

# **Te Pane o Mataoho**

## **Mangere Mountain Education Trust**

### **Draft Statement of Intent 2019-21**

#### **and Draft Funding Agreement**

1 March 2019

DRAFT For submission to Auckland Council

pursuant to Cl.2, schedule 8. of the

Local Government Act 2002



## 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 Waiohūa 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 Mana Whenua of Te Pane o Mataoho, te Waiohua. Both parties are signatories to the underlying Trust Deed and each appoints Trustee representatives. Operating funds are provided through a Funding Agreement by a Council grant (approx.75%) and from revenue earned by the Education Centre, mainly from organised school groups of children (approx. 25%). The Trust is the lease/licence holder of Council controlled Reserves land on the eastern slopes of the maunga.

As the Mangere Mountain Education Trust moves into a time where Te Pane o Mataoho has built and consolidated a reputation to provide successful pathways for future use in local schools, it is our future aspirations and hopes that all areas of the centre becomes a requirement in teaching and learning for our future learners. In creating a document which allows teachers to utilise spaces such as Te Whare o Tawhiao (Tawhiao's House), and Te Ipu o Mataoho (The Crater of Mataoho), MMET will be able to ensure that experiences within these areas of learning are appropriate and specific.

The Centre specialises in hands-on, out of classroom experiential learning, focussed on Te Pane o Mataoho/Mangere Mountain, its geology and cultural importance to te Waiohua, and its significance as an identifying landmark and cultural heritage to the surrounding urban community and the wider regional community.

Provision of operating funds has been secured only until the end of 2020-21. This apparently reflects a wish by the Mayor and Councillors to revisit the CCO status of the Trust, and its location within Council and its agencies. The Mangere Mountain Education Trust welcomes such a re-assessment and realignment, and seeks to participate in negotiations to minimise disruption and uncertainty to staff and patrons, and to secure the best outcomes for the maunga. However because of the uncertainty of future funding and governance arrangements this Statement of Intent covers only the next two years 2019-21, in some parts.

