



TE HONONGA AKORANGA  
**COMET**

# STATEMENT OF INTENT 2022/23 TO 2024/25

## MAHERE WHĀINGA WHAKAARO

Community Education Trust Auckland (Te Hononga Akoranga COMET).

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



An Auckland Council controlled organisation.

## HE WHAKATAUĀKĪ

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

Mā te mahi tahi o ngā whenu,  
mā te mahi tahi o ngā kairaranga,  
ka oti tēnei whāriki.

I te otinga  
me titiro tātou ki ngā mea pai ka puta mai.

Ā tana wā,  
me titiro hoki  
ki ngā raranga i makere  
nā te mea, he kōrero ano kei reira.

The tapestry of understanding  
can not be woven by one strand alone.  
Only by the working together of strands  
and the working together of weavers  
will such a tapestry be completed.

With its completion  
let us look at the good that comes from it  
and, in time we should also look  
at those stitches which have been dropped,  
because they also have a message

nā Kūkupa Tirikatene

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

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## PURPOSE OF STATEMENT OF INTENT

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

## ABOUT TE HONONGA AKORANGA COMET

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





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

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

## CONTRIBUTION TO AUCKLAND COUNCIL PLANS AND OBJECTIVES

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

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

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

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

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

| <b>Economic Development Action Plan</b>  | <b>Degree of contribution</b> | <b>How Te Hononga Akoranga COMET contributes</b>  |
|--|-------------------------------|---|
| <b>Skilled Tāmaki Makaurau</b> Quality jobs and economic development             | Primary                       | Te Hononga Akoranga COMET supports more equitable skill-building for employment and workforce needs through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• Youth Employability Programme and YEA</li> <li>• SouthSci, WeSTEM and STEM Alliance</li> </ul>                 |
| <b>Ngā Hapori Momongo Thriving Communities</b>                                   | <b>Degree of contribution</b> | <b>How Te Hononga Akoranga COMET contributes</b>  |
| <b>Increase whānau and community financial security</b>                          | Primary                       | Te Hononga Akoranga COMET supports skill-building for employment and workforce needs through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• Youth Employability Programme and YEA</li> <li>• SouthSci, WeSTEM and STEM Alliance</li> </ul>                                |
| <b>Grow community and intercultural connection</b>                               | Primary                       | Te Hononga Akoranga COMET supports inclusion and intercultural connection through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• Auckland Languages Strategy</li> <li>• Tāmaki Makaurau Education Forum</li> <li>• Te Reo normalisation</li> <li>• Early years</li> </ul> |
| <b>Increase local climate resilience and sustainability</b>                      | Primary                       | Te Hononga Akoranga COMET supports community understanding and action on local environmental issues through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• SouthSci, WeSTEM and STEM Alliance</li> </ul>  |
| <b>Toi Whītikī Arts and Culture Plan</b>   | <b>Degree of contribution</b> | <b>How Te Hononga Akoranga COMET contributes</b>  |
| <b>Auckland celebrates a unique culture and identity</b>                         | Primary                       | Te Hononga Akoranga COMET celebrates and supports the unque cultural identity of Tāmaki Makaurau through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• Auckland Languages Strategy</li> <li>• Te Reo normalisation</li> <li>• Early years</li> </ul>                     |
| <b>Te Tāruke-ā-Tāwhiri Climate Plan</b>  | <b>Degree of contribution</b> | <b>How Te Hononga Akoranga COMET contributes</b>  |
| <b>Support, endorse and resource the relationship between tangata and whenua</b> | Primary                       | Te Hononga Akoranga COMET supports community understanding and action on local environmental issues through: <ul style="list-style-type: none"> <li>• Strategic leadership, data reports, policy advice</li> <li>• SouthSci, WeSTEM and STEM Alliance</li> </ul>  |

# TE HONONGA AKORANGA COMET STRATEGIC OBJECTIVES

## Purpose and approach

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

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

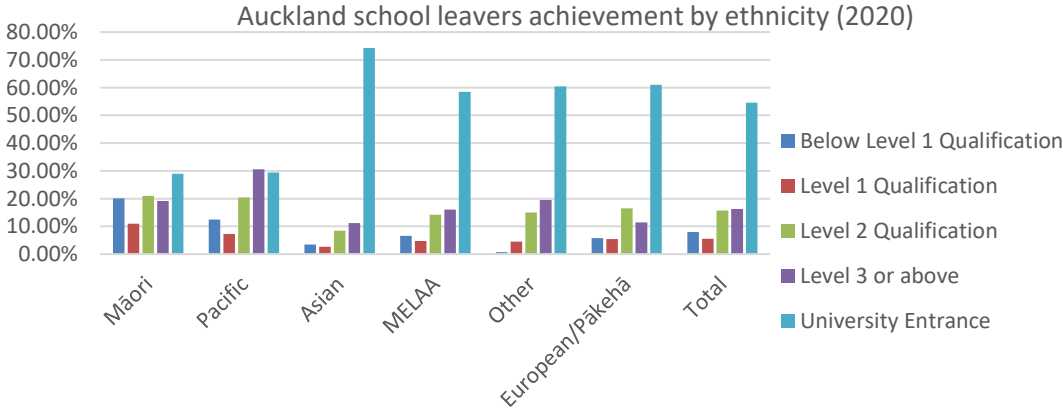
| <u>Vision</u>   | <u>Mission</u>  | <u>Values</u>                                   |
|---|---|---|
| Tino rangatiratanga for everyone through lifelong learning. | Driving systems change to make education and skills more effective and equitable. | Whanaungatanga<br>Manaakitanga<br>Mana Motuhake |

