

# Te Pane o Mataoho

## Mangere Mountain Education Trust

### Statement of intent 2018-21

28 February 2018

**DRAFT For submission to Auckland Council**



for AC approval

## He Mihi

Ka ū anō ngā tai o Rehu o Tiu

E Rongo, tūria ki te matahau

Tū te winiwini

Tū te wanawana

Tihewa mauri ora

Ko ia te tīmatanga o te whakaaro nui

Ko te wehi ki tō tātou Atua

Ko ia hoki te tīmatatanga me te whakamutunga o ngā mea katoa

He whakahōnore nei i te ingoa o tō tātou Kīngi Tuheitia

E noho ake nei i runga i te ahurewa tapu o ōna mātua me ōna tūpuna

Ka huri a tātou mihi ki ngā tini mate kua hinga

Kua wehe atu nei ki tua o te ārai, ki te wāhi ngaro

Ki a rātou haere, haere, haere

Ēngari ki a tātou

Ki ngā kanohi ora e tau nei

Tēna koutou, tēna koutou, tēna koutou katoa

*This mihi was gifted to Te Pane o Mataoho - Mangere Mountain Education Centre by Te Waiohūka kaumatua the late Maurice Wilson. It acknowledges the physical, cultural and spiritual landscape surrounding Mangere Mountain; the creator, God; the Kingitanga; those loved ones who have gone beyond the veil; and finally, we the living, the legacy of those who have gone before us.*

## FOREWORD

The Mangere Mountain Education Trust is an Auckland Council Controlled Organisation (CCO) binding together the shared heritage and educational interests of the Council, and Manawhenua te Waiohua. In the 2017-20 Statement of Intent we alerted the Council to the misalignment between Council expectations and the resourcing of the Trust and its governance.

In 2016-17 the Trust followed an ambitious strategy to improve the quality and relevance of programmes and to dramatically increase patronage and to improve its financial position through its own efforts. That programme has used accumulated financial resources, resulting in significant boosts in performance, patronage and reputation, but not in overall financial viability. A new funding arrangement with Auckland Council is necessary if the Centre is to deliver on Council objectives and fulfil the regional and local demands for its services.

Later in 2017 we clearly articulated to Council the need to remedy the mismatch in that financial provisioning, but no assistance was forthcoming. As a result of those requests we have been advised by Council to lodge a case for increased assistance to be included in the Council Long Term Plan 2018-27. That case has been submitted and received by Council, and is due, for consideration in May 2018, but will not finally be confirmed to us until after the end of the present financial year.

Meantime the Trustees have taken steps to avoid insolvency by reducing overheads and input costs at the Centre. Nonetheless the uncertainty regarding resourcing makes planning of any sort very difficult. In this Statement of intent we have been advised to provide two scenarios for consideration by Council – a nil increase in the annual grant (\$94,000), and an increase to \$300,000 pa.

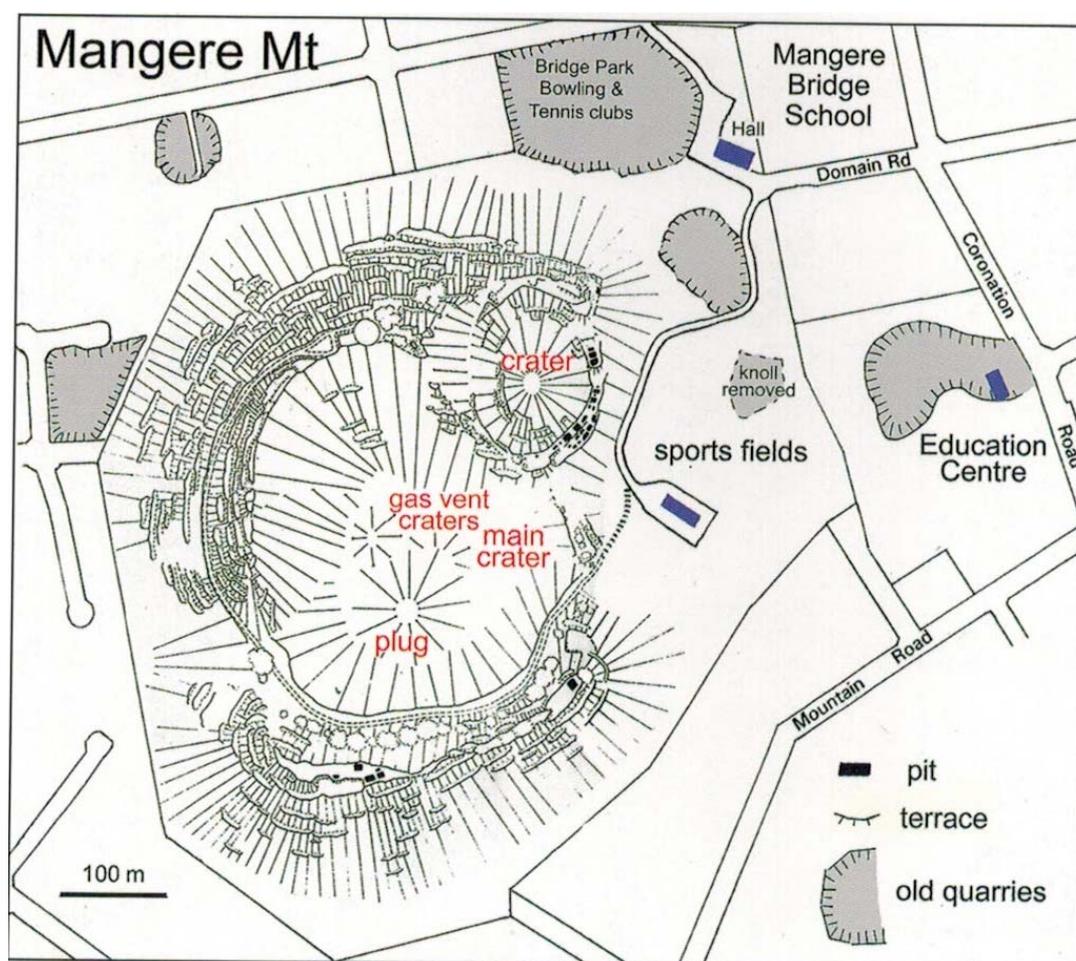
In this Draft SOI these two scenarios are presented. The first will allow us to mark time with diminished outputs and capability, while capitalising on some of the 2017 investment. The second (\$300K) would enable us to continue on our planned trajectory towards quality programmes being provided for about 10,000 participants per year (the anticipated capacity of the present facilities).

