



# Annual Report 2016

RUKUHIA TE MĀTAURANGA





## OUR VISION

Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga. Whakakiia ngā kete a ngā uri o Awanuiārangi me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.

Pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangi and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.



## OUR MISSION

Ū tonu mātou ki te whai ki te rapu i te hōhonutanga o te mātauranga kākanorua o Aotearoa, kia taea ai te kī, ko wai anō tātou, me te mōhio ko wai tātou, kia mōhio ai nō hea tātou, me pēhea hoki tātou e anga whakamua. Parau ana tēnei ara whaingā, hei whakapūmau anō i te tino rangatiratanga, hei taketake ai te ihomatua Māori me ōna tikanga kia ōrite ai te matū ki ngā mātauranga kē. Koia rā ka tū pākari ai, tū kotahi ai hoki me ngā iwi o te ao tūroa. Koia nei te ia o te moemoeā me ngā tūmanako o Te Whare Wānanga o Awanuiārangi. Haere mai... Me haere tahi tāua.

We commit ourselves to explore and define the depths of knowledge in Aotearoa, to enable us to re-enrich ourselves, to know who we are, to know where we came from and to claim our place in the future. We take this journey of discovery, of reclamation of sovereignty, establishing the equality of Māori intellectual tradition alongside the knowledge base of others. Thus, we can stand proudly together with all people of the world. This is in part the dream and vision of Te Whare Wānanga o Awanuiārangi.



# NGĀ UARA

TIKA · PONO · AROHA

## MANAAKITANGA

Hāpaihia te mana o te akonga, te manuhiri, te hāpori, tētahi ki tētahi

Manaakitanga acknowledges our responsibility to behave at all times with generosity and respect, and in a manner that is consistent with enhancing the wairua and mana of past, present and future. It is grounded in working with and for each other in the spirit of reciprocity and demands a high standard of behaviour toward each other. We acknowledge that upholding the wairua and mana of others supports our own wairua and mana. We accept our responsibility to demonstrate manaakitanga through aroha, tika and pono, and to always act with dignity and in the spirit of generosity with staff, our students and our knowledge.

## KAITIAKITANGA

Ko taku kāinga ko taku wānanga, ko taku wānanga ko taku kāinga

Kaitiakitanga acknowledges in the first instance the unique obligations and responsibilities that Ngāti Awa have as kaitiaki of Te Whare Wānanga o Awanuiārangi. It also recognises the obligations and accountabilities that all staff and students have to maintain and enhance Awanuiārangi. As kaitiaki of Te Whare Wānanga o Awanuiārangi, all of our decisions will be informed by our vision and āhuatanga, our students and staff, and the organisation's ongoing sustainability. Students and staff accept responsibility to be accountable in the te ao Māori academic environment, and to our knowledge communities, marae and external stakeholders.

## WHANAUNGATANGA

Miria te ara whakawhanaunga o te akonga, o te hāpori tētahi ki tētahi

Whanaungatanga empowers and connects people to each other and to the wider environment. It reminds us of our reciprocal responsibilities to each other as well as to our vision. We will reach out to all those around us and in doing so we acknowledge the relationships between people and the core elements of our unique principles (toi te kupu, toi te mana, toi te whenua). We also acknowledge and accept our responsibility to always demonstrate respect that will enhance the connections between staff, students and the aspirations of our knowledge community.

## PŪMAUTANGA

He pākau ringa kōhatu, he tohu kia ita, kia ū, kia mau

Pūmautanga is to be steadfast and committed to doing the right thing, in the right way, in all that we do with and for Te Whare Wānanga o Awanuiārangi. All staff and students will support and commit with passion and in a dignified manner to excellence and quality relationships. We will be ethical and will give our best to help sustain the dignity, physical, intellectual and spiritual wellbeing of the people to whom we are responsible.

## TUMU WHAKAARA

E rere e te kāhu kōrako, hei waerea i te ara o te kawau

Tumu Whakaara acknowledges that all staff at Te Whare Wānanga o Awanuiārangi are leaders, decision-makers and the navigators of our journey. We acknowledge that although we each have different roles to play, we will always inspire and lead ourselves, each other and our students with a generous heart, mind and spirit, and with integrity and humility. In doing so, we will be accountable, honest and ethical in all aspects of our academic, administrative and general responsibilities and work.

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# Our History

Te Whare Wānanga o Awanuiārangi was incorporated in 1992 by Ngāti Awa, and in 1997, under s162 of the Education Act 1989, was created by government as one of three wānanga. The Act characterises a wānanga as providing

teaching and research that maintains, advances, and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom).

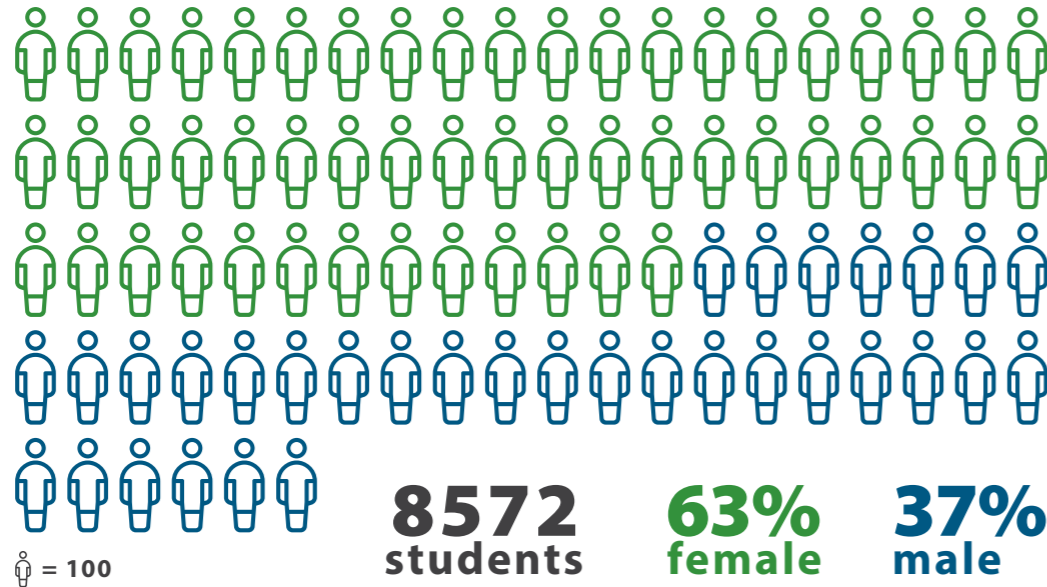
The establishment of the three wānanga was an important step forward in recognising the role of education in providing positive pathways for Māori development, and an acknowledgement at the time that conventional tertiary education was not meeting the learning needs of Māori students and Māori/indigenous communities. Since Awanuiārangi was established 25 years ago, programme delivery has grown from just four qualifications in 1992<sup>1</sup> to 19 qualifications in 2016<sup>2</sup> – ranging from community education programmes to Certificates and Diplomas, Bachelor, Master and Doctoral degrees. Many of these qualifications have been developed at the request of the communities we serve, reflecting the desire to engage in learning that aligns to their own realities and aspirations as Māori.

Te reo and mātauranga Māori are fundamental to our teaching and learning, as is our focus on providing an environment that supports inter-generational, marae-centred learning conducive to the expression of knowledge of āhuatanga Māori and tikanga Māori. This is what makes Awanuiārangi (and wānanga generally) different from other tertiary education providers, creating for us a distinctive role in the tertiary landscape.

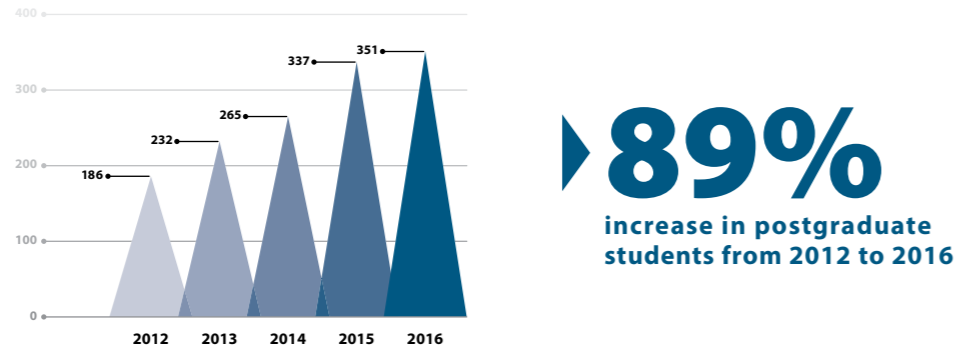
<sup>1</sup> Te Whare Wānanga o Awanuiārangi Annual Report 1992, page 9  
<sup>2</sup> Artena Student Management System, Te Whare Wānanga o Awanuiārangi



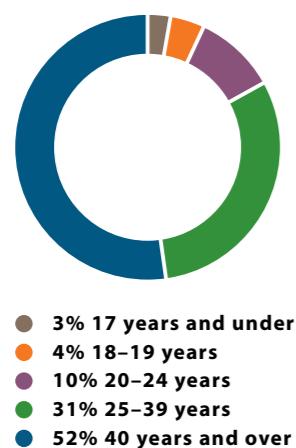
# 2016 at a glance



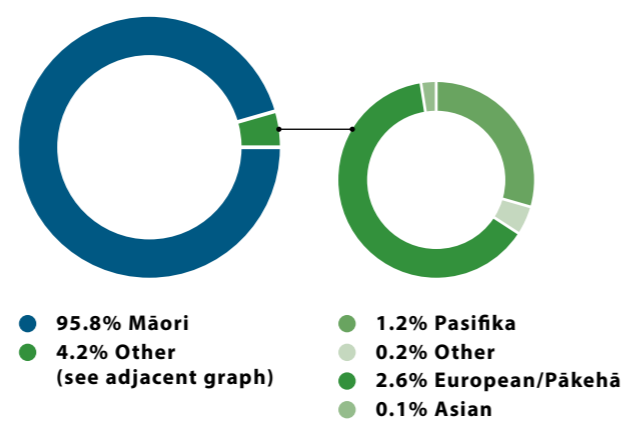
Number of students enrolled in postgraduate study



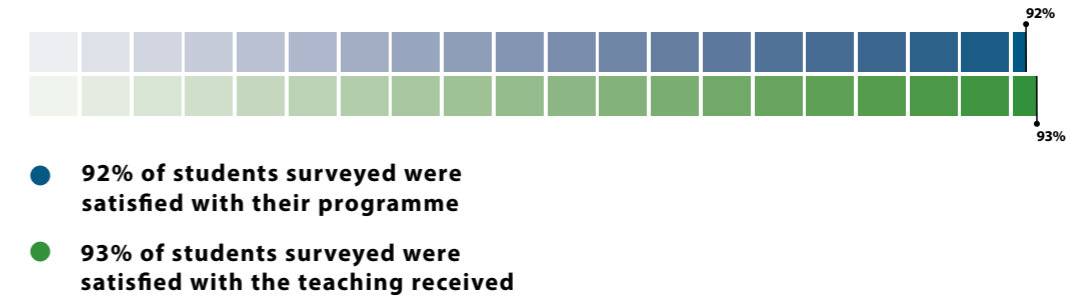
Students by age



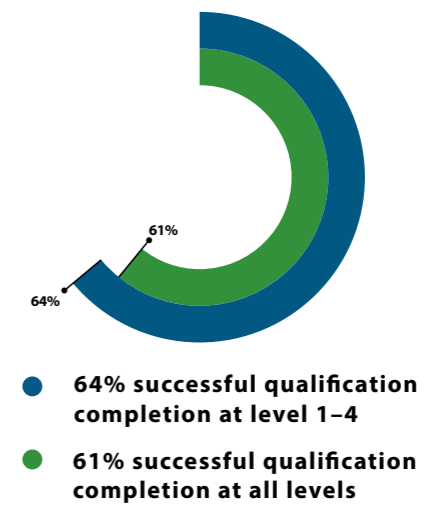
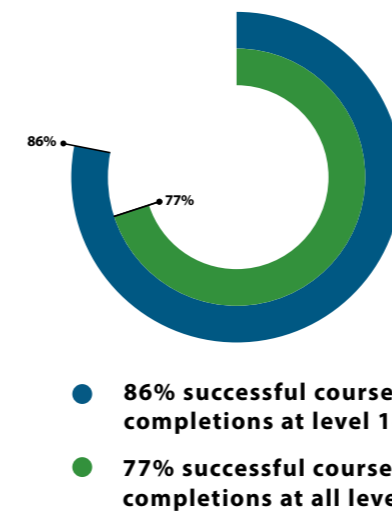
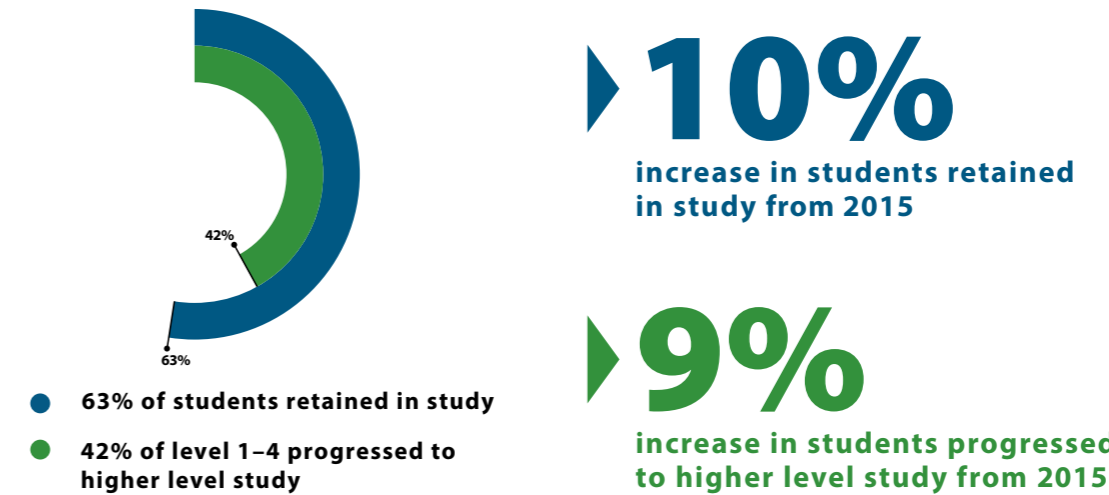
Students by ethnicity



## Student satisfaction



## Educational performance



EFTS

▶ **3,252**  
total EFTS for 2016<sup>1</sup>

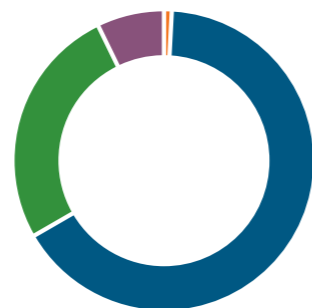
▶ **38%**  
increase on 2015 (2,363 EFTS)

EFTS by school



- 63% School of Iwi Development (2,064)
- 30% School of Undergraduate Studies (980)
- 7% School of Indigenous Graduate Studies (208)

EFTS by level of study\*



- 1% Level 1-2 (30)
- 65% Level 3-4 (1,848)
- 26% Level 7-8 (739)
- 7% Level 9-10 (208)

\*excludes ACE

EFTS by delivery site



- 45% Whakatāne (1,470)
- 10% Tāmaki/Te Tai Tokerau (320)
- 45% Other/external delivery (1,462)

Programmes by qualification level



- 4.8% Level 1-2 (1)
- 42.8% Level 3-4 (9)
- 28.6% Level 7-8 (6)
- 23.8% Level 9-10 (5)

21 formal qualifications – 5 postgraduate degrees, 6 bachelor degrees, 10 certificates

EER Result

**EDUCATIONAL PERFORMANCE**  
He pounamu whakairo – Confident

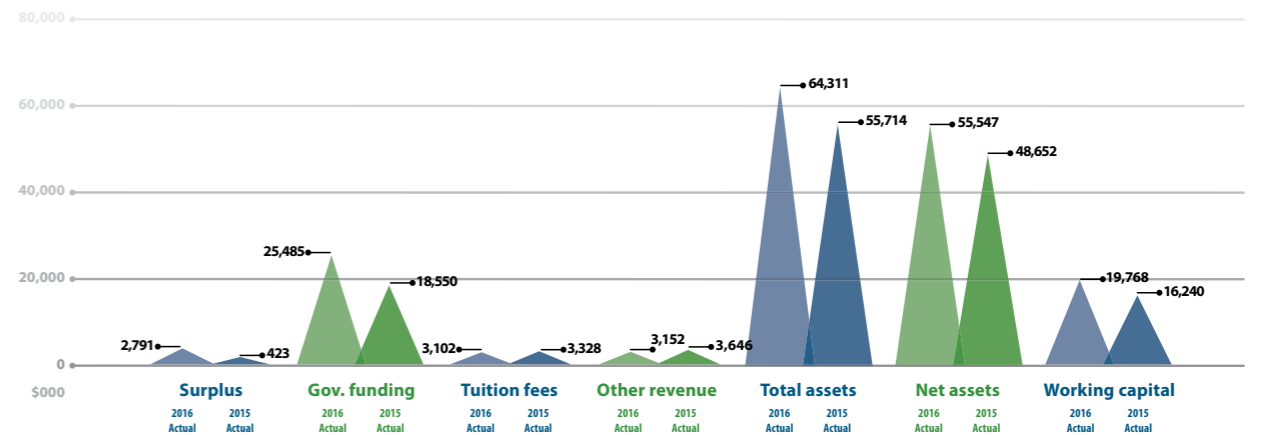
**SELF-ASSESSMENT**  
He pounamu whakairo – Confident

Revenue



- 80% Government funding
- 10% Tuition fees
- 10% Other revenue

Financials



▶ **37%**  
increase in government funding

▶ **500%**  
increase in surplus

▶ **\$8.5MIL**  
increase in total assets

▶ **\$3.5MIL**  
increase in working capital

<sup>1</sup> It should be noted that the EFTS and revenue referred to in the At a Glance section are calculated under the new Public Benefit Entity (PBE) accounting standards that were introduced last year. These EFTS will therefore be different to those disclosed in the Statement of Service Performance which are based on the TEC rules.





# Council Chairperson's report

Tēnā koutou katoa e pānui nei i te pūrongo-a-tau a Te Whare Wānanga o Awanuiārangī. Ia tau, ia tau ka pānuitia ngā mahi huhua a Te Whare Wānanga ki ngā Minita o te mātauranga me tō motu whānui. Ka horahia atu ngā mahi ātaahua i oti pai tae atu ki ētahi kāore i eke ki ngā tūmanako o Te Mana Whakahaere o Awanuiārangī. Ka uru katoa atu ki roto i te pūrongo ngā piki me ngā heke o te tau. Ka mihi ki o tātou mate.