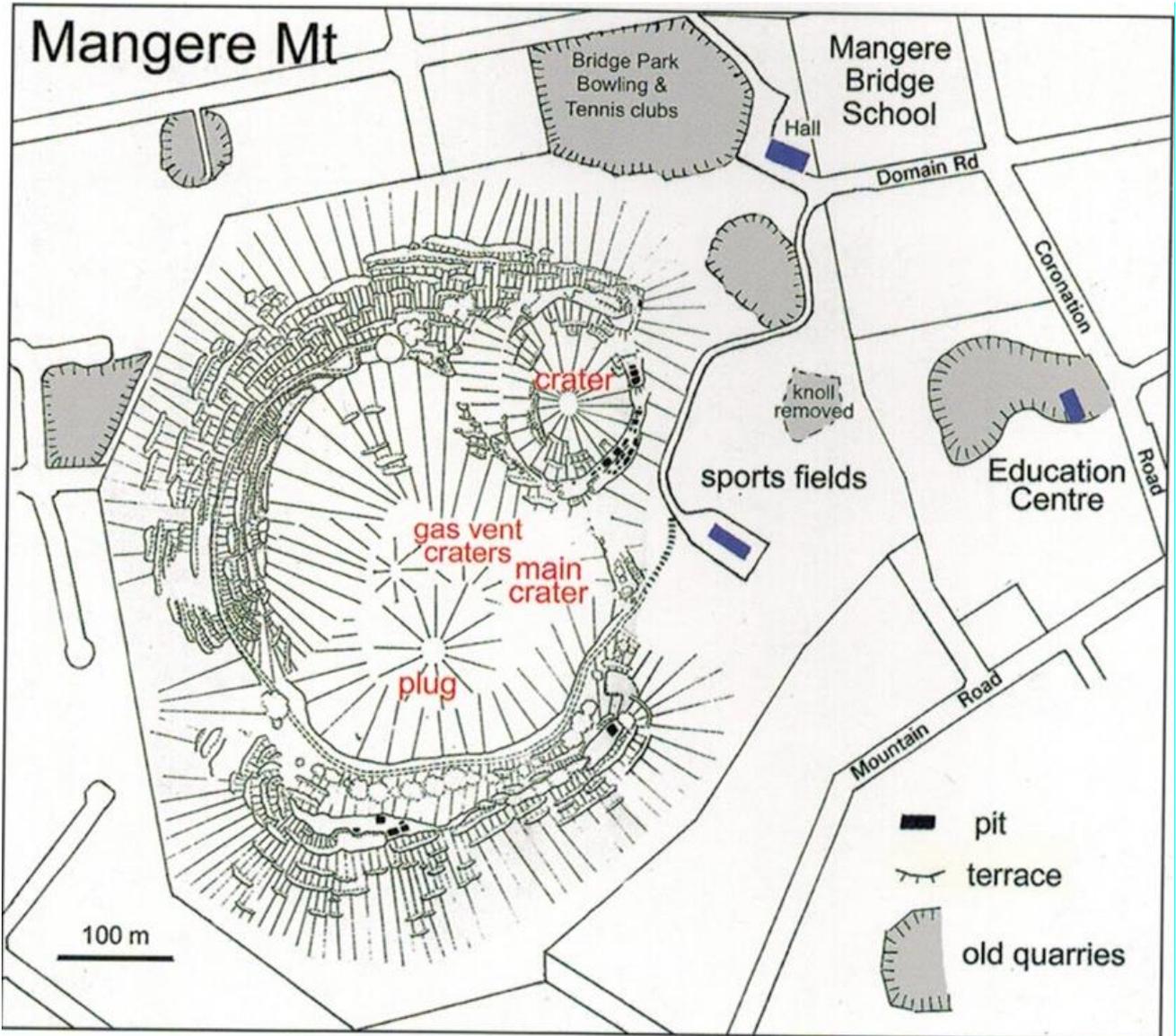
This Statement of Intent document and the accompanying Business Plan for Year Ended June 2020 will be discussed with the public, and available for comment at the MMET AGM.

Christopher Whaanga  
Chairman  
Mangere Mountain Education Trust  
1 March 2019

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1. LOCATION MAP OF MANGERE MOUNTAIN EDUCATION CENTRE



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## **2. 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 (MMET) for the next two 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.

### **3. ABOUT MANGERE MOUNTAIN EDUCATION TRUST AND EDUCATION CENTRE**

Mangere Mountain Education Trust operates an education centre on the slopes of Te Pane o Mataoho/Mangere Mountain. It is a distinctive place of learning. 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 two years it is intended to develop this audience, and build the educational support base for the centre. One of the new facilities recently commissioned is King Tawhiao's cottage - restored and relocated by the Council and volunteers on an expanded MMET site. 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.

The patronage has grown significantly since 2015-16. In the last two years, there has been a focus on increasing engagement with local schools in the Mangere Otahuhu area, while numbers have increased from across the Region. While student throughput remains important to the profile and achievement of the Centre it is intended to focus performance measurement more on assurance of the quality of the experience and measured learning outcomes.

