

TE HONONGA AKORANGA

**COMET**



**ANNUAL REPORT**

2017 - 2018

## MIHI WHAKATAKI

Tuia i runga, Tuia i raro, Tuia i roto, Tuia i waho

Tuia te herenga tangata

Ka rongo te pō, Ka rongo te ao

Te kōrero i te wānanga

Te pūātakataka, te pūāwhiowhio

Kua takoto i te hau o Tū

E ai ki ngā kōrero;

‘Tāmaki Makaurau, Tāmaki Herehere o ngā waka e.’

Nā Te Hononga Akoranga – COMET Auckland anō te waimarie, te whakaatu te pūrongo a tau nei.

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.

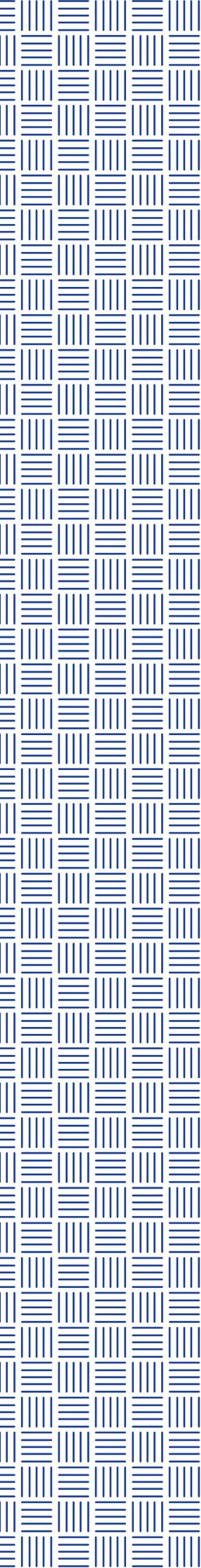
*The tapestry of understanding can not be  
woven by one strand alone.*

*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, ONZM  
(8 March 1934 – 28 January 2018)

E tangi tikapakapa ana te ngākau i te wehenga o te Toihau Ariki.  
E Papa Kū, Moe mai i roto i ngā ringaringa o te Kaihanga.  
Whaia te ara i takatakahia e te tini me te mano, Okioki atu rā.



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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 Phil Goff, Councillors and Local Board members.

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

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

Bell Gully who provide COMET with pro bono legal work.

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

Our generous sponsors this year: Auckland Council, NEXT Foundation, Ministry of Business, Innovation and Employment, JR McKenzie Trust, Lottery Grants Board, Auckland Communities Foundation, Cognition Education Trust, Lion Foundation and The Trusts Community Foundation.

Our partners who provided significant in-kind support: Employers and Manufacturers Association, Fisher & Paykel Healthcare, Education Today, NIWA, The Southern Initiative, Auckland Museum, Landcare Research, Ngā Pae o te Māramatanga, Pasifika Education Centre, AUT, University of Auckland, Victoria University, Manukau Institute of Technology, and BNZ Partners.

Our kaumātua, Tame Te Rangi and Rereata Makiha.

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



## Chairperson

Ahakoā he iti he pounamu – Although it is small it is a treasure

This was the apposite whakatauki offered by Otene Rewiti and Ōrākei Marae Whānau at the blessing of our new COMET offices at the end of June. Our beautiful Anzac Street offices – just around the corner from our last home – allow space, light and many options for working differently. New premises are essential as the COMET team has grown considerably, allowing us to extend our reach across all projects.

The education system is under immense pressure and recognition is now being given to the under-resourcing it has suffered in the past decade. However, education is far greater than mainstream offerings which cannot provide cradle to grave opportunities. Although it is small, COMET keeps an expert eye on trends and opportunities to influence systems within and beyond the mainstream.

Our Youth Employability Programme: Licence to Work and Talking Matters are testament to this along with an emerging and exciting piece of work, our Youth Education Wānanga. Led by COMET's Education Māori manager Huia Hawke, this project gives voice to Māori youth to find ways to improve their experience and engagement in learning.

Talking Matters is currently our most significant project, which is now moving into the implementation phase following a funding boost from NEXT Foundation. One aspect of its success is a social media platform that continually feeds the sector with thought-provoking articles and links that spread the Talking Matters message far and wide. The Talking Matters platform is not the only

COMET media channel – each project holds its own virtual space and audiences. Social media is essential to today's work environment and managing and curating these platforms is a complex skill set. I commend all COMET staff who shape, contribute to and influence these platforms as it is clear from the audience numbers and the public commentary that they are valued and widely read. If you have yet to join one of our on-line audiences now is the time to jump aboard!

The COMET Board is committed to ensuring the operational team has the resources and direction to support and extend our work. In June, we farewelled board members Brian Putt and Julie Dent who stepped down after reaching the end of their second terms on the board. Both contributed great wisdom and professional expertise. This year we have also welcomed Amit Prasad who adds financial acumen to the Board.

This year began with great sadness as we said goodbye to Papa Kūkupa Tirikatene, who had been COMET's kaumātua for many years. As we welcome two new kaumātua – Rereata Makiha and Tame Te Rangi, we are taking the opportunity to review this essential role and its contribution to COMET operations.

Ginnie Denny



## Chief Executive

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

In years to come, we may very well look back on 2018 as a watershed for education in Aotearoa. Certainly, the government's reviews of everything from early learning and school governance to NCEA and tertiary provision have potential to bring about profound shifts in our education and skills system. Whether those shifts are positive, negative or just an ineffectual distraction, depends largely on what we all contribute, and on how any changes are implemented.

In this Annual Report for 2017-18, you will see we've been making sure Auckland's needs are heard, both pre- and post-election, and in the government reviews. The messages we're hearing from you and passing on to government are clear – policy needs to be better tailored to Auckland's unique opportunities and challenges. We continue to ask for Te Reo Māori to be core curriculum from year 1 and for greater recognition of the language and cultural strengths that our diverse learners bring to the classroom. We are looking for a more focused response to the teacher shortage and for a broadening of the curriculum beyond literacy and numeracy. We are pushing for more deliberate support for young people to build the skills they need for successful transition to employment. Finally, we are seeking genuine partnerships with learners' parents and whānau that recognise the value of the learning that happens in homes and workplaces as well as in classrooms and lecture theatres.