## Why Te Hononga Akoranga COMET is needed

### A. Evidence of educational inequities

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

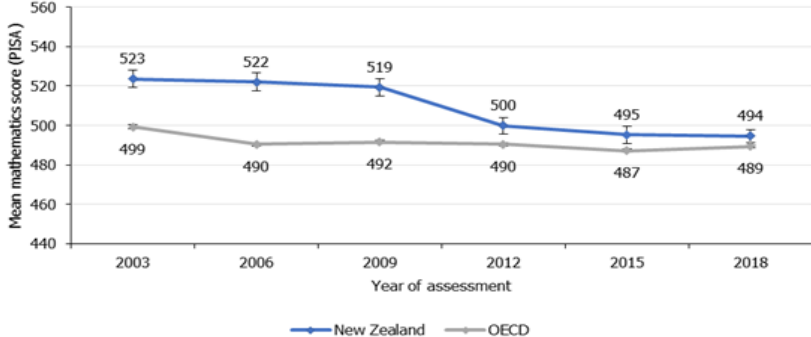
The most recent school leaver achievement data in Auckland still show large disparities in terms of level of achievement among school leavers. School leavers who identify as Māori and Pasifika are less likely to leave school with either NCEA L2 qualifications or university entrance and more likely to have below L1 NCEA qualifications<sup>1</sup>.



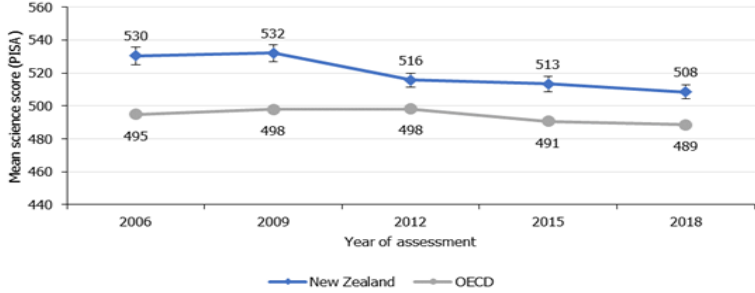
1. <sup>1</sup>Education Counts (MOE) (<https://www.educationcounts.govt.nz/statistics/school-leavers>)

Students' most recent achievement in the Programme for International Student Assessment (PISA)<sup>2</sup>, in reading, maths and science show that students now perform worse than the previous generation just eighteen years ago.

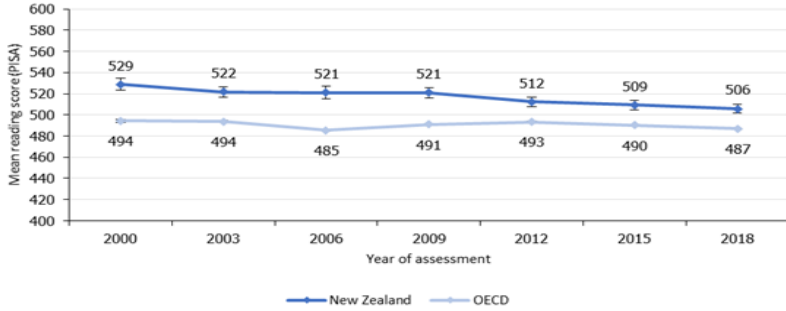
New Zealand mathematics score in 2018 was similar to 2012 and 2015 but lower than in 2003 (PISA)



New Zealand's science performance has dropped since 2006 but has remained at a similar level to 2012 and 2015 (PISA).



Since 2000, New Zealand's reading score in PISA has declined significantly but has remained stable since 2006 (PISA).



<sup>2</sup> Education Counts (MOE), PISA retrieved from <https://www.educationcounts.govt.nz/publications/schooling2/large-scale-international-assessments/pisa-2018-summary-report>



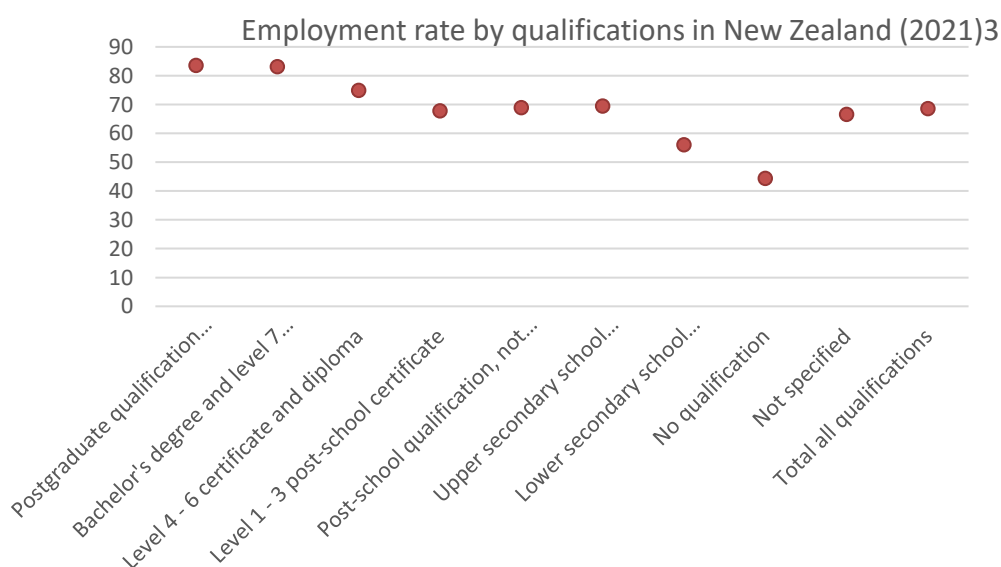
## B. Evidence of the impact of education on individual and community wellbeing