Haere rā koutou te hunga mate ki Hawaiki nui, Hawaiki pamamao, oti atu. Kua ngaro koutou i te tirohanga kanohi. Ka hoki mai ngā mihi ki a tātou te hunga ora kua huihui mai i tēnei rā. Tēnā tātou katoa. Anei e whai ake nei te pūrongo mō te tau 2016.

As the Chairman of Te Mana Whakahaere o Awanuiārangī I present this annual report for 2016 to the Crown and its agencies, as well as to our iwi and to the numerous communities we serve. The fulfilment of our mission and vision and the rebuilding of the reputation of the mana of our ancestor Awanuiārangī has been a priority for the Council in this, our 25<sup>th</sup> year of operation. The year in review has had its share of successes as well as its challenges, including the loss of former and current members of the Council.

Ahakoā he aha a tātau mahi ka waha haere tonu tātau i o tātau mate. Kua mihi te wehetanga atu o Matiu Dickson, mema o Te Mana Whakahaere o Awanuiārangī. I tēnei hui ka hoki ngā mahara ki a Peter McLay. Nō te mutunga o tērā tau huri mai ki te timatanga o tēnei tau a poroporoakitia a Peter McLay.





We honour Peter McLay, a founding member of our first Establishment Committee of this institution, who passed away in 2016, and acknowledge his significant contribution to the development of Awanuiārangī. He served as our original secretary to the Council and became one of our pillars of institutional memory over the long years of his service. The Wānanga is a very different entity from what we began with. Peter has left us but he would no doubt be pleased to see the progress we have made. May he rest in peace.

We also acknowledge Matiu Dickson of Tauranga Moana, a ministerial appointee to the Council who passed away in April 2016. An avowed tribalist with particular expertise in the performing arts, Matiu was a Senior Lecturer in Law at the University of Waikato who served his iwi, his students and our institution with distinction and humility. The Council acknowledges Matiu's important contributions to Awanuiārangī.

## 25-YEAR ANNIVERSARY

As foreshadowed, this year we will celebrate 25 years of development as Awanuiārangī and we will attempt to acknowledge everyone who has been part of our journey, which began with just an idea and became transformed into what we see today. A central element of that idea was how to empower our communities, following the dispossession and dislocation of 19<sup>th</sup>-century confiscation and land alienation, through the tool of education. As a people we had suffered, as a direct result of colonisation, the intergenerational disconnection from our customs and traditional knowledge bases, often with disastrous results. Our reo became

degraded, our customs were trampled and our economic autonomy based on our lands and resources fell into disarray. We were left in a parlous state for many decades. That began to change once our own people, then few and far between, became educated. Over time, as more and more of our whānau received training and education, the elders began to acknowledge the benefit of educational pathways for their children and grandchildren. So as we reflect on our 25 years of operation as a Wānanga, it is also timely to recall some of the original ideas behind the establishment of Awanuiārangī in 1992 as a house of higher learning.

We remember, then, back to that time of our opening, and the foundation students who put their trust in us when we were a fledgling institution without resources or reputation. They and the staff and stakeholders who supported Awanuiārangī at the beginning were the pioneers who cleared a pathway forward and helped us establish a unique space within the tertiary education sector of our country, alongside Raukawa and Aotearoa. We stand in that space today to

face the future and whatever it might bring. We acknowledge them all, the students and their whānau, the teachers and lecturers, the general staff, the caretakers and the leaders we appointed to build Awanuiārangī into a leading indigenous tertiary institution with the objective of transforming our communities through education and lifelong learning. This we continue to seek to achieve through an all-encompassing strategy premised on 10 core drivers.

## TE RAUTAKI 2020 STRATEGY

### Our 10 strategic drivers are:

- A commitment to protecting the cultural uniqueness and mana of Awanuiārangī.
- Delivering academic excellence through teaching and research underpinned by āhuatanga and tikanga Māori principles.
- Empowering our key communities of Ngāti Awa and Mātaatua, as well as all iwi, all New Zealanders and other indigenous communities world-wide.
- Acknowledging that tikanga and te reo Māori are a key foundation and focus for delivering academic excellence.
- Building leaders within our staff through outstanding development and experience opportunities.
- Producing graduates who are leaders with excellent cultural citizenship skills that complement the cultural, social and economic outcomes being sought by Māori both nationally and globally.
- Enhancing our educational standing through research excellence and international outreach.

- Providing our students with clear pathways for learning.
- Leveraging our strengths in supporting the development of regional and rural New Zealand and of our local community.
- Maintaining a sound, sustainable and autonomous institution.

Awanuiārangī continues to offer programmes, from community education to doctorates, across New Zealand and internationally. The ongoing review and development of our programmes ensures that their quality and relevance continue to meet the needs of our communities and create opportunities for increased wellbeing. Our Chief Executive, Professor Wiremu Doherty, also emphasises in his section of this report the repositioning and development of new programmes to ensure we are responsive to the changing needs of our communities, and, just as important, to ensure our future generations of students achieve success in their educational and training pursuits.



## APPOINTMENT OF CHIEF EXECUTIVE

In February 2016, following an extensive recruitment process, the Council appointed Professor Doherty as Chief Executive. Prior to that, he had served a period as Acting Chief Executive, and before then as Deputy Chief Executive. Professor Doherty holds a PhD from The University of Auckland with a focus on improving the understanding about the place of mātauranga-ā-iwi in the education system. He also holds several external roles including Chairperson of Ngā Kaitūhono (a New Zealand Qualifications Board). Earlier in his career he was a teacher and principal at boarding schools and Kura Kaupapa. Professor Doherty is a member of the Tūhoe tribal authority, Te Uru Taumātua. On behalf of the Council, I welcome Professor Doherty to his new role.

## TE HONO O TE KAHURANGI – MĀTAURANGA MĀORI EVALUATIVE QUALITY ASSURANCE

In April 2016 the New Zealand Qualifications Authority completed an independent external evaluation review on a selection of certificates, diplomas, degrees, Masters, and Doctorates, as well as on the overall governance and management of Awanuiārangī. We received a rating of He Pounamu Whakāiro or 'Confident' in achieving 'valued outcomes' for students and stakeholders. This is a significant result for our institution, given the critical challenges of 2014. The Council acknowledges the heavy workload borne by all staff, and in particular our senior management, in the achievement of this key outcome.

## GRADUATION

A highlight of the May 2016 graduation held at Te Mānuka Tūtahi Marae was the address given by our guest speaker Dr Monty Soutar, who affiliates to Ngāti Porou and Ngāti Awa. He is a senior historian with the Ministry for Culture and Heritage and the foremost Māori military historian in New Zealand. Over 1300 graduands were awarded their credentials, with many students, whānau, supporters and the community attending the ceremony. Graduation continues to be supported by the businesses and community in celebrating the achievements of our students. Our graduands reminds us that a student who earns a qualification contributes to important cultural, social and economic outcomes of their communities, as well as for themselves and their whānau.

## BOARDS AND COMMITTEES OF THE COUNCIL

On 1 June 2016, the Council was reconstituted with an acknowledgement between the Crown and Awanuiārangī of a mutual commitment toward a constructive future relationship premised on the guarantees of Te Tiriti o Waitangi. Under the new constitution the Council has 12 members. Four are appointed by the Minister for Tertiary Education, Skills & Employment, six by Ngāti Awa and two by the Council. There are currently 11 members of the Council, who come from diverse backgrounds, disciplines and experience – all of which contributes to the uniqueness of Awanuiārangī.

In terms of its obligations, the Council is committed to performing its functions and duties in accordance with s180 and 181 of the Education Act 1989 and in terms of āhuatanga Māori according to tikanga Māori. As part of an ongoing series of self reviews, the Council and management moved to establish a new risk management framework founded upon important operational policies and controls. A restructured academic board and other council committees aim to support the Council to remain agile, active and alert to risks. Our key committees are highlighted below.

### Academic Board

The Academic Board was reconstituted in August 2016 and this change provides the Council with the processes to establish, maintain and monitor the academic standards of Awanuiārangī and to remain properly informed on the overall academic performance of the Wānanga. Professor Doherty is the Chairperson of the Academic Board.

### Academic Standards Committee

In compliance with relevant academic statutory obligations and further internal/external regulations, the Academic Standards Committee was established in August 2016 to support the work of the Academic Board.

### Finance, Audit and Risk Committee

The Finance, Audit and Risk (or FAR) Committee provides advice to the Council on all financial matters to ensure probity and prudent decision making and to oversee the efficient deployment of Wānanga resources. The committee monitors the financial and non-financial risks of Awanuiārangī and ensures the Council is kept informed of all risk management issues that may arise from time to time.

### Appointments and Remuneration Committee

The Appointments and Remuneration Committee oversees the employment and performance reviews of the Chief Executive and any related matters in accordance with its mandate.

### Stakeholders Committee

The Stakeholders Committee provides advice to the Council on current and emerging issues relevant to the Wānanga from the perspective of its network of key stakeholders.

### Ngā Mātanga o Awanuiārangī

Ngā Mātanga o Awanuiārangī provides advice to the Council on broader iwi and hapū relationship issues and how tikanga Māori is applied and observed at the Wānanga. Members are required to be skilled, experienced and knowledgeable in kawa, tikanga and cultural matters across the various iwi associated with Awanuiārangī. The Council is currently reviewing the terms of reference of this group.

### Health and Safety Committee

The Health and Safety Committee provides assurance to the Council that reasonable health and safety policies, controls and procedures of the Wānanga are in place in accordance with the Health and Safety at Work Act 2015. A health and safety officer was appointed in November 2016.

### Honours Committee

The Honours Committee recommends to the Council the appointment of Honorary Doctorate recipients, Te Tumu Ihorangi and Distinguished Fellows. These are awarded to individuals who have cultural competency and relevant expertise; are of outstanding character; and who are recognised by their peers at local and national levels for their proven record of commitment, contribution and service to their tribes, and to our communities of interest.





## PROTECTED TERMS LEGISLATION

In 2012, the use of the term "indigenous-university" was first raised to describe ourselves internationally. The Ministry of Education commenced a review in 2013 of protected terms under s292 of the Education Act 1989. The Productivity Commission completed its review in March 2017 and Awanuiārangī awaits a final decision from the Minister of Tertiary Education, Skills & Employment.

## PERFORMANCE BASED RESEARCH FUNDING

We have met with the Ministry of Education and other government agencies in an effort to obtain a decision from the Minister on the access, participation and equitable funding opportunities available through the Performance Based Research Funding regime (PBRF). Our research strategy aligns with the Tertiary Education Priority (2014-2019) aimed at strengthening research-informed teaching that remains vital to economic, social, cultural and environmental success in New Zealand. We are committed to ensuring that our credentialed staff are research informed. A number have, in addition to their respective credentials, the cultural skills and fluency in te reo Māori to teach on our degree programmes. The contribution of such capability is evident in 61% of students who have completed their qualifications this year.

However, Awanuiārangī continues to experience challenges in accessing equitable funding to grow the skills and capability of its teaching staff in order to make meaningful contributions toward tertiary education priorities. We continue to await the outcome of this review from the Minister of Tertiary Education Skills & Employment in respect of research funding and the PBRF process.

## TRANS PACIFIC PARTNERSHIP AGREEMENT

The Trans Pacific Partnership was one of many issues in which the Council took an active interest, given the impending impact it might have had on Wānanga; in particular on the intellectual property rights for Māori cultural and traditional knowledge. Our focus was on Article 29.6 in the agreement concerning the Treaty of Waitangi, where it would have reproduced the same inequalities that are currently being experienced by Wānanga and Māori students.

## CONCLUSION

On behalf of the Council, I thank our students, their whānau, hapū, iwi and our communities for their continued confidence in Awanuiārangī. I acknowledge our many stakeholders, including the marae who deliver programmes within our rural communities, as successful contributors to the wellbeing of their communities and New Zealand as a whole. I also acknowledge the tipuna Awanuiārangī, his descendants and our tribal authority Te Rūnanga o Ngāti Awa, whose continued support of our institution remains essential.

To our Chief Executive, Academic, Executive and General staff, the Council congratulates you on another successful year in the advancement of quality teaching and research for our students. We have demonstrated again that together we faced our challenges and created a stronger Wānanga that continues to produce qualifications our students can be proud of as they step into a reeling world full of promise and change.

Finally, I acknowledge my colleagues, the members of the Council, both past and present, who have journeyed with us over the past quarter century to build Awanuiārangī, a house of higher learning, as a response to the trauma of raupatu (confiscation) by embracing education for the benefit of all our present and future generations and the wider community.

Our institutional whakataukī is:

Rukuhia te Mātauranga ki tōna hōhonutanga me tōna whānuitanga.  
Whakakīia ngā kete a ngā uri o Awanuiārangī me te iwi Māori whānui ki ngā tāonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.

Pursue knowledge to its greatest depths and broadest horizons. To empower the descendants of Awanuiārangī and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.

Ahakoā pēhea te pupuhi o ngā hau o te wā, ka tū tonu a Awanuiārangī.

**Distinguished Professor Sir Hirini Mead**  
KNZM, FRSNZ, PhD (Southern Illinois)  
CHAIRPERSON  
Te Whare Wānanga o Awanuiārangī



# Chief Executive report

Hai nā purina ōti tapu o nā karakia  
Te pūmautanga o te kupu  
Ka hau mai ia rangi, ia nuku  
Hai hou hihiri kau ake i te kiri  
Hai whakawānanga kau ake i a Tama  
Tōku ariaritanga, toku ruru hau  
Koia rā ko te pā o Awanuiārangi  
He uri tātai mai nā Toi, te tangata o te motu  
Putā noa ki te whai ao, ki te ao marama  
Tihei mauri ora

Hei te māreikura o Ngati Ranginui,  
te kanohi kitea o Ngati Hangarau,  
te tuarā o te Apa Marae Kura  
moe mai rā, e Kiri

Kia tahuri ake ki a koe te mangai whakatuitui  
o rahi o Whakatohea me Ngai Te Rangi,  
e Matiu, tākoto rā i tō ūkaipo

Otirā korua, koutou te hunga wairua  
Tuia kau ana te aro o maumahara kia rātau  
He kura roimata ka hokia, he kura tangata,  
tē hokia

Takahia atu ana e Awanuiārangi,  
te ara o ōna matua  
Hai whakahirahira i tōna waka  
a Mātaatua  
Ka au tōia nei e nā manu tipua,  
ko Mumuhau, ko Tākeretou  
Hai whawhati i te parihau o te moana  
E ko Kahukura te manu whakawā  
i te mate

Waiho ake au i te muri nei, te titi ai aku  
nohi ki te toka tipua  
Ka whakapā ringa nei ki te whatukura  
mauri o taku wānanga  
He tohu ia kua eke panuku,  
kua eke tangaroa  
Ki te whei ao ki te ao mārama,  
tihei mauri ora







It is my pleasure to present the 2016 Annual Report for Te Whare Wānanga o Awanuiārangi. A year characterised by ongoing organisational change, the introduction of a broad range of quality control systems, the development of new processes and programmes, enhanced leadership expectations, and a proactive response to the numerous reviews of 2014-2015.

I am incredibly proud of how our staff have responded to the challenges of the past three years. This year, we are starting to see the outcomes of these changes, the positive gains made, our growing reputation as a provider of quality education, and a renewed enthusiasm and commitment by our staff.

We will continue to implement the changes needed to advance the organisation, to build upon the strong foundation which has now been created, and to better achieve the aspirations of our founders and the communities that we serve.

In 2016, we maintained a strong focus on organisational improvement, innovation, and strategic relevance. A suite of new programmes have been successfully introduced, a new campus in Tāmaki established, and the appointment of a number of outstanding staff to key leadership positions within the organisation. This is a particular highlight for me as the Chief Executive as we work towards a more distributed leadership model with effective programme leadership and accountability for quality delivery and student outcomes.





The highlights of 2016 included leading the organisation through the New Zealand Qualifications Authority (NZQA) External Evaluation Review (EER). As part of this review, we were the first TEI in New Zealand to undergo a compliance audit alongside the standard EER process. We achieved an overall rating of confident which is an extraordinary turnaround and achievement given the internal and external investigations and reviews of 2014-2015. This result is positive testament to the dedication and commitment of my leadership team and our staff who have continued to focus on quality programmes and outcomes for our students and communities.

In 2016, we also made significant progress with our programme development and alignment strategy resulting in 17 new programmes being approved and accredited by NZQA. These programmes have been co-constructed with our key stakeholders and communities. They provide seamless pathways into our existing areas of strength - mātauranga Māori, mātauranga ā Iwi, applied sciences, leadership and research. We successfully launched two of these programmes in 2016 with delivery occurring across New Zealand. As a result, our progression performance improved significantly on the previous year and we expect to continue to see improvements in this area as the remainder of our programmes are rolled-out in future years. Ultimately, our vision is to see more Māori students' pathway seamlessly through our programmes towards PhD.

Another highlight has been the reviews of all of our undergraduate degree programmes. The focus of these reviews has been on quality improvement and curriculum alignment from our suite of pre-degree programmes. This will ensure that student pathways are seamless and that they are prepared to succeed. An outcome of these reviews and the investment in certificate programmes has resulted in a significant shift

in our mix of provision. That is, away from levels 5-7 and towards levels 3-4. We expect that within the next 3-4 years this will shift back to previous levels with accompanying increases in the Educational Performance Indicators – course completions, qualification completions, retention and progression. Two redeveloped undergraduate degree programmes will be relaunched in 2017 and is an important first step.

While undergraduate degree provision has declined, post-graduate enrolments have continued to increase. The thesis topics and research produced by our students are designed to benefit Māori communities, hapū and iwi, with the focus on 'solution driven' research. We expect that many of the issues raised by Māori will be addressed by students drawn from these communities and through their doctoral and master's thesis research.

2016 was the first year of operation for our new Tāmaki campus located in Lambie Drive, Manukau City. Enrolment targets were well exceeded with a three-fold increase on the previous year. The key drivers to this success was the appointment of a new Campus Director with strong relationships across Auckland and throughout the tertiary education sector.

Overall in 2016, we enrolled 3,252 EFTS. While some of these enrolments rolled-over into 2017, this represents a 38% increase on the previous year (2,363 EFTS) and a full recovery of the enrolments lost as result of the reviews and resets of 2014-2015. The challenge for the organisation is to support these students to progress to higher levels of study. We can only achieve this by continuing to be both innovative and responsive in the delivery of our programmes and to maintain our focus on quality.