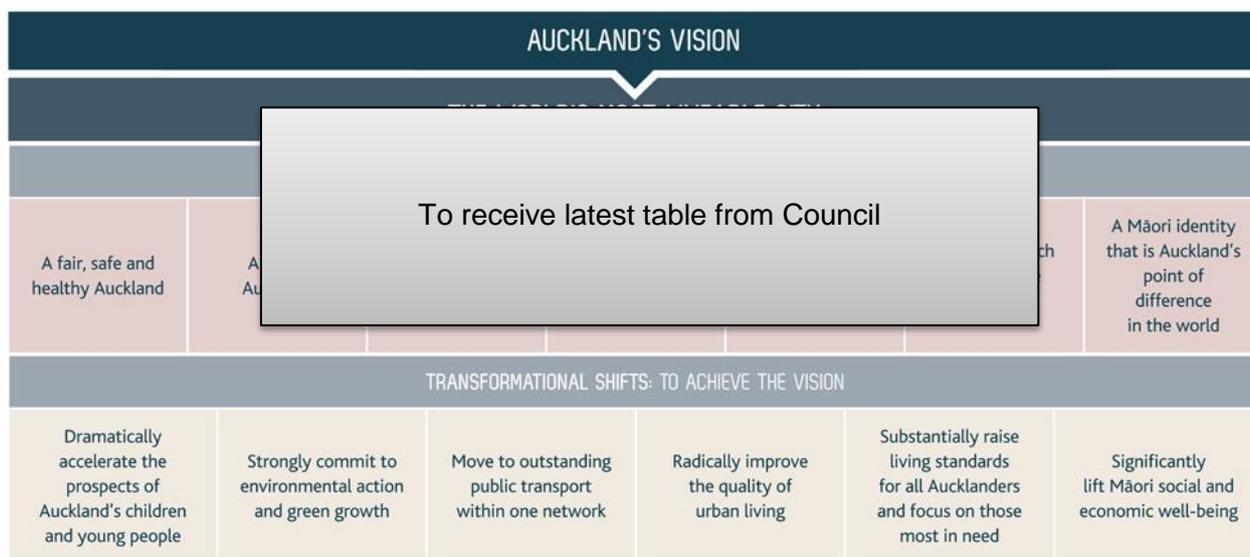
The history of the Centre from its establishment in the 1990s has been outlined in the 2015 and 2016 Statements of Intent. Trustees are appointed by Auckland Council (4) and Te Waiohū (2), and the Trust operates as a fully reporting Auckland Council CCO.

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. In pre-European times it was the central feature of dense "urban" and agricultural settlement stretching seven km south to Otataua 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 Mangere-Otahuhu Local Board. The Trust holds a Reserves Act lease and licence covering its land on the eastern flanks of the Mountain.

### 3. MMET'S CONTRIBUTION TO THE AUCKLAND VISION

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.



### CONTRIBUTION TO THE AUCKLAND PLAN

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 below:

Auckland Plan	MMET 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	MMET specialises in outside the classroom, discovery-led educational programmes, field trips, guided walks and displays
Environmental action & green growth	Primary	Outside the classroom, discovery-led educational programmes, field excursions, gardens and exhibitions. Research and publications related to the heritage of Mangere Mountain.
Outstanding public	N/A	Centrally located on Bus route. Distant schools have additional transport

<b>Auckland Plan</b>	<b>MMET contribution</b>	<b>How MMET contributes</b>
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

### **CONTRIBUTION TO MANGERE-OTAHUHU LOCAL BOARD PLAN:**

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 MMET, as shown in the following table:

<b>Mangere-Otahuhu Local Board Plan</b>	<b>MMET contribution</b>	<b>How MMET contributes</b>
Outcome 1: 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.
Outcome 2: We are the heart of Maori and Pasifika 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.
Outcome 3: Protecting our natural environment and heritage	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.
Outcome 4: A well connected area.	Secondary	The Education Centre is easily accessible. MMET will advocate for its inclusion in Te Araroa National Walkway.
Outcome 5: Facilities to meet diverse needs.	Primary	The Education Centre facilities are open to the public, and available for their enjoyment and learning about Mangere.
Outcome 6: A place where everyone thrives and belongs.	Primary	The Education Centre is a safe place to learn about and explore the distinctive landscape and cultures that make Mangere liveable and special.

#### 4. 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.

## 5. TWO YEAR WORKPLAN TO DELIVER ON STRATEGIC DIRECTION

The priorities for the 2019/20 and 2020/21 years reflect the growth in Centre activity to a level commensurate to the capacity and facilities of the Centre, and the pending review of the governance arrangements for the CCO, and the best organisational location for it within the Auckland Council organisational arrangements.