The Trustees continue to explore new and novel solutions to the present funding impasse we are facing.

Graeme Campbell  
Chairman  
Mangere Mountain Education Trust  
28 February 2018

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## PURPOSE OF STATEMENT OF INTENT

In accordance with the Local Government Act 2002 (Schedule 8) this annual Statement of Intent (SOI) publicly states the activities and intentions of Mangere Mountain Education Trust for the next three years, and the objectives to which those activities will contribute. This SOI includes performance targets and other measures by which the performance of MMET may be judged in relation to its objectives.

### 1. ABOUT MANGERE MOUNTAIN EDUCATION TRUST AND EDUCATION CENTRE

MMET has a vision that the Centre should be the best known, most used education and visitor centre that offers a Maori world view for Auckland. It combines high quality discovery-led out of classroom learning experiences, with events and activities that serve regional schools, combined with domestic and international visitors to the Auckland Region. The Centre also organises programmes for school holiday, weekend and other leisure periods and for specialist groups. It is a recognised Auckland destination.

The Trust now has more than two decades of experience in delivering high quality information and educational programmes based at the Centre, on the mountain and its surrounds.. Care has been taken to ensure that programmes have been educationally audited and aligned with the School Curriculum. Over the next three years it is intended to grow this audience, and build the educational support base for the centre. One of the new facilities recently commissioned is King Taawhiao's cottage - restored and relocated by the Council and volunteers on an expanded MMET site. Subject to adequate funding, MMET plans that the cottage will become a focal point for new learning activities associated with the history and events in the locality in Tawhiao's time.

2017 education-based visitation was about 8000 students. The patronage has grown significantly since 2015-16. In 2017-18 there has been a focus on increasing engagement with local schools in the Mangere Otahuhu area, while numbers have increased from across the Region. Further growth is now impeded only by operational funding uncertainty to reach a capacity of about 10,000 per year with the present facilities.

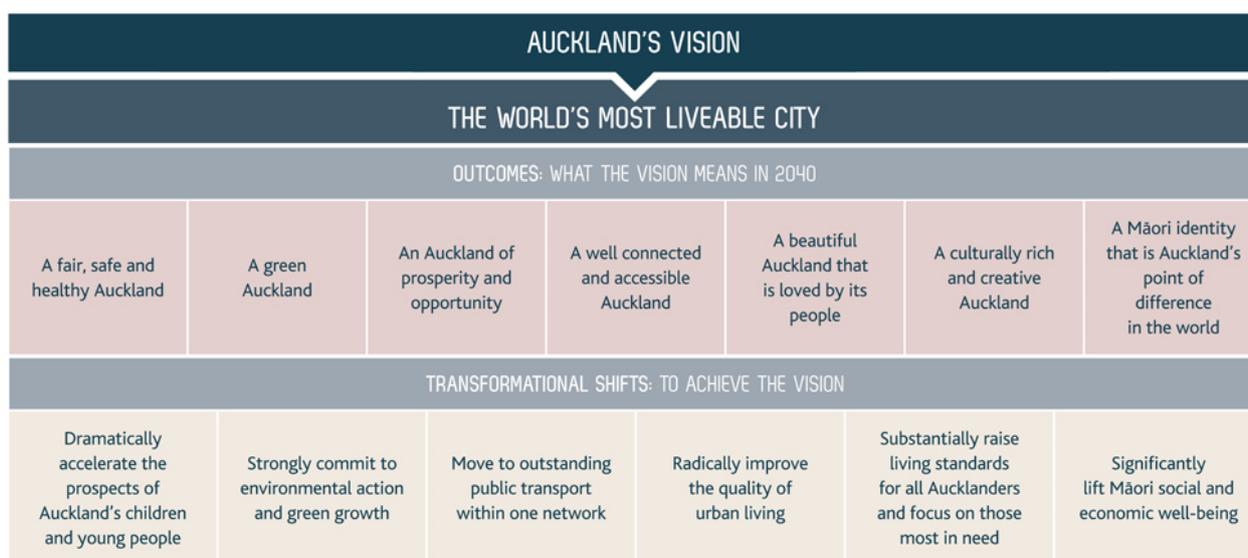
The history of the Centre from its establishment in the 1990s has been outlined in the 2015 and 2016 Statements of Intent. Currently the Trustees are appointed by Auckland Council (4) and Te Waiohira (2), and the Trust operates as a fully reporting Auckland Council CCO.

The heart of the Centre and its programmes is the maunga itself. Te Pane o Mataoho/Mangere Mountain is a 106m high scoria cone, and the best preserved in the Auckland volcanic field. It has a whole suite of volcanic landforms and features, which illustrate the processes characteristic of Tamaki Makaurau. Te Pane o Mataoho has a rich history of human endeavour and of cultural, economic and technological innovation and development. It has been occupied by Maori from their earliest arrival, and historically, was a central feature of dense "urban" and agricultural settlement stretching seven km south to Otuaataua and Matukutururu, along the Manukau Harbour coast. Today, the Mangere Mountain Reserves are a complex of more than 20 contiguous allotments covering nearly 40ha owned mainly by the Crown and controlled variously by the Tupuna Maunga o Tamaki Makaurau Authority, the Auckland Council Governing Body and the Mangere Otahuhu Local Board. The Trust holds a Reserves Act lease covering it's land on the eastern flanks of the Mountain.

## 1. CONTRIBUTION TO THE WORLD'S MOST LIVEABLE CITY

The volcanic landforms that shape urban Auckland set this city apart from all others and are a record of the physical and cultural processes that in the aggregate originally gave to this place its own recognisable character. Te Pane o Mataoho - Mangere Mountain - is one of the richest of those heritage features, and today one of the most intact. The job of the Mangere Mountain Education Trust is to make this maunga and its surrounds, knowable, accessible and respected by residents and visitors alike, so that they understand quintessential Tamaki Makaurau.