Relationships with whānau, hapū, iwi and communities - both nationally and internationally – play a significant role in our ability to deliver responsive and innovative education programmes. As a wānanga, we recognise our role in contributing to broader Māori development aspirations and priorities and are excited by the opportunity within the tertiary education space to facilitate social, economic and cultural advancement. Awanuiārangi has a long history of working with our partners across the tertiary education sector, as well as other organisations that are committed to progressing various kaupapa that align with our own mission and strategic goals.

We have continued to build strong relationships across the country and with a range of communities. We have engaged in programme delivery on marae, sponsored local and national events and engaged directly with iwi and other groups to identify opportunities to support their educational and research aspirations. Awanuiārangi has also formed strategic alliances with a range of Māori and non-Māori organisations. These have enabled us to look beyond current issues facing Māori to include a focus on building a platform to address future needs and aspirations. In this regard,

Awanuiārangi has been able to strengthening our strategic relationships with the local business community through the relocation of the Eastern Bay Chamber of Commerce to our Whakatāne campus. Formalising our relationship with Te Omeka Charitable Trust, through signing a Memorandum of Understanding, is a similar example of our commitment to meeting the current and future needs of our students and our communities.

At an international level, Awanuiārangi continues to play a key role in promoting the legitimacy of indigenous knowledge in the tertiary education space. Moreover, the application of this knowledge in developing innovative, durable solutions that are informed by local values and aspirations. As shown in the International Outreach section of the report, Awanuiārangi hosted a large number of international scholars and students in 2016. Staff also attended conferences, presented papers and worked collegially with other indigenous scholars. We also continue to support a growing number of international doctoral students through our professional doctorate programme, with cohorts based in Washington and Seattle.

The achievements of 2016 should be viewed in the context of the changing tertiary education environment with continued policy changes that have implications for Awanuiārangi. We have continued to work closely with all Government agencies to ensure that we are making a valued contribution to the Tertiary Education Strategy, and to further ensure that our views are expressed when proposed changes have the potential to negatively impact on Awanuiārangi. We have dual accountabilities not only to meeting government expectations but also to meet





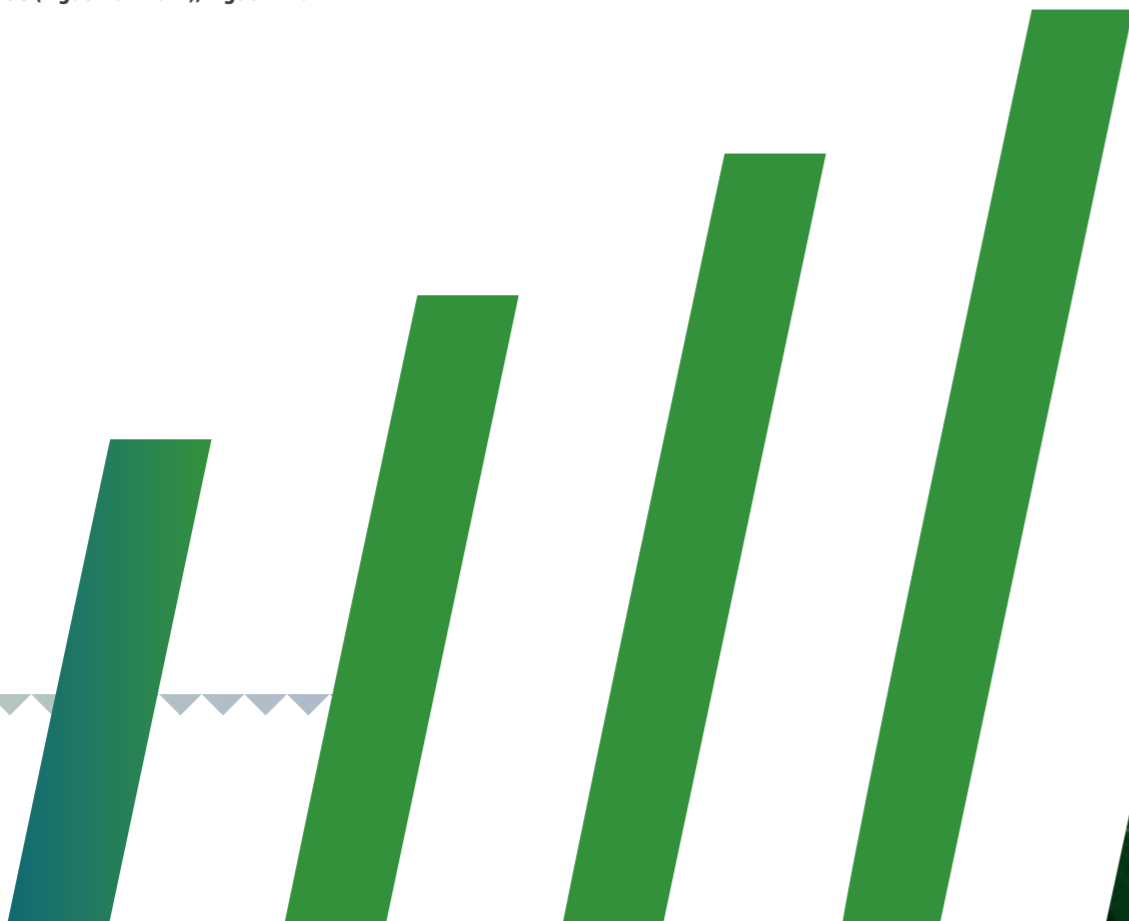
iwi expectations. We are also mindful of the continued inequities that exist for example in Performance Based Research Fund allocations. We are committed however to investigating solutions that ultimately ensure that we are fairly resourced for our research activity and endeavour.

Finally, I would like to acknowledge the Council of Awanuiārangi and our staff for their continued passion and dedication to our students and communities. A strong foundation has been established in 2016 and I look forward to the future with a continued focus on our students and their success as Māori.

2017 is an exciting time for Te Whare Wānanga o Awanuiārangi. As an institution, the combined efforts of Council, management and staff have ensured that we are well-placed to accelerate our strategy to effect positive change through transformative education. It is timely that this next phase of growth for Awanuiārangi coincides with our 25th anniversary of delivering tertiary education. This anniversary is an important milestone as it provides an opportunity to acknowledge the events and people that have contributed to the development of the wānanga. As we look towards the future, our 25 year celebrations are an enduring reminder of the need to reflect on where we have come from to inform our pathway towards the future –

Te tapuae o mua, mō muri,  
footsteps of the past, informing our future.

**Professor Wiremu Doherty**  
PhD (Auckland)  
CHIEF EXECUTIVE OFFICER  
Tūhoe (Ngāti Tāwhaki), Ngāti Awa



# Governance

Wānanga were constituted as tertiary education providers in 1997, under s162 of the Education Act 1989. The Act characterises a wānanga as an institution that is distinguished

“by teaching and research that maintains, advances, and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom).”

Thus, the focus for wānanga is primarily in the delivery of education through a mātauranga Māori context, across a range of pre-degree and degree qualifications and to Māori communities, iwi, hapū and whānau.

As is the practice of all tertiary institutions, Te Whare Wānanga o Awanuiārangi is governed by a council. Section 171 of the Education Act 1989 provides for wānanga councils to consist of between 8 and 12 members with representation made up as follows:

- (a) the following number of members appointed by the Minister by written notice to the council:
  - (i) 4 members (in the case of a council comprising 10, 11, or 12 members);
  - (ii) 3 members (in the case of a council comprising 8 or 9 members); and
- (b) enough members appointed by the council by resolution, in accordance with its statutes, to bring the membership up to that total number.

## TE WHARE WĀNANGA O AWANUIĀRANGI COUNCIL FOR 2016<sup>3</sup>

NAME	AFFILIATION	POSITION
<b>Distinguished Professor Sir Sidney (Hirini Moko) Mead</b>	Te Rūnanga o Ngāti Awa	Chair of Council Member of the Appointments and Remuneration Committee
<b>Judge Layne Harvey</b>	Te Rūnanga o Ngāti Awa	Deputy Chair of Council Member of the Appointments and Remuneration Committee
<b>Sir Harawira Gardiner</b>	Te Rūnanga o Ngāti Awa	
<b>Mr Kei Merito</b>	Te Rūnanga o Ngāti Awa	
<b>Dr Joseph Mason</b>	Te Rūnanga o Ngāti Awa	Chair of Finance Audit and Risk Committee
<b>Ms Materoa Dodd</b>	Te Rūnanga o Ngāti Awa	Member of Finance Audit and Risk Committee, Academic Board, and Appointments and Remuneration Committee
<b>Ms Adrienne von Tunzelmann</b>	Ministry of Education	Member of Finance Audit and Risk Committee, Appointments and Remuneration Committee
<b>Mr Rauru Kirikiri</b>	Ministry of Education	Member of Task Force Committee, Appointments and Remuneration Committee
<b>Mr Matiu Dickson</b> <i>(until April 2016, deceased)</i>	Ministry of Education	
<b>Mr Charles Tawhiao</b> <i>(from July 2016)</i>	Ministry of Education	Member of Task Force Committee, Health and Safety Committee
<b>Mrs Tuihana Pooks</b>	Ministry of Education	Member of Academic Board
<b>Mr Aubrey Temara</b>	Co-opted	

<sup>3</sup> The new term for Council members commenced on 1 June 2016. There is one more co-opted position yet to be filled, which will bring the number of Council members to 12.







**Distinguished Professor Sir Sidney (Hirini Moko) Mead**  
Chair of Council



**Judge Layne Harvey**  
Deputy Chair of Council



**Sir Harawira Gardiner**



**Mr Kei Merito**



**Dr Joseph Mason**



**Ms Materoa Dodd**



**Ms Adrienne von Tunzelmann**



**Mr Rauru Kirikiri**



**Mr Matiu Dickson**  
*(until April 2016, deceased)*



**Mr Charles Tawhiao**  
*(appointed July 2016)*



**Mrs Tuihana Pooks**



**Mr Aubrey Temara**

# Leadership

## NEW APPOINTMENTS

2016 was significant in terms of appointments in several strategic leadership positions. In February 2016, Professor Wiremu Doherty (Tūhoe, Ngāti Awa) was appointed Chief Executive (CE) of Te Whare Wānanga o Awanuiārangī. Professor Doherty had been in the role of acting CE since April 2015 following the resignation of former CE, Distinguished Professor Graham Smith.

The appointment of Professor Doherty followed a comprehensive recruitment process, with Council noting the high quality and number of applicants for the role. Professor Doherty's impressive resume and track record, coupled with a deep knowledge and understanding of Te Whare Wānanga o Awanuiārangī and the tertiary sector, were key determinants in Council's final decision. Council also made special mention of the leadership shown by Professor Doherty in his role as acting CE, ensuring a seamless transition while managing the realignment and recovery required following some challenges in late 2014.

The position of Deputy Chief Executive, left vacant by the appointment of Professor Wiremu Doherty to CE, was filled by Ms Yvonne O'Brien (Ngāti Awa, Ngāti Ranginui and Ngāti Pīkiao). A part of the organisation since 2014, Ms O'Brien has been instrumental in the development and implementation of the Awanuiārangī Strategic Plan Rautaki 2020, the development of our Uara and the relocation of our Tāmaki campus to Manukau.

Ms O'Brien brings outstanding experience in educational leadership having held the roles of Acting Kaihautū National Delivery and Regional Manager Tāmaki/Te Taitokerau at Te Wānanga o Aotearoa, and Vice President Community at Unitec, among other tertiary education sector positions. Her extensive relationships, which go beyond the education sector, are a significant asset for Te Whare Wānanga o Awanuiārangī. Ms O'Brien holds a Masters of Business Administration (distinction) and Bachelor of Education (Adult Education).

In September 2016, Te Whare Wānanga o Awanuiārangī welcomed Professor Te Kani Kingi (Ngāti Pūkeko, Ngāi Tai me Ngāti Awa) into the role of Manager of Strategic Projects. Professor Kingi came to the wānanga after 20 years at Massey University where he held many senior academic leadership roles including for the past six years Director of the Academy for Māori Research and Scholarship. Professor Kingi is an experienced academic and educational leader with extensive strategic networks and relationships across the sector and with Government.





## EXECUTIVE LEADERSHIP TEAM FOR 2016

<b><u>Professor Wiremu Doherty</u></b>	<b>Chief Executive</b>
<b><u>Yvonne O'Brien</u></b>	<b>Deputy Chief Executive</b>
<b><u>Laurissa Cooney</u></b>	<b>Chief Financial Officer</b>
<b><u>Helen Cook</u></b>	<b>Human Resources Manager</b> (absent from photo)
<b><u>Professor Te Kani Kingi</u></b>	<b>Strategic Projects Manager</b>

Some of Professor Kingi's current memberships include: Statistics NZ Māori Advisory Board, Pharmacy Council of New Zealand, Ngā Pae o te Maramatanga International Research Advisory Panel, Health Research Council's (HRC) International Indigenous Research Committee, White Paper on NZ Children (expert panel) and The Glenn Inquiry on Domestic Violence and Child Abuse. He is also Chair of the Ngā Kanohi Kitea Committee (HRC) and Chair of the Te Pou Matakana Whānau Ora Grant Committee.

Other key leadership appointments in 2016 included the appointment of Associate Professor Nathan Matthews as Head of School - Indigenous Graduate Studies and Glenn McKay (Te Arawa) in the new role of Regional Director - Tāmaki.

Associate Professor Nathan Matthews has a PhD from the University of Otago and has been involved in Māori education at tertiary level for 15 years. Since 2013 he has been Executive Director of Education of two

partnership schools based in Whangārei where he has been responsible for both the day-to-day operation of the school and its strategic leadership. Prior to this he was a Senior Lecturer in Māori Education at Massey University. Through his career, he has been involved in the development and redesign of academic programmes and is familiar with the NZQA framework for accreditation at tertiary level. Associate Professor Matthews brings with him extensive education networks and strong relationships in the tertiary sector and Northern Region communities. He is passionate about the continued development of Māori education at all levels.

Glenn McKay has significant leadership and management experience spanning more than 15 years in the New Zealand Police and the tertiary education sector. Mr McKay graduated with an MBA (Distinction) from the first indigenous cohort at Waikato-Tainui Endowed College in conjunction with Te Whare Wānanga o Waikato in 2011. At that same time he was Regional Manager of Tāmaki/Te Taitokerau for Te Wānanga o Aotearoa, with approximately 120 programmes from level two to seven, 6,200 EFTS and a budget of \$32m. Mr McKay

co-led the development of three successful vocational programmes (Police, Carpentry and Corrections) and has a sound working knowledge of the tertiary environment.

2016 also saw Professor John Clayton (Ngāti Korokī-Kahukura) appointed into the permanent role of The Mark Laws Endowed Chair in Innovation, Technology and Arts, taking over the leadership of Tokorau - Institute of Indigenous Innovation and Design. Professor Clayton joined Te Whare Wānanga o Awanuiārangī in 2014 in a Professorial Senior Academic role (part-time) in the e-Wananga department and was seconded in 2015 to the acting role as The Mark Laws Endowed Chair in Innovation, Technology and Arts while continuing to meet his other external commitments. Professor Clayton has extensive experience in academic, operational and financial leadership, research, and teaching. His credentials include a Bachelor of Arts, Teaching College Diploma, Diploma of Teaching, Masters of Education (Hons) and Doctor of Science Education. John has a passion for emerging educational technologies including online learning and has extensive experience in this field.





# Strategic Directions

*Te Rautaki 2020* was finalised in 2015 and has subsequently been used to shape the 2016 Investment Plan and our wider strategic goals and actions. *Te Rautaki 2020* identifies a set of strategic drivers that reflect our vision and mission, and which are aligned with the Government's Tertiary Education Strategy 2014-2019. Through the application of these strategic drivers, Awanuiārangī is now well-positioned to deliver quality educational outcomes for Māori.

## OUR STRATEGIC DRIVERS ARE:

- We are committed to protecting the cultural uniqueness and mana of Te Whare Wānanga o Awanuiārangī.
- Our core business is delivering academic excellence through teaching and research underpinned by āhuetanga and tikanga Māori principles.
- Our key communities are Ngāti Awa, Mātaatua, all iwi, all New Zealanders and other indigenous communities worldwide.
- Tikanga and te reo are a key foundation and focus for delivering Māori academic excellence.
- We aim to produce Māori leaders with excellent cultural citizenship skills that complement the cultural, social and economic outcomes being sought by Māori both nationally and globally.
- We will build leaders within our staff through outstanding development and experience opportunities.
- The prime focus will be on Māori academic achievement, Māori economic development and Māori community wellbeing.
- We will continue to enhance our educational standing through research excellence and international outreach.
- We will provide our learners with clear pathways for learning.
- We will leverage our strengths in supporting the development of our local community and regional and rural New Zealand.
- We will remain financially sound, sustainable and autonomous.

## IN 2016, THE STRATEGIC GOALS FOR THE ORGANISATION WERE:

### Teaching and Learning Quality

Provide quality teaching and learning that is underpinned by āhuetanga and tikanga Māori principles producing graduates with a strong sense of Māori cultural identity, skills, employability and self-worth.

### Programmes

Develop and deliver programmes that are co-developed and endorsed by whānau, hapū and iwi and that advance āhuetanga and tikanga Māori and meeting a sustainable need and demand.

### Relationships

Establish and maintain meaningful relationships with whānau, marae, hapū, iwi and with external partners and agencies who contribute to and support the vision and mission of the organisation and our taura.

### International and research

Enhance our educational standing through research excellence and international outreach that is transformative for taura, community, Māori and indigenous peoples.

### Staff

Be an excellent Māori employer who employs and develops outstanding staff, who deliver outstanding results to our taura and the communities we serve.

### Organisational performance and viability

Maintain a sustainable and viable programme portfolio that meets demonstrated need for the communities we serve.

With these strategic drivers and goals, Te Whare Wānanga o Awanuiārangī continues to invest in quality improvement and enhancing the viability of our programme offerings. We focus on improving our control environment while also ensuring that the organisation remains agile and responsive to our communities.



# Strategic Developments

## EXTERNAL EVALUATION REVIEW

In May 2016, Te Whare Wānanga o Awanuiārangī underwent an External Evaluation and Review (EER) by the New Zealand Qualifications Authority (NZQA). Awanuiārangī chose to use the Mātauranga Māori Evaluative Quality Assurance (MM EQA) as the methodology for its EER. This was in large part because of the distinct combination of principles and concepts from Te Ao Māori (realised in the form of Te Hono o Te Kahurangi framework) that sit at the heart of MM EQA. MM EQA is an evaluative methodology founded on clear expressions of kaupapa, designed to reflect the integrity, quality and value of mātauranga Māori qualifications, programmes of study, and tertiary education provider performance. MM EQA recognises a range of outcomes including fostering whanaungatanga, manaakitanga, pūkengatanga, kaitiakitanga, rangatiratanga, tūrangawaewae, te reo Māori, and ngā tikanga Māori.