Education is important because it is one of the strongest ways to address disparities and support long-term wellbeing, including social mobility and income. Availability of education is an important method of moving to equitable outcomes of various kinds, by generating future prospects that are not tethered to an individual's initial or current situation<sup>3</sup>.



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

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



<sup>3</sup> Infoshare, Stats New Zealand

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

UNESCO<sup>5</sup> states that for individuals to lead healthy and productive lives, they need knowledge to prevent sickness and disease. UNESCO's Global Education Monitoring Report shows that the attainment of higher levels of education among mothers improves children's nutrition and vaccination rates, while reducing preventable child deaths, maternal mortality, and HIV.

Aside from benefits to the individual, the development of a skilled workforce creates businesses that meets and engages in lifelong learning. MBIE's employment strategy (2019)<sup>6</sup> states that the better skilled our workforce, the more prosperous our communities will become and reduce inequities. Ensuring we have a population with access to more and better education and training fuels innovation, investment, economic diversification, and competitiveness, as well as social and occupational mobility – and thus the creation of more but also more productive and more rewarding jobs<sup>7</sup>.

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

Mainstream provision is, on the whole, providing well for middle NZ, but there is a long "tail" of students for whom the system is not working. Disparities in education results by ethnicity and socio-economic group are wider than in almost any other OECD nation. An independent, innovative lens is required to create the space, provoke the discussion and shape solutions for those for whom the system is not currently working well.

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<sup>4</sup> *Education and employment, a New Zealand update* (Education Counts, MOE) retrieved from <https://www.educationcounts.govt.nz/publications/80898/education-and-earnings#:~:text=Degree%20and%20higher%2Dlevel%20education,finished%20with%20NCEA%20Level%202>.

<sup>5</sup> Health and wellbeing (UNESCO) retrieved from <https://en.unesco.org/themes/education-health-and-well-being>

<sup>6</sup> *Everyone working to deliver a productive, sustainable and inclusive New Zealand* retrieved from <https://www.mbie.govt.nz/dmsdocument/6614-our-employment-strategy-everyone-working-to-deliver-a-productive-sustainable-and-inclusive-new-zealand>

<sup>7</sup> *A Skilled Workforce for Strong, Sustainable and Balanced Growth: A G20 Training Strategy* International Labour Office – Geneva, 2010

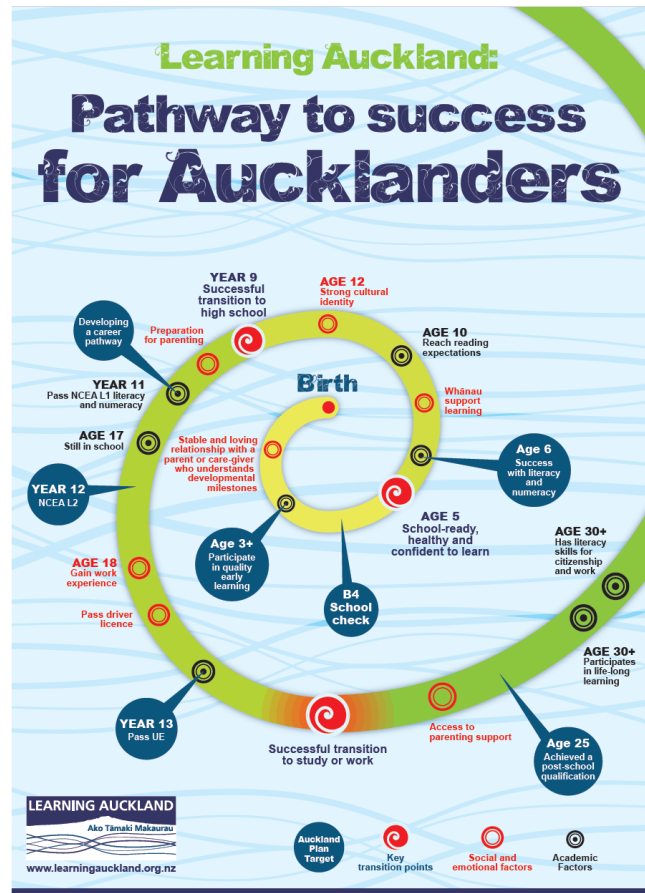
## Long-term goals

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

We aim:

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

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



## What is systems change?

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

Alongside more obvious change in practice on the ground, for example through designing, trialing and scaling up a new approach to delivery in some part of the system, systems change also requires changes in the structures (funding rules, policies, connections etc) that affect that aspect of the system, and changes in the mindsets of practitioners, whānau, students, decision-makers who interact with those systems.