The Auckland Plan is the Council's roadmap to deliver on Auckland's vision to be the most liveable city. This is a thirty year plan that is under-pinned by a set of outcomes and transformational shifts to achieve this vision which help ensure we focus on the right things.



The Auckland Plan sets strategic direction and transformational shifts to achieve actions, targets and outcomes that are required to achieve the vision to be the world's most liveable city. The Mangere Mountain Education Trust plays a part in delivering on actions and targets. In particular, the Mangere Mountain Education Trust's actions which contribute to the shifts are outlined in the table below:

| Auckland Plan                       | contribution | How MMET contributes  |
|-------------------------------------|--------------|---|
| Maori social and economic wellbeing | primary      | MMET contributes to the investigation, recording, interpretation and dissemination of information about the culture and heritage of Mangere Mountain and its environs.                      |
| Children & young people             | Primary      | Outside the classroom, discovery-learning-led educational programmes, field trips, guided walks and displays  |
| Environmental action & green growth | Primary      | Outside the classroom, discovery-learning-led educational programmes, field excursions, gardens and exhibitions.<br>Research and publication s related to the heritage of Mangere Mountain. |
| Outstanding public transport        | N/A          | Centrally located on Bus route. Distant schools have to bear additional transport costs.  |
| Quality urban living                | Secondary    | Adds a layer of heritage, cultural and environmental richness to life in Auckland   |
| Raised living standards             | Secondary    | Understanding of the Mangere Mountain heritage adds to quality of life, and local pride   |

In addition to the region-wide aspirations to create the world's most liveable City, The Mangere-Otahuhu Local Board have articulated the outcomes they seek in order to achieve the City vision in their local area, in their 2017 Local Board Plan. There is a close alignment between those outcomes and the objectives and actions of the Mangere Mountain Education Trust, as shown in the following table:

| <b>Mangere Otahuhu Local Board Plan outcomes</b>                             | <b>MMET contribution</b> | <b>How MMET contributes</b>   |
|--|--------------------------|---|
| The heart of Maori and Pasifika arts and culture                             | primary                  | In all education programmes/events MMET makes a strong statement about the Maori identity of Mangere and some Pasifika underpinnings of that, along with the importance of understanding the cultural traditions and history, which give this place its own distinctive identity. |
| A strong local economy.  | primary                  | MMET is a business. It employs skilled and knowledgeable locals. It creates jobs in its field and works closely with the local business association.  |
| A place where environment and culture are protected, enhanced and preserved. | primary                  | Mangere Mountain is a spectacular physical and cultural heritage site of national significance. MMET helps protect and understand this place, and it teaches respect and the need to care for these treasures.  |
| A well connected area.   | secondary                | The Education Centre is easily accessible. MMET will advocate for its inclusion in Te Araroa National Walkway.  |
| A range of facilities to meet diverse needs.                                 | primary                  | The Education Centre facilities are open to the public, and available for their enjoyment and learning about Mangere.   |
| A place where communities thrive and belong.                                 | primary                  | The Education Centre is a safe place to learn about and explore the distinctive landscape and cultures that make Mangere liveable and special.  |

## 2. MMET STRATEGIC OBJECTIVES

The objects of the Māngere Mountain Education Trust as set out in its Trust Deed are to:

- a. undertake and facilitate the study of Māngere Mountain and its related environs including, without limitation, its natural, historic and cultural values (both before and after European settlement) and spiritual significance to the Tangata Whenua
- b. manage, promote and maintain the Education Centre for the purpose of:
  - (i) providing environmental and bicultural education programmes for young people and the wider community about the natural, historic and cultural values of Māngere Mountain and its related environs
  - (ii) making resources relating to Māngere Mountain, and its related environs that have natural, historical, cultural and spiritual associations with Māngere Mountain, available to teachers, students and other interested members of the public
- c. provide information and assistance to the Tupuna Maunga o Tamaki Makaurau Authority, Auckland Council and the Mangere-Otahuhu Local Board in the formulation of any Reserve management plan(s) or conservation policies for each of the Māngere Mountain Reserves
- d. support and contribute - but always with the agreement of the Tupuna Maunga o Tamaki Makaurau Authority and Council / Mangere Otahuhu Local Board - to the protection and enhancement of the Mangere Mountain Reserves in accordance with any Tupuna Maunga Integrated Management Plan or other plans for those reserves, for the general benefit of the Māngere community and public at large.
- e. [In carrying out the objects of the Trust, the Trustees acknowledge that te Tupuna Maunga o Tamaki Makaurau Authority in some cases, and the Auckland Council Governing Body or the Mangere-Otahuhu Local Board, in others have the ultimate statutory authority for the administration of each of the Mangere Mountain Reserves.]

### 3. THREE YEAR WORKPLAN TO DELIVER ON STRATEGIC DIRECTION

The following are the key initiatives/projects to deliver on MMET strategic objectives: The unhighlighted text indicates the Plan if the existing grant (\$94k) continues; the highlighted text indicates the plan for a grant of \$300K.

| Key project and initiatives   | Description   | Output   | Contribution to Strategic objectives  |
|---|---|--|---|
| 1. Obtain sustainable funding for effective action and programme delivery | <p>Acknowledge that existing funding is insufficient for viable and effective enterprise.</p> <p>An application has been made to Council in 2017 seeking additional funding from the existing provision of \$94,000 to \$300,000 (an increase of \$206,000). This application will be considered by the LTP Hearing Committee in May 2018. No opportunity was given to the Trust to make representations in 2017</p>  | <p>Continuation of funding at existing level (\$94K) will necessitate a decrease in performance and output of deliverables; progressive reduction in student throughput to 2014 levels (2000pa) while maintaining ability to respond as below with revenue support.</p> <p>With increased LTP grant provision (\$300K) Implementation of programme to grow operations to 10,000 student participants per year (+ off peak tourism and other visitor throughput) with enhanced programmes, strengthened partnerships: better meeting regional demand.</p> | <p>Delivery of the Trust Objectives, and the Council's purpose in relation to activities and in relation to the provision of services</p>       |
| 2. REVISE 10-year strategic plan for MMET                                 | <p>Approve contingency plan to reflect 2018-28 LTP. Identify diminished targets and outputs. New capital works and programmes (including those related to Tawhaio's cottage) on hold until resourcing approved.</p> <p>Prepare a comprehensive 10 year strategic plan to run alongside improved LTP or other funding, to include education, guiding/training, programme, partnership and gardening principles and goals.</p>  | <p>Final version to be completed by end of 2018</p> <p>Draft by 2019, consultation and sign off from Council and Te Waiohua.</p>   | <p>Good governance prudence through accountability mechanisms</p> <p>Planned and orderly development and implementation of Trust Objectives</p> |
| 3. Governance Review of MMET  | <p>Keep a watching brief on necessary changes. Incorporate any changes to facilitate organisational or governance changes when appropriate</p> <p>If funding/governance are changed then review the Trust Deed to reflect changed status as a CCO, to better reflect the relationships with the Tupuna Maunga o Tamaki Makaurau Authority, Mangere – Otahuhu Local Board, and Manawhenua. Review the membership of the Trust and their mode of appointment and to recognise any new funding</p> | <p>Submit to Auckland Council and Te Waiohua for approval and implementation of changes by end of 2022</p> <p>Submit to Council and Te Waiohua for approval and implementation in this term if appropriate</p>   | <p>Good governance</p>  |

