

Attachment B: Community Outcomes Plan
 Counties Manukau Kindergarten Association (Nina Busing Kindergarten)

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| Name of Community Group | Counties Manukau Kindergarten Association (Nina Busing Kindergarten) |
| Name and Location of Land/Facility | 13A Clevedon Road |
| | Papakura, Auckland 2110 |
| Name of the Community it serves | The wider community of Papakura |
| Local Board Area | Papakura |

| Auckland Plan and/or * Local Board Plan Priorities | Performance Measure | Target | Achievements |
|---|--|---|---------------------|
| <p>Auckland Plan - Priority Area 1.1 Creating a strong, inclusive and equitable society that provides opportunity for all Aucklanders Put children and young people first</p> <p>Papakura Local Board Plan – Outcome Area: Strong, Safe and Healthy Communities Help our young people to contribute, prosper and thrive</p> | <p>i. Number of participating members under the age of six years receiving quality early childhood education</p> | <p>i. Maintain a roll of between 30 and 40 children per annum (Annual Report)</p> | |
| <p>Auckland Plan - Priority Area 2.5 Enable Maori aspirations through recognition of the Treaty of Waitangi and customary rights Support sustainable development of Maori outcomes, leadership, community and partnerships</p> <p>Papakura Local Board Plan – Outcome Area: Strong, Safe and Healthy Communities Pride in their culture and learning are important to local Maori</p> | <p>ii. Percentage of Maori children enrolled</p> | <p>ii. Maintain a minimum of 10% of Maori children enrolled at the centre (Annual Report)</p> | |

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| <p>Auckland Plan - Priority Area 7.2 Acknowledge that nature and people are inseparable Sustainably manage natural resources</p> <p>Papakura Local Board Plan – Outcome Area: Treasured for its environment and heritage We want to try to leave a better environment for future generations</p> | <p>iii. Maintain involvement in the Enviroschools programme</p> | <p>iii. Undertake a minimum of 2 Enviroschool projects/ programmes per annum</p> <p>(Annual Report)</p> | |
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