While government policy is crucial, there is a lot we can do on the ground. COMET's projects demonstrate the power of collaborating across sectors towards common goals for learners. This year our early oral language campaign, Talking Matters, has moved from trials to early implementation thanks to generous support from NEXT Foundation. The Tāmaki Makaurau Education Forum has set up a rangatahi advisory group to give young Māori a voice on what is important for them in education. We've also expanded our Youth Employability Programme: License to Work and our participatory science programme, SouthSci.

We are grateful to all those who have worked with us to make more of a difference for learners in Auckland. Looking back on the year, one person comes to mind especially – Papa Kūkupa Tirikatene, our much-loved and respected kaumātua, who passed away in January. We miss his wise advice, his insightful views on what matters in education, his glorious singing voice and his ability to bring just the right personally-composed whakatauaīki to every occasion. May he rest in peace.

Ngā mihi,  
Susan Warren

A handwritten signature in blue ink, which appears to read 'Susan Warren', positioned below the typed name.

# Strategic leadership

**Contributes to Auckland Plan 2050 Transformational shift 5:** Substantially raise living standards for all Aucklanders and focus on those most in need. **Transformational shift 1:** Dramatically accelerate the prospects of Auckland's children and young people. **Transformational shift 6:** Significantly lift Māori social and economic wellbeing.

Systems change begins with sector leadership – mapping data and evidence, working with sector leaders to identify and prioritise the most pressing areas of focus, and then gathering them around a common agenda to plan action. This is the platform for all our other work. In our 2018 stakeholder survey, 90.6% rated our support for education and skills throughout Auckland as valuable or very valuable.

“COMET holds a position that is at a distance from academic institutions/ Government policy makers and can offer an authentic entry point for engagement and exchange with communities.”

- 2018 stakeholder survey

## Data analysis

In February, we published the latest Auckland education snapshot and accompanying commentary, including a feature on the effects on education of Auckland's high rents and housing shortage. The snapshot is distributed to our stakeholders through our e-newsletter, website, social media, and in hard copy. Snapshots for the 21 local boards will be published later in 2018.

“The snapshots have helped us refocus priority areas to work within Auckland.”

- 2018 stakeholder survey

# 92.6%

of stakeholders rate our reports as valuable or very valuable

## Auckland Languages Strategy

In collaboration with AUT, Victoria University and the Royal Society of New Zealand, we supported a visit by international languages expert Professor Joseph Lo Bianco, including public events in Auckland and Wellington and a working session with government officials. As a result, government departments have requested information and advice on language issues, and a cross-agency working group has been set up to work on language policies.

We supported the Auckland Languages Strategy Group to submit a Briefing to the Incoming Ministers on language issues. We are working together on a Language in Education Strategy for relevant ministers, which includes a workforce development plan for language maintenance, learning and use.

“Please keep up the pressure for a nationwide policy on languages, especially in education.”

- 2018 stakeholder survey

## Advocacy and Raising Awareness

COMET provided informal and written feedback on education and skills for the draft Auckland Plan 2050, which resulted in the addition of ‘lifelong learning’ to Focus Area 5: Increase educational achievement, lifelong learning and training, with a focus on those most in need.

In the lead-up to the 2017 General Elections, we ran a ‘Burning Issues’ campaign with stakeholders identifying their key issues for education and skills, and COMET seeking and publishing the main parties’ responses.

COMET made three submissions in the first half of 2018 on the new Government's wide-ranging education reviews. At the Ministry's invitation, we submitted on Education Issues for Legislation in 2018. We also made two submissions to the Education Conversation-Kōrero Mātauranga, one of which summarised the outcomes from our own EdConvo18 stakeholder consultation in May. The raw data from our stakeholder consultation was requested by the Ministry of Education to feed into their analysis. We also took those stakeholder views to the Minister of Education's Auckland Education Summit, and nominated a number of key contacts and stakeholders to attend.

“Maintain the current initiatives and continue to monitor current and proposed changes in NZ education - especially important with the advent of new government educational initiatives.”

- 2018 stakeholder survey

44

media items generated on education and skills issues – up from 42 last year and 37 the year before



## Bringing our objectives to life:

### Burning Issues

In the lead-up to the 2017 General Elections, we ran a 'Burning Issues' campaign by asking our stakeholders to identify their key issues for education and skills in Auckland.

We summarized our stakeholders' questions for the political parties under five headings – teacher training, education spending, education effects of the Auckland housing crisis, language diversity, and support for families.

We then sought responses from the main parties, collated and shared them with voters through social media, our website and newsletter.

COMET chief executive Susan Warren says it was clear what kind of answers stakeholders were seeking – a coherent policy to address the teacher shortage, a plan for te reo Māori as a core subject in all schools, a national languages policy, equitable funding for quality at all levels, building employability skills, and opportunities for adults to retrain.

Post elections, Susan says stakeholders' questions and the parties' responses are proving invaluable for following up with relevant ministers, for keeping track of promises, and for general advocacy.



# Building Skills Capability

**Contributes to Auckland Plan 2050 Transformational shift 1:** Dramatically accelerate the prospects of Auckland's children and young people. **Transformational shift 5:** Substantially raise living standards for all Aucklanders and focus on those most in need. **Transformational shift 6:** Significantly lift Māori social and economic wellbeing.

## Youth Employability Programme

YEP: Licence to Work teaches the 'soft skills' employers say that young people need to succeed in the workplace. YEP combines classroom learning, volunteering and work experience. COMET provides training, support and resources for schools, education providers, iwi and other groups to deliver YEP to their young people.

In Auckland, nine schools and training providers delivered YEP: Licence to Work over the past year, including four kura. Another four schools which had been running YEP have been unable to do so in 2018 and we are looking for funding to support them to resume in 2019.