| Key project and initiatives | Description   | Output   | Contribution to Strategic objectives   |
|-----------------------------|---|--|--|
|                             | arrangements.   |  |  |
| 4. Relationship management  | <p>Identify key institutional relationships to be managed including</p> <ul style="list-style-type: none"> <li>• Te Waiohua and local Marae</li> <li>• Auckland Council Governing Body</li> <li>• The Mangere Otahuhu Local Board</li> <li>• Te Tupuna Taonga Trust</li> <li>• Te Tupuna Maunga o Tamaki Makaurau Authority</li> <li>• National Agencies including DOC and MCH</li> <li>• Schools and other educational partners</li> <li>• Waikato Tainui</li> <li>• Strategic alliances with other visitor attractions and commercial stakeholders</li> </ul> <p>For foreseeable future these functions are to be carried out by Trustees on an ad hoc basis</p> <p>With additional funding this function can again be undertaken by staff, regularised and planned</p> | <p>Because Te Waiohua are signatories to the Trust Deed and are Trustee Appointers, Makaurau and Pukaki Marae have special relationships with the Board that are to be cherished and exercised through manawhenuatanga as a growing partnership under the Treaty.</p> <p>Restore managerial control of this function</p> <p>Each institution to be invited to contribute to MMET strategic planning</p> <p>Regular follow-up meetings to be scheduled</p> <p>Relationship section to be included in each SOI</p> <p>List of institutions to be reviewed annually</p> | <p>Good governance and institutional effectiveness</p> <p>Institutional Standing and reputation.</p> <p>Strengthening activity programmes at MMEC.</p> <p>Supporting cognate Council organisations</p> |

| Key project and initiatives | Description  | Output   | Contribution to Strategic objectives                          |
|-----------------------------|--|--|---|
| 5. Deliverables programme   | <p>Learning outside the classroom (LOTC) educational programmes on Mangere Mountain and environs</p> <p>History,<br/>Environment<br/>Pre-European life<br/>Gardening, fishing and food</p> <p>If the budget boost is forthcoming, a broader sweep of activities and teaching programmes will be possible, including:</p> <p>research and establish flax gardens</p> <p>Archaeology and history– Mountain Report (Lawlor) teaching materials and programmes</p> <p>King Taawhiao's cottage and related programmes of activities and local history</p> <p>Reserve Management planning</p> <p>Facilitating research/lessons relating to new research findings from history, geology and archaeology</p> <p>Volunteer programmes</p> | <p>At existing grant levels active steps will have to be made to curtail Centre activities and patronage. There will be a progressive reduction in all visitors to the Centre (for school Children from about 8000 to about 2000) Consideration will be given to limiting classes to primary level, and possibly preschool, but not to receiving secondary or tertiary students, and an inability to receive and provide for tourists, casual visitors, or families. Partnerships and shared programmes with related institutions (Stardome, MOTAT etc) will be minimised. New programmes including those related to the Tawhiao Cottage will not be initiated, in order to save costs</p> <p>Subject to funding:</p> <ul style="list-style-type: none"> <li>• Prepare a plan and performance measures for each element of the programme.</li> <li>• Extend the target audiences for elements of the education programme.2017</li> <li>• Increase programme participation to 10,000 in 2019-20. Review targets in 2019</li> <li>• Participate fully in the Reserves Act Management planning being conducted by Tupuna Maunga o Tamaki Makaurau Authority with respect to Mangere Mountain Reserves.</li> <li>• Outline historic programme inspired by Tawhiao's cottage and that period by April 2019. Initiate programme 2019-20</li> <li>• Archaeology Report completed in December 2017 to be disseminated in preparation for publishing about 2021 , and lessons prepared8.</li> </ul> | <p>Contributes directly to objectives (a) (b) (c) and (d)</p> |

| Key project and initiatives  | Description  | Output  | Contribution to Strategic objectives  |
|--|--|---|---|
| <p><b>6. Strategic Alliances</b></p> <ul style="list-style-type: none"> <li>Nestle Foods Ka Tuna Ka Ora programme</li> <li>Stardome-tailored inbound education and visitor programmes</li> <li>MOTAT-outbound outreach programmes and in bound education and visitor programmes</li> </ul> | <p>In the interim the poential exists to extend our programmes by working effectively with strategic alliance partners Identify and work with strategic partners who are aligned with the spirit of the Trust, to ensure we can achieve its objectives</p> <p>Partners have been selected because they</p> <ul style="list-style-type: none"> <li>Enhance and amplify our brand presence</li> <li>Embed MMEC as a viable visitor destination</li> <li>Augment delivery of our education programmes</li> <li>Drive visitation</li> <li>Develop new programmes and products</li> <li>Build revenue</li> </ul> <p>Work to systematically improve relationships and effective contributions of alliance partnerships to programmes of MMET</p> | <ul style="list-style-type: none"> <li>MOU's with key partners</li> <li>New programmes that we can market to the education sector</li> <li>New visitor programmes</li> <li>Partner funded marketing</li> <li>Partner funded implementation resources</li> <li>Partner funded human resources</li> <li>Accountable increases in participation numbers, defined as new participants that would not have otherwise participated</li> <li>Accountable increases in revenue -defined as new revenue streams that are incremental</li> <li>Increase in brand health and awareness -measured by consumer unprompted and prompted response</li> </ul> | <p>Contributes directly to objectives (a) and (b)</p>                                   |
| <p><b>7. Capital programme</b></p> <p>Tawhiao's cottage</p> <p>New Toilet Block</p> <p>Entrance and evacuation Signage</p> <p>..</p>   | <p>Council building project .Building Programme now complete COC to be delivered. Building h To bring facilities up to Ministry of Education Standard/Numberas been blessed and tapu lifted.</p> <p>To bring facilities up to Ministry of Education Standard/number</p> <p>Upgrade and replace existing signage</p>  | <p>Furnish and fit out interior.Develop appropriate learning programmes, with iwi input .</p> <p>Required standards met</p>   | <p>Use as focal point for local history and events in Mangere in nineteenth century</p> |