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

## How we work towards systems change

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

Our work towards systems change involves: sector leadership – mapping data and evidence, working with sector leaders to identify and prioritise the most pressing areas of focus, and connecting people around that common agenda, to plan collaborative action.

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

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

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

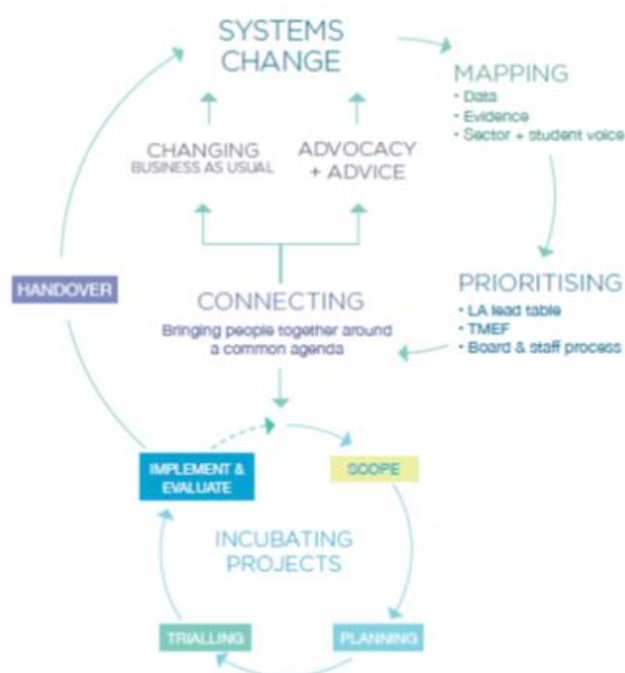
## Examples of systems change

### Youth Employability

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

In addition to the direct, measurable impact of YEP on the skills, confidence and employment prospects of the 400 or so young people in Auckland who enrol in YEP each year (around 1,000 a year nationally), our youth employability campaign has also contributed to wider changes to the system. For example:

- From a situation where in 2013 there was little awareness of employability as a concept and where we were not able to find any programmes explicitly building



employability skills for young people, nine years later there are now over 100 organisations around Aotearoa providing youth employability programmes.

- Through YEA, organisations working on youth employability have access to evidence-based information about what works, and they have a collective voice that enables them to identify and advocate on issues affecting young people's transition to work.
- There is now an employability framework agreed across government departments, which means that providers and contracting agencies have clarity of what is meant by employability skills, and support for young people through different sectors is aligned.
- MSD now include employability skill-building as a requirement in all their contracts with organisations working with unemployed young people.

### **STEM Skills pipeline**

Our STEM campaign began from a steering group looking at how STEM businesses<sup>8</sup> could better connect with science providers and schools to support the STEM skills pipeline. The campaign has attracted significant ongoing funding from MBIE and now includes hands-on opportunities for young people to use science to solve questions relevant to their community through Curious Minds South Auckland (formerly SouthSci), WeSTEM and the emerging STEM Alliance Aotearoa.

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

Systems-level impacts so far include:

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

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<sup>8</sup> STEM businesses encompass a wide range of organisations across science, engineering and technology – from infrastructure corporates like Fulton Hogan and design and manufacturing companies like Fisher and Paykel Healthcare to science-rated organisations like Thermo Fisher or NIWA and tech companies like Orion.

## Strategic Shifts

Over the next three years, we have identified three key organisational shifts, with six sub-shifts, that are needed to strengthen our pou and deliver more effectively on our vision and mission.

1. Sharpening our focus on elevating indigenous knowledge and worldviews
2. Partnering for sustainable, intergenerational change
3. Influencing the system for long-term systems change

### Organisational shift #1: Sharpening our focus on elevating indigenous knowledge and worldviews

There is increasing recognition that the disparities in education outcomes that are seen between ethnic and socio-economic groups have their basis in systemic causes including colonisation and structural racism. In working for equity in education and skills we need to be conscious of these underlying causes, avoid adding to them in the way we work, and challenge the system to address them.

By addressing root causes of inequity through challenging colonisation and elevating indigenous knowledge and worldviews, Te Hononga Akoranga COMET is better able to understand and drive systems change through intentional and impactful campaigns that strengthen our strategic influence for ongoing whānau-centric advocacy.

The sub-shifts we need to implement in the next three years towards sharpening our focus on the root causes of inequity are:

#### **a. Learning from under-served communities about what a decolonised education system could look like:**

The changes needed to work towards a decolonised education system need to be identified from an indigenous worldview and informed by the voices of those who have been under-served by our current system. We need to learn from these voices to inform the way we work and the things we focus our efforts on.

By “under-served communities”, we mean groups who are currently not well-served by the education system, and who are disproportionately represented in negative education and social statistics; for example, Maori, Pasifika, learners from low socio-economic backgrounds, those with disabilities, former refugees and some migrant groups. Due to resourcing constraints, we will initially focus mainly on Māori learners and on learners from Pasifika communities.

#### **b. Shaping, trialling and handing on innovations that shift towards a less colonised, more equitable system:**

Te Hononga Akoranga COMET does not intend to be a provider of services or goods. Instead, we innovate around targeted campaigns, trial, implement and evaluate as an iterative development cycle with a clear intent to shape systemic change.