The MM EQA EER of Te Whare Wānanga o Awanuiārangī was conducted at its Whakatāne and Tāmaki campuses. A five-person panel appointed by NZQA attended the on-site EER, including three evaluators, a kaitiaki and a kaiārahi reo. The panel met with representatives of the Council, the chief executive and the academic leadership team, programme co-ordinators, teaching and support staff, taura, graduates, and external stakeholders. Stakeholder groups included representatives from marae, whānau, hapū, kapa haka and included school principals and associate teachers involved in supporting the teacher education degree.

We are pleased to report that the outcomes achieved were CONFIDENT in educational performance and CONFIDENT in self-assessment. The panel further noted that the organisation:

“has proactively worked to restore the integrity of the organisation and fulfil its dual accountability obligations to key government stakeholders including funders, and to the communities it serves including its primary stakeholder Ngāti Awa. It was clear from the discussions and reviews that Council and senior management have taken ownership of the issues they are responsible for and ensured issues are resolved appropriately.”<sup>4</sup>

4 Final NZQA EER Report 8 August 2016

## ONLINE LEARNING

At Te Whare Wānanga o Awanuiārangī online learning is incorporated into a distinct philosophy and methodology referred to as eWānanga. eWānanga is an English-Māori hybrid term used to represent the amalgamation of two concepts; one is based on the use of Information and Communication Technologies (ICT) in education and the other on Mātauranga (Māori knowledge). The eWānanga kaupapa illustrates a philosophy founded on flexible teaching and learning practices that reflect Māori teaching methods within a mixed mode delivery structure. It is this unique blending of modern educational technologies with Māori knowledge, values and attitudes regarding teaching and learning that shape and define the distinctive Awanuiārangī approach to blended learning.

Institutionally it is acknowledged that the online learning kaupapa is increasing in importance, and there is growing awareness that eWānanga will play a significant role in the future of teaching and learning at Awanuiārangī. Underpinning the expansion of online learning at Awanuiārangī is the clear understanding that our students are:

- Influenced by their previous learning experiences and current skills and knowledge.
- Motivated by the support they receive from interpersonal relationships and building a sense of community.
- Inspired by subjects that are relevant to their cultural heritage, and engaged with communities that will positively impact on their personal life.
- Often challenged, because of physical location or commitments, to attend classes on a fixed timetable or at a given site.
- Aware that, in some instances, unreliable broadband provision and inconsistent levels of Internet access across the community can affect their participation.

From an online learning perspective three distinct themes are being supported at Awanuiārangī:

*Web-Supported:* where a paper or course provides students access to limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.

*Web-Enhanced:* where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.

*Web-Based:* where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required.

Over the past two years increased investment in institutional networking infrastructure, software applications and hardware has enabled Awanuiārangī to positively respond to the increasing demand for enhanced digital delivery. Building upon the functionality of our learning management system, we have carefully planned the integration of a range of enhanced services including:

- Office Applications: Microsoft Office
- Video Conferencing: Zoom
- Media-Streaming Services: Medial
- Media-Enabled Editor: PoodLL
- Point of Need Support: eWānanga Helpdesk
- Academic integrity: Turnitin





## PROGRAMME DEVELOPMENT

In addition to a profound shift in organisational culture to quality improvement, Awanuiārangi is also embarking on the largest programme development strategy since the organisation was established. This strategy is focused on replacement qualifications for the level 1-6 qualifications that are to expire as part of the NZQA's Tertiary Review of Qualifications (TRoQ), and the development of a suite of new qualifications to ensure a seamless pathway for students from certificate to PhD. Additionally, the strategy is geared toward ensuring that our curriculum and the technology used across our programme provision remains current and aligned to shifting community aspirations and priorities. Finally, our programme development strategy also provides the opportunity to develop programmes in new and emerging Māori knowledge and employment areas, ensuring we maintain a leading edge in the delivery of transformative education.

### Some of the specific areas of focus include:

- Progressively re-designing/replacing all level 1-6 programmes with new NZ qualifications or Iwi Wānanga programmes (TROQ).
- Progressively developing new programmes to ensure that there are clear pathways from level 1 to level 10 in agreed discipline areas.
- Identifying and developing programmes in new discipline areas that meet the needs and demands of the communities we serve.
- Ensuring that all new programmes include mixed mode delivery options including on-line.
- Ensuring that all programmes are informed by āhutatanga and tikanga Māori (context and/or explicit content).

Our overall goal is to establish a more balanced programme portfolio that prioritises students and their ability to seamlessly pathway to higher levels. This will ensure that we ultimately increase the number of degree and post-graduate qualifications over time. The success of our new programme suite is linked to the quality of consultation and needs/demand analysis that we are carrying out and how this new mix of provision strategically aligns to our current programme portfolio.

### In 2016, 17 new qualifications and programmes were approved by NZQA.

#### This included:

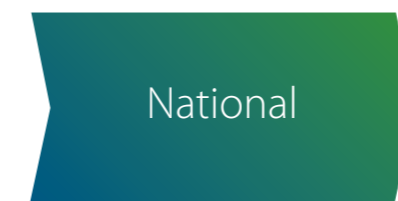
- A suite of New Zealand qualifications in Te Reo Māori (Levels 1-6).
- Career preparation programmes for entry to several of our undergraduate degrees.
- A suite of new Te Pouhono programmes.
- Two qualifications in adult education and training (Level 5 and 6).
- Two New Zealand qualifications in Māori Tourism (Level 3 and 4).

## SERVICE TO WHĀNAU, HAPŪ, IWI AND COMMUNITIES

Te Whare Wānanga o Awanuiārangi acknowledges the role of wānanga in contributing to broader Māori development aspirations and priorities, and is committed to supporting kaupapa where education is a catalyst for achieving these developmental goals. This commitment is reflected in one of our six strategic goals which is focused on establishing and maintaining meaningful relationships with whānau, marae, hapū, iwi and communities.

The delivery of programmes on marae is an important platform that enables Awanuiārangi to connect with whānau, hapū, iwi and communities across the country. Delivered predominantly through the School of Iwi Development, marae-based programmes are a critical aspect of our contribution to communities, with the goal of supporting their efforts to transform themselves socially, culturally and economically. The benefits associated with these programmes are varied, with graduates developing a greater understanding of te reo me ngā tikanga from their own context, as well as being able to apply this learning when performing various roles on the marae. In addition, graduates often share within their wider whānau the knowledge gained through the programme, supporting the intergenerational transfer of knowledge.

Sponsorship of community events, both locally and nationally, is another important platform that enables us to promote the wānanga and our programmes, and support kaupapa that are important to the communities we serve. These events provide the opportunity to hear the perspectives of current and potential students as well as the community generally – their concerns, aspirations, suggestions. This feedback is crucial to ensuring that we remain relevant and responsive to the needs of Māori. Some of the events Awanuiārangi supported in 2016 are shown below.



- CATE conference
- Te Akatea – Māori Principals Association
- National Secondary Schools Kapa Haka 2016
- NZARE conference
- Māori Women's Welfare League
- Hearts Kids Day Out



- Mātaatua Regionals 2016
- Ngā Puhi Festival 2016
- Tāmaki Senior Regionals Festival 2016
- Ngā Whātua Tertiary Education Expo 2016
- ASB Polyfest 2016 (three-year agreement)



- Tuhoē Ahurei
- Manu Korero regionals
- Community Whakatāne
- LOCAL
- Chamber of Commerce networks
- Young Enterprise – High Schools
- AIMS conference – co-hosted
- Educational conferences and workshops



A key part of the work of our Chief Executive Officer, and the executive leadership team more broadly, is to work with iwi and other groups to identify opportunities to support their educational aspirations, including research. A summary of some of the engagements undertaken during 2016 follows:

- Memorandum of Understanding signed with Te Omeka Charitable Trust.
- Meeting with Ngāti Hine and Te Waka Kai Ora representatives to discuss delivery options for the Certificate of Kai Oranga in the region.
- Hui with iwi representatives from Te Whānau ā Apanui to discuss opportunities for programme enrolment, pathways and other strategies that would contribute toward community growth and development.
- Hui held with Te Rūnanga o Ngāi Tahu to establish a relationship and explore the potential for Ngāi Tahu to access programmes offered by the wānanga.
- Meeting with a representative of Ngāi Tukairangi Orchard Trust to discuss potential opportunities within the School of Undergraduate Studies to co-develop a relevant qualification(s) for the orchard industry.
- Regular hui with the Chief Executive Officer of Te Rūnanga o Ngāti Awa with a focus on areas of alignment or importance.
- Meetings with Te Rūnanga o Ngāi Te Rangi Iwi Trust to look at the existing Memorandum of Understanding agreement and discuss programme need and alignment to their reo strategy – marae development and te reo Māori, postgraduate programmes.

## STRATEGIC ALLIANCES

Te Whare Wānanga o Awanuiārangī recognises the importance of collaborating with our partners across the tertiary education sector, as well as organisations working on kaupapa that align with our own mission and strategic goals. As a wānanga, we have a long history of collaborating with others to progress the goals of our own institution and to facilitate change across the sector. In fact, it was because of our strategic relationships with Waiariki Institute of Technology and the University of Waikato in 1992 that Awanuiārangī was able to offer programmes to students for the first time under an EFTS sharing arrangement.

Importantly, our strategic alliances are informed by our uara (values), and therefore extend beyond current issues to include a focus on building a platform to address future needs and aspirations. A key part of our work in this regard is supporting our partners across the sector, including TEC and NZQA, to develop better understandings about the unique role and contribution of wānanga, and the educational priorities of Māori students as members of whānau, hapū, iwi and communities. We see this work as critical if we are to improve the tertiary education experiences of our own students as well as Māori students studying across the sector.

### While not an exhaustive list, some of our strategic alliances are featured below:

- Te Tau Ihu
- Te Waka Kai Ora
- Bay of Plenty Tertiary Partnership
- Te Kōhanga National Trust
- Tū Maia - TEC Māori Reference Group
- Ako Aotearoa
- Te Kāhui Tautoko - Advisory Group, Manukau Institute of Technology
- Joint Centre for Disaster Research
- ASB Bank - student scholarships
- TEC Inter-Wānanga - Outcomes Project

An important development for Awanuiārangī in strengthening our strategic relationship with the local business community in the Eastern Bay of Plenty was the relocation of the Eastern Bay Chamber of Commerce to our Whakatāne campus, signaling developing collaboration between the two organisations. Chamber of Commerce CEO Gerard Casey and office manager Kirsten Ashcroft moved into offices at our Camelia Court building in April. CEO Professor Wiremu Doherty said the move was a signal to the community that Awanuiārangī has a desire to work more closely with local business, industry and stakeholders.

“Together, we will look at developing strategic alliances amongst industry and business stakeholders within our region and how we can work together for our students and wider communities,” Professor Doherty said.







# Teaching and Learning

Te Whare Wānanga o Awanuiārangi is made up of core administration and service operations, which service programme delivery through three schools: School of Iwi Development; School of Undergraduate Studies; School of Indigenous Graduate Studies.

Mr Casey said the relationship developing between Awanuiārangi and the Chamber is unique in New Zealand.

“We will never grow stronger if we operate in silos and we can learn so much from knowing each other better. Nowhere else in New Zealand has this type of relationship been undertaken,” Mr Casey said.

“We will both have the ability to connect and grow not only Māori business but also all businesses in the wider local, national and international networks that we both have.”

## School of Iwi Development

**2,064**  
EFTS

**7,221**  
students

**1–7**  
levels of study

 **delivery across multiple sites**

• Whakatāne • Tāmaki • Various marae

 **6 qualifications offered**

- Certificate in Te Pou Hono
- Certificate of Te Wai Māori (Freshwater Management)
- National Certificate in Seafood Māori (Customary Fishing)

- Bachelor of Maturanga Māori
- Te Pou Hono ki Marae Ātea
- Kai Oranga

## School of Undergraduate Studies

**980**  
EFTS

**1,000**  
students

**1–7**  
levels of study

 **delivery across multiple sites**

• Whakatāne • Tāmaki • Whāngarei

 **10 qualifications offered**

- Te Awa Reo
- Te Awa Tuapapa
- Ako ki te Wānanga Bridging to Teaching/Bridging to Nursing
- National Certificate in Tourism Māori (level 3 and level 4)
- Te Ahu Taiao Bachelor of Environmental Studies

- Te Tohu Toi Tangata Bachelor of Humanities
- Te Tohu Paetahi Ako Bachelor of Education (Teaching)
- Te Ohanga Mataora Paetahi Bachelor of Health Sciences Māori (Nursing)
- Nga Mana Whakairo a Toi Bachelor of Māori Performing Arts

## School of Indigenous Graduate Studies

**208**  
EFTS

**351**  
students

**9–10**  
levels of study

 **delivery across multiple sites**

• Whakatāne • Tāmaki • Whāngarei

 **5 qualifications offered**

- Master of Māori Studies
- Master of Indigenous Studies
- Doctor of Māori Development and Advancement

- Doctor of Indigenous Development and Advancement
- Doctor of Philosophy





## SCHOOL OF

# Iwi Development

Iwi development is a critical aspect of our contribution to the community and in transforming those communities socially, culturally and economically. This development occurs through students who graduate and return to their communities or through the intergenerational transfer of knowledge through Māori-centred programmes offered through marae locations. Students gain knowledge and qualifications focused on social, economic and cultural transformation. Our networks and relationships developed with hapū and iwi nationally mean that a large number of iwi and marae have access to these developmental possibilities.

The primary focus of the School of Iwi Development (SID) is to provide a range of programmes and courses aimed at strengthening the socio-cultural capital of marae around the country.

More specifically, the School has focused on quality education that provides both cultural and vocational options grounded in language and custom (te reo me ona tikanga). These programmes have been specifically designed and strengthened for marae and particularly for second-chance learners. They include a range of options and pathways that meet stakeholder-specific needs and aspirations. These programmes are supported by a strong research ethos which considers research in an applied and transformative way with the aim of advancing the wellbeing of people and their resources.

Notwithstanding our core marketplace focus, the School is increasingly being asked to provide support and educational

provision for a wider range of Māori community interests. These requests come from organisations that currently sit outside of the SID's traditional marae market environment, yet play a critical role in terms of contributing to contemporary and future aspirations for Māori development and wellbeing. An essential element that is drawing these wider Māori organisations to engage with SID is the unique mode of provision and programme delivery provided by the School in terms of our Investment in Evidence-Based Education Framework that is driven through the Marae-Centred Learning Communities strategy. More specifically, it is about the accessibility of provision through working with the community, in the community.

With this as the context, in 2016 the School of Iwi Development underwent significant change both in terms of quality improvement in systems and processes and new programme development. The existing Te Pouhono programme, which is the organisation's largest programme, was replaced by five new Iwi Wānanga qualifications; each 40 credits and developed after extensive consultation with marae, hapū and iwi across our network. The first of these new qualifications was launched in October 2016 and more than 2,000 students enrolled in the programme. The remaining suite of programmes will be rolled out in 2017, including a new programme in marae governance and trusteeship.

In addition, the School alongside of our Tāmaki region launched another new programme, Kai Oranga, which was developed in partnership with Te Waka Kai Ora (Māori Organics Authority). This programme focuses on the growing of food that is non GE modified and the development of food science and sustainability skills in our communities. The programme started in September 2016 with more than 280 enrolments at 14 marae and community sites across New Zealand.





## SCHOOL OF

# Undergraduate Studies

The School of Undergraduate Studies (SUGs) grows the capability and capacity of Māori through certificate, diploma and bachelor degree programmes based mainly on the three campuses in Whakatāne, Tāmaki and Whangārei. Two programmes are taught off-campus: Ngā Mana Whakairo a Toi - Bachelor of Māori Performing Arts, which is taught in each respective rohe, and the National Certificate in Tourism Māori delivered in Heretaunga because of the growing tourism potential in that region.

In 2016 SUGs enrolled 980 full time equivalent students (EFTS) in its programmes, which is consistent with our EFTS achieved in 2015 (982 EFTS). Enrolments in many tertiary education institutions including Te Whare Wānanga o Awanuiārangī have declined in the past year. Possibly contributing to this decline are factors like higher tuition fees leading to higher student debt and increased vocational opportunities. Given these factors, our ability to maintain enrolments in 2016 was a positive result for the school. To maintain quality education, the School currently employs 49 full time equivalent academic staff assisted by six administration staff across the Whakatāne and Tāmaki Makaurau campuses.

Most of the School's programmes supplement in-class teaching with online learning using a Moodle platform called eWānanga. This platform allows students and staff to converse both via text and video conference, as well as providing students with access to learning materials. Students who are remote from the campus can also use the online facilities to take part in tutorials and some lectures. However, the School considers concentrated face-to-face learning important, thus three of the degree programmes are based around noho or block time where the learning can be applied to practical as well as theoretical situations. The School acknowledges the help it receives from the elearning team, Wānanga library, Awhi Tauira Student Support Services and Information Technology staff to deliver quality education to its students.

A priority for SUGs and the Wānanga generally is the teaching of reo Māori to revitalise the language and therefore make known ngā kōrero tuku iho.



To assist in achieving this goal the School enrolls students on two programmes, Te Awa Reo and Te Awa Tūāpapa which together take students from little understanding to conversational Māori. To help, weekend noho or block teaching are used both to reinforce learning and to immerse students in reo Māori. As part of the TRoQ process managed by NZQA, these reo Māori programmes will change following the introduction of NZQA level 5 and 6 Te Pōkaitahi Reo (Reo Rumaki) programmes. This will allow students to learn reo Māori at a higher level, providing a pathway into the Bachelor of Mātauranga Māori and the Bachelor of Humanities (reo Māori major) programmes.

Ako ki te Wānanga bridging programmes into the nursing and primary teaching programmes will also change to Career Preparation programmes as part of the TRoQ process. Once introduced, they will be taught across both semesters. These programmes will not only bridge students into the nursing and teaching programmes but also into the environment studies and humanities programmes. In 2016, the Hei Manaaki Certificate in Tourism training programme changed to the National Certificate in Tourism Māori.

Training in humanities teaches students to think critically, which is extremely important for the good health of all organisations and sets students up as life-long learners as cultural citizens of Aotearoa New Zealand and the world. Te Tohu Toi Tangata - Bachelor of Humanities programme deliberately sets out to teach students the skills of critical thinking and communication across policy, indigenous studies, business and mātauranga Māori disciplines. Christina Nuku, a Year 3 Bachelor of Humanities student, spent three months at the University of Northern British Columbia, Canada, learning about the indigenous issues and struggles of the First Nations peoples of the land. This exchange was part of the Cross-Cultural Indigenous Knowledge Exchange Programme between the Wānanga and the University of Northern British Columbia, Canada.