## Specific projects delivering on Māori outcomes

| Key project and initiatives | Description   | Contribution to Māori outcomes  |
|-----------------------------|---|---|
| All projects/initiatives    | All projects contribute to a better understanding of the cultural and sacred importance of Te Pane o Mataoho to Manawhenua .  | The expression of mana, of identity and of well-being   |
| New Programmes              | All programmes (Reserve Management, Tawhiao, Flax, Archaeology and partnerships etc) to be developed with hapu input and to illuminate traditional hapu perspectives. | Strengthen Te Waiohua involvement in the design and delivery of programmes relating to their rohe and history |

## Relationship Management

MMET is building relationships with key stakeholder partners that can benefit the stated objective of the organisation and enhance its stated key deliverables noted on page 5 of the half year report called “Relationships, Reputation , Marketing, Sales and participation engagement” .

- Our strategy is to build relationships with key stakeholders within targeted influencer groups that can commit resources, skills and expertise to variously: Enhance and amplify our brand presence, by association embed MMEC as a viable visitor destination, augment delivery of our education programmes, drive visitation, develop new programmes and products and build revenue
- Criteria for a partner is that they must contribute from skills, funding and other resources, marketing and communication channels, reputation, community participation and support .
- Primary Iwi relationships are with established Te Waiohua entities, notably at Makaurau marae. The relationships are expected to benefit both parties with benefits directed to and from MMEC. The increased flow of benefits is an on-going aspiration of the MMET Trustees. Mangere Mountain has a wider circle of Iwi with historic and contemporary associations with the maunga and its vicinity. MMET seeks to improve those relationships in order enrich its understanding of those interests, and to enrich its programmes, consistent with the Trust objectives

## Current Partner Clusters

|                                 |   |
|---------------------------------|---|
| Education                       | Mangere Bridge Primary School<br>Onehunga High School<br>Manukau Institute of Technology  |
| Community                       | Makaurau Marae,<br>Te Puea Marae<br>Counties Manukau Sports<br>Mangere Bridge Business Association  |
| Government and Local Government | Auckland Council<br>Mangere-Otahuhu Local Board<br>Tupuna Maunga Authority,<br>Auckland Council Community Empowerment Unit,<br>Regional Facilities Auckland,<br>ATEED<br>Department of Conservation |
| Sponsorship and Funding         | Mangere and Otahuhu Local Board,<br>Department of Conservation,<br>Auckland Council Community Empowerment Unit,<br>Regional Facilities Auckland,<br>ATEED   |
| Tourism                         | MOTAT – mutual outreach with its education teams<br>Stardome- mutual outreach with its education teams<br>Auckland Maritime Museum – artefact loan and education engagement                         |
|                                 |   |

## PERFORMANCE OUTLOOK

MMET 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.

| Service Level Statement   | Measure  | 2018/19<br>@\$94K  | 2018/19<br>@\$300K  | 2019/20<br>@\$94K   | 2019/20<br>@300K   | 2020/21<br>@ \$94K                              | 2020/21<br>@ \$300K   |
|---|--|--|---|---|--|---|---|
| Prepare a plan and performance measures for each element of the LOTC programme  | Plan measures developed and agreed by key partners and stakeholders  | Nil  | Plan developed  | nil   | Plan agreed and implemented  | nil   | Plan implemented  |
| Extend the target audience for elements of the programme  | Retain ECE, primary, intermediate levels,<br>Expand senior secondary school, 12/13<br>Expand tertiary level and research | Diminish numbers of Schools and students<br><br>Nil<br><br>nil             | Progressively raise to aggregate of 10,000.<br><br>Expand secondary<br>Expand tertiary and research | Continue to diminish primary and preschool<br><br>Nil expansion of secondary/tertiary<br>No research capacity | Progressively raise to aggregate of 10,000<br><br>Expand secondary<br>Expand tertiary and research | aggregate student numbers dropped to about 2000 | Achieve aggregate student throughput of 10,000<br><br>Expand secondary programmes<br>Extend Tertiary and research |
| Increase programme participation  | Number of participants in programmes   | Set segment targets  | Set segment targets   | < 4000  | 9000   | 2000  | 10,000  |
| Participate fully in the Tupuna maunga Integrated Management Plan processes with respect to Mangere Mountain Reserves Which are notable for their origin, morphology, cultural history and , sacred features. |  | Any work or contribution to be provided by trustees alone in this scenario | Contribution may have staff and student input   |   | Ongoing response to process led by Tupuna Maunga Authority   |   | Response as necessary   |
| Conduct active research programme to support teaching and understanding of Te Pane o Mataoho  | Publish reports on archaeological and historical accounts of Te Pane o Mataoho   | Seek funding for dissemination and publication of Fenton Notebooks         | Edit and soft publish work  | Develop appropriate teaching materials  | Implement teaching outcomes. Direct findings to WHA application.                                   |   | Publish Hard copies of Fenton Notebooks and Boscawen photos   |
| Leverage participation and money through Strategic Alliances  | Conduct at least four major alliance events per year   | Negotiate with alliance partners on no cost to MEMET                       | Negotiate reciprocal activities with Partners   | Events with Stardome Motat, Nestle possible if funded   | Events possible within funds   | Events If offered at no cost                    | Events possible within funds  |

## 7.1 SUMMARY OF FINANCIALS

***To remain and grow as a service of value to Aucklanders and visitors MMET needs to secure new committed funding lines from Council.***

This proposition has been placed before Council Officers and Local Board Members from the start of the last (2017-18) year and remain to be considered by the Auckland Council LTP Hearings Panel in May 2018. To date no adjustment has been made to the LTP, which appears to have remained unchanged all century.