The following are priority tasks for 2019-22:

### Governance and organisational priorities

- Prepare 3 year and 10 year strategic plans
- Work with Auckland Council, Mana Whenua and other partners to scope and provide options analysis for improved governance and organisational arrangements for MMET

### Financial management priorities

- Align SOI and Funding Agreement.
- Revise monthly reporting template to include financials and key metrics.
- Secure on-going LTP provision for funding beyond 2021

### Educational Priorities

- Operationalise Kingi Tawhiao whare as a quality teaching/learning space
- Trial the teaching of matauranga Maori at secondary school level, in the whare
- Expand Kingi Tawhiao Whare secondary level programmes to include. Local nineteenth century history
- Orakei Minute Books Transcription project
- Quality learning measurement project
- Review and revitalise food garden, nature garden and rongo garden planting and teaching programmes

### Administrative priorities

- Input into TMOTMA Reserves Management Plan for Mangere Mountain
- Reinstate volunteer programme
- Policy and process review
- Electronic customer surveys

### Capital priorities

- Research options for additional toilets and shelter to extend capacity
- Renew centre and gardens
- Entrance and evacuation signage
- Educational and interpretation signage
- Build intellectual property bank of teaching resources

## 6. KEY PROJECTS AND INITIATIVES

Key project and initiatives	Description	Output	Contribution to strategic objectives
Obtain sustainable funding for effective action and programme delivery	Funding has been secured in the Auckland Council LTP from 2018-19 to 2020-21 of \$300,000 pa. Approximately \$100,000 is anticipated to be earned by the centre each year. Together with any further grants or sponsorship this will be sufficient to allow modest staffing and development	Delivery of this SOI programmes and agreed levels of service.	Delivery of the Trust Objectives, and the Council's purpose in relation to activities and in relation to the provision of services
REVISE 10-year strategic plan for MMET	Prepare a comprehensive 3 year strategic plan to run alongside improved LTP or other funding, to include education, guiding/training, programme, partnership and gardening principles and goals.	Final version to be completed by end of 2018/19 financial year for adoption by Auckland Council and Waiohuria	Good governance prudence through accountability mechanisms
Building relationships	<p>Identify key institutional relationships to be managed including</p> <ul style="list-style-type: none"> <li>• Te Waiohuria 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>Because Te Waiohuria 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>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
Deliverables programme	<p>Learning outside the classroom educational programmes on Mangere Mountain and environs</p> <p>History and culture</p> <p>Environment</p> <p>Pre-European life</p> <p>Gardening, fishing and food research and establish flax gardens</p> <p>Archaeology and history– Mountain Report (Lawlor) teaching materials and programmes</p> <p>King Tawhiao'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>Prepare a plan and performance measures for each element of the education programme.</p> <ul style="list-style-type: none"> <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 prepared.</li> <li>• Initiate and trial maatauranga Maori ki Tawhiao in the whare (Secondary level).</li> </ul>	<p>Contributes directly to objectives (a) (b) (c) and (d) in Trust Deed</p>
<p>Strategic Alliances</p> <p>Nestle Foods Ka Tuna Ka Ora programme</p> <p>Stardome- tailored inbound education and visitor programmes</p> <p>MOTAT- outbound outreach programmes and in bound education and visitor programmes</p>	<p>Potential 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>• Bring expertise and present opportunity for growth</li> </ul>	<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>

Key project and initiatives	Description	Output	Contribution to strategic objectives
<b>Capital programme</b> Tawhiao's cottage	Council building project .Building Programme now complete, building blessed and tapu lifted.	Furnish and fit out interior. Develop appropriate learning programmes, with iwi input.	Use as focal point for local history and events in Mangere in nineteenth century
New Toilet Block	To bring facilities up to Ministry of Education Standard	Required standards met	Quality facilities
Entrance and evacuation Signage	Upgrade and replace existing signage	Clarity and security	Profile, information and safety
Publishing history	Print (publish ) Lawlor report	Disseminate	Improve knowledge