We recently appointed an implementation manager to maintain and expand YEP in Auckland. We are talking to the Salvation Army about a partnership to expand YEP in west Auckland. We have also formed a partnership with the Mt Eden Corrections Facility to deliver two pilot programmes over the next 18 months, with potential for more sites and programmes.

YEP materials are being reviewed and updated, and the online student data management system, Trackit, is nearly completed.

# 34

schools, kura and training providers delivered YEP from Auckland to Marlborough

Around

# 700

students enrolled

Nearly

# 50

facilitators trained

## Preparing for sustainability

Licence to Work ran on a cost-recovery basis at 25 schools and training providers in eight regions outside Auckland. This demonstrates YEP's value in different settings, as part of our campaign to influence government policy to put YEP on a sustainable footing.

The Government has included employability skills within their planned youth transitions strategy. To support policy development, we convened a meeting of schools implementing YEP with the Ministry of Education to hear about the resources needed to make YEP available more widely.

“YEP has been extremely valuable - learning how to deal with people in the workplace. I had knowledge of it but didn't know how to produce and do the actual tasks.”

- Vaughn Birch, student, Sir Edmund Hillary Collegiate



“A Licence to Work is a goldmine that keeps giving. Treasure it.”

- Employers and Manufacturers Association chief executive, Kim Campbell



## Bringing our objectives to life:

### YEP: Licence to Work is 'life changing'

For Year 12 Manurewa High School student James Honemau, doing COMET's Youth Employability Programme has changed his life.

*"I was playing around and I wasn't focusing on school,"* he told RNZ before receiving his certificate from EMA chief executive Kim Campbell at a special YEP 2017 graduation ceremony.

In 2016, he dropped out of school and moved in with his aunty, uncle, and eight cousins. *"I changed from there,"* says James. He went back to school and after doing 80 hours of a carpentry job placement on YEP, James was offered a BCITO building apprenticeship starting in 2018.

Manurewa High runs YEP through its Trades Academy and 68 students graduated in 2017, with many in the senior year obtaining jobs or places in tertiary courses.

Twelve Tuakau College students graduated at the 2017 ceremony. Shadae James, who received her certificate from Associate Education Minister Jenny Salesa, says YEP has given her a better idea of what's needed for her planned career and she would be returning for Year 13.

*"YEP was really useful because it showed me what a career pathway could be like in the Navy. It's given me good options."*

Sir Edmund Hillary Collegiate has been with YEP since it began in 2015 and all 11 students who graduated that year are now employed or studying. Among the 2017 graduates was Reuben Halafihi who also decided to return for Year 13 before entering one of the trades.

*"It's been kind of life-changing,"* he says of YEP. *"It's brought me out of just living in school, brought me to this big world - opened up more doors".*

# Building Early Language

Contributes to Auckland Plan 2050 **Transformational shift 1:** Dramatically accelerate the prospects of Auckland's children and young people. **Transformational shift 5:** Substantially raise living standards for all Aucklanders and focus on those most in need. **Transformational shift 6:** Significantly lift Māori social and economic wellbeing.

## Talking Matters

The Talking Matters campaign promotes talking more and differently with children. We bring services and practitioners together with whānau to find out what works for Kiwi families and can be replicated on a larger scale.

The Talking Matters Network provides capability building and resources for 280 practitioners across Auckland through regular events and newsletters. We have an enthusiastic and growing social media community, with more than 1500 Facebook and Twitter followers.

“It is an extremely valuable network in all respects and has the potential to be really transformative.”

- 2018 stakeholder survey

The 2017 trial with Granger Grove mums using LENA (Language Environment Analysis) recorders was a success and generated huge interest, particularly after a front page article in the New Zealand Herald. In response, Talking Matters has imported 30 more LENA recorders for use by the Anglican Trust for Women and Children at Granger Grove, as well as in Tāmaki, Puketāpapa, and in Whanganui – our first partnership outside Auckland.

Our inaugural Talking Matters Summit in Auckland last September was a big success, with Children's Commissioner Judge Andrew Becroft as the keynote speaker. More than 240 people attended from 112 organisations representing health, education, social development, corrections and parent education sectors.

“The Talking Matters Summit has provided a platform for change for me and my colleagues. We are working with others in ECE to change the way think about early oral language.”

- 2018 stakeholder survey



In April, we presented to 60 workplace literacy providers about the value of incorporating messages about early language and shared reading into programmes for adults. We are working with English Language Partners to develop and test resources for new migrants and refugees. We contributed insights about early language development and building family/whānau capability to The Southern Initiative, and to the South Auckland Social Investment Board.

Talking Matters is funding a PhD student at the University of Auckland who is researching singing to babies as a way of promoting language development.

A second Talking Matters community action manager started in June to foster partnerships with Māori organisations to reach whānau Māori.

“Talking Matters has been an incredibly motivating tool for our educators.”

- 2018 stakeholder survey



## Bringing our objectives to life:

### The Next Generation

We've had a birth in the family! The Talking Matters Movement is the result of connecting the original Granger Grove mums with the Insight Tāmaki team, a collective of parent social researchers.

Together they've started a community-led movement based at the Panmure Community Library, to encourage more talk between parents and children.

After an inspiring hui at Te Poho o Tāmaki Marae, the parents from Glen Innes were galvanized.

They've adapted and expanded the idea of homemade tablecloths to promote talk at meal times, and using the LENA Research Foundation vests to measure how much more they are talking.

The parents from Granger Grove have been supporting their efforts by sharing encouragement, tips and advice. The Glen Innes parents really appreciate their support, judging by some of the feedback:

*"Seeing the vests being used and hearing the experiences of Granger Grove was cool as. Their experiences and having a safe space where you're not judged is mean."*

*"Everyone sharing and listening was good. It felt safe to share. Those mothers are amazing. They know so much and it feels good that we'll get there too."*

Six more of the LENA recorders trialed by the Granger Grove mums are being used in Tāmaki. Whānau workers at the Glen Innes Family Centre have been using the devices to coach families on responsive conversations with small children.