We have signalled our inadequate funding for some years. In the last two years we have made clear our attempt to use accumulated surplus funds to build a viable enterprise. Those are now spent. We have built patronage, programme quality and assurance and reputation. We have proven there is a large unmet demand in Auckland for our services and programmes. We have performed well against every metric except that of increased operational funding

Lately we have taken severe organisational and cost-reduction measures and will now operate at sub-critical operational level until future funding is clarified.

## 7.2 FINANCIAL OUTLOOK

The Mangere Mountain Education Trust is facing a strategic financial crisis if it is to continue to deliver on its step-changed contribution to Auckland Council cultural, social and environmental policies and objectives, and to the achievement of the Auckland Plan Vision for Auckland. Prudence requires that as a Council Controlled Organisation we bring this matter to your attention to this matter at this juncture.

We would like to discuss with Council a range of possible solutions.

Solutions in addition to further grant funding through the Council or Local Board might include:

- Consideration by Council of an equitable funding support per student for all Council supported institutions (eg MMET, Stardome, MOTAT etc)
- Fee increase per student, coupled with support for low decile schools, or transport subsidies for low decile schools, or within region distant schools.
- Expanded service delivery contract for MMET, including management of activities at other (cognate) sites; guiding and interpretation for Council at other sites; delivery of a Maunga-wide programme to underpin the proposed World Heritage Site application process; delivery of an Auckland programme to mark the inauguration and annual event of a commemoration of the Land Wars (October 28)
- Financial input from ATEED to support growing tourism market for MMET products.
- Joint ventures with the Maunga Authority
- Government input (MCH, Ministry of Education etc)

Failure to find some financial remedy would mean that the Centre will have to return to the significantly reduced activity and regional impact that it experienced in 2014/15. There would be:

- operating cuts and consequently staff cuts at all levels, with a consequent reduction in local jobs, reduction in programmes offered and numbers of people using the Centre, with a consequent fall in generated income and reduced hours of operation;
- Reduced ability to develop new ,innovative, and relevant programmes;
- Reduced ability to develop and deliver joint programmes with Partners such as MOTAT, Stardome and private business
- The existing emphasis on providing services to primary schools would remain at the cost of expanding senior level secondary programmes and community programmes;
- An inability to commission the use of the Tawhiao Cottage and to develop and deliver appropriate and relevant programmes at this venue;
- Reduced research to underpin the quality assurance of programmes.

In the following financial tables information is given for two grant-funding scenarios of \$94,000 (no change) and \$300K pa (a \$206K increase). The main costs are staff wages/salaries. Staffing to cater for 7000 -10,000 patrons requires experienced and qualified staff covering the following areas: leader: field experiences; leader: educational programmes, development and assurance; leader cultural and historical programme development and assurance; leader administration/management; and leader:field guides/workshop leaders. Futher assistance is also needed for new programme development and research.

## 7.3 FINANCIAL FORECASTS

| Operating expenditure (\$)         | \$94,000 Funding |                  |                  |
|------------------------------------|------------------|------------------|------------------|
|                                    | 2018/19 Budget   | 2019/20 Budget   | 2020/21 Budget   |
| Personnel costs                    | \$122,729        | \$128,430        | \$131,805        |
| Other expenses                     | \$44,560         | \$45,451         | \$46,360         |
| Interest                           |                  |                  |                  |
| Depreciation                       | \$24,120         | \$27,602         | \$28,094         |
| <b>Total Operating Expenditure</b> | <b>\$191,409</b> | <b>\$201,484</b> | <b>\$206,260</b> |

|   |                  |                  |                  |
|---|------------------|------------------|------------------|
| <b>Operating expenditure to be funded</b> | <b>\$167,289</b> | <b>\$173,882</b> | <b>\$178,166</b> |
|---|------------------|------------------|------------------|

### Funded by:

|                           |                  |                  |                  |
|---------------------------|------------------|------------------|------------------|
| Auckland Council funding  | \$94,000         | \$94,000         | \$94,000         |
| Other revenue             | \$79,289         | \$85,881         | \$90,165         |
| <b>Total revenue</b>      | <b>\$173,289</b> | <b>\$179,881</b> | <b>\$184,165</b> |
| <b>Surplus/ (deficit)</b> | <b>\$6,000</b>   | <b>\$6,000</b>   | <b>\$6,000</b>   |

### Capital Expenditure (\$) funded by Surplus

|                                  | 2018/19 Budget | 2019/20 Budget | 2020/21 Budget |
|----------------------------------|----------------|----------------|----------------|
| Growth                           | \$0            | \$0            | \$0            |
| Level of service                 | \$3,000        | \$3,000        | \$3,000        |
| Renewals                         | \$3,000        | \$3,000        | \$3,000        |
| <b>Total capital expenditure</b> | <b>\$6,000</b> | <b>\$6,000</b> | <b>\$6,000</b> |

| \$300,000 Funding |                  |                  |
|-------------------|------------------|------------------|
| 2018/19 Budget    | 2019/20 Budget   | 2020/21 Budget   |
| \$242,550         | \$254,532        | \$267,113        |
| \$100,680         | \$93,492         | \$98,661         |
|                   |                  |                  |
| \$24,120          | \$27,602         | \$28,094         |
| <b>\$367,350</b>  | <b>\$375,626</b> | <b>\$393,868</b> |

|                  |                  |                  |
|------------------|------------------|------------------|
| <b>\$343,230</b> | <b>\$348,024</b> | <b>\$365,773</b> |
|------------------|------------------|------------------|

|                  |                  |                  |
|------------------|------------------|------------------|
| \$300,000        | \$300,000        | \$300,000        |
| \$84,229         | \$99,024         | \$116,773        |
| <b>\$384,229</b> | <b>\$399,024</b> | <b>\$416,773</b> |
| <b>\$41,000</b>  | <b>\$51,000</b>  | <b>\$51,000</b>  |

| 2018/19 Budget  | 2019/20 Budget  | 2020/21 Budget  |
|-----------------|-----------------|-----------------|
| \$10,000        | \$20,000        | \$20,000        |
| \$3,000         | \$3,000         | \$3,000         |
| \$28,000        | \$28,000        | \$28,000        |
| <b>\$41,000</b> | <b>\$51,000</b> | <b>\$51,000</b> |

## 8. APPROACH TO GOVERNANCE

Auckland Council works in partnership with its CCOs and the agreed approach to governance is outlined within

the CCO Governance Manual which sits alongside this SOI and also forms part of the annual binding agreement between Council and the Mangere Mountain Education Trust.