### 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 Mana Whenua.	The expression of mana, of identity and of well-being
New Programmes	All programmes (Reserve Management, Tawhiao cottage, flax gardens, archaeology and partnerships etc.) to be developed with hapu input and to illuminate traditional hapu perspectives. Maaturanga Maori teaching in Kingi Tawhiao whare With Aorere College a new initiative which facilitates tikanga learning and draws on Tawhiao's life and time.	Strengthen Te Waiohū involvement in the design and delivery of programmes relating to their role and history

## 7. ENGAGEMENT WITH PARTNERS

MMET is building relationships with key partners that can benefit the stated objective of the organisation and enhance deliverables.

- 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. There are also other connections that relate to the newly opened restored taonga Kingi Tawhiao's Cottage. MMET seeks to improve those relationships in order to enrich its understanding of those interests, and to enrich its programmes, consistent with the Trust objectives

- Included in our strategy is a desire to build relationships with partners within targeted influencer groups that can commit resources, skills and expertise to: Enhance 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.

## 8. 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.

Outcome description	2018/19 measure	2019/20 measure	2020/21 measure
The Trust is governed according to best practice	Demonstrate compliance with Auckland Council's financial management and good governance internal controls	Demonstrate compliance with Auckland Council's financial management and good governance internal controls	Demonstrate compliance with Auckland Council's financial management and good governance internal controls
There is a clear vision for Mangere Mountain Education Centre which drives operational planning, investment and the design and delivery of programmes	Prepare strategic and business plan	Plan is implemented	Plan is implemented
Auckland students participate and learn through educational programmes on Te Pane o Mataoho covering: <ul style="list-style-type: none"> <li>History</li> <li>Environment</li> <li>Pre-European life</li> <li>Gardening, fishing and food</li> <li>Archaeology and history</li> <li>Kiingi Tawhiao's cottage</li> </ul>	Increase programme participation levels above previous levels of 6000 students within the upper allowable limit of approximately 11,000 visitors	Programme participation [XX] students Develop performance measure to assess quality of learning outcomes	Programme participation [XX] students Implement performance measure to assess quality of learning outcomes
	Positive feedback from at least 80 percent of schools about the quality and relevance of the programme	Positive feedback of 80 percent	Positive feedback of 80 percent
	The internal fitout and signage for Kiingi Tawhiao's cottage to be completed, and the cottage further integrated into MMET's education programmes and made available to the public Programmes are designed in collaboration with mana whenua to authentically represent the culture and history of mana whenua and their special relationship with Te Pane o Mataoho	Develop and refine programmes in Kiingi Tawhiao's cottage	Develop and refine programmes in Kiingi Tawhiao's cottage
	Ensure trained guides are in place for all programmes	Ensure trained guides are in place for all programmes	Ensure trained guides are in place for all programmes
Invest in and build key relationships with partners, in particular: <ul style="list-style-type: none"> <li>Auckland Council: the Māngere Ōtāhuhu Local Board and the Governing Body</li> <li>Pukaki Marae and Makaurau Marae</li> <li>Te Tupuna</li> </ul>	Maintain a governance partnership with the Māngere-Ōtāhuhu Local Board based on regular reporting and governance. Work with Pukaki Marae and Makaurau Marae to reflect Māori history in programmes, including Kingi Tawhiao's cottage. Work with the Tupuna Maunga Authority to exercise kaitiakitanga for Te	Maintain and develop relationships Participate in governance review	Maintain and develop relationships Participate in governance review

<b>Outcome description</b>	<b>2018/19 measure</b>	<b>2019/20 measure</b>	<b>2020/21 measure</b>
Maunga o Tamaki Makaurau Authority.	Pane o Mataoho Involve key partners in the development of the strategic and business plan		

## 9. SUMMARY FINANCIALS

### FINANCIAL GOVERNANCE

The Auckland Council Long Term Plan 2018-28 has provided \$300,000 per year for the operations of the Mangere Mountain Education Trust for three years until 2021.