# Building Early Language



## NEXT Foundation

In May, NEXT Foundation announced it was extending its funding for Talking Matters for at least two years, following 18 months of seed funding starting in 2016.

*"Talking Matters has made early language in the first 1000 days of life its business,"* says NEXT chief executive Bill Kermode.

Talking Matters director Alison Sutton says the funding enables Talking Matters to expand and intensify its work in three 'action communities' – Tāmaki, Māngere-Ōtāhuhu, and Puketāpapa.

## Māngere-Ōtāhuhu

Social service organisations, education groups and libraries spent most of 2017 trying out community action ideas using a quality improvement methodology. A case study video of work done by Le Malelega, a Samoan ECE, will be launched in August. The next phase, focused on promoting talk in home languages, started in June with a community fono at Southern Cross Junior Campus.

An emerging partnership with family service provider Anglican Trust for Women and Children will test how to increase the focus on early language in Family Start with Oranga Tamariki – the Ministry for Children.

## Tāmaki

A Talking Matters Movement to encourage more talk between parents and children has been set up by Insight Tāmaki, a collective of parent social researchers, and the original Granger Grove mums as mentors.

Whānau workers from Glen Innes Family Centre have been coaching 10 families on responsive conversations with small children, using LENA devices to record talk at home. Three parent champions have trained to be family coaches. Feedback from parents and coaches shows the LENA data and coaching is a powerful combination and is having an impact on child language, parent confidence and whānau wellbeing. A larger trial will start in September.

We also have a co-design project with Tāmaki libraries to increase their focus on early language. We are working with a local school to trial a short course for parents, Talking and Reading Together.

## Puketāpapa

Seven primary schools are trialling Early Reading Together, a three-session engagement programme for parents with small children. We are trialling LENA with three community organisations, working with eight families with preschoolers. The results will shape larger trials in early childhood education centres and services.

Provided

# 250

practitioners with resources and professional development

In more than

# 20

organisations across Auckland and nationally

Reaching

# 350

whānau and families



## Bringing our objectives to life:

### Talanoa Basket

The power of talanoa is being harnessed by Le Malelega a le To'elau in Māngere to spark more conversations between children and their aiga at home.

The bilingual Samoan ECE came up with a talanoa ato or basket for children to take home to encourage parents to talk with and listen to their children, and respond to their ideas.

Teacher Kalala Michael says when she started at the ECE she noticed a lot of children were crying instead of using their words.

*"I thought it would be a good idea to encourage these children to have something to talk about. And not being afraid to speak up."*

The baskets include some starter questions and a notebook where parents and children can record what they've been talking about, reading or singing.

The children and parents have taken to it enthusiastically.

*"I've seen a lot of our children - they were using their words, more calm," says Kalala. "I think when they go home their parents have more time to spend with them."*

Le Malelega was inspired to adapt talanoa after hosting a Talking Matters workshop led by Dr Rae Si'ilata, University of Auckland lecturer in biliteracy.

Centre manager Vaolele Walker says the challenge was to bring talanoa into family life from its more formal use in Samoan communication.

*"It's a simple idea. Small changes, but huge really," she says.*

Parents say they like being able to read what other parents are doing to foster reciprocal conversations with their kids.

*"I read how one of the others included their kid with the cooking and they discussed the plan first and talked about all the different steps and stuff. I wouldn't usually cook with my kids, but after reading that I thought, you know I might try it out. And I did! And it was great."*

The talanoa basket is one idea being explored by a working group of Māngere teachers and families wanting to promote more talk in any and all languages spoken at home.

The working group was set up following a Talking Matters community fono attended by more than 60 parents and teachers at Southern Cross Campus at the end of June.





## Education Māori

Contributes to Auckland Plan 2050 **Transformational shift 6:** Significantly lift Māori social and economic wellbeing. **Transformational shift 1:** Dramatically accelerate the prospects of Auckland's children and young people. **Transformational shift 5:** Substantially raise living standards for all Aucklanders and focus on those most in need.

### Tāmaki Makaurau Education Forum

The Forum brings together iwi, educators and – this year for the first time – rangatahi, to develop and share models of Māori success for Māori learners of all ages. A highlight was the presentation from the Auditor General's office on their review of Ka Hikitia, the Ministry of Education's Māori education strategy. This sparked valuable discussion which will lead to further work with several of the participating organisations.

The kaupapa for 2018 is Youth deciding what is important for Youth in Education. The Office of the Children's Commissioner featured at the May hui to talk about the report Experiences of tamariki and rangatahi Māori, from their 'Education Matters to me' series.

Rangatahi reported back to the hui about their inaugural Youth Wānanga in April, where the Commissioner's report had been used as the basis for discussion.

The Forum has set up a youth steering group to synthesise key issues towards a kaupapa for 2019.

### Kaupapa Māori youth employability

Thanks to the generous backing of Te Puni Kokiri, we have supported a tailored YEP for two Tāmaki Makaurau kura in 2017, and four in 2018. To support this, we have shaped a training process based in Te Ao Māori for YEP tutors at kura. There is high interest in YEP from Māori medium schools around the eastern Bay of Plenty.

### Mātauranga Māori through Waka

We worked with Tohunga Waka Trust on a waka learning and development plan, as a vehicle for Mātauranga Māori and STEM. As a result, the waka have been made available to the Mad Ave Community Trust in Glen Innes for local events and their youth engagement and activities.

### Te Reo revitalisation

The Education Review Office approached COMET to organise a three-way hui with Auckland Council to share work and plans for iwi, education and Māori aspirations in Auckland. Te Reo is the intended platform for a joint initiative in future.



## Bringing our objectives to life:

### Taiohi Deciding for Taiohi

More than 60 rangatahi from wharekura and secondary schools around Tāmaki Makaurau took part in our inaugural Youth Education Wānanga in April at Manukau Institute of Technology's Ngā Kete Wānanga Marae.