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

| <i>purpose</i>                                  | <i>date</i> | <i>Form of public notification</i>  |
|---|-------------|---|
| Consider shareholder (AC) comments on draft SOI | May         | MMET Website invitation<br>Manukau Courier public notice<br>Notice to other partners in Trust Board |
| Consider performance against SOI targets        | February    | MMET Website invitation<br>Notice to other partners appointing Trustees                             |

### Reporting

This Draft Statement of Intent was submitted to Auckland Council in March 2017 and will be revised based on feedback from Council and stakeholders at a consultation meeting in May. The final draft, based on further stakeholder feedback will be delivered by August 2017.

A Draft half yearly Report, and draft annual report will be available within 4 weeks of the respective financial periods. These reports will contain the information necessary to enable an informed assessment of the Trust's performance in comparison with this Statement of Intent.

MMET aspires to be a high quality, high performance Trust that leads innovative, relevant practice in understanding and knowing the natural, cultural and historical landscapes of Tamaki Makaurau.

The Trust is committed to maintaining an open, co-operative and harmonious relationship with the Auckland Council and Manawhenua, Te Waiohau.

## GOVERNANCE

Since 1995, The Manukau City Council, Te Waiohū Trust and the Department of Conservation, have, through the Mangere Mountain Centre Accord, Te Mana O Te Maunga O Mangere Whakamaaramamai Te Whakaaro Kotahi established a visitor centre and amenities for education on Mangere Mountain. In 2003 the parties and Auckland Council established the Mangere Mountain Education Trust as a Council Controlled Organisation to carry out its objectives. As at 1 July 2018 the Trustees are:

| <i>appointer</i> | <i>Name</i>         | <i>position</i> | <i>Term of appointment and expiry</i> |
|------------------|---------------------|-----------------|---------------------------------------|
| Auckland Council | Dr Graeme Campbell  | Chair, Trustee  | 1/9/15 – 30/6/18                      |
| Auckland Council | Mara Fisher         | Trustee         | 3/3/16 – 30/6/18                      |
| Auckland Council | Stephanie Tawha     | Trustee         | June 2016 - 19                        |
| Auckland Council | <i>vacant</i>       | Trustee         |                                       |
| Pukaki Marae     | <i>vacant</i>       | Trustee         |                                       |
| Makaurau Marae   | Christopher Whaanga | Trustee         | March 2018                            |
|                  | Jan Coates          | Trustee         | May 2016 -19                          |

Karen Matata representing Makaurau Marae resigned in February 2018 and the Makaurau Marae Committee appointed Christopher Whaanga as her successor. It should be noted that Two Trustees positions are vacant and four other appointments expire in this year, two in the first half of the year. Trustee appointments/reappointments are made by Auckland Council and Te Waiohū (Pukaki and Makaurau Marae).

It is considered that the present CCO governance model fails to achieve the objectives of the Trust Deed and the potential of the Trust and the Centre. We would welcome a forum to discuss other opportunities

APPENDIX 1: ASSURANCE OF MMET EDUCATIONAL UNITS QUALITY AND RELEVANCE

| EDUCATION PROGRAMMES & CURRICULUM LINKS  |  |   |
|--|--|---|
|  | LEARNING AREAS   | LEVELS & STRANDS  |
| <p><b>GUIDED WALKS / NGĀ HIKOITANGA</b><br/> <u>The Work of the Ancestors / Ngā Mahi a Ngā Tūpuna</u><br/>                     (Archaeological Walk)<br/>                     Explore Māori migration through the Pacific to NZ, learn oral histories of the first inhabitants, Te Waiōhūa and discover remnants of their former pā and papakainga sites. Learn about the availability and use of natural resources and the significance of some local Māori place names</p> <p><u>The Wrath of Mataoho / Te Hihiri o Mataoho</u><br/>                     (Geological Walk)<br/>                     Learn about the Auckland volcanic field and oral histories pertaining to its creation and Mangere Mountain. Explore its geological features and environmental conservation</p> | <p>English / Te Reo Māori</p> <p>Social Sciences / Tikanga-ā-Iwi<br/>Learning Languages</p> <p>English / Te Reo Māori</p> <p>Science / Pūtaiao</p> <p>Learning Languages</p>                                       | <p>Level 1, 2, 3 &amp; 4, Listening, Reading &amp; Viewing – Oral histories of Te Waiōhūa, Mangere Mountain and the local area<br/>                     Level 2, 3 &amp; 4, Social Studies<br/>                     Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 1, 2, 3 &amp; 4, Listening, Reading &amp; Viewing – Oral histories of Te Waiōhūa, Mangere Mountain and the local area<br/>                     Level 1 &amp; 2, 3, 4, Nature of Science<br/>                     Level 1 &amp; 2, 3, 4, Planet Earth &amp; Beyond<br/>                     Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> |
| <p><b>HANDS-ON WORKSHOPS / NGĀ MAHI Ā-RINGA</b><br/> <u>Flax Work / Mahinga Harakeke</u><br/>                     Learn Māori customs and traditions relating to flax and how to harvest, prepare &amp; weave small items</p> <p><u>Gardening / Mahinga Māra</u><br/>                     Learn about traditional foods brought by Māori to NZ, explore traditional gardening techniques and experience using traditional Māori gardening tools</p>  | <p>Technology / Hangarau<br/>The Arts / Ngā Toi</p> <p>Learning Languages</p> <p>Health and PE / Hauora</p> <p>Science / Pūtaiao<br/>Learning Languages</p> <p>Technology / Hangarau</p> <p>The Arts / Ngā Toi</p> | <p>Level 1, 2, 3, 4, Technological Practice, Technological Knowledge, Nature of Technology<br/>                     Level 1, 2, 3, 4, Visual Arts<br/>                     Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 2, Healthy Communities &amp; Environments<br/>                     Level 4, Movement Concepts &amp; Motor Skills<br/>                     Level 3 &amp; 4, Living World<br/>                     Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p>  |