Campaigns are coherent efforts to bring about systems change in specific parts of the system that we have identified as areas where we (with our partners) can contribute towards greater educational equity. A campaign generally lasts at least 5 and often 10 or more years and may include several strands of work, changing over time as the campaign develops.



For example, our youth employability campaign grew from initial scoping in 2013 and now includes our work leadership of YEP: License to Work, our convening role with Youth Employability Aotearoa and our advocacy and communications on youth employability issues. Similarly, our STEM campaign now includes Curious Minds South Auckland, WeSTEM and the emerging STEM Alliance Aotearoa.

Campaigns are shaped by community and stakeholder perspectives as well as researched evidence. Campaigns do not have one defining solution; instead they require multiple perspectives working at different levels towards a shared purpose.

Campaign areas and projects start with initial scoping, planning and shaping. Only some project ideas prove promising enough to continue to each next stage and to become fundable, scalable projects, so it is important to have a pipeline of ideas being investigated and clear criteria for further development.

Exit strategies are developed within the design of the projects. Te Hononga Akoranga COMET reviews projects regularly to shape the exit strategy and to determine the readiness of the project to take their next step.

## **Organisational shift #2: Partnering for sustainable, intergenerational change**

Our work can only be fully effective when it is informed by the voices of the communities we serve and when we work in true partnership with those communities, building long-term relationships, sharing power, supporting their aspirations and building on each other's skills and expertise.

We know we need to improve the way we listen, connect and partner with communities, through becoming better Te Tiriti partners and through strengthening our partnership practice.

The sub-shifts we need to implement in the next three years towards strengthening our strategic influence are:

### **a. Reviewing our governance and staffing towards becoming a better Te Tiriti partner**

There is a strong commitment from the Te Hononga Akoranga COMET board and staff to work towards becoming a better te Tiriti partner organisation. Work at Board and operation levels is being undertaken to shape this commitment. The structure of the Board and the organisation is being reviewed to ensure it best reflects the intention of the organisation to fulfil its requirements under Te Tiriti o Waitangi.

### **b. Reviewing our approaches, systems and documents to strengthen our partnership approach:**

Informal feedback indicates that we already have some areas of good practice around partnerships. However, our own reflection shows that this good practice is not universal, nor is it embedded on our systems, processes and professional development plans. To be effective and to earn the trust of the communities we serve, we need to strengthen our understanding and articulation of what good partnership looks like in the context of the work we do, and we need to establish systems to ensure our practice aligns with the principles of good partnership.

### **Organisational shift #3: Influencing the system for long-term systems change**

To change policy and mindsets, we need to be seen as a credible voice by relevant government agencies, education peak bodies and sector influencers, and we need to share evidence, and the voices of those less heard, to shift policy and practice towards greater equity.

The sub-shifts we need to implement in the next three years towards strengthening our strategic influence are:

#### **a. Elevating the voices of those less heard to influence decision-makers:**

The education system in Aotearoa is consistently under-performing for particular groups, especially Māori, Pasifika, students with disabilities and students from low socio-economic backgrounds. Policy-makers and other leaders need to hear from these learners, their families and communities, so they understand the barriers that the education system currently places in the way of under-served learners, and the actions that would make a difference for them.

Te Hononga Akoranga has the opportunity to use its position to elevate the voices of those less heard, especially those who are currently not well-served by the education system, so their views can influence change.

#### **b. Building our own and others' capability to influence the system through reciprocal ako relationships:**

We aim to continually improve our work, so that we and our project partners can be more effective towards our goal of mana Motuhake for everyone through lifelong learning. To do this we need to actively seek feedback and evidence from community voice, partner feedback and other measures, looking at the extent to which our campaigns are contributing towards a more equitable, decolonised education system, so we can reflect, learn, and make changes. We need to work through this process in collaboration with our partners, recognising that we all bring expertise and can all learn from each other.



## THREE YEAR WORKPLAN TO DELIVER ON STRATEGIC DIRECTION

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

**Note** that items marked "leveraged with external funds" can only proceed if we are able to obtain the additional funds required.

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

| Key projects & initiatives  | Description  | Auckland Council connections  | Contribution to strategic objectives   |
|---|--|---|--|
| Youth Employability (Leveraged with external funds, fully funded until the planned handover in February 2023)                                 | <p>Plan, support and complete transitioned hand-over of the national leadership role for YEP to Youthtown Inc. by February 2023.</p> <p>Increase the national reach of YEP by 10% (regional engagement) and rangatahi participation by 15%.</p> <p>Continue to invest in building capability and capacity of the youth employability sector by delivering a minimum of 12 training sessions in 2022 to a minimum of 140 people.</p> <p>Increase training capacity through "train the trainer initiatives".</p> <p>Design and implement improved provider feedback loops to ensure ongoing process and practise improvements.</p> <p>Partner with at least 2 new affiliate organisations to increase scope and reach of YEP (e.g. Outward Bound, REAP NZ, Mayors' Taskforce for Jobs).</p> <p>Design and implement a national cultural capability programme, to improve the cultural awareness and confidence of the YEP workforce.</p> <p>Re-design assessment and evaluation process to support improved data collection.</p> <p>Share examples of effective practice through communications support and capacity-building.</p> | <p>ATEED</p> <p>TSI / TWI incl. Youth Connections</p>   | <p>Project to ensure young people build wellbeing and have the employability skills they need to gain and retain stable, quality work</p> <p>Contributes to the learning pathway milestone "successful transition to study or work"</p>      |
| STEM (Leveraged with two external funds. Full funding for WeSTEM secured to December 2022 and full funding for SouthSci secured to June 2024) | <p>Influence the way science, technology, engineering, maths and mātauranga Māori (STEM) is taught and young people are engaged in STEM. We do this through 4 key actions:</p> <ol style="list-style-type: none"> <li>1. Fund and support the delivery of at least ten community-based STEM research projects per year in south and west Auckland.</li> <li>2. Work alongside Māori and Pasifika educators/communities and STEM professionals to increase their profile in the STEM sector and engage more Māori/Pasifika students.</li> <li>3. Champion the value of mātauranga Māori and traditional knowledge systems for enhancing</li> </ol>  | <p>Sustainable Schools</p> <p>Auckland Council Healthy Waters</p> <p>Auckland Unlimited (GridAKL)</p> <p>TSI</p> <p>TWI</p> | <p>Incubation project to enable children, young people and community members to work with scientists to answer questions that are relevant to them</p> <p>Contributes to increasing engagement in science, aligning with workforce needs</p> |