Certainty of funding in the short-term is critical to the Trust's continued operation and ultimately, success and reduced reliance on Council. The Trustees request that the SOI and funding agreement be agreed in unison and that there be certainty over the timing and amount of installments for the coming year. This will ensure the Trust remains operational, is a good employer and enable some investment to improve the Centre and level of service provided to Auckland's tamariki and wider community.

Trustees receive monthly financial reports from independent accountants for review at monthly board meetings. These reports are currently being revised to include trend analysis and key metrics. The Trust is implementing Council's internal audit team's recommendations for improved internal controls. Trustees seek to prudently grow and improve services offered at MMET and in-time reduce the funding per participant

In 2017/18 the Trust delivered educational programmes to 6,365 school students, 441 school holiday visitors and 302 paying adult visitors. 2018/19 is forecast to be lower. This follows reduced spend on marketing and general capacity management. This SOI has ambitious growth forecasts over the next three years, to be achieved through the appointment of a general manager (0.5 FTE), extra guides, new programmes, improved capacity management, capital investment and prudent marketing spend.

The Trustees value high quality educational outcomes. Currently the majority of programmes are delivered to primary school aged children. Rebalancing our delivery model is a priority so we serve primary and secondary school students in equal numbers.

The Trust provides discounts to lower decile schools and has forecast the percentage of lower decile school participation to grow over the next three years.

Weather impacts delivery. Included in our 2020/21 forecast is provision to investigate the feasibility of improved shelter. Investment in additional shelter will reduce cancellations for weather related reasons and allow operation throughout the year.

Currently the Trust has 3.25 full time equivalents, expected to grow to 5.6 in the next three years. Strong leadership is needed to ensure high professional standards, effective governance, quality programme delivery and partnership with MMET's community and network. Training and support for the team and maintaining the Centre and its environs is critical to its ongoing welfare and success.

The Trust is behind on investment and maintenance of its core facilities. Investment is needed to utilize Tawhiao's cottage, improve the programmes offered, signage, gardens and children's area.

## FINANCIAL FORECASTS

The following summary of financials supports delivery of the Trust's objectives and performance

Operating budget (\$000s)	Forecast 2018/2019	Projection 2019/2020	Projection 2020/2021
<b>Revenue</b>	<b>78</b>	<b>99</b>	<b>117</b>
Fees and charges	77	87	92
Grants and subsidies	-	12	25
Other revenue	1	-	-
<b>Direct expenditure</b>	<b>239</b>	<b>391</b>	<b>403</b>
Employee benefits	195	292	312
Other expenditure	35	60	61
Grants and subsidies	-	-	-
Projects*	9	39	30
<b>Net direct expenditure</b>	<b>161</b>	<b>292</b>	<b>286</b>
Funding from Auckland Council**	300	300	300
Adjustment for holiday leave accrual	(8)	-	-
Depreciation and amortisation	(13)	(14)	(25)
<b>Net expenditure (income)</b>	<b>(118)</b>	<b>6</b>	<b>11</b>

\* Projects include expenditure directly related to other grants received, development of educational material, reviews and business plan.

\*\* Forecast 2019 funding aligns to the LTP. Expenditure in 2019 will be less than forecast funding. Any balance will be assigned to ensuring adequate cash reserves and to bring forward investment in projects and maintenance, previously deferred.

Capital budget (\$000s)	Forecast 2018/2019	Projection 2019/2020	Projection 2020/2021
<b>Capital expenditure</b>	<b>8</b>	<b>71</b>	<b>64</b>
Renewals	8	46	39
Level of service	-	25	25
Growth	-	-	-
<b>Funded by</b>	<b>8</b>	<b>71</b>	<b>64</b>
Funding from Auckland Council	-	-	-
Accumulated net surplus	8	71	64

Specific expenditure for Maori outcomes (\$000s)	Forecast 2018/2019	Projection 2019/2020	Projection 2020/2021
MMET delivers education programmes about the Maori identity of Mangere and the importance of understanding the cultural traditions and history.			
<b>Operational expenditure</b>	<b>165</b>	<b>278</b>	<b>270</b>
Net direct expenditure	165	278	270

## Other financial information

**Current value of assets** The value of assets at 30 June 2018 was \$99,640, based off the audited financial statements.