One of the foundational degrees of the Wānanga is Te Tohu Paetahi - Bachelor of Education Teaching, having been offered since 1998. Currently offered across the Whakatāne, Tāmaki Makaurau and Whangārei campuses this popular programme has provided many students with a vocational pathway into primary, early childhood and Māori medium schools where they have gone on to be successful teachers. Up to this year enrolments have averaged just over 200 EFTS a year. Other tertiary institutions have also noted a drop in teaching enrolments this year. Vocationally, although the methods of teaching may change, the need for dedicated learner-centred teachers will not.

The degree programme Te Ahu Taiao - Bachelor of Environment Studies is taught in Whakatāne and in the north, close to Kerikeri. Degradation and exploitation of the natural environment at local and global level has resulted in growing awareness of environmental issues. Interest in environmental education is expected to increase, especially for tangata whenua who continue to fulfil kaitiaki obligations within their respective rohe. An awareness of society's impact on the environment and the need to protect the land for future generations are drivers for interest in this programme. The programme's success lies in delivering environment studies with a practical bias to communities where the knowledge has practical application, as well as enhancing potential employment prospects.

Students of Te Ōhanga Mataora Paetahi - Bachelor of Health Sciences Nursing achieved first place over 15 other nursing programmes throughout the country with their presentation at the National Māori Student Nurses Annual Hui held at Ratana

Pā in May - a noteworthy outcome given that this programme is only in its second year. These students are enrolled on a unique degree, one that trains predominantly Māori students to be effective nurses across cultures within their communities. Such nurses once registered are in demand by Hospital Boards and community providers. The success of this programme has been greatly assisted by strong co-operation with iwi providers and the local health community including Ngāti Awa, Eastern Bay of Plenty Health Alliance, Bay of Plenty and Lakes District Health Boards. To them, our sincere thanks for working with our students. We have much appreciated the positive feedback to assist the learning of our future generation of nurses training locally.

Ngā Mana Whakairo a Toi - Bachelor of Māori Performing Arts has celebrated the success of many of its students, both current and graduated, at Te Matatini and in regional kapa haka competitions. This is evidence both of the success of the programme and the confidence the students now have not only in their performances but also within their communities and workplaces. This programme relies heavily on the kapa co-ordinators imparting their practical experiences to the students in their kapa in support of the theoretical base taught by Wānanga academic staff. The School wishes to record its thanks to the kapa for their help and co-operation in this programme.

The School looks forward to a successful 2017 with new certificate and diploma programmes providing a sound staircase for students who wish to continue their capability building through enrolment in bachelor degree programmes and then hopefully into the Graduate School.

Learning is additive, bringing increased wellbeing to communities. The School of Undergraduate Studies is proud to be helping in this transition.

## SCHOOL OF

# Indigenous Graduate Studies

Our vision and philosophy in the School of Indigenous Graduate Studies is to provide academically and culturally relevant programmes that meet the needs of our communities. Within the framework of the Uara of Awanuiārangi, we strive to provide quality teaching and supervision that allows our students to reach the highest possible levels of scholarship.

We have a focus on providing education pathways that meet the needs of our various communities. We consult with iwi and hapū groups as well as Māori-focused and Pasifika-focused organisations to ensure we are aligning our postgraduate offer to their needs.

An example of this is our relationships with iwi in the Mātaatua region who are using the Master of Māori Studies te reo Māori programme to further their own iwi revitalisation goals. Another clear target group is those Māori and Pasifika people who have an undergraduate degree and have been working and building their career and are now in a position to return to study to further develop themselves academically and culturally. Our Professional Doctorate and Masters programmes provide pathways for these students.

The School of Indigenous Graduate Studies has continued to grow and for the first time achieved just over 200 EFTS which equates to 351 students. We also celebrated the promotion of three staff members to Professorial level at a ceremony in December. Staff were promoted in their respective research fields of Educational Leadership, Science Education and Indigenous Enterprise and Business.





## THE SCHOOL OF INDIGENOUS GRADUATE STUDIES OFFERS FOUR POSTGRADUATE PROGRAMMES AS FOLLOWS:

### Doctor of Philosophy

Doctoral degrees are the highest supervised degree offered by Te Whare Wānanga o Awanuiārangī. The PhD is awarded for a thesis that demonstrates a candidate's ability to carry out independent research and analysis at an advanced level of study in a particular discipline and/or field. We currently have approximately 60 EFTs in our PhD programme. Four students completed the examination process in 2016 and will be graduating in 2017.

### Professional Doctorate

The Doctor of Māori Development & Advancement (MDA) and Doctor of Indigenous Development & Advancement (IDA) are designed specifically for students in professional areas – that is, these are degrees that consider the working experiences of the student body and encourage them to consider how their research can contribute to the tribal, community and indigenous organisations within which they are located. It is anticipated that students who enrol in these degrees are at the top of their professional careers.

The first students from the professional doctorate programme are currently completing their theses and will be submitting in 2017. More than 30 students are enrolled in the professional doctorate degree.

### Master of Māori Studies

This degree is designed to contribute toward the development of a high standard of Māori scholarship and knowledge. It is an interdisciplinary field that encompasses political, cultural and social study. Students explore Māori perspectives, knowledge and pedagogies relating to a number of theoretical frameworks that are uniquely Māori, while also exploring Western and other indigenous frameworks.

### Master of Indigenous Studies

Indigenous Studies is an important area of international scholarship that reflects the increasingly significant and diverse roles that indigenous people play at both national and international levels of world affairs. In recognising those roles, the Master of Indigenous Studies degree explores, across a range of papers, theoretical frameworks for educational, economic, social and political contexts, their practical applications in specific indigenous communities and their impact on indigenous peoples across a range of historical and contemporary arenas.

Twenty-five students have completed their theses and are submitting for examination. Many of these will be eligible to graduate in 2017.

## CAMPUS SITES

# in Auckland and Whangārei

In 2015, Awanuiārangī opened new sites in both Tāmaki and Whangārei as part of our reinvestment into areas of Māori student need and our commitment to ensuring that students enrolled in our programmes have the same quality teaching and learning environment as students based at our beautiful Whakatāne campus.

The campus in Tāmaki is an important first step in our strategy to increase our unique provision in communities of high need and demand. Our plan is not to replicate past models, but to implement a model based on our understanding and learning of what does and what does not work well in Tāmaki for the communities we serve. We are working with a number of existing providers in South Auckland to ensure complementary provision and our aim is to have 1000 EFTS of provision from that site within three years. In its first year of operation the region exceeded its enrolment targets with delivery of around 300 EFTS.

The need in Tāmaki is significant, especially in undergraduate and postgraduate degree study that is informed by āhuetanga and tikanga Māori. Awanuiārangī has a critical part to play through the right location, mix of programmes and meaningful relationships with other providers. A key strategy in Tāmaki is to develop programmes that meet the

needs of our communities and align with the existing network of education provision. This will be achieved through developing relationships with communities of need, employers and industry leaders to ensure programmes are relevant. There was high demand in our Te Reo Māori programmes and in our newly approved programmes which started in mid-2016.

In 2016 the programmes offered from the campus included the Bachelor of Education, Bachelor of Humanities, Bachelor of Māori Performing Arts, Te Reo me ōna Tikanga, Tourism, Master of Māori Studies, Master of Indigenous Studies and the PhD programme. We also partnered with Te Waka Kai Ora (New Zealand Māori Organics Authority) to develop a new qualification in food production and sustainability for South Auckland communities. The Certificate in Kai Oranga (level 3) was launched at the end of 2016, with delivery to 14 marae-based cohorts across the country.



# Equal Opportunities

## EQUAL EDUCATION OPPORTUNITIES

Te Whare Wānanga o Awanuiārangi is committed to ensuring that all students have the same opportunities to access, participate in and succeed in educational programmes.

Awanuiārangi has a range of support services to assist students throughout their educational journey toward a successful outcome

### Awahi Tauira

Awahi Tauira Student Support provides targeted support and input into all programmes at Te Whare Wānanga o Awanuiārangi. Kanohi ki te kanohi (face to face) and eWānanga (online) support programmes are available to suit all needs. A range of academic learning and development resources are available from Awahi Tauira Student Support including study guidelines, websites, workshops, one-on-one sessions, study groups, on-line, email support, assistance with assignments and advice on academic regulations.

One of strengths of Awahi Tauira is the whanaungatanga (sense of belonging) that the team builds with students. This

whanaungatanga includes not only academic support but also around personal issues that may impact a student's ability to learn and complete their study. Some of the highlights for Awahi Tauira in 2016 were:

- Hosting Te Toi Tauira mō te Matariki Conference 2016
- Establishing an Awahi Tauira Student Support Facebook page
- New student support advisor appointed to Tāmaki Campus
- Supporting Te Rautoki a Toi – a research symposium organised by staff of the Bachelor of Māori Performing Arts.

### Student Services

The Student Services team assists potential and current students by providing timely, relevant information about courses or programmes on offer, enrolment processes, student loans and allowances, and grants and scholarships.

Awanuiārangi offered scholarships in 2016 totaling approximately \$168,000. The wānanga was also fortunate to secure two student scholarships through ASB Bank.

### Library

The Library and Information Services mission is to achieve excellence in the provision and promotion of information services to support and enrich the research, education and teaching needs of Te Whare Wānanga o Awanuiārangi. With a main campus library in Whakatāne and a small library collection at the Tāmaki Makaurau (Auckland) campus, the library acquires resources that support the curriculum, with a priority on resources that pertain to the Mātaatua rohe.

## EQUAL EMPLOYMENT OPPORTUNITIES

One of the strategic goals of *Te Rautaki 2020* is focused on staff – to be an excellent employer who employs and develops outstanding staff who deliver outstanding results to our students and the communities we serve.

This goal is supported by a range of policies and processes, designed to provide equal opportunities for recruitment, appointment, development and promotion for each individual staff member. Additionally, a focus on equal employment opportunities ensures that Awanuiārangi provides a supportive, safe and healthy environment which is conducive to quality teaching, research and community service. In this regard, areas of focus in 2016 were:

- **Recruitment and selection** – a focus on higher qualification criteria as well as appropriate experience to enhance the quality of delivery of programmes and services to students.
- **Professional development** – offered to all staff yearly, under a published set of criteria directed at increasing the qualification levels of staff in their

respective fields of expertise. Opportunities are also made available to staff to improve proficiency in te reo Māori me ona tikanga, and adult teaching and learning. In 2016, a total of 46 staff (34 females, 12 males) applied for professional development funding to undertake higher level study and/or training relevant to their position within the Wānanga. All 46 staff applications were approved.

- **Health and Safety** – a Health and Safety Officer was appointed, with priorities to establish a health and safety framework that aligns to the Health and Safety at Work Act 2015. This includes governance documents, policies and procedures, work place engagement, monitoring and reporting.





As at 31 December 2016, Awanuiārangī had a total headcount of 210 staff and 198.94 full time equivalent staff. The ethnic makeup of staff was predominantly Māori (86.6%), with the other 13.4% self-identifying with the following ethnic groups: European – 10.6%, Pasifika – 0.9% or Other – 1.9%.

Staff	Headcount	FTE
<b>Employment status</b>		
Number of casual staff	2	2
Number of Full-time staff	186	186
Number of Part-time staff	22	10.94
<b>Employment Group</b>		
Academic Staff	114	106.45
General staff	96	92.49
<b>Gender</b>		
Female	133	126.71
Male	77	72.23

**Age profile of staff**

Under 30 years	30 – 49 years	50 – 59 years	60 – 64 years	Over 65 years
14 (7%)	88 (42%)	70 (33%)	24 (11%)	14 (7%)

**Council and Senior Management**

The following information demonstrates the gender breakdown in the three main decision making groups associated with the wānanga.

	Council	Executive Leadership	Senior Management
<b>Female</b>	3	3	4
<b>Male</b>	8	2	7



# Research

Te Whare Wānanga o Awanuiārangī continues to focus on research excellence and on expanding our research activity and scope. Emphasis is placed on translational research endeavour: research that is meaningful, relevant and innovative but which ultimately contributes to the development of our communities.

Our staff and students are further encouraged to engage in research that integrates kaupapa Māori and western methods and to craft new and innovative ways of discovery.

Our research and teaching also has an international flavour because of our engagement, at various levels, with indigenous communities and organisations. As a result, our researchers are encouraged to be innovative and creative, and to explore both national and international research opportunities.

Our staff and many of our students are further encouraged to use waiata, haka, poi, mōteatea composition, musicality, choreography, whakairo, whaikōrero, karanga, purākau, whakapapa, mau rakau, poroporoāki, tangihanga, and tāmoko as part of the research process. These are further included as part of formal research outputs.

Research at Awanuiārangī is also designed to align with both collective and individual aspirations for Māori development that includes a focus on social, cultural, environmental, political and economic outcomes. This ensures that our research outcomes are consistent with the needs of our communities and are able to inform policy and planning at local and central government levels.

## MAI KI AWANUIĀRANGI

The Māori and Indigenous (MAI) te Kupenga programme was established to support Māori and indigenous postgraduate students. This national network of key sites forms an integral part of Te Pae Whakatairanga Hiranga, the Capability Building programme of Ngā Pae o te Māramatanga. At Awanuiārangī, the MAI programme has been particularly focused on the enhancement and capability building of Māori and Indigenous Professional Doctorate and PhD students. In 2016, through this programme, an Awanuiārangī PhD graduate from 2013 was also awarded a three-year Post-doctoral fellowship to undertake research and teaching activities.



**Facilitating national and international networking and collaboration:** Five grants were awarded in 2016 to PhD and Professional doctorate students to attend the AERA (American Educational Research Association) conference. Four candidates took up the opportunity to attend and all had the opportunity to present at the conference. It was also an opportunity for one of the students to meet with her second supervisor from the US, who was also attending the conference. This is the conference of choice for those of our staff and students whose discipline is education and is a great way to engage with internationally reputable educationalists. At the conference our Awanuiārangī team linked up with Māori colleagues from universities across Aotearoa to deliver and facilitate a discussion on capacity and capability building of Māori to higher levels in tertiary institutions.

In 2016 MAI funding to institutions decreased markedly as more reliance was placed on students to organise events and workshops for themselves. This was encouraged in 2016 where doctoral students were supported to organise their own study group activities in their home towns. In December, the second te reo Māori writing retreat/workshop was held for those doctoral students writing their theses in te reo Māori.

## STAFF RESEARCH

The range of the research being undertaken by staff at Awanuiārangī is broad and reflects our diverse range of staff interests and investments. In 2016 academic staff participating in research and teaching were provided with support for research-related activities through PBRF allocations. Given the importance of PBRF, staff are now being more active in their research endeavours and likewise more considered in terms of what research initiatives they decide to invest in.

The School of Undergraduate Studies had two events toward the end of 2016 in which staff could showcase their own research activities. Bachelor of Performing Arts (BMPA) staff held a Kapa Haka Symposium – Te Rautoki a Toi - in November 2016. Staff provided valuable insights into the types of methods applied in their research, the outputs (waiata, haka, poi, mōteatea, etc), outcomes (impact on whānau, hapū, iwi and general public), while highlighting the overall value of their efforts. The second event "*dare to disrupt*" – was held in December with a number of staff from the Bachelor of Education and Bachelor of Humanities programmes presenting on their individual research projects. The variety of presentations reflected unique topics of interest, sound critique of traditional Western models of teaching practice and theory, and a passion for research that benefits Māori and indigenous communities.

In 2016 proposals for books and contribution to books by staff have again been a popular way of publishing by our staff. One book, *Te Mauri o Te Whare*, written in te reo Māori, was launched in December 2016 at the NZARE (New Zealand and Australia Research in Education) conference. Two more books (with staff and student contributions) will be published before the end of 2017 to meet the PBRF 2018 assessment deadline. Opportunities have been and will continue to be sought in relation to appropriate avenues for publishing.

## CONFERENCES

Conferences are a major opportunity for staff to interact with other academics and to profile their research.

Many of our staff are members of educational associations and involved in conference organising committees and therefore are also conference paper reviewers, contributing in many ways to the wider research environment. More staff attended and presented at conferences in 2016 than in previous years. The major conferences were:

- American Educational Research Association (AERA) annual meeting in Washington DC, US (8-12 April 2016).
- Education and Development Conference in Bangkok, Thailand.
- Tomorrow People Organisation in Belgrade, Serbia (5-7 March 2016).
- International Indigenous Research Conference, Ngā Pae o te Maramatanga, University of Auckland (15-18 November 2016).
- New Zealand Australia Research in Education (NZARE) Conference 2016, University of Victoria, Wellington (20-23 November 2016).

Trans-Pacific Partnership (TPP) was signed by New Zealand early in the year. To improve staff understanding about the TPP, regular monthly hui were arranged and hosted in the research office. Our first guest speaker was Jane Kelsey and later Carwyn Jones. Fiona Wiremu also organised sessions around TPP for Te Taihū.

## PERFORMANCE BASED RESEARCH FUNDING (PBRF)

While funding can be limited, Awanuiārangī does offer several scholarships for bachelor, masters, doctoral, and post-doctoral students. Given the relative size of our organisation, we have been able to be more discerning in terms of how these are distributed and to ensure maximum benefit. We can therefore inform our decisions based on the mode of delivery (eg. noho/block mode), the type of support needed, or their preferred arrangements for supervision. Whatever the reason for their enrolment, the research degree completion (RDC) component of PBRF at Awanuiārangī is steadily growing and will continue to be encouraged.

## POST-DOCTORAL FELLOWS

Toward the end of 2016 a three-year post-doctoral fellowship was awarded to Dr Rawiri Waretini-Karena. Dr Waretini-Karena gained his PhD through Awanuiārangī and we are pleased to be able to support his ongoing research interests as he continues to undertake study that advances the aspirations of our community.





## RESEARCH INSTITUTES AND PROJECTS

There are five research Institutes at Te Whare Wānanga o Awanuiārangī under the umbrella of the Research Office.

### The National Institute for Māori Education (NIME)

The Māori Medium Retention project with Massey University was completed in November 2016. As an institute, NIME will likely form the platform for our ongoing-interest educational research and as we explore opportunities for future areas of investment.

### Tokorau – the Institute for Indigenous Innovation

Tokorau was established to advance traditional knowledge and learning through technology and has been successful in bridging the interface between mātauranga Māori and contemporary science. MBIE Curious Minds Funding was secured in 2016 and will assist with a number of community engagement activities in technology.