| Key projects & initiatives   | Description  | Auckland Council connections   | Contribution to strategic objectives   |
|--|--|--|--|
|  | <p>Māori/Pasifika identity, language, skills and empowering STEM learners.</p> <p>4. Publicise and promote research-based guidelines aimed at teachers and STEM professionals, on good practice for participatory science and community engagement.</p>  |  |  |
| Early years  | <p>Collaborate with The Talking Matters Charitable Trust on at least one strategic priority that aligns with COMET and Talking Matters' goals.</p> <p>Advocate (e.g. through submissions, publications, meetings) on issues that affect the learning and wellbeing of children and families in the early years.</p>  | TSI/WI   | <p>Belonging and Participation</p> <p>Māori identity and wellbeing</p> <p>Pasifika identity and wellbeing</p> <p>Child Wellbeing Strategy</p>  |
| <p>Highlight priority education and skills issues</p> <p>(Partially dependent on external funds)</p> | <p>Publish information to raise awareness of key education and skills issues, through social media and external news media (ongoing).</p> <p>Publish a summary of Auckland education and skills data annually, including data for each local board every second year (in 2022 and 2024) to inform decision-making.</p> <p>Review structure and format of the Auckland and local board snapshots based on feedback and uptake/reach data.</p> <p>Support Auckland young people to have and share their voice on education and skills issues with education leaders and decision-makers, through at least one action or communication per year</p> | <p>RIMU</p> <p>Auckland Unlimited</p> <p>Community and social policy</p> | <p>Mapping system performance</p> <p>Providing data and evidence to support decision-making by education and community organisations</p>   |
| Policy input   | <p>Make at least 4 evidence-based submissions and representations per year on how education and skills issues specifically affect learners in Tāmaki Makaurau Auckland and how these issues can be addressed.</p> <p>Promote more effective support for language diversity in Tāmaki Makaurau by coordinating the Auckland Languages Strategy Working Group's information-sharing and advocacy efforts.</p> <p>Publish a report on the size and diversity of the language sector in Aotearoa, by June 2023</p>   | Communications   | <p>Advocacy and advice for greater effectiveness and equity in the system</p> <p>Coordinating actions to support the social and economic benefits of language learning and use across all age groups</p> |

## SPECIFIC PROJECTS DELIVERING ON MĀORI OUTCOMES

| Key projects & initiatives   | Description   | Auckland Council connections  | Contribution to uplifting Māori wellbeing or enabling better outcomes for Māori   |
|--|---|---|---|
| <p>Tāmaki Makaurau Education Forum</p> <p>(Partially dependent on external funds from 2023/24 onwards)</p> | <p>Continue to share effective practice from Māori educators, university students, rangatahi, and tamariki Māori on what works best for Māori learners, through online forums and through at least one Tāmaki Makaurau Education Forum meeting per year.</p>  | <p>Māori elected members on Auckland Council including local boards</p>   | <p>Contributes to the learning pathway milestone “strong cultural identity”</p>   |
| <p>Mātauranga Māori</p> <p>(Partially dependent on external funds from 2023/24 onwards)</p>                | <p>Seek the views of tamariki and rangatahi Māori on their aspirations and what works best for them in education through approaches such as writing workshops, individual and group interviews, social media posts, and panel discussions; and share this information with educators and decision-makers.</p> <p>Continue to work with the University of Auckland and Teach First NZ to inform 200+ student teachers per year about what rangatahi Māori want from their teachers. Over time, expand this work to other tertiary providers.</p> <p>Initiate and partner with a relevant organisation to support the teaching and learning of local Māori history in Auckland schools.</p> <p>(See also Youth Employability, STEM and Highlight Priority Education and Skills Issues sections)</p> | <p>Local Boards</p> <p>Tūpuna Maunga Authority</p>  | <p>Identifying and leading actions that will make the greatest difference to enable Māori young people and whānau to reach their own goals and aspirations</p> <p>Supporting rangatahi voice in their education</p>   |
| <p>Te Reo Māori Normalisation</p> <p>(Partially dependent on external funds from 2023/24 onwards)</p>      | <p>Provide facilitation, advice and expertise to Kāhui Ako (communities of schools) and to selected individual schools, to support more coherent te reo Māori pathways.</p> <p>Advocate for Te Reo Māori for all Auckland school students (ongoing).</p> <p>Collaborate on at least one action each year to promote te reo Māori as a thriving community language that is seen, heard, and spoken across public domains.</p> <p>(See also Policy Input section)</p>   | <p>Ngā Mātārae</p> <p>Council-controlled organisations (CCOs)</p> <p>Parks and Reserves</p> <p>Media and Communications</p> <p>Local Boards</p> | <p>Contributes to the learning pathway milestones “strong cultural identity” and “participates in life-long learning”</p> <p>Celebrate Māori culture and support te reo Māori to flourish</p> <p>Supporting the transformation of Tāmaki Makaurau Auckland to a fully bi-lingual city will create a place where Aucklanders can see, hear and use te reo Māori daily.</p> |