COMET Auckland's Education Māori manager Huia Hawke laid down the challenge:

*"These are some of the stats about Māori and education - they are improving but not fast enough. We need to WoW it up, Whakamātauria ōu Whakaaro! That's why you're here, you have the answers."*

The students broke into groups to discuss the six key insights from the report, He manu kai mātauranga: He tirohanga Māori, by the Children's Commissioner.

*"Racism was big," says Huia. "The kura kids really didn't identify because in their schools, their identity and culture are well looked after. But the other kids saw it as highly visible and present in schools."*

*"It was a good contrast for the kura kids to learn what their Māori peers face in their schools."*

The day has set a foundation for the big goal of 'taiohi deciding for taiohi', she says.

Rangatahi from the wānanga gave a report back to the Tāmaki Makaurau Education Forum's May hui, which included representatives of the Office of the Children's Commissioner.

*"Letting the Forum know about racism in schools and examples of what happens in schools that for them is now normal, really hit home with the audience," says Huia.*

The Forum has set up a Steering Roopu Youth to identify three or four emerging kaupapa.

*"We can then bring them together with those who couldn't attend the Wānanga this time - like the teen mums and dads, the youth justice kids. And they can synthesise it all into a kaupapa to implement."*

# Engaging Aucklanders in STEM

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## SouthSci

SouthSci is a participatory science platform in south Auckland under the government's Curious Minds initiative to boost interest in STEM subjects and careers among young people. Edible insects, algae for biofuel, and 'smart' recycling bins that signal when they're full are some of the six SouthSci projects funded in the first half of 2018. These follow the 10 projects funded in 2017, bringing to 30 the total funded since the SouthSci pilot began in 2015. We expect to fund at least another four projects this year, and have secured funds for more in 2019.

Projects focused on environmental sustainability continue to be popular, especially for primary schools. This year we funded our first rural school, the first school from the southern-most Franklin ward, and our first community-led project. Schools are coming up with exciting and unexpectedly creative projects, like trialing black crickets as a potential food source, and designing recycling bins that signal when they're full plus a mechanical way to compact the contents and empty them.

Several of the 2018 projects extend or expand on projects from last year. East Tāmaki School's 2017 worm tea project led to an approach from Auckland Council to trial it as an earthworm-friendly way to control a pasture parasite that kills thousands of sheep and cattle. Several projects have grown from Auckland Council's EnviroSchools programme while others got their start with the Tiaki Expo run by fellow CCO, the Manukau Beautification Trust.

Our partnership with Fisher & Paykel Healthcare continues to flourish, providing mentors for all six of the latest projects. The teachers who lead projects say how valuable it is for students to have these young engineers as role models.

"We are very grateful to be a part of such an amazing science inquiry. I have learned alongside my students and have taken what I have learned into my own life. An unforgettable experience that I know the students will remember and take their learning into their future."

– Robyn Malcolm, project lead, East Tāmaki School

## Auckland STEM Alliance

Plans continue to revitalise the region's STEM Alliance, with events scheduled for late 2018. The goal is to boost the science skills pipeline by connecting businesses with a science focus to schools and communities.

The Prime Minister's new chief science adviser, Prof Juliet Gerrard, has indicated her enthusiasm for extending the participatory science programme nationally beyond the original pilot areas of south Auckland, Taranaki and Otago. If so, we are hopeful of being able to extend our support of science engagement to the entire Auckland region.

# 927

young people

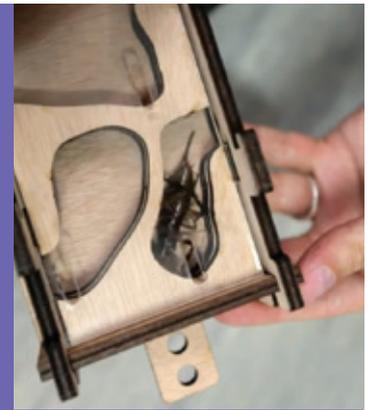
# 19

schools

# 27

other organisations





## Bringing our objectives to life:

### Designing a Beta Wētā House

This grew out of a 2016 SouthSci project which studied wētā scat to identify their preferred diet. During the project it became clear the existing wētā houses weren't ideal either for scat collection or habitation (as evidenced by the many one-star ratings on Wētā MotelAdvisor!).

Students at Dawson Primary and Aorere College worked in groups to design more desirable houses for wētā that keep out pests and rain, and make it easier to collect scat to see what they're eating.

Tristan Toli and Hazel Wah were Year 6 students at Dawson Primary in 2017. At first, none of them knew much about how wētā lived.

*"So some of us put a bed to sleep in,"* Tristan says.

*"And TVs and couches,"* adds Hazel.

*"And stairs. And one of us put a slide for it to play on,"* says Tristan. *"We came up with some really wild ideas."*

The students learned more from Unitec's Dr Stéphane Boyer, an expert in the conservation of endemic animals and the restoration of native ecosystems, and a visit to Auckland Zoo's giant wētā breeding team.

*"But I didn't get to hold one,"* says Tristan. *"I was a little bit scared especially with the giant wētā. It has these big, long antennas and spiky legs."*

After design workshops with Fisher & Paykel Healthcare engineers, students voted on a prototype. The house is a three-bedroom family home – *"some wētā have over a dozen cousins"* – with a removable front to protect the nocturnal creatures from daylight but also allow collection of scat.

Fisher & Paykel Healthcare helped to laser cut the parts for the wētā houses, which the students assembled. They visited the company and saw the laser cutting machines – *"they were really flash, big ones"*. The prototypes have been installed around the schools and at Fisher & Paykel Healthcare's campus in East Tāmaki.

Both Hazel and Tristan are thinking of taking science further at school and maybe as a career.

*"Science is actually fun,"* Hazel says. *"Now I realise it's not just playing with test tubes. You can do something really small that makes a big difference."*

*"Out in the world,"* adds Tristan.

The goal for 2018 is to produce enough wētā houses to share with other schools and science partners and trial the design in different environments. The Department of Conservation has also indicated an interest in using the wētā houses in national parks.