### Te Pourewa Arotahi – The Institute for Post-Treaty Settlement Futures

Working with 11 iwi in the Tairāwhiti region has been a feature of 2016 for Te Pourewa Arotahi. This project is designed to assist iwi with developing their post-treaty potential and ensuring that their resources and investments are maximised.

### The Institute for Indigenous Science

Awanuiārangī has a strong research relationship with Geological and Nuclear Sciences (GNS). In 2017, a joint MBIE funding application will be submitted and provide (if successful) support for our masters and summer students.

### The National Institute for Māori and Indigenous Performing Arts

Staff of the Bachelor of Māori Performing Arts (BMPA) used this institute as the base for a haka symposium in November 2016 and to showcase staff research. The symposium was highly successful and is considered a PBRF output for staff and Awanuiārangī. The Research Office is keen to support BMPA efforts in this space and in 2016 held a PBRF workshop with staff. The goal is to ultimately re-launch the institute by 2018.

## CURRENT AND COMPLETED PROJECTS

### Building on Success

December 2016 marked the end of Kia Eke Panuku: Building on Success – a Ministry of Education funded project tasked with realising the goals and aspirations of rangatahi Māori as expressed in Ka Hikitia: Accelerating Success 2013-2017.

Kia Eke Panuku, the project, implemented transformative change within 93 secondary schools, reaching more than 6,000 teachers and nearly 30,000 Māori students as well as influencing system-level change across the schools involved.

Kia Eke Panuku maintained its focus on all three aspects of the policy's vision statement – Māori enjoying educational success; Māori achieving educational success; and realising both these 'as Māori' – with Māori language, culture and identity celebrated and valued. For schools, this meant an equal focus on both the expectations and opportunities for Māori students to gain qualifications and importantly how the school culture (and the dynamics of power-sharing) supports Māori students in this regard. Kia Eke Panuku also helped schools examine their response to the aspirations of Māori communities, at whānau, hapū and iwi level.

We are pleased to report that over the three-year period of the contract, considerable progress was made by Kia Eke Panuku schools. This progress is significant given that research shows the considerable time required for large-scale reform to show measurable improvements. The overall accomplishments, as identified and confirmed by the Expert Advisory Group, included:

- The design and protocols for a practical, coherent, rigorously-theorised, whole-school reform programme through teacher and school leader professional development.
- A clear positioning of the role of strategic school leaders in the reform protocols, and the development of in-school expertise to lead the reform.
- Clarity across the five change dimensions (leadership; evidence-based inquiry; culturally responsive and relational pedagogy; educationally powerful connections with Māori; literacy, te reo and numeracy). The dimensions have been supplemented with resources and tools used in response to the individual school context.
- The elicitation and clarification from both Māori academic experts and successful Māori students of what enjoying and achieving success *as Māori* means in practical terms.
- The activated moral imperative of school leaders (the will) and the provision of the vision and processes/tools (the way) to work toward the sustainability of the kaupapa of Kia Eke Panuku.

With the end of Kia Eke Panuku and the dissolution of the consortium that delivered the programme, Te Whare Wānanga o Awanuiārangī has established Te Āwheonui: Centre for Professional Learning and Development. The centre is a Ministry of Education accredited provider of Professional Learning Development to support schools to serve students and their communities.



### Ngā Moemoea o Āpōpō – Empowering Māori leaders for the future

This project is funded by Ngā Pae o te Maramatanga. The project seeks to identify how to best support Māori youth in the years to come as they grapple with some of the 'big' problems that face their generation. The study is guided by a series of inter-connected questions that focus on the role that the youth of today will play in securing flourishing communities in the future. The project is a collaboration with Victoria University (Associate Professor Joanna Kidman, Lead Principal Investigator), Massey University (Professor Huia Tomlins-Jahnke) and Te Whare Wānanga o Awanuiārangi (Professor Patricia Johnston). This project began in 2016 and is due to be completed in 2019.

### Persisting inequalities and the potential for intervention through "new" governance models

Another foundational project funded by Ngā Pae o te Maramatanga poses the question: "What is the potential for new governing structures to intervene in persisting social, cultural, political and economic inequalities that disproportionately accrue to Māori?"

In this project we will examine the current government focus on issues of 'good' governance. A significant issue for Māori and iwi is the potential for new forms of colonisation by the State/Crown, given that many governance structures are socially and culturally constructed in contradiction to Māori/iwi interests. The project's Principal Investigators are Distinguished Professor Graham Smith and Professor Annemarie Gillies with Associate Investigators Fiona Wiremu (Awanuiārangi) and Dr Jason Mika (Massey University).

### Resilience National Science Challenge – Kia manawaroa – Ngā ākina o te ao tūroa

This project aims to integrate local/traditional/iwi knowledge and new te reo and Māori values into improved natural hazard resilience strategies for all New Zealand communities. This co-creation laboratory will also provide a basis for Māori

researchers to explore mātauranga Māori, Māori innovation and creativity, and more meaningful ways to communicate resilient solutions to Māori and New Zealand. The project began in July 2016 and will end in June 2019. It is organised through a subcontracting agreement between Massey University (Jonathan Proctor) and Te Whare Wānanga o Awanuiārangi (Professor Taiarahia Black).

### Through a weaver's lens

Funded by MBIE in the 2016 Vision Mātauranga Capability Fund, Awanuiārangi PhD student Tracey Takura began working on this project in June 2016 and aims to complete the investigation by May 2018. The purpose of this research is to build an ongoing collaboration and knowledge-sharing network of Māori weavers, iwi and environmental planners. Traditional values resonate strongly with weavers particularly regarding location, supply and sustainability of taonga tuku iho. More important is monitoring the effects of mātauranga Māori on the range of weaving resources alongside the state of environmental conditions and trends of what and how land use pressures are impacting on Te Ao Māori and the environment today.

This research seeks to merge western science and Māori perspectives, to develop a kaupapa Māori framework to promote ecological sustainability and cultural responsibility. A focus of this project will be on the deep-water wetland plant species Kuta/paopao/ngāwha (*Eleocharis sphacelata*). This species has great cultural and ecological value and is significant for Māori. Kuta (*E.sphacelata*) exhibits considerable biological variation, the importance of which is poorly understood, both ecologically and culturally. This project explores mātauranga Māori relating to tikanga for both the planting and weaving of kuta (*E.sphacelata*) found in specific locations. The project further plans to build on the strong foundations of existing Māori and scientific knowledge of kuta (*E.sphacelata*), including how Māori used and engaged with kuta (*E.sphacelata*) in different papakāinga.

# International Outreach

The Tertiary Education Commission *Draft Tertiary Education Strategy 2014-2019* states that:

*"International education helps to improve domestic teaching and learning so that New Zealand students can benefit from an internationally competitive curriculum, and access to high-quality, internationally recognised teaching staff. International Education also improves New Zealand's connections to the wider world, including through research and business links. It provides New Zealand with lifelong ambassadors, as graduates returning to their home countries share their good experiences with friends, family and colleagues. International education also improves the quality of the labour market, as skilled immigrants arrive for study and choose to remain and contribute to our economy" (p.17).*

### The aim of Government is to increase the international activities of New Zealand.

#### For example:

- "The Government's Leadership Statement for International Education sets out goals aimed at doubling the economic value of these services, including by:
- increasing revenue from providing education services offshore, including the sale of education expertise and intellectual property;
- increasing the number of international students, including doubling the number of international postgraduate students and increasing the number of international students enrolled with New Zealand providers offshore;
- retaining more skilled international students in New Zealand after study" (p.18).

Te Whare Wānanga o Awanuiārangi is already engaged in some of these activities and is well placed to continue its international activities into the future. Of importance is that initially Government and TEC had not perceived the wānanga sector as having an interest or part to play in the international arena, but our activities demonstrate that, as an institution, we clearly have a contribution to make.





An international strategy and profile is pertinent for the development of Te Whare Wānanga o Awanuiārangi, specifically for the international recognition and credibility duly afforded staff (particularly for research/publications and graduate supervisions) and the Graduate programmes themselves – which are benchmarked against international criteria. Further, that internationalisation provides opportunities for Māori students to be more competitive both economically and educationally while raising the profile of both Awanuiārangi and New Zealand.

Te Whare Wānanga o Awanuiārangi has hosted a substantial number of scholars from around the world this year, both academic staff and students. Staff have attended conferences, presenting papers and working collegially with other indigenous scholars from around the world.

## INTERNATIONAL ENGAGEMENTS AND VISITING SCHOLARS

### University of Northern British Columbia (UNBC, Prince George, Canada)

Te Whare Wānanga o Awanuiārangi is a partner institution with the University of Northern British Columbia (UNBC) in a Commonwealth exchange programme. The Cross Cultural Indigenous Knowledge Exchange (CCIKE) is funded through the Queen Elizabeth II Diamond Jubilee Scholarship, which facilitates community engagement across the Commonwealth. Through this engagement, young scholars are encouraged to learn about different cultures and create projects and actions that impact the world. Scholarships will be awarded to some 2,000 students from Canada and other Commonwealth countries to fund academic study and internship programmes at home and abroad.

2016 saw our first exchange student from Te Whare Wānanga o Awanuiārangi participate in the CCIKE programme. Christina Nuku, a Year 3 Bachelor of Humanities student, spent three months learning about university life at UNBC Prince George in Canada and the indigenous issues and struggles of the First Nations peoples of the land.



Te Whare Wānanga o Awanuiārangi also hosted two CCIKE students from UNBC: Mia Pupic, a Bio-medical student, and Shannon Williams (Metis), an Indigenous Studies student. The role of the Research Office alongside the CE Office in this programme is to identify potential organisations as sites for internships for UNBC students, provide opportunities for engagement in Awanuiārangi activities and seminars, provide accommodation and general manaakitanga. Mia's internships were with Te Puna Ora o Mātaatua and the Māori Health Unit at Whakatāne Hospital. Her experiences in Māori communities were facilitated by both organisations. Shannon's internships were also with Te Puna Ora o Mātaatua and Te Pourewa Arotahi (Post Treaty Settlement Institute). Her interest areas were community group governance models, indigenous treaties, and local government models.

As part of the CCIKE, Chief Executive Professor Wiremu Doherty and Cultural Advisor Te Makarini Temara travelled to Canada in June 2016. While the initial invitation was from an indigenous partner organisation to attend their graduation ceremony, the trip was also used to build relationships with indigenous nations of the UNBC communities. Meetings were also arranged to discuss the CCIKE programme as well as our indigenous graduate studies programmes at PhD and masters level.

### Sámi allaskuvla / Sámi University College, Guovdageaidnu (Kautokeino), Samiland/ Norway

In February 2016, Te Whare Wānanga o Awanuiārangi farewelled Dr Jelena Porsanger, a visiting international scholar from Sámi University of Applied Sciences (Norway/Samiland). Sámi University College has an MOU with Te Whare Wānanga o Awanuiārangi (2012), and an additional agreement about collaboration on PhD programmes (2013). Dr Porsanger has been influential in establishing the first Sámi language PhD programme, which gives scientific research

and work eligibility in the areas of Sámi language and literature and corresponding sectors in which high levels of linguistic and cultural qualifications are needed. Reflecting on her time at Awanuiārangi, Jelena commented:

*"My stay here at Te Whare Wānanga o Awanuiārangi has been inspiring and empowering both intellectually, culturally, and academically. I do hope that my presence here has been useful for the Wānanga as well, and that collaboration between our institutions will be strengthened and will continue."*

### Bowling Green State University, Ohio

Graduate students from eight universities in the United States visited Te Whare Wānanga o Awanuiārangi in May as part of a study of tertiary education in New Zealand. Four doctoral and 13 Masters students, accompanied by two professors, spent a day at the Whakatāne campus.

The visit was part of a seven-day programme in New Zealand led by Professor Christina Lunceford of Bowling Green State University in Ohio. Professor Lunceford was part of a similar Bowling Green State University-led visit to Te Whare Wānanga o Awanuiārangi in 2012. Among the group's key objectives were to identify cultural elements that shape the system of tertiary education in New Zealand, and to compare education systems in relation to history, values, philosophies, funding sources, organisation and structure, physical facilities, staffing and services. The graduates also sought a wānanga perspective on how to contribute to global understanding and internationalisation of higher education.



### University of Victoria, Canada

In October, Awanuiārangi hosted Karima Ramji and Lalita Kines who are Community Learning Co-ordinators from the University of Victoria, British Columbia, Canada. Karima and Lalita asked to speak with our organisation around potential indigenous student exchange partnerships. Both women are in their second year of an international exchange programme in which Wollotuka Institute of Australia was hosted (and vice-versa). Wollotuka Institute visited our organisation under the kaitiakitanga of Rosina Taniwha. The programme that Lalita and Karima lead is unique to their organisation, in that they work with Elders at both organisations to build and create an indigenous cultural experience for the students participating; something akin to our own practices and protocols.

### Batchelor Institute of Indigenous Tertiary Education, Darwin

Deputy Chief Executive Yvonne O'Brien and Associate Professor Nathan Matthews visited the Batchelor Institute of Indigenous Tertiary Education in Darwin. This visit came at the request of Dr Lawrence Perry, International Engagement and Collaborations, who had been in communication with the CE Office about renewing an MOU discussion with Awanuiārangi.

Yvonne and Nathan, along with Mereana Selby and Hohaia Collier from Te Wānanga o Raukawa, attended the graduation ceremony at the Batchelor Institute. All students at the Batchelor Institute are indigenous, with qualifications offered ranging from certificate through to doctorate level. The Institute also has a specific focus on students in remote and very remote communities.

### Wollotuka Institute, University of Newcastle

Associate Professor Nathan Matthews travelled to Newcastle to meet with the senior staff of the Wollotuka Institute, including their Acting Dean Dr Joe Perry and Professor Bob Morgan. The visit provided the opportunity to discuss ways in which the MOU between our two organisations could be enacted. Several initiatives, including staff and student exchanges and research collaborations, were discussed. The Institute has a number of similarities to Awanuiārangi and a strengthened relationship is expected to provide positive benefits to both organisations.

### School of Education, University of Melbourne

Deputy Chief Executive Yvonne O'Brien and Associate Professor Nathan Matthews were hosted by Liz McKinley and the School of Education at the University of Melbourne. The School of Education runs a highly successful Masters of Education (Teaching) based on a unique model that approaches the training of teachers in a manner similar to the development of "clinical practitioners" in other fields. The Government has shown some interest in the potential for teacher education to shift to the masters level of study; this visit provided an opportunity to consider how Awanuiārangi might respond to such a change.

### Professional Doctorate Cohort, Washington State

Chief Executive Professor Wiremu Doherty and Associate Professor Nathan Matthews travelled to Seattle in August to meet with our international cohort of doctoral students. This visit was a chance for Associate Professor Matthews, as the new Head of the School of Indigenous Graduate Studies, to meet the cohort for the first time. During the meetings, current students provided updates on their progress to date and discussed plans for the completion of their theses over the following 12 months. One meeting was held in Olympia while the other was hosted by the Lummi nation.

A meeting was also held with Dr Mark Pagano, Chief Executive of the University of Washington, Tacoma, to investigate a relationship between the institutions centred on the Awanuiārangi doctoral programme. Dr Pagano is discussing a sabbatical visit in 2017. On their return to New Zealand, Professor Doherty and Associate Professor Matthews met with Margie Maaka of the University of Hawai'i about potential students based in Hawai'i also joining the Awanuiārangi doctoral programme. These discussions are ongoing.

In a subsequent visit to the Professional Doctorate Cohort in November, Associate Professor Matthews also met with the President of the North West Indian College based in the Lummi Nation. This was an informal meeting to look at ways we might work together in the future. A North West Indian College staff member is part of the Professional Doctorate Cohort with another set to join in 2017. Opportunities around research were the main discussion points.

### Maui Community College, University of Hawai'i

Professor Wiremu Doherty and Associate Professor Nathan Matthews travelled to Hawai'i in October to meet with Lui Hokoana, Chancellor of Maui Community College, University of Hawai'i. The purpose of the meeting was to consider the potential for native Hawaiian students from the teaching faculty of Maui Community College to join the PhD programme in 2017. The meeting was productive, with the possibility of between 6-10 enrolments from this group. Maui Community College is considering sponsoring this cohort for three years to enable them to complete their studies with Awanuiārangi.

### Windward Community College, University of Hawai'i

In November, Te Whare Wānanga o Awanuiārangi hosted Ardis Eschenburg, Vice Chancellor for Academic Affairs at Windward Community College, University of Hawai'i. This meeting built on the existing MOU with Windward, and included discussions regarding indigenous sciences, a student exchange visit in 2017 from their college, and the potential for PhD enrolments to incorporate with the University of Hawai'i in Maui.





# A Year at Awanuiārangi



## JANUARY

New head of Indigenous Graduate studies Professor Nathan Matthews started at Te Whare Wānanga o Awanuiārangi. Nathan joined the wānanga following three years as the Executive Director of Education of two partnership schools based in Whangārei. In January, Glenn McKay was also appointed in the new role of Regional Director – Tāmaki.

## FEBRUARY

Professor Wiremu Doherty was appointed as the Chief Executive of Te Whare Wānanga o Awanuiārangi. In their announcement, Council noted that Wiremu had been a valued member of our leadership team since 2009, holding various executive roles during this time. Council acknowledged Professor Doherty's strong academic credentials – a PhD from The University of Auckland, his extensive links to iwi across Aotearoa, and the leadership roles he has held in both the education and commercial sectors in New Zealand.

Awanuiārangi hosted senior management from Te Wānanga o Raukawa to discuss the potential for a best practice / quality sharing model between the wānanga. During their visit, both wānanga were able to talk about the unique characteristics of their organisation, and discuss the opportunities for working together on common kaupapa in the future.

## MARCH

Te Whare Wānanga o Awanuiārangi was a major supporter of the ASB Polyfest, the biggest Māori and Pacific Island festival in the world. Awanuiārangi supported the four-day festival as a Platinum Sponsor, gaining exclusive naming rights to the *Te Whare Wānanga o Awanuiārangi* Māori stage. Some 9000 secondary school students competed on six stages, performing traditional items from Aotearoa and the Pacific Islands in a celebration of youth performance and cultural diversity. Awanuiārangi had a strong presence over the four days, with staff providing information on the kaupapa of the Wānanga and our programmes.

Students and staff of Te Whare Wānanga o Awanuiārangi met with the Hon Te Ururoa Flavell and his Māori Party co-leader Marama Fox. Mr Flavell is Minister for Māori Development, Whānau Ora Minister and Associate Minister of Economic Development. The Minister sought out the opportunity to have *kanohi-ki-te-kanohi* discussions on topical issues, and to provide an update and answer questions on current work. This included Te Ture Whenua reforms, Te Mātāwai (Te Reo Māori Bill) and the Māori Housing Network.

