) before tax		12,397	26,595
Income tax expense/(benefit)	1		
Surplus/(deficit) after tax	2	12,397	26,595
Other comprehensive income			
Total comprehensive income		12,397	26,595

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

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2014

	Notes	2014	2013
Assets		\$	\$
Current assets			
BNZ current account		5,024	3,006
Accounts receivable		8,510	3,925
Accrued interest		2,382	2,615
GST refund		2,569	4,159
Petty cash		39	22
Petrol voucher		200	
Treasury call account		52,969	62,450
Prepayments		2,379	20,420
BNZ term deposits		302,918	302,445
Total current assets		376,990	399,042
Non-current assets			
Property, plant, and equipment	8	28,874	13,534
Intangible assets	9	5,739	6,678
Total non-current assets		34,613	20,212
Total assets		411,603	419,254
Liabilities			
Current liabilities			
Accounts payable		6,890	12,391
Visa		1,462	1,509
PAYE tax payable		8,092	7,125
Student loan payable		422	786
K-saver employee payable		1,917	1,779
K-saver employer payable		719	687
ESCT Payable		300	262
Provision for holiday pay		11,560	11,448
Accrued expenses		23,399	19,914
Deposits for future services	3	28,333	47,241
Total current liabilities		83,094	103,142
Total liabilities		83,094	103,142
Net assets		328,509	316,112
Represented by:			
Trustees funds	10	328,509	316,112
Funds in hand		328,509	316,112

Approved for and on behalf of the Board of Trustees this 26th day of August 2014


Chairperson


Trustee

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

STATEMENT OF CHANGES IN TRUSTEES FUNDS FOR THE YEAR ENDED 30 JUNE 2014

	Retained Earnings	Forward Operating Expenses Reserve	Future Project Development Reserve	Total
	\$	\$	\$	\$
Balance at 1 July 2013	38,112	248,000	30,000	316,112
Total comprehensive income	12,397			12,397
Balance at 30 June 2014	50,509	248,000	30,000	328,509
Balance at 1 July 2012				
Transfer of net assets from the former trust	8,477	201,040	80,000	289,517
Total comprehensive income	26,595			26,595
Transfer to Forward Operating Expenses		46,960	(46,960)	
Transfer to Retained Earnings	3,040		(3,040)	
Balance at 30 June 2013	38,112	248,000	30,000	316,112

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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014

1. STATEMENT OF ACCOUNTING POLICIES

REPORTING ENTITY

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

The Trust was resettled from the City of Manukau Education Trust (the former trust) on 1 July 2012 by order of Auckland Council dated 28 June 2012. The operations, assets and liabilities of the former trust were transferred to the Trust on 1 July 2012 in accordance with a resolution signed by the Board on 27 June 2012.

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 benefit entity for the purpose of 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.

Going Concern

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

Measurement Base

The financial statements are prepared on a historical cost basis.

Functional and Presentation Currency

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

SIGNIFICANT ACCOUNTING POLICIES

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

Revenue

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

Grants

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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014

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

Depreciation

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

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

Intangible Assets

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

Impairment

Financial assets

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

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

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

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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014

Property, plant, and equipment and intangible assets

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

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

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

Employee Benefits

Short-term employee benefits

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

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

Defined contribution pension plans

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

Deposits for future services

Deposits for future services are recognised as current liabilities for income received for specific projects, which have not completed at balance date. The amount is calculated based on the income and 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 is wholly exempt from New Zealand income tax having fully complied with all statutory conditions for this exemption.

2. PROJECT SEGMENT

	2014		2013	
	\$		\$	
	Revenue	Surplus/ (Deficit)	Revenue	Surplus/ (Deficit)
General Administration	146,104	(13,881)	118,198	(20,717)
Leadership & Advocacy	229,296	34,495	231,820	43,465
Literacy, Language & Numeracy	76,474	2,702	190,673	(4,640)
Coordination	171,181	(14,734)	114,214	(1,900)
Skills Auckland	267,183	(1,445)	175,769	6,344
Data & Evidence	110,143	5,260	168,595	4,043
Corporate Recharge Elimination	(280,799)		(256,726)	
Total	719,581	12,397	742,543	26,595

3. DEPOSITS FOR FUTURE SERVICES

	2014	2013
	\$	\$
Literacy, Language & Numeracy		20,474
Coordination	28,333	26,767
Total	28,333	47,241

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2014

4. DONATIONS

	2014	2013
	\$	\$
Todd Foundation	28,333	56,667
Total	28,333	56,667

5. GRANTS RECEIVED

	2014	2013
	\$	\$
ASB Community Trust		127,500
Auckland Communities Foundation	30,000	
Auckland Council	484,600	461,850
Lion Foundation	9,000	
MIT in house contribution		32,700
SKYCITY Auckland Community Trust	90,200	
Total	613,800	622,050

6. OPERATING EXPENSES

	Notes	2014	2013
		\$	\$
Audit Fees		10,700	11,350
Legal Fees			3,250
Bank charges		665	890
Computer & ICT expenses		3,299	12,897
Conference attendance			107
Depreciation & Amortisation exps	17	20,479	5,690
Events & seminars		23,440	17,510
General expenses		3,112	406
Insurance		3,419	2,785
Mileage		9,114	11,399
Office supplies		3,752	1,910
Parking		283	1,641
Postage & courier		3,818	2,958
Printing & copying		5,001	3,702
Professional services		25,367	27,597
Project Evaluation		780	12,000
Publications.brochures & media		15,755	21,282
Rental		29,589	22,800
Telephone & cellphone		6,390	3,291
Travel & accommodation		2,510	181
Website		819	703
Total		168,292	164,349

FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014 (CONT'D)