**Accounting policies** MMET applies tier three accounting standards.

**Financial reporting** The Trust will report management results, to Auckland Council at each half year and provide the annual report once audited.

	Forecast 2018/2019	Projection 2019/2020	Projection 2020/2021
Asset sales	-	-	-
Distributions to beneficiaries	-	-	-
Trust assets (\$000s)	222	301	370
Trust equity (\$000s)	201	280	347
<b>Trust equity ratio</b>	<b>90.5%</b>	<b>93.0%</b>	<b>94.3%</b>

## 10. 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.

### PUBLIC MEETINGS

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

Purpose	Date	Form of public notification
Consider shareholder (AC) comments on draft SOI	April-May 2019	MMET website invitation Manukau Courier public notice Notice to Trustee appointers
Consider performance against SOI targets	February	MMET Website invitation Notice to Trustee appointers

### REPORTING

This Draft Statement of Intent was submitted to Auckland Council on 1 March 2019 and will be revised based on feedback from Council and stakeholders at a consultation meeting in May.

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 Auckland Council and Mana Whenua, Te Waiohū. MMET is registered as a charity with the Charities Services, registration number CC21761, status is registered, and the registered date is 12/03/2008. Under the Charities Services Act 2005 MMET is required to file an audited annual return within six months of the financial year end. MMET has completed all reporting requirements for the Charities Services for the last financial year ending June 2018. These may be viewed on the Charities Services website.

## GOVERNANCE

Since 1995, The Manukau City Council, Te Waiohua Trust and the Department of Conservation, have, through various devices including 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 March 2019 the Trustees are:

Appointer	Name	Position	Term of appointment and expiry
Te Waiohua Makaurau Marae	Christopher Whaanga	Chair Trustee	March 2018- 21
Te Waiohua	<i>Vacant position</i>	Trustee	
Auckland Council	Dr Graeme Campbell	Trustee	18 October 2018 - 21 Second term
Auckland Council	Jan Coates	Trustee	3 October 2018-21 Second term
Auckland Council	Raquel Goldsmith	Trustee (to be confirmed)	6 December 2018-21
Auckland Council	Stephanie Tawha	Trustee	3 October 2018- 21 Second term

## APPENDIX 1: ASSURANCE OF MMET EDUCATIONAL UNITS QUALITY AND RELEVANCE

EDUCATION PROGRAMMES & CURRICULUM LINKS		
PROGRAMME	LEARNING AREAS	LEVELS & STRANDS
<p><b>GUIDED WALKS / NGĀ HIKOITANGA</b>  <u>The Work of the Ancestors / Ngā Mahi a Ngā Tūpuna</u>            (Archaeological Walk)            Explore Māori migration through the Pacific to NZ, learn oral histories of the first inhabitants, Te Waiōhua 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>            (Geological Walk)            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-lwi Learning Languages</p> <p>English / Te Reo Māori</p> <p>Science / Pūtaiao Learning Languages</p>	<p>Level 1, 2, 3 &amp; 4, Listening, Reading &amp; Viewing – Oral histories of Te Waiōhua, Mangere Mountain and the local area Level 2, 3 &amp; 4, Social Studies 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 Waiōhua, Mangere Mountain and the local area Level 1 &amp; 2, 3, 4, Nature of Science Level 1 &amp; 2, 3, 4, Planet Earth &amp; Beyond Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p>
<p><b>HANDS-ON WORKSHOPS / NGĀ MAHI Ā-RINGA</b>  <u>Flax Work / Mahinga Harakeke</u>            Learn Māori customs and traditions relating to flax and how to harvest, prepare &amp; weave small items</p> <p><u>Gardening / Mahinga Māra</u>            Learn about traditional foods brought by Māori to NZ, explore traditional gardening techniques and experience using traditional Māori gardening tools</p> <p><u>Kite Making / Manu Taratahi</u>            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>            Learn Māori customs and traditions associated with common medicinal plants and how to identify them.</p>	<p>Technology / Hangarau The Arts / Ngā Toi Learning Languages</p> <p>Health and PE / Hauora</p> <p>Science / Pūtaiao Learning Languages</p> <p>Technology / Hangarau The Arts / Ngā Toi Learning Languages</p> <p>Health and PE / Hauora Science / Pūtaiao Learning Languages</p> <p>Technology / Hangarau</p>	<p>Level 1, 2, 3, 4, Technological Practice, Technological Knowledge, Nature of Technology Level 1, 2, 3, 4, Visual Arts Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 2, Healthy Communities &amp; Environments Level 4, Movement Concepts &amp; Motor Skills Level 3 &amp; 4, Living World 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</p> <p>Level 1, 2, 3, 4, Visual Arts Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p>