Educators from schools throughout the Eastern Bay of Plenty took part in a one-day seminar on digital tools and learning, hosted by Te Whare Wānanga o Awanuiārangi in partnership with East Bay REAP. More than 50 educators signed up for the Digi Day to look in depth at ICT and e-learning opportunities. Awanuiārangi instructional designer Hinerangi Eruera Murphy said the Wānanga was delighted to work alongside Jude Cornelius-Nuku, Schools Co-ordinator for REAP, to bring the Eastern Bay of Plenty community of schools together to explore digital technologies and how they can be integrated into classroom learning.



## APRIL

Ms Yvonne O'Brien was appointed to the role of Deputy Chief Executive. At the time of her appointment, Ms O'Brien was commended for her understanding of the tertiary education sector, passion for Māori education and business acumen. Professor Doherty also remarked on the high standard of Ms O'Brien's work and her unwavering focus on quality outcomes for all.

Te Whare Wānanga o Awanuiārangi was a Platinum Sponsor of the Mātaatua Kapa Haka regional competition in which 21 teams competed for the chance to represent Mātaatua at the biennial national kapa haka championships, Te Matatini. Many Awanuiārangi staff, students and graduates took the stage for Mātaatua kapa, with a number holding leadership roles, including TechPā co-ordinator Thomas Mitai, a longstanding member of Ōpōtiki Mai Tawhiti, and School of Iwi Development lecturer Tamati Waaka, who was Manukura Tane (male leader) for the 2015 Te Matatini champions Te Whānau-a-Apanui. Many others were choreographers, composers and mentors for Mātaatua kapa haka.





**MAY**

Hundreds of supporters, whānau and friends joined Te Whare Wānanga o Awanuiāangi in Whakatāne to celebrate the graduation of more than 1100 tertiary students throughout New Zealand. For the first time, Graduation proceedings centred on the historic site of Te Mānuka Tūtahi marae, the resting place of the life force of the Mātaatua canoe. In previous years, Graduation was marked by formal ceremony at the Whakatāne War Memorial complex. Now, following in the footsteps of the ancestor Toi and his son Awanuiāangi, Te Whare Wānanga o Awanuiāangi is bringing the entire event back to the ancient site.

Awanuiāangi chief executive Professor Wiremu Doherty said Graduation was a proud occasion for the wānanga, with 1130 students graduating including more than 200 bachelor and 12 masters graduands.

Fifteen nursing students from Te Whare Wānanga o Awanuiāangi attended the annual Māori student nurses' hui at Ratana Pā near Whanganui, which celebrated the 30th Anniversary of the national event. The four-day conference aimed to bring together Māori nursing students from around the country to discuss their unique issues and experiences. The students were accompanied by kaumatua Hēmana Eruera and Reremoana Pitau and Awanuiāangi staff.

This was the second year Awanuiāangi has attended the conference. A highlight for the nursing students was being awarded first prize for a group presentation on a concept to improve Māori health. Presenting in te reo Māori and using the pā harakeke model of health, which uses the growth of flax as a model for supporting whānau ora, Awanuiāangi was placed first out of the eight schools that entered.

**JUNE**

Tertiary Education and Skills and Employment Minister, the Hon Steven Joyce, announced the appointment of Te Rūnanga o Ngāi Te Rangi Chairman Charlie Tawhiao to the Te Whare Wānanga o Awanuiāangi Council, joining ministerial appointments Rauru Kirikiri and Tuihana Pook, both of Te Whānau a Apanui, who transitioned from the former council. Adrienne von Tunzelmann, who was a co-opted member on the former council, was also appointed by the Minister to the new council.

In February, Te Rūnanga o Ngāti Awa reappointed Sir Hirini Mead, Judge Layne Harvey, Meroa Dodd and Dr Joseph Mason (Honoris causa) who along with Te Kei Merito and Sir Harawira Gardiner continued as Ngāti Awa representatives on the new council. Sir Harawira commended the service and contribution of outgoing council members who were recognised at the 2016 graduation held in May at Te Mānuka Tūtahi Marae.

**JULY**

Bachelor of Humanities student Davina Thompson made headlines in July for starting her own business – Wharekai Café – in Matatā. The café is based on food sovereignty, whānau independence and community wellbeing. Awanuiāangi applauded Davina and her whānau for making a choice to become a small business owner and encouraged all Wānanga staff and the wider community to support her kaupapa.

**AUGUST**

Awanuiāangi announced that traditional knowledge about sustainable food production and management practices would be taught in a new programme called Kai Oranga. The Kai Oranga programme was developed to rebuild knowledge that relates to traditional and contemporary food, sustainable practices, food production and kaitiakitanga (management).

Awanuiāangi Regional Director Glenn McKay said the aim of the Kai Oranga programme was to re-insert this knowledge back into whānau, hapū and iwi settings. "With the depletion of natural resources and our growing human populations there is a need to be concerned with how and what we feed our people and communities. Kai Oranga links food with well-being," Mr McKay said. The one-year level 3 course was established in partnership with Te Waka Kai Ora (the national Māori organics authority), following consultation with iwi, community and international groups.







## SEPTEMBER

Year 1 Bachelor of Education (Teaching) students based at our Tāmaki and Whangārei campuses attended the Rangihoua Bicentenary celebrations. The event, organised by Te Whare Wānanga o Awanuiārangī staff, included representatives from a number of local kura, kaumatua and staff from the Department of Conservation.

## OCTOBER

More than 130 delegates from around the country took part in the three-day NZ Association of Intermediate and Middle School (NZAIMS) conference, hosted by Te Whare Wānanga o Awanuiārangī and run in conjunction with Adolescent Success, Australia. In addition to the 130 conference delegates, another 85 delegates joined the conference for the one-day intensive programme at Te Wharehou o Tūhoe.

NZAIMS President and Whakatāne Intermediate Principal Doug Mclean said the conference offered delegates access to top-class speakers, including Nigel Latta, Dr Melinda Webber, Professor Mere Berryman, Dr Lester Flockton, and the opportunity to focus on what he believes is the most vulnerable age group, 10-14 year olds.

Te Whare Wānanga o Awanuiārangī was proud to host the Te Toi Tauira mō te Matariki 17<sup>th</sup> Wānanga-ā-tau. The co-ordination of the conference was led by our Awhi Tauira team, with more than 100 delegates from across the country attending the three-day event. The team received positive feedback from attendees in their evaluation of the hui, including appreciation of the “Ngāti Awa flavour” experienced throughout the hui, and the manaakitanga and whanaungatanga shown by staff and students.



## NOVEMBER

Leading kapa haka practitioners gathered in Whakatāne for a one-day forum on Māori performing arts. The symposium Te Rautoki a Toi, which attracted more than 200 people, was organised by Te Whare Wānanga o Awanuiārangī and followed on from the inaugural national kapa haka forum in Rotorua in November 2012.

Co-ordinator Sheree Spooner, who leads the Bachelor of Māori Performing Arts (BMPA) programme at Awanuiārangī, and academic advisor Junior Tana said the symposium facilitated a national forum of skilled and knowledgeable artists to discuss kapa haka issues in an academic arena. A line-up of performing arts experts participated in panel and breakout sessions. Topics included the evolution of Te Reo Māori in composition and haka development processes (“From a Thought to the Stage”), and there were performances by BMPA students and Te Ahorangi. Vicki Kingi, and Chris and Teen Winitana were the keynote speakers, with other guests including Tamati Waaka, Otene Hopa and Te Taepa Kameta.



## DECEMBER

Te Whare Wānanga o Awanuiārangī bestowed professorial status on four senior academic staff at a special ceremony in Whakatāne in December. The appointments recognised the significant work of four Awanuiārangī academics in their professional fields:

- Associate Professor Nathan Matthews appointed to the position of Professor.
- Associate Professor Paul Kayes appointed to the position of Professor.
- Associate Professor Virginia Warriner appointed to the position of Professor.
- Senior Lecturer/Researcher Dr Vaughan Bidois appointed to the position of Associate Professor.

Awanuiārangī chief executive Professor Wiremu Doherty said the appointments highlight the strong contribution to Awanuiārangī and the community from the four recipients through their work and achievement. “These appointments recognise the scholarly status and contribution to public good by respected Awanuiārangī academics, in their respective disciplines within the academic arena and within the communities we serve.”



# Graduation

Hundreds of supporters and proud whānau joined Te Whare Wānanga o Awanuiārangī in a full day of Graduation celebrations in Whakatāne on Friday, May 27.

Graduation is one of the most anticipated events of the academic calendar for Te Whare Wānanga o Awanuiārangī and the communities it serves. For the first time, this year all formalities were held at Te Mānuka Tūtahi marae, on Muriwai Drive in Whakatāne.

The event began at 7.30am when some 800 graduands, whānau, friends and dignitaries gathered to be formally welcomed by Ngāti Awa and Te Whare Wānanga o Awanuiārangī Council and staff onto the historic marae.

At 10am, graduands in full academic dress paraded through the heart of Whakatāne, supported by Wānanga officials, management, staff and dignitaries. The Gown and Town hikoī has become a popular feature of Graduation since its inception in 2009. As in previous years, enormous support was shown by the community, with business owners, shoppers and workers stopping to clap and cheer, and groups of school children acknowledging the procession with waiata and haka as it passed by.

Awanuiārangī Chief Executive Professor Wiremu Doherty said the acknowledgements from the kura who supported the Gown and Town hikoī were – as they are every year – a highlight of the day.

Formal proceedings continued later in the day at Te Mānuka Tūtahi with a ceremony honouring more than 1100 graduates throughout the country. Although some students graduated in absentia, many were formally capped and received their degrees, diplomas and certificates in person.

Dr Monty Soutar, ONZM, PhD, MA, BA (Hons) BEd, was the guest speaker and Georgina Rarotapuhikura Iopata (Tūhoe, Te Whakatōhea) was the 2016 Valedictorian.

## SPECIAL AWARDS 2016

**EMERITUS PROFESSOR ROGER GREEN,  
ONZM AWARD – TOP THESIS**

**Sponsored by:** Orbit Corporate Travel  
**TRACEY LEANNE TAKUIRA**  
*Ngāti Awa, Te Arawa, Ngāpuhi*

**SCHOOL OF INDIGENOUS GRADUATE  
STUDIES – TOP SCHOLAR**

**Sponsored by:** Foster Maintain  
**TRACEY LEANNE TAKUIRA**  
*Ngāti Awa, Te Arawa, Ngāpuhi*

**SCHOOL OF UNDERGRADUATE STUDIES –  
TOP SCHOLAR**

**Sponsored by:** Sea Breeze Souvenir  
and Tourist Boutique  
**NGAHU KEITA-TOHERIRI TETAI**  
*Ngāti Porou, Te Rarawa*

**TE IRA WAIRUA – SCHOOL OF IWI  
DEVELOPMENT – TOP SCHOLAR**

**Sponsored by:** Student Management Software  
Solutions  
**CARL JAMES COWLEY**  
*Ngāti Kahungunu, Ngāti Apa, Ngāti Porou*

**EXCELLENCE IN TE REO MĀORI**

**Sponsored by:** Fuji Xerox  
**GEORGINA RAROTAPUHIKURA IOPATA**  
*Tūhoe, Te Whakatōhea*

**CONTRIBUTION TO IWI DEVELOPMENT  
AND ADVANCEMENT (Marae Award)**

**Sponsored by:** Ford Consulting  
**NGATAI WHAKARONGORUA MARAE –  
REGION 1**  
*Te Uri o Hau, Ngāti Whātua*

**THE ROTARY CLUB OF WHAKATĀNE AWARD  
FOR THE 'MOST IMPROVED FIRST-YEAR  
STUDENT IN TE REO MĀORI'**

**Sponsored by:** The Rotary Club of Whakatāne  
**MARGARET EDITH GILLIES**  
*Ngāti Awa, Te Rarawa*





# Financial Review

## FOR THE YEAR ENDED 31 DECEMBER 2016

In line with the financial strategy of lifting performance and delivering sustainable surpluses, Awanuiārangi has delivered an operating surplus for the 5<sup>th</sup> consecutive year. As can be seen in much greater detail in the financial statements, this continuing success leaves the Wānanga in very sound financial health.

Revenue was \$1.7 million (5%) less than budget mainly due to the unplanned delays in commencing key programmes. The Targeted Reviews of Qualifications (TRoQs) required by New Zealand Qualifications Authority (NZQA) contributed to certain programmes being delayed to a later start date than budgeted.

It should be noted that the EFTS and revenue referred to in this review are calculated under the new Public Benefit Entity (PBE) accounting standards that were introduced last year. These EFTS will therefore be different to those disclosed in the Statement of Service Performance which are based on the TEC rules.

This decrease in revenue was partially offset by a \$1.4 million (4%) decrease in expenditure as a direct result of lower delivery costs and a focus on enacting efficiencies and cost savings early in the year when the likelihood of reduced EFTS was identified.

Despite the lower enrolments and revenue, Awanuiārangi was able to return a surplus of \$2.8 million (8.8% gross margin).

Awanuiārangi continues to maintain the “Low” risk rating and this is a reflection of the ongoing commitment to provide sustainable surpluses and enhance our financial controls.

Awanuiārangi’s position is reinforced by a strong asset and cash-backed balance sheet.

### 5 YEAR FINANCIAL SUMMARY

	2016 Actual	2016 Budget	2015 Actual	2014 Actual	2013 Actual	2012 Actual
Equivalent Full-Time Students	3,252	3,693	2,363	3,038	3,497	3,409
Revenue (\$000)	31,739	33,465	25,524	28,789	28,049	28,469
Expenditure (\$000)	28,948	30,311	25,101	26,486	26,212	25,310
Surplus (\$000)	2,791	3,154	423	2,303	1,837	3,184
Total Assets (\$000)	64,311	55,145	55,714	55,473	55,993	51,749
Total Liabilities (\$000)	8,764	2,271	7,062	6,308	10,337	8,082
Equity (\$000)	55,547	52,874	48,652	49,165	45,656	43,667
Working Capital (\$000)	19,768	20,342	16,240	16,148	13,030	9,435
Cash and term deposits (\$000)	20,079	15,364	20,043	20,738	21,570	16,166

**Laurissa Cooney**

**BMS (Hons), CA**

**CHIEF FINANCIAL OFFICER**

**Te Whare Wānanga o Awanuiārangi**

# Audit Report

## INDEPENDENT AUDITOR’S REPORT

### To the readers of Te Whare Wānanga o Awanuiārangi’s financial statements and statement of service performance for the year ended 31 December 2016

The Auditor-General is the auditor of Te Whare Wānanga o Awanuiārangi (the Wānanga). The Auditor-General has appointed me, Ben Halford, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the Wānanga on his behalf.

### Opinion

We have audited:

- the financial statements of the Wānanga on pages 81 to 114, that comprise the statement of financial position as at 31 December 2016, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Wānanga on pages 116 to 128.

In our opinion:

- the financial statements of the Wānanga on pages 81 to 114:
  - present fairly, in all material respects:
    - its financial position as at 31 December 2016; and
    - its financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Reporting Standards.
- the statement of service performance of the Wānanga on pages 116 to 128 presents fairly, in all material respects, the Wānanga’s service performance achievements measured against the proposed outcomes described in the investment plan for the year ended 31 December 2016.

Our audit was completed on 27 April 2017. This is the date at which our opinion is expressed.

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

### Basis for our opinion

We carried out our audit in accordance with the Auditor-General’s Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

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

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



### Responsibilities of the Council for the financial statements and the statement of service performance

The Council is responsible on behalf of the Wānanga for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Council is also responsible on behalf of the Wānanga for preparing a statement of service performance that is fairly presented.

The Council is responsible for such internal control as it determines is necessary to enable it to prepare financial statements and a statement of service performance that are free from material misstatement, whether due to fraud or error.

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

The Council's responsibilities arise from the Crown Entities Act 2004 and the Education Act 1989.

### Responsibilities of the auditor for the audit of the financial statements and the statement of service performance

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

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements and statement of service performance.

For the budget information reported in the financial statements and statement of service performance, our procedures were limited to checking that the information agreed to:

- the Wānanga's Council approved budget for the financial statements; and
- the investment plan for the statement of service performance.

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

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

- We identify and assess the risks of material misstatement of the financial statements and the statement of service performance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Wānanga's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Council and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Wānanga's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements and the statement of service performance or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Wānanga to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements and the statement of service performance, including the disclosures, and whether the financial statements and the statement of service performance represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Council is responsible for the other information. The other information comprises the information included on pages 1 to 76 and page 81, but does not include the financial statements and the statement of service performance, and our auditor's report thereon.

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

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

### Independence

We are independent of the Wānanga in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the Wānanga.



**B H Halford**  
**Audit New Zealand**  
**On behalf of the Auditor-General**  
**Tauranga, New Zealand**





# Statement of Responsibility

FOR THE YEAR ENDED 31 DECEMBER 2016

We are responsible for the preparation of Te Whare Wānanga o Awanuiārangi financial statements and statement of performance, and for the judgements made in them.

We are responsible for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In our opinion, these financial statements and statement of service performance fairly reflect the financial position and operations of Te Whare Wānanga o Awanuiārangi for the year ended 31 December 2016.

**SIGNED BY:**



**Distinguished Professor Sir Sidney Moko Mead**  
Chair of Council  
Date: 27 April 2017



**Professor Wiremu Doherty**  
Chief Executive Officer  
Date: 27 April 2017

# Financial Statements

## Statement of Comprehensive Revenue and Expense FOR THE YEAR ENDED 31 DECEMBER 2016

	Note	Actual 2016 \$000	Budget 2016 \$000	Actual 2015 \$000
<b>Revenue</b>				
Government grants	2(i)	25,485	25,983	18,550
Tuition fees	2(ii)	3,102	4,388	3,328
Other revenue	2(iii)	3,152	3,094	3,646
<b>Total revenue</b>		<b>31,739</b>	<b>33,465</b>	<b>25,524</b>
<b>Expenses</b>				
Personnel costs	3	16,240	16,956	14,700
Depreciation and amortisation expense	8, 9	1,486	1,686	1,636
Other expenses	4	11,222	11,669	8,766
<b>Total expenses</b>		<b>28,948</b>	<b>30,311</b>	<b>25,102</b>
<b>Surplus</b>		<b>2,791</b>	<b>3,154</b>	<b>423</b>
<b>Other comprehensive revenue and expense</b>				
<i>Items that will not be reclassified to surplus</i>				
Impairment of leased land	14	0	0	(1,005)
Property revaluations	14	4,118	0	0
<b>Total other comprehensive revenue and expense</b>		<b>4,118</b>	<b>0</b>	<b>(1,005)</b>
Total comprehensive revenue and expense		6,909	3,154	(582)

Explanations of major variances against budget are provided in Note 18.  
The accompanying notes form part of these financial statements.