|   |  |  |
|---|--|--|
| <p><u>Kite Making / Manu Taratahi</u><br/>Learn Māori customs and traditions associated with traditional kites, use natural resources to make a miniature kite</p> <p><u>Māori Medicine / Rongoā Māori</u><br/>Learn Māori customs and traditions associated with common medicinal plants and how to identify them. Explore how medicinal plants and other natural resources were used for healing and medicinal purposes</p> <p><u>Poi Making / Hanga Poi</u><br/>Learn Māori customs and traditions associated with making and using traditional and modern poi. Identify natural and synthetic resources used to make your own small modern poi</p> <p><u>Stick Games / Titi Tōrea</u><br/>Learn to play traditional stick games to strengthen hand-eye coordination and working together in unison</p> <p><u>Traditional Games / Tāonga Tākaro</u><br/>Learn to play traditional Māori hand games to strengthen hand-eye coordination, focus and skill</p> <p><u>Traditional Tools / Tāonga Taputapu</u><br/>Learn Māori customs and traditions associated with traditional tools. Identify natural resources used to make tools and explore traditional tool making techniques</p> | <p>Learning Languages</p> <p>Health and PE / Hauora<br/>Science / Pūtaiao<br/>Learning Languages</p> <p>Technology / Hangarau</p> <p>The Arts / Ngā Toi<br/>Learning Languages</p> <p>Health and PE / Hauora<br/>The Arts / Ngā Toi<br/>Learning Languages</p> <p>Health and PE / Hauora<br/>Learning Languages</p> <p>Technology / Hangarau</p> <p>Learning Languages</p> | <p>Level 1, 2, 3, 4, Technological Practice, Technological Knowledge, Nature of Technology<br/>Level 1, 2, 3, 4, Visual Arts<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 2, Healthy Communities &amp; Environments<br/>Level 3 &amp; 4, Living World<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 1, 2, 3, 4, Technological Practice, Technological Knowledge, Nature of Technology<br/>Level 1, 2, 3, 4, Visual Arts<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 4, Movement Concepts &amp; Motor Skills<br/>Level 1 &amp; 2, Dance<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 4, Movement Concepts &amp; Motor Skills<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 1, 2, 3, 4, Technological Practice, Technological Knowledge, Nature of Technology<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> |
| <p><b>JOINT PROGRAMMES</b></p> <p><u>Cook for Life / Ka Tunu, Ka Ora</u><br/>A four-hour programme that starts with a guided walk over Mangere Mountain, showing how early Māori cultivated, harvested and stored food. Students will then harvest fresh organic produce grown and in our food gardens to prepare and enjoy healthy, delicious, and affordable meals. A certificate of completion and take-home resources are awarded to students at the end of the programme to continue what they've learned in their own environment.</p>  | <p>Health and PE / Hauora</p> <p>Science / Pūtaiao<br/>Social Sciences / Tikanga-ā-lwi<br/>Technology / Hangarau</p> <p>Learning Languages</p>   | <p>Level 2, Healthy Communities &amp; Environments<br/>Level 3, Personal Health &amp; Physical Development<br/>Level 3, Healthy Communities &amp; Environments<br/>Level 4, Movement Concepts &amp; Motor Skills<br/>Level 3 &amp; 4, Living World<br/>Level 2, 3 &amp; 4, Social Studies<br/>Level 3, 4, 5, 6, 7, 8, Technological Practice, Technological Knowledge, Nature of Technology<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p>   |
| <p><u>Land and Sky / Te Rangī me te Whenua</u></p>  |  |  |

|  |  |   |
|--|--|---|
| <p>A four-hour programme that starts with a guided walk over Mangere Mountain, showing how our ancestors worked the land and understood the seasons. Our guides share information about traditional crops, agricultural methods, and the influence of the sun and weather systems then the team from Stardome explore daytime astronomy. You will make a human sundial, or a paper one. Stardome also set up their portable Pipehenge, which shows the arc of the sun as it changes throughout the year. You also participate in a flax-weaving workshop and create Land and Sky bracelets. These include a modern UV sun bead that changes colour when exposed to sunlight.</p> | <p>English / Te Reo Māori</p> <p>Social Sciences / Tikanga-ā-lwi<br/>Learning Languages</p> <p>Science / Pūtaiao</p> | <p>Level 1, 2, 3 &amp; 4, Listening, Reading &amp; Viewing – Oral histories of Te Waiōhua, Mangere Mountain and the local area<br/>Level 2, 3 &amp; 4, Social Studies<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge<br/>Level 1, 2, 3 &amp; 4, Planet Earth &amp; Beyond, Physical World</p> |
| <p><u>Myths, Legends, and Oral Histories / Ngā Kōrero Tuku Iho</u><br/>A four-hour experience delivered in partnership with the Stardome Outreach education team. Learning activities and outcomes include a 1.5 hour guided walk with rich informational content drawn from local oral histories combined with visual daytime astronomy using iPad-based technology. The programme connects Maori language, cultural beliefs, local and general Maori stories with those of other hemispheres and civilisations through the medium of the sky and its constellations.</p>   | <p>English / Te Reo Māori</p> <p>Social Sciences / Tikanga-ā-lwi<br/>Learning Languages</p> <p>Science / Pūtaiao</p> | <p>Level 1, 2, 3 &amp; 4, Listening, Reading &amp; Viewing – Oral histories of Te Waiōhua, Mangere Mountain and the local area<br/>Level 2, 3 &amp; 4, Social Studies<br/>Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge<br/>Level 1, 2, 3 &amp; 4, Planet Earth &amp; Beyond, Physical World</p> |

APPENDIX 2 DRAFT KEY PERFORMANCE INDICATORS 2018-21