## PERFORMANCE OUTLOOK

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

| Service level statement  | Measure  | 2020/21 actual | 2021/22 forecast | 2022/23 target | 2023/24 target | 2024/25 target |
|--|--|----------------|------------------|----------------|----------------|----------------|
| Delivering initiatives and projects to agreed timeframes and outputs                     | % of initiatives that fully meet timelines and outputs as listed in the SOI  | 90%            | 88%              | 90%            | 90%            | 90%            |
| Quality of work to support education and skills  | % of stakeholders who rate Te Hononga Akoranga COMET's work as valuable or very valuable   | 87%            | 78%              | 75%            | 75%            | 75%            |
| Influencing action towards more effective and equitable education and skills in Auckland | % of stakeholders who attended Te Hononga Akoranga COMET events rating them moderately to highly valuable for influencing action | 66%            | 81%              | 75%            | 75%            | 75%            |
| * Raising awareness of key education and skills issues                                   | Number of media articles generated   | 20             | 25               | * 18           | 18             | 18             |
|  | Total social media followers (at end of period)  | 13,397         | 14,323           | * 3,800        | 3,900          | 4,000          |
| Providing data and information that is valued and used by stakeholders                   | % of stakeholders rating Te Hononga Akoranga COMET data snapshots and infographics as moderately to highly valuable              | 82%            | 86%              | 80%            | 80%            | 80%            |
| * Leveraging Auckland Council support  | Value of external funding as a percentage of Auckland Council grant  | 367%           | 316%             | * >120%        | >140%          | >150%          |

\* Note: The 2018/19 to 2021/22 external funding levels and social media reach are significantly higher than normal due to the large limited-term funding from NEXT Foundation for Talking Matters. By July 2022 we expect to have handed over Talking Matters, as part of our systems change plan. This handover will bring COMET's size, income, media profile and social media reach back towards our pre-2018 levels. This is reflected in the above targets.

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

## SUMMARY OF FINANCIALS NGĀ PŪTEA WHAKAPAE

### Operating expenditure (\$ thousands)

|   | 2020/21<br>Actual | 2021/22<br>Forecast | 2022/23<br>Budget | 2023/24 LTP  | 2024/25 LTP  |
|---|-------------------|---------------------|-------------------|--------------|--------------|
| Personnel costs                                       | 1,960             | 1,671               | 961               | 991          | 1,020        |
| Other expenses  | 558               | 517                 | 448               | 561          | 628          |
| Interest  | 0                 | 0                   | 0                 | 0            | 0            |
| Depreciation  | 27                | 19                  | 16                | 20           | 20           |
| <b>Total operating expenditure</b>                    | <b>2,545</b>      | <b>2,207</b>        | <b>1,425</b>      | <b>1,572</b> | <b>1,668</b> |
| <b>Operating expenditure to be funded<sup>1</sup></b> |                   |                     |                   |              |              |
| Funded by:  | -                 | -                   | -                 | -            | -            |
| External grants and other revenue                     | 2,048             | 1,764               | 762               | 997          | 1,076        |
| Auckland Council funding                              | 558               | 558                 | 558               | 575          | 592          |
| <b>Total revenue</b>                                  | <b>2,606</b>      | <b>2,322</b>        | <b>1,320</b>      | <b>1,572</b> | <b>1,668</b> |
| <b>Surplus/ (deficit)</b>                             | <b>61</b>         | <b>115</b>          | <b>-105</b>       | <b>0</b>     | <b>0</b>     |

### Capital expenditure (\$ thousands)

|                                   | 2020/21<br>Actual | 2021/22<br>Forecast | 2022/23<br>Budget | 2023/24 LTP | 2024/25 LTP |
|-----------------------------------|-------------------|---------------------|-------------------|-------------|-------------|
| Growth                            | 0                 | 0                   | 0                 | 0           | 0           |
| Level of service                  | 0                 | 0                   | 0                 | 0           | 0           |
| Renewals                          | 9                 | 12                  | 12                | 4           | 4           |
| <b>Total capital expenditure</b>  | <b>9</b>          | <b>12</b>           | <b>12</b>         | <b>4</b>    | <b>4</b>    |
| Funded by:                        | -                 | -                   | -                 | -           | -           |
| Debt                              | -                 | -                   | -                 | -           | -           |
| External grants and other revenue | 9                 | 12                  | 12                | 4           | 4           |
| Auckland Council funding          | 0                 | 0                   | 0                 | 0           | 0           |
| <b>Total</b>                      | <b>9</b>          | <b>12</b>           | <b>12</b>         | <b>4</b>    | <b>4</b>    |