## Statement of Financial Position FOR THE YEAR ENDED 31 DECEMBER 2016

	Note	Actual 2016 \$000	Budget 2016 \$000	Actual 2015 \$000
<b>ASSETS</b>				
<b>Current assets</b>				
Cash and cash equivalents	5	5,210	1,000	1,996
Receivables	6	8,149	7,129	3,129
Other financial assets	7	14,869	14,364	18,047
Inventories		42	0	42
Prepayments		262	120	88
<b>Total current assets</b>		<b>28,532</b>	<b>22,613</b>	<b>23,302</b>
<b>Non-current assets</b>				
Property, plant and equipment	8	35,231	31,660	31,843
Intangible assets	9	548	872	569
<b>Total Non-current Assets</b>		<b>35,779</b>	<b>32,532</b>	<b>32,412</b>
<b>TOTAL ASSETS</b>		<b>64,311</b>	<b>55,145</b>	<b>55,714</b>
<b>LIABILITIES</b>				
<b>Current liabilities</b>				
Payables	10	6,166	298	5,858
Deferred revenue	11	885	0	0
Employee entitlements	12	1,713	1,973	1,204
<b>Total Current Liabilities</b>		<b>8,764</b>	<b>2,271</b>	<b>7,062</b>
<b>TOTAL LIABILITIES</b>		<b>8,764</b>	<b>2,271</b>	<b>7,062</b>
<b>NET ASSETS</b>		<b>55,547</b>	<b>52,874</b>	<b>48,652</b>
<b>EQUITY</b>				
General funds	14	48,689	50,120	45,898
Property revaluation reserves	14	6,344	2,226	2,226
Restricted reserves	14	514	528	528
<b>TOTAL EQUITY</b>		<b>55,547</b>	<b>52,874</b>	<b>48,652</b>

Explanations of major variances against budget are provided in Note 18.  
The accompanying notes form part of these financial statements.

## Statement of Changes in Equity FOR THE YEAR ENDED 31 DECEMBER 2016

	Note	Actual 2016 \$000	Budget 2016 \$000	Actual 2015 \$000
Balance at 1 January		48,652	49,720	49,165
Total comprehensive revenue and expense		6,909	3,154	(582)
<i>Other equity movements</i>				
Movement in restricted reserves		(14)	0	69
<b>Balance at 31 December</b>	<b>14</b>	<b>55,547</b>	<b>52,874</b>	<b>48,652</b>

Explanations of major variances against budget are provided in Note 18.  
The accompanying notes form part of these financial statements.





## Statement of Cash Flows

### FOR THE YEAR ENDED 31 DECEMBER 2016

	Note	Actual	Budget	Actual
		2016 \$000	2016 \$000	2015 \$000
<b>Cash flows from operating activities</b>				
Receipts from government grants		19,787	23,050	17,761
Receipts from tuition fees		2,279	4,388	3,185
Interest received		656	775	1,033
Receipts from other revenue		3,205	2,320	2,042
Payments to employees		(14,798)	(16,205)	(14,862)
Payments to suppliers		(10,246)	(17,211)	(7,854)
Goods and services tax (net)		(28)	0	(82)
<b>Net cash flow from operating activities</b>		<b>855</b>	<b>(2,883)</b>	<b>1,224</b>
<b>Cash flows from investing activities</b>				
Receipts from sale of property, plant and equipment		1	0	21
Purchase of property, plant and equipment		(569)	(1,282)	(1,659)
Purchase of intangible assets		(251)	(525)	(281)
(Acquisition) / disposal of Term deposits		3,178	3,693	539
<b>Net cash flow used in investing activities</b>		<b>2,359</b>	<b>1,887</b>	<b>(1,380)</b>
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>3,214</b>	<b>(996)</b>	<b>(156)</b>
Cash and cash equivalents at beginning of the year		1,996	1,996	2,152
<b>Cash and cash equivalents at the end of the year</b>	<b>5</b>	<b>5,210</b>	<b>1,000</b>	<b>1,996</b>

Equipment totalling \$nil (2015: nil) was acquired by means of finance leases during the year. Explanations of major variances against budget are provided in Note 18. The accompanying notes form part of these financial statements.

## Statement of Cash Flows (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

#### RECONCILIATION OF SURPLUS TO THE NET CASH FLOW FROM OPERATING ACTIVITIES

	2016 \$000	2015 \$000
<b>Surplus</b>	<b>2,791</b>	<b>423</b>
<b>Add/(less) non-cash items:</b>		
Depreciation and amortisation expense	1,486	1,636
Transfer to/(from) Restricted Reserves	(14)	23
Other non-cash expenses	0	(66)
<i>Total non-cash items</i>	1,472	1,593
Add/(less) items classified as investing or financing activities:		
(Increase)/decrease in prepayments	(3)	(5)
Write-off Intangible assets	87	0
<i>Total items classified as investing or financing activities</i>	84	(5)
<b>Add/(less) movements in working capital items:</b>		
(Increase)/decrease in receivables	(5,020)	(1,190)
(Increase)/decrease in inventories	0	(42)
(Increase)/decrease in prepayments	(174)	(23)
Increase/(decrease) in payables	308	1,567
Increase/(decrease) in deferred revenue	885	(929)
Increase/(decrease) in current employee entitlements	509	(170)
<i>Net movement in working capital items</i>	(3,492)	(787)
<b>Net cash flow from operating activities</b>	<b>855</b>	<b>1,224</b>

Explanations of major variances against budget are provided in Note 18. The accompanying notes form part of these financial statements.



## Notes to the Financial Statements FOR THE YEAR ENDED 31 DECEMBER 2016

### 1 Statement of Accounting Policies

#### REPORTING ENTITY

Te Whare Wānanga o Awanuiārangi (the "Wānanga") is a Wānanga established under section 162 of the Education Act 1989. The Wānanga is a Tertiary Education Institution (TEI) that is domiciled and operates in New Zealand. The relevant legislation governing the Wānanga's operations includes the Crown Entities Act 2004 and the Education Act 1989.

The Wānanga provides tertiary educational and research services for the benefit of the community. It does not operate to make a financial return.

The Wānanga has designated itself as a public benefit entity (PBE) for the purposes of complying with generally accepted accounting practice.

The financial statements of the Wānanga are for the year ended 31 December 2016, and were authorised for issue by the Council on 27 April 2017.

#### BASIS OF PREPARATION

The financial statements have been prepared on a going concern basis, and the accounting policies have been applied consistently throughout the year.

#### STATEMENT OF COMPLIANCE

The financial statements of the Wānanga have been prepared in accordance with the requirements of the Crown Entities Act 2004 and the Education Act 1989, which include the requirement to comply with generally accepted accounting practice in New Zealand (NZ GAAP).

The financial statements have been prepared in accordance with PBE Standards.

#### PRESENTATION CURRENCY AND ROUNDING

The financial statements are presented in New Zealand dollars and all values, other than the Council member remuneration disclosures in note 3 and the related party disclosures in note 15 are rounded to the nearest thousand dollars (\$000). Council member remuneration and related party transaction disclosures are rounded to the nearest dollar.

#### STANDARDS ISSUED AND NOT YET EFFECTIVE AND NOT EARLY ADOPTED

There are no standards issued and not yet effective that are relevant to the Wānanga.

#### SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Significant accounting policies are included in the notes to which they relate.

Significant accounting policies that do not relate to a specific note are outlined below.

#### FOREIGN CURRENCY TRANSACTIONS

Foreign currency transactions (including those for which forward foreign exchange contracts) are translated into New Zealand dollars (the functional currency) using the spot exchange rates prevailing at the dates of the transactions. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at year-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the surplus or deficit.

## Notes to the Financial Statements (continued) FOR THE YEAR ENDED 31 DECEMBER 2016

### 1 Statement of Accounting Policies (continued)

#### GOODS AND SERVICES TAX (GST)

All items in the financial statements are stated exclusive of GST, except for receivables and payables, which are presented on a GST-inclusive basis. Where GST is not recoverable as input tax then it is recognised as part of the related asset or expense.

The net amount of GST recoverable from, or payable to, the Inland Revenue Department (IRD) is included as part of receivables or payables in the statement of financial position.

The net GST paid to, or received from the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

#### INCOME TAX

The Wānanga is exempt from income tax. Accordingly, no provision has been made for income tax.

#### BUDGET FIGURES

The budget figures are those approved by the Council at the start of the financial year under IFRS and subsequently amended to reflect PBE policies. The declared budget figures have been prepared in accordance with NZ GAAP, using accounting policies that are consistent with those adopted by the Council in preparing these financial statements.

#### CRITICAL ACCOUNTING ESTIMATES AND ASSUMPTIONS

In preparing these financial statements, estimates and assumptions have been made concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimates and assumptions are continually evaluated and are based on historical experience and other factors, including expectations or future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below:

- Estimating the fair value of land, buildings, and infrastructure – refer to Note 8.

#### CRITICAL JUDGEMENTS IN APPLYING ACCOUNTING POLICIES

Management has exercised the following critical judgements in applying accounting policies:

- Distinction between revenue and capital contributions – refer to Note 2.
- Research revenue – refer to Note 2.





## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

## 2 Revenue

### ACCOUNTING POLICY

Revenue is measured at fair value

The specific accounting policies for significant revenue items are explained below:

#### Student Achievement Component (SAC) funding

SAC funding is the Wānanga's main source of operational funding from the Tertiary Education Commission (TEC). The Wānanga considers SAC funding to be non-exchange and recognises SAC funding as revenue when the course withdrawal date has passed, based on the number of eligible students enrolled in the course at that date and the value of the course.

#### Tuition fees

Domestic student tuition fees are subsidised by government funding and are considered non-exchange. Revenue is recognised when the course withdrawal date has passed, which is when a student is no longer entitled to a refund for withdrawing from the course.

International student tuition fees are accounted for as exchange transactions and recognised as revenue on a course percentage of completion basis. The percentage of completion is measured by reference to the days of the course completed as a proportion of the total course days.

#### Performance-Based Research Fund (PBRF)

The Wānanga considers PBRF funding to be non-exchange in nature. PBRF funding is specifically identified by the TEC as being for a funding period as required by section 159YA of the Education Act 1989. The Wānanga recognises its confirmed allocation of PBRF funding at the commencement of the specified funding period, which is the same as the Wānanga's financial year. PBRF revenue is measured based on the Wānanga's funding entitlement adjusted for any expected adjustments as part of the final wash-up process. Indicative funding for future periods is not recognised until confirmed for that future period.

#### Research Revenue

For an exchange research contract, revenue is recognised on a percentage completion basis. The percentage of completion is measured by reference to the actual research expenditure incurred as a proportion to total expenditure expected to be incurred.

For a non-exchange research contract, the total funding receivable under the contract is recognised as revenue immediately, unless there are substantive conditions in the contract. If there are substantive conditions, revenue is recognised when the conditions are satisfied. A condition could include the requirement to complete research to the satisfaction of the funder to retain funding or return unspent funds. Revenue for future periods is not recognised where the contract contains substantive termination provisions for failure to comply with the requirements of the contract. Conditions and termination provisions need to be substantive, which is assessed by considering factors such as contract monitoring mechanisms of the funder and the past practice of the funder.

#### Other Grants Received

Other grants are recognised as revenue when they become receivable unless there is an obligation in substance to return the funds if conditions of the grant are not met. If there is such an obligation, the grants are initially recorded as grants received.

## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

## 2 Revenue (continued)

### Donations, bequests, and pledges

Donations and bequests are recognised as revenue when the right to receive the fund or asset has been established unless there is an obligation in substance to return the funds if conditions of the donation or bequest are not met. If there is such an obligation, they are initially recorded as revenue in advance when received and recognised as revenue when the conditions are satisfied. Pledges are not recognised as assets or revenue until the pledged item is received.

### Sales of goods

Revenue from sales of goods is recognised when the product is sold to the customer.

### Provision of services

Services provided to third parties on commercial terms are recognised as revenue in proportion to the stage of completion at balance date.

### Accommodation services

Revenue from the provision of accommodation services is recognised on a percentage completion basis. This is determined by reference to the number of accommodation days used as a proportion of the total accommodation days contracted for with the individual.

### Interest

Interest revenue is recognised by accruing on a time proportion basis the interest due for the investment.

## CRITICAL JUDGEMENTS IN APPLYING ACCOUNTING POLICIES

### Distinction between revenue and capital contributions

Most Crown funding received is operational in nature and is provided by the Crown under the authority of an expense appropriation and is recognised as revenue. Where funding is received from the Crown under the authority of a capital appropriation, the Wānanga accounts for the funding as a capital contribution directly in equity.

Information about capital contributions recognised in equity is disclosed in Note 14.

### Research revenue

The Wānanga exercises its judgement in determining whether funding received under a research contract is received in an exchange or non-exchange transaction. In making its judgement, the Wānanga considers factors such as the following:

- Whether the funder has substantive rights to the research output. This is a persuasive indicator of exchange or non-exchange.
- How the research funds were obtained. For example, whether through a commercial tender process for a specified work or from applying to a more general research funding pool.
- Nature of the funder
- Specificity of the research brief or contract

Judgement is often required in determining the timing of revenue recognition for contracts that span a balance date and multi-year research contracts.



## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

#### 2 Revenue (continued)

	2016 \$000	2015 \$000
<b>(i) Breakdown of Government grants</b>		
Student Achievement Component (SAC) funding	22,006	15,118
Adult and Community Education (ACE) funding	1,899	1,893
Other grants	1,580	1,539
<b>Total Government grants</b>	<b>25,485</b>	<b>18,550</b>
<b>(ii) Breakdown of tuition fees</b>		
Fees from domestic students	3,017	3,134
Fees from international students	85	194
<b>Total tuition fees</b>	<b>3,102</b>	<b>3,328</b>
<b>(iii) Breakdown of other revenue</b>		
Research contract revenue	186	240
Interest revenue	776	1,051
Koha and donations received	6	21
Rent received	55	48
Commercial Contract revenue	1,855	1,980
Transfers from / (to) restricted reserves	80	80
Other revenue	194	226
<b>Total other revenue</b>	<b>3,152</b>	<b>3,646</b>

#### 3 Personnel costs

##### ACCOUNTING POLICY

###### Superannuation scheme

Employer contributions to KiwiSaver are accounted for as defined contribution schemes and are recognised as an expense in the surplus or deficit when incurred.

###### Breakdown of personnel costs and further information

	2016 \$000	2015 \$000
Academic salaries	8,593	8,092
General wages and salaries	6,047	5,347
Research staff salaries	84	72
Employer contributions to Kiwisaver pension scheme	313	290
Other personnel expenses	1,203	899
<b>Total personnel costs</b>	<b>16,240</b>	<b>14,700</b>

## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

#### 3 Personnel costs (continued)

##### COUNCILLOR MEMBER REMUNERATION

Remuneration paid or payable to Council members during the year was:

	2016 \$	2015 \$
S. Mead (Chairperson)	25,479	19,500
L. Harvey (Deputy Chairperson)	15,115	20,000
A. Bonne	1,920	1,600
M. Dickson	640	1,920
M. Dodd	14,812	8,000
W. Gardiner	0	0
R. Kirikiri	10,012	2,240
J. Mason	8,092	0
T. Merito	9,692	1,920
C. Petterson	0	0
T. Pook	9,372	1,920
C Tawhiao	8,092	0
A. Temara	6,224	2,560
W. Vercoe	1,600	6,400
A.von Tunzelmann	14,492	6,720
<b>Total remuneration of Council</b>	<b>125,542</b>	<b>72,780</b>

The 2015 payments to L Harvey consists of \$10,000 remuneration for 2015 and \$10,000 settlement of underpayments from 2012 and 2013.

No Councillors received compensation or other benefits in relation to cessation (2015: \$nil).

#### 4 Other expenses

##### ACCOUNTING POLICY

###### Scholarships

Scholarships awarded by the Wānanga that reduce the amount of tuition fees payable by the student are accounted for as an expense and not offset against student tuition fees revenue.

###### Operating leases

An operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset. Lease payments under an operating lease are recognised as an expense on a straight-line basis over the lease term. Lease incentives received are recognised in the surplus or deficit as a reduction of rental expense over the lease term.





## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

#### 4 Other expenses (continued)

##### BREAKDOWN OF OTHER EXPENSES AND FURTHER INFORMATION

	2016 \$000	2015 \$000
Fees to auditor:		
Fees to Audit New Zealand for audit of financial statements	107	104
Fees to Audit New Zealand for other services	0	6
Operating lease payments	314	259
Repairs and maintenance	151	110
Other occupancy costs	880	848
Information technology	571	520
Grants and scholarships	168	241
Advertising and public relations	364	367
Insurance premiums	150	165
Consultants and contractors	547	519
Office costs	642	576
Travel and accommodation	1,083	1,062
Other course-related costs	5,803	3,682
Provision for uncollectability of receivables (Note 6)	45	(66)
Gain on disposal of property, plant and equipment	(3)	(5)
Other operating expenses	400	378
<b>Total other expenses</b>	<b>11,222</b>	<b>8,766</b>

Fees paid to Audit New Zealand in 2015 for other services were for the audit of the declaration to the Ministry of Education on the Performance-Based Research Fund external research income (ERI) for the year ended 31 December 2015 (2016: \$nil).

##### Operating leases

The Wānanga leases property, plant, and equipment in the normal course of its business. The majority of these leases have a non-cancellable term of 36 months. The future aggregate minimum lease payments payable under non-cancellable operating leases are as follows:

	2016 \$000	2015 \$000
Not later than one year	710	804
Later than one year but not later than five years	1,203	1,737
Later than five years	0	0
<b>Total non-cancellable operating leases</b>	<b>1,913</b>	<b>2,541</b>

The total of minimum future sublease payments expected to be received under non-cancellable subleases at balance date is \$nil (2015: \$nil).

Leases can be renewed at the Wānanga's option, with rents set by reference to current market rates for items of equivalent age and condition.

There are no restrictions placed on the Wānanga by any of the leasing arrangements.

## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

#### 4 Other expenses (continued)

##### Operating leases as lessor

The Wānanga leases office space on the main campus to another TEI. This lease has a non-cancellable term of 24 months. The future aggregate minimum lease payments payable under non-cancellable operating leases are as follows:

	2016 \$000	2015 \$000
Not later than one year	22	22
Later than one year	0	0
<b>Total non-cancellable operating leases</b>	<b>22</b>	<b>22</b>

No contingent rents have been recognised during the year.

#### 5 Cash and cash equivalents

##### ACCOUNTING POLICY

Cash and cash equivalents includes cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts.

Bank overdrafts are shown within borrowings in current liabilities in the