7. HUMAN RESOURCE EXPENSES

	2014	2013
	\$	\$
ACC levy	2,876	1,382
Professional development-staff	15,489	17,105
Recruitment expenses		1,309
Salaries & wages	428,846	434,547
K-saver employer contributions	12,704	9,590
Other employment expenses	232	179
Total	460,147	464,112

8. PROPERTY, PLANT, AND EQUIPMENT

2014		Cost	Accum depn	Carrying value
		\$	\$	\$
Furniture & Fittings		15,936	(2,232)	13,704
Office Equipment		4,800	(2,215)	2,585
Computers		23,435	(10,850)	12,585
Total		44,171	(15,297)	28,874
2013				
Furniture & Fittings		10,629	(157)	10,472
Office Equipment		4,166	(1,104)	3,062
Total		14,795	(1,261)	13,534

9. INTANGIBLE ASSETS

	2014	2013
	\$	\$
Cost	16,414	11,005
Accumulated amortisation	(10,675)	(4,327)
Carrying Amounts	5,739	6,678

10. ALLOCATION OF RESERVES

	2014	2013
	\$	\$
Contingency funds		
- Forward operating expenses	248,000	248,000
- Future project developments	30,000	30,000
Retained earnings	50,509	38,112
Total reserves	328,509	316,112

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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014 (CONT'D)

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

Non-cancellable operating lease payments:

	2014	2013
	\$	\$
Not later than one year	26,788	25,000
Later than one year and not later than 5 years	103,725	100,000
Later than five years		25,000

13. CONTINGENCIES

There were no contingencies as at 30 June 2014 (2013: \$NIL).

14. RELATED PARTY TRANSACTIONS

Auckland Council

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

The total amount of income received from Auckland Council is disclosed in note 16. There was no outstanding balance at 30 June 2014 (2013: \$NIL).

Goods and services of \$60.26 (2013: \$NIL) were purchased from Auckland Council. There was no outstanding balance at 30 June 2014 (2013: \$NIL).

Manukau Institute of Technology (MIT)

Goods and services of \$574 (2013: \$4,031) were purchased from MIT, an organisation in which Dr Stuart Middleton, the Chairperson of the Trust's Board of Trustees, is a member of the key management personnel. There was no outstanding balance at 30 June 2014 (2013: \$NIL).

There was no income received from MIT in the year ended 30 June 2014 (2013: \$350).

The Trust was supported by MIT through the provision of office and information technology services up to 4 July 2013, when the Trust moved office from MIT to central Auckland. This change meant that there was no in house grant received in the year ended 30 June 2014 (2013: \$32,700).

Auckland Communities Foundation (ACF)

Alison Sutton, one of the key management personnel of the Trust, is a trustee of ACF. The total amount of income

received from ACF was \$50,000 (2013: \$NIL). The balance of receivable at 30 June 2014 was \$5,750 (2013: \$NIL).

15. POST BALANCE DATE EVENTS

Dr Stuart Middleton, the Chairperson of the Trust's Board of Trustees, will step down as board chair from 31 July 2014. The board agreed to appoint Richard Hall as board chair.

16. REVENUE

	2014	2013
	\$	\$
Contributions from the Council	486,741	484,893
Contributions from all other sources	232,840	257,650
Total	719,581	742,543

17. DEPRECIATION & AMORTISATION

	2014	2013
	\$	\$
Depreciation by category		
Furniture & Fittings	2,075	157
Office Equipment	1,207	1,206
Computers	10,850	
	14,132	1,363
Amortisation	6,347	4,327
Total	20,479	5,690

18. FINANCIAL INSTRUMENTS BY CATEGORY

	2014	2013
	\$	\$
Loans and receivables		
Cash and cash equivalents	58,033	65,478
Debtors and other receivables	10,892	6,540
Investments	302,918	302,445
Total	371,843	374,463

Financial liabilities at amortised cost		
Creditors and other payables	43,312	45,261
Total	43,312	45,261

JUSTICE
TO ACTIVELY INVOLVE THE
CEO'S OF THE CORPORATES
IN OUR AUCKLAND SCHOOLS.

OPPORTUNITY
Unleash and support every child's potential

EMPOWERMENT
That all Aucklanders and new Aucklanders achieve language literacy and numeracy to get jobs and enjoy life in Auckland, mixing with everyone.

A CITY WITH A WORLD LEADING EDUCATION SYSTEM AS SHOWN BY OPPORTUNITIES, ACHIEVEMENTS, EQUITY AND LIFELONG LEARNING FOR ALL CITIZENS.

TE WHARE WANANGA O NGATI PAOA O MARUTUAHU!!!
Support families to support their tamariki in education

EDUCATION EFFECTIVELY CONNECTS YOUNG PEOPLE TO WORK AND GOOD FUTURES

EDUCATION BRINGS GREATER EQUALITY. EDUCATION
Help me to think outside the square.

EVERYONE CAN BE THE BEST THEY CAN BE!

GROWTH: AS INDIVIDUALS, FAMILIES AND COMMUNITIES

WORLD CLASS LIFELONG EDUCATION
That every mother in our city has had the opportunity to be tertiary qualified.

EVERY CHILD REACHES THEIR POTENTIAL

TAURANGA O NGĀ TĀURĀ O TĀMĀKĪ MAKĀURAU
Bright-eyed new entrants becoming skilled, talented and competent global citizens

LEAVING NO-ONE OUT
That Auckland's youth become shining examples of success to the rest of New Zealand and the world

EVERY CHILD REACHES THEIR POTENTIAL

HOPE FOR A GENERATION
WHAIA TEI TEITANGA O OU MOEMOEĀ

INCLUSIVITY
No low literacy by 2020.

EQUALITY

