

## Mangere Mountain Education Centre – Proposed Performance Measures for 2019 / 2020

MMET's performance should be reported to the Māngere-Ōtāhuhu Local Board in the following way:

- The MMET board chair should make a formal presentation to a public meeting of the Māngere-Ōtāhuhu Local Board at least twice annually. This should include a summary of MMET's operations, achievements and strategic issues and risks.
- Any performance reporting data should be provided to the CCO Governance and External Partnerships Department in the frequency listed in the column 'Frequency and date of reporting' below, which will then be summarised and reported to the Māngere-Ōtāhuhu Local Board.

Outcome	Outcome description	Key performance indicators or delivery requirements	2017/18 result	Frequency and date of reporting
1. Good governance	The Trust is governed according to best practice	a) The Trust continues to comply with the financial management internal controls	Not applicable	Internal controls will be monitored quarterly until end 2018/19
	There is a clear vision for Mangere Mountain Education Centre which drives operational planning, investment and the design and delivery of programmes	b) Prepare a strategic and business plan which details: <ul style="list-style-type: none"> <li>• What the vision is for the centre over the next five years</li> <li>• The capital and operational investment needed to give effect to the plan is set out in a business plan with a funding impact statement</li> </ul>	Not completed in 2017/18	Completed by end of 2018/19 year
2. Delivering high-quality education outside the classroom	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 Taawhiao's cottage</li> </ul>	c) The Trust should aim to increase programme participation levels above previous levels within the upper allowable limit of approximately 11,000* visitors in 2018/19	Programme participation in 2017/18 was 6160 students (ECE to secondary) and 8177 visitors overall	Six-monthly (reported in January and July)
		d) Positive feedback from at least 80 percent of schools about the quality and relevance of the programme	New measure	
		e) The internal fitout and signage for Kiingi Taawhiao's cottage to be completed, and the cottage further integrated into MMET's education programmes and made available to the public	New measure	

Outcome	Outcome description	Key performance indicators or delivery requirements	2017/18 result	Frequency and date of reporting
		f) 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		
		g) Ensure trained guides are in place for all programmes	New measure	
3. Connected to its strategic partners	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 Maunga o Tamaki Makaurau Authority.</li> </ul>	h) Maintain a governance partnership with the Māngere-Ōtāhuhu Local Board based on regular reporting and governance. i) Work with Pukaki Marae, Makaurau Marae and Te Puea Marae to reflect Māori history in programmes, including Kingi Taawhiao's cottage. j) Work with the Tupuna Maunga Authority to exercise kaitiakitanga for Te Pane o Mataoho k) Involve key partners in the development of the strategic and business plan	Not measured previously	Six-monthly (reported in January and July)

\* The upper limit is based on a maximum of 60 students per day and 380 half days per year