# Community Education Trust Auckland

## PERFORMANCE REPORT

FOR THE YEAR ENDED 30 JUNE 2018

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### ENTITY INFORMATION

#### Legal Name

Community Education Trust Auckland

Charitable Trusts Act 1957. The control, management and conduct of the Trust is vested in the Trust Board.

#### Independent Auditors

BDO Auckland

#### Other Name

COMET Auckland

#### Trustees

Andrew Abernethy  
Anne Candy  
Ginnie Denny (Chairperson)  
Julie Dent  
Caroline Harris  
Jayne Mayerhoffer  
Jignasha Patel  
Jannitta Pilisi  
Amit Prasad  
Brian Putt

#### Commencement Date

July 1, 2012

#### Type of Entity

Charitable Trust

#### Physical Address

Level 5, 55 Anzac Avenue  
Auckland Central  
Auckland 1010

#### Objectives of Trust

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

#### Main Sources of Funding

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

#### Postal Address

PO Box 3430  
Shortland Street  
Auckland 1140

#### Settlor

Auckland Council

#### Website

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

#### Entity Structure

Auckland Council, as the Settlor of the Trust, has the power of appointing Trustees. The Trustees are incorporated as a Board under Part II of the

#### Solicitors

Bell Gully

# INDEPENDENT AUDITOR'S REPORT

## TO THE READERS OF COMMUNITY EDUCATION TRUST AUCKLAND'S FINANCIAL STATEMENTS AND PERFORMANCE INFORMATION FOR THE YEAR ENDED 30 JUNE 2018

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 information of the Trust on his behalf.

### Opinion

We have audited:

- the financial statements of the Trust on pages 19 to 25, that comprise the statement of financial position as at 30 June 2018, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the performance information of the Trust on page 18.

In our opinion:

- the financial statements of the Trust on pages 19 to 25:
  - present fairly, in all material respects:
    - its financial position as at 30 June 2018; and
    - its financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with applying Public Benefit Entity Simple Format Reporting – Accrual (Public Sector).
- the performance information of the Trust on page 18 presents fairly, in all material respects, the Trust's actual performance compared against the performance targets and other measures by which performance was judged in relation to the Trust's objectives for the year ended 30 June 2018.

Our audit was completed on 28 August 2018. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements and the performance information, we comment on other information, and we explain our independence.

### Basis for opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on

Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Responsibilities of the Board for the financial statements and the performance information

The Board of Trustees is responsible on behalf of the Trust for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is also responsible for preparing the performance information for the Trust.

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

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

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

#### Responsibilities of the auditor for the audit of the financial statements and the performance information

Our objectives are to obtain reasonable assurance about whether the financial statements and the performance information, as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures,

and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers, taken on the basis of these financial statements and the performance information.

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

We did not evaluate the security and controls over the electronic publication of the financial statements and the performance information.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgment and maintain professional skepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements and the performance information, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We evaluate the appropriateness of the reported performance information within the Trust's framework for reporting its performance.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related

disclosures in the financial statements and the performance information or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements and the performance information, including the disclosures, and whether the financial statements and the performance information represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

## Other Information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 1 to 16, but does not include the financial statements and the performance information, and our auditor's report thereon.

Our opinion on the financial statements and the performance information does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements and the performance information, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements and the performance information or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## Independence

We are independent of the Trust in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards 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 SERVICE PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2018

**Long Term Outcome:** Parity of educational outcomes

**Intermediate Outcome:** Reduced inequality of educational outcomes

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

**Outputs:** Targeted interventions that lead to systems change.

Service level statement	Measure	2018 Actual	2018 Budget	2017 Actual
Delivering initiatives and projects to agreed timeframes and outputs	% of initiatives that fully meet timelines and outputs as listed in the SOI	90%	85%	88%
Quality of work to support education and skills	% of stakeholders who rate COMET Auckland's work as valuable or very valuable	91%	Target not set	71%
Influencing action towards more effective and equitable education and skills in Auckland	% of stakeholders who attended COMET Auckland events rating them moderately to highly valuable for influencing action	88%	75%	74%
Raising awareness of key education and skills issues	Number of media articles generated	44	35	42
Providing data and information that is valued and used by stakeholders	% of stakeholders rating COMET Auckland reports as moderately to highly valuable	93%	80%	85%
Leveraging Auckland Council support	Value of external funding as a percentage of Auckland Council grant	182%	184%	182%

### Additional information:

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

# STATEMENT OF FINANCIAL PERFORMANCE

## FOR THE YEAR ENDED 30 JUNE 2018

	Notes	2018	2017
<b>Revenue</b>		<b>\$</b>	<b>\$</b>
Funding from central or local government			
- Grants	1	678,000	815,155
- Other funding		-	(4,690)
Grants from non-governmental organisations	2	902,509	924,866
Contract fees received		26,257	36,166
Deposits for future services brought forward	3	409,482	132,191
Deposits for future services carrying forward	3	(484,633)	(409,482)
Donations	4	-	90
Events registration		8,687	15,391
Interest earned		24,179	20,419
Partnership contributions received		-	1,000
Sundry income		7,958	26,156
<b>Total revenue</b>	<b>5</b>	<b>1,572,439</b>	<b>1,557,262</b>
<b>Expenses</b>			
Operating expenses	6	582,676	523,299
Human resource expenses	7	933,524	813,329
Partnership contributions		8,152	161,435
Trustees' expenses		2,976	3,128
Loss on disposal of fixed assets		2,899	343
<b>Total expenses</b>		<b>1,530,227</b>	<b>1,501,534</b>
<b>Surplus before tax</b>		<b>42,212</b>	<b>55,728</b>
Income tax expense		-	-
<b>Surplus after tax</b>		<b>42,212</b>	<b>55,728</b>

# STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2018

	Notes	2018	2017
		\$	\$
<b>Assets</b>			
<b>Current assets</b>			
BNZ current account		444,814	412,398
Accounts receivable		9,219	30,211
Accrued interest		5,377	5,219
Petty cash		95	24
Petrol voucher & gift card		350	40
AT Hop card		84	107
Treasury call account		-	14,726
Prepayments		16,462	9,998
Reimbursable expenses		-	30
BNZ term deposits		815,441	507,475
<b>Total current assets</b>		<b>1,291,842</b>	<b>980,228</b>
<b>Non-current assets</b>			
Property, plant, and equipment	8	44,753	30,566
Intangible assets	9	11,513	754
<b>Total non-current assets</b>		<b>56,266</b>	<b>31,320</b>
<b>Total assets</b>		<b>1,348,108</b>	<b>1,011,548</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Accounts payable		78,364	28,124
Visa		2,064	2,841
GST payable		52,187	21,748
PAYE payable	10	34,979	30,839
Provision for holiday pay		46,111	40,471
Accrued expenses		26,550	20,397
Provision for onerous lease	14	12,212	-
Deposits for future services	3	484,633	409,482
Revenue received in advance	11	15,000	19,000
Project funding held for MBIE		140,169	25,019
<b>Total current liabilities</b>		<b>892,269</b>	<b>597,921</b>
<b>Total liabilities</b>		<b>892,269</b>	<b>597,921</b>
<b>Net assets</b>		<b>455,839</b>	<b>413,627</b>
Represented by:			
<b>Trustees funds</b>	13	<b>455,839</b>	<b>413,627</b>

Approved for and on behalf of the Board of Trustees this 28<sup>th</sup> day of August 2018.

  
 Chairperson (acting)

  
 Trustee

# STATEMENT OF CASH FLOWS

## FOR THE YEAR ENDED 30 JUNE 2018

	2018	2017
<b>Cash flows from operating activities</b>	\$	\$
<b>Cash was received from:</b>		
Funding from central or local government	793,150	720,618
Funding from non-governmental organisations	959,545	1,024,090
Donations	-	90
Interest received	24,022	17,815
Net GST received	38,960	25,702
<b>Cash was applied to:</b>		
Payments to suppliers and employees	1,473,933	1,463,677
<b>Net cash flows from operating activities</b>	<b>341,744</b>	<b>324,638</b>
<b>Cash flows from investing and financing activities</b>		
<b>Cash was applied to:</b>		
Acquire property, plant and equipment	6,114	20,960
Acquire intangible assets	9,903	-
Increase in term deposits	307,966	205,261
<b>Net cash flows (used) from investing and financing activities</b>	<b>(323,983)</b>	<b>(226,221)</b>
<b>Net increase in cash</b>	<b>17,761</b>	<b>98,417</b>
<b>Opening Cash</b>	<b>427,148</b>	<b>328,731</b>
<b>Closing Cash</b>	<b>444,909</b>	<b>427,148</b>
<b>This is represented by:</b>		
BNZ current account	444,814	412,398
Petty cash	95	24
Treasury call account	-	14,726
<b>Total</b>	<b>444,909</b>	<b>427,148</b>

# STATEMENT OF CHANGES IN TRUSTEES FUNDS

## FOR THE YEAR ENDED 30 JUNE 2018

	Retained Earnings	Forward Operating Expenses Reserve	Future Project Development Reserve	Total
	\$	\$	\$	\$
Balance at 1 July 2017	70,627	283,000	60,000	413,627
Total comprehensive income	42,212	-	-	42,212
Transfer to Future Project Development Reserve	(30,000)	-	30,000	-
<b>Balance at 30 June 2018</b>	<b>82,839</b>	<b>283,000</b>	<b>90,000</b>	<b>455,839</b>
Balance at 1 July 2016	109,899	248,000	-	357,899
Total comprehensive income	55,728	-	-	55,728
Transfer to Forward Operating Expenses Reserve	(35,000)	35,000	-	-
Transfer to Future Project Development Reserve	(60,000)	-	60,000	-
<b>Balance at 30 June 2017</b>	<b>70,627</b>	<b>283,000</b>	<b>60,000</b>	<b>413,627</b>

# COMMUNITY EDUCATION TRUST AUCKLAND

## STATEMENT OF ACCOUNTING POLICIES

FOR THE YEAR ENDED 30 JUNE 2018

### 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 apply Public Benefit Entity Simple Format Reporting - Accrual (Public Sector) (PBE SFR-A (PS)) on the basis that it does not have public accountability and has total annual expenses of equal to or less than \$2,000,000, therefore eligible to report in accordance with Tier 3 Public Sector PBE Accounting Standards. 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 dependent 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 revenue received in advance (deposits for future services) and recognised as revenue when conditions of the grant are satisfied.

#### Interest income

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

#### Partnership contributions received

Partnership contributions received are contributions received from our partners for co-hosting specific events. Partnership contributions are recognised as revenue when they become receivable.

#### 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

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 16% - 67%
- Computers 30% - 67%

#### Intangible assets

Costs of software license, website design and database development are capitalised. Amortisation is calculated at 40% - 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

# COMMUNITY EDUCATION TRUST AUCKLAND

## STATEMENT OF ACCOUNTING POLICIES (CONT'D)

FOR THE YEAR ENDED 30 JUNE 2018

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 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.

#### Goods and services tax

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

#### Income tax

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

## NOTES TO THE PERFORMANCE REPORT

FOR THE YEAR ENDED 30 JUNE 2018

### 1. Grants from central or local government

	2018	2017
	\$	\$
Auckland Council	558,000	558,000
Ministry of Business, Innovation & Employment	120,000	257,155
<b>Total</b>	<b>678,000</b>	<b>815,155</b>

### 2. Grants from non-governmental organisations

	2018	2017
	\$	\$
Auckland Communities Foundation	-	10,000
Cognition Education Trust	18,000	-
JR McKenzie Trust	60,000	90,000
Lion Foundation	4,000	4,000
Lottery Grants Board	30,000	30,000
Next Foundation	790,509	597,866
SKYCITY Auckland Community Trust	-	186,000
The Trusts Community Foundation	-	7,000
<b>Total</b>	<b>902,509</b>	<b>924,866</b>