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

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

### Māori responsiveness expenditure (\$ thousands)

| Initiative  | 2020/21<br>Actual | 2021/22<br>Forecast | 2022/23<br>Budget | 2023/24 LTP | 2024/25 LTP |
|---|-------------------|---------------------|-------------------|-------------|-------------|
| Māori Education Leadership (including coordination of TMEF, Mātauranga Māori projects and Te Reo Revitalisation projects) | 123               | 156                 | 236               | 347         | 352         |
| <b>Total expenditure</b>  | <b>123</b>        | <b>156</b>          | <b>236</b>        | <b>347</b>  | <b>352</b>  |

### Other financial information

|                                 |   |   |
|---------------------------------|---|---|
| <b>Current value of assets</b>  | The current value of Te Hononga Akoranga COMET assets as at 30 June 2022 is \$667,274.                          |   |
| <b>Shareholder equity ratio</b> | The latest shareholder equity ratio for Te Hononga Akoranga COMET as at 30 June 2021 is 100%.                   |   |
| <b>Accounting Policies</b>      | Te Hononga Akoranga COMET accounting policies are consistent with those of the Auckland Council group policies. |   |
| <b>Financial Reporting</b>      | Te Hononga Akoranga COMET financial reporting is in accordance with requirements of the CCO Governance Manual.  |   |
| <b>Asset sales (\$ million)</b> | 2020/21 Actual  | - |
|                                 | 2021/22 Forecast  | - |
|                                 | 2022/23 Budget  | - |
|                                 | 2023/24 LTP   | - |
|                                 | 2024/25 LTP   | - |

# ACCOUNTING POLICIES

## NGĀ KAUPAPA TŪPONO PŪTEA

### REPORTING ENTITY

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

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

### BASIS OF PREPARATION

#### Statement of compliance

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

The Trust has elected to report in accordance with Tier 2 PBE Standards Reduced Disclosure Regime (PBE Standards RDR) on the basis that 1) it does not have public accountability and 2) it is not large as defined in XRB A1. Therefore the Trust is eligible to report in accordance with Tier 2 PBE Accounting Standards. In adopting PBE Standards RDR, the Trust has taken advantage of a number of the disclosure concessions that are available to Tier 2 PBE entities. All transactions in the financial statements are reported using the accrual basis of accounting.

#### Going concern

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

#### Measurement base

The financial statements are prepared on a historical cost basis.

#### Functional and presentation currency

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

#### Bank Accounts and Cash

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

#### Changes in Accounting Policies

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

### SIGNIFICANT ACCOUNTING POLICIES

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

#### Revenue

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

#### Grants

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

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

#### *Interest income*

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

#### **Deposit for future services**

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

#### **Revenue received in advance**

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

#### **Expenses**

Expenses are recorded on the occurrence of recognition events.

#### *Partnership contributions*

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

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

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

#### *Disposals*

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

#### *Depreciation*

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

- |                          |           |
|--------------------------|-----------|
| • Furniture and fittings | 0% - 40%  |
| • Office equipment       | 16% - 67% |
| • Computers              | 30% - 67% |

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

- |                          |               |
|--------------------------|---------------|
| • Furniture and fittings | 4 – 4.7 years |
|--------------------------|---------------|

#### **Intangible assets**

Costs of software licence, website design and database development are capitalised. Amortisation is calculated at 50% per annum on a diminishing value basis over the expected useful economic lives.

#### **Impairment**

#### *Financial assets*



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

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

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

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

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

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

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

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

#### **Employee benefits**

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

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

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

##### *Defined contribution pension plans*

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

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

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

#### **Income tax**

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

## APPROACH TO GOVERNANCE

### TE TAKOTO HUANGA, TIKANGA WHAKAHAERE

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

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

| Purpose                                    | Date         | Form of Public Notification                                |
|--|--------------|--|
| Consider shareholder comments on draft SOI | May 2022     | Public notice in newspaper                                 |
| Consider performance against SOI targets   | October 2022 | Newsletter invite<br>Website<br>Public notice in newspaper |

## REPORTING

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

The draft Statement of Intent will be delivered to Council by March 31st, 2022 for council feedback by April, and feedback from our community and education stakeholders in May. The final draft, based on Council and stakeholder feedback, will be delivered by July 31st 2022, for approval in August.

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

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

## GOVERNANCE

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

The Trust's Constitution is the Trust Deed. Up to twelve trustees may be appointed for three-year terms, and a maximum of two terms. Trustees are not paid. As at March 2022, the trustees are:

- GINNIE DENNY (Chairperson. Appointed July 2015; reappointed June 2021 by special vote under trust deed amendment; third term expires June 2024)
- FA'AVAE GAGAMOE (appointed December 2019; second term expires October 2025)
- JIGNASHA PATEL (appointed August 2016 to casual vacancy; second term expires June 2024)
- MELISSA CRAWFORD (appointed October 2019; second term expires October 2025)
- RICHARD THORNTON (appointed December 2018; second term expires June 2024)
- TRACY MASSAM (appointed December 2018; second term expires June 2024)
- JUDITH THOMPSON (appointed July 2020; first term expires June 2023)
- TIMMY HU (appointed July 2020; first term expires June 2023)

### Amohau

TAME TE RANGI  
REREATA MAKIHA

### Chief Executive Officer

SUSAN WARREN