<p>Explore how medicinal plants and other natural resources were used for healing and medicinal purposes</p> <p><u>Poi Making / Hanga Poi</u> 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 / Tītī Tōrea</u> Learn to play traditional stick games to strengthen hand-eye coordination and working together in unison</p> <p><u>Traditional Games / Tāonga Tākaro</u> Learn to play traditional Māori hand games to strengthen hand-eye coordination, focus and skill</p> <p><u>Traditional Tools / Tāonga Taputapu</u> Learn Māori customs and traditions associated with traditional tools. Identify natural resources used to make tools and explore traditional tool making techniques</p>	<p>The Arts / Ngā Toi Learning Languages</p> <p>Health and PE / Hauora The Arts / Ngā Toi Learning Languages</p> <p>Health and PE / Hauora Learning Languages</p> <p>Technology / Hangarau Learning Languages</p>	<p>Level 2, Healthy Communities &amp; Environments Level 3 &amp; 4, Living World 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</p> <p>Level 1, 2, 3, 4, Visual Arts Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 4, Movement Concepts &amp; Motor Skills Level 1 &amp; 2, Dance Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p> <p>Level 4, Movement Concepts &amp; Motor Skills 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 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> 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 Social Sciences / Tikanga-ā-Iwi Technology / Hangarau</p> <p>Learning Languages</p>	<p>Level 2, Healthy Communities &amp; Environments Level 3, Personal Health &amp; Physical Development Level 3, Healthy Communities &amp; Environments Level 4, Movement Concepts &amp; Motor Skills Level 3 &amp; 4, Living World Level 2, 3 &amp; 4, Social Studies Level 3, 4, 5, 6, 7, 8, Technological Practice, Technological Knowledge, Nature of Technology Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge</p>
<p><u>Land and Sky / Te Rangī me te</u></p>		

<p><u>Whenua</u> 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-Iwi Learning Languages</p> <p>Science / Pūtaiao</p>	<p>Level 1, 2, 3 &amp; 4, Listening, Reading &amp; Viewing – Oral histories of Te Waiōhūa, Mangere Mountain and the local area Level 2, 3 &amp; 4, Social Studies Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge 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> 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-Iwi Learning Languages</p> <p>Science / Pūtaiao</p>	<p>Level 1, 2, 3 &amp; 4, Listening, Reading &amp; Viewing – Oral histories of Te Waiōhūa, Mangere Mountain and the local area Level 2, 3 &amp; 4, Social Studies Level 1, 2, 3 &amp; 4, Communication, Language Knowledge, Cultural Knowledge Level 1, 2, 3 &amp; 4, Planet Earth &amp; Beyond, Physical World</p>

**APPENDIX 2: DRAFT FUNDING AGREEMENT FOR MANGERE MOUNTAIN  
EDUCATION TRUST**

**Subject to agreement with Auckland Council**