### 3. Deposits for future services

	2018	2017
	\$	\$
Talking Matters	354,241	210,010
Financial Literacy	-	5,613
Employability	57,759	67,784
Māori Education Project	18,000	-
Science in Society	54,633	126,075
<b>Total</b>	<b>484,633</b>	<b>409,482</b>

### 4. Donations

	2018	2017
	\$	\$
Learning Auckland Leadership Table	-	30
JR McKenzie Trust	-	60
<b>Total</b>	<b>-</b>	<b>90</b>

# NOTES TO THE PERFORMANCE REPORT (CONT'D)

## FOR THE YEAR ENDED 30 JUNE 2018

### 5. Revenue

	2018	2017
	\$	\$
<b>Contributions from Auckland Council</b>		
Base grant	558,000	558,000
Other revenues from Auckland Council	-	(5,000)
<b>Subtotal</b>	<b>558,000</b>	<b>553,000</b>
Contributions from all other sources	1,014,439	1,004,262
<b>Total</b>	<b>1,572,439</b>	<b>1,557,262</b>

### 7. Human resource expenses

	2018	2017
	\$	\$
ACC levy	2,648	2,138
Professional development-staff	30,563	23,211
Recruitment expenses	16,258	4,863
Salaries & wages	858,697	760,651
KiwiSaver employer contributions	24,754	22,362
Other employment expenses	604	104
<b>Total</b>	<b>933,524</b>	<b>813,329</b>

### 6. Operating expenses

	Notes	2018	2017
		\$	\$
Audit Fees		14,175	12,935
Bank charges		218	224
Computer & ICT expenses		14,018	5,401
Depreciation & Amortisation exps	8, 9	10,214	9,958
Events & seminars		52,909	35,291
General expenses		1,343	1,152
Insurance		3,952	3,759
Mileage		12,180	11,964
Office supplies		5,178	4,048
Parking		5,627	5,212
Postage & courier		2,706	1,194
Printing & copying		6,672	9,438
Professional services		215,492	230,937
Project Evaluation		96,284	74,529
Publications, brochures & media		60,491	57,502
Rental	14	46,212	32,311
Telephone & cellphone		13,757	11,943
Travel & accommodation		16,290	14,102
Website		4,958	1,399
<b>Total</b>		<b>582,676</b>	<b>523,299</b>

### 8. Property, plant, and equipment

	Opening carrying amount	Current year Depreciation	Addition	Loss on disposal	Closing carrying amount
	\$	\$	\$	\$	\$
<b>2018</b>					
Furniture & Fittings	13,171	(1,483)	21,155	(2,884)	29,959
Office Equipment	5,693	(2,072)	1,261	(15)	4,867
Computers	11,702	(6,315)	4,540	-	9,927
<b>Total</b>	<b>30,566</b>	<b>(9,870)</b>	<b>26,956</b>	<b>(2,899)</b>	<b>44,753</b>
<b>2017</b>					
Furniture & Fittings	11,685	(1,824)	3,436	(126)	13,171
Office Equipment	1,769	(898)	5,039	(217)	5,693
Computers	5,495	(6,592)	12,799	-	11,702
<b>Total</b>	<b>18,949</b>	<b>(9,314)</b>	<b>21,274</b>	<b>(343)</b>	<b>30,566</b>

### 9. Intangible assets

	2018	2017
	\$	\$
Opening carrying amount	754	1,398
Addition	11,103	-
Current year amortisation	(344)	(644)
<b>Closing carrying amount</b>	<b>11,513</b>	<b>754</b>

### 10. PAYE payable

	2018	2017
	\$	\$
PAYE tax payable	25,325	20,993
Student loan payable	732	1,933
KiwiSaver employee payable	5,635	5,189
KiwiSaver employer payable	2,384	1,968
ESCT Payable	903	756
<b>Total</b>	<b>34,979</b>	<b>30,839</b>

# NOTES TO THE PERFORMANCE REPORT (CONT'D)

## FOR THE YEAR ENDED 30 JUNE 2018

### 11. Revenue received in advance

	2018	2017
	\$	\$
General Administration	-	4,000
Talking Matters	15,000	15,000
<b>Total</b>	<b>15,000</b>	<b>19,000</b>

### 12. Capital management

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

### 13. Trustee Funds - allocation of reserves

Allocation of reserves	2018		2017	
	\$	\$	\$	\$
Contingency funds				
- Forward operating expenses	283,000		283,000	
- Future project development	90,000	373,000	60,000	343,000
<b>Retained earnings</b>		<b>82,839</b>		<b>70,627</b>
<b>Total reserves</b>		<b>455,839</b>		<b>413,627</b>

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

### 14. Lease and capital commitments

NON-CANCELLABLE OPERATING LEASE PAYMENTS:	2018	2017
	\$	\$
Not later than one year	94,456	34,315
Later than one year and not later than 5 years	242,811	37,044
Later than five years	-	-
<b>Total</b>	<b>337,267</b>	<b>71,359</b>

At year end, the Trust had an onerous lease for the previous premises it had on rent. The lease expires on 4 July 2019, and has a monthly rental of \$2,035 (ex GST). Management, based on expert opinion from a real estate agent, estimates the premises will remain vacant for six months from 30 June 2018. An estimate of \$12,212 has been taken up in the accounts at 30 June 2018 for this.

### 15. Contingencies

There were no contingencies as at 30 June 2018 (2017: \$NIL).

### 16. Related party transactions

#### Auckland Council

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

The total amount of income received from Auckland Council is disclosed in note 5. There was no outstanding balance at 30 June 2018 (2017: \$NIL).

Goods and services of \$13,190.46 (2017: \$12,516.58) were purchased from Auckland Council. The balance of payables at 30 June 2018 was \$1,832.50 (2017: \$NIL).

#### Ginnie Denny (Chairperson)

There was no goods and services purchased from Ginnie Denny (2017: \$2,500). There was no outstanding balance at 30 June 2018 (2017: \$NIL).

### 17. Post balance date events

Two trustees, Julie Dent and Brian Putt, completed their two terms on 30 June 2018 and are no longer eligible for reappointment.

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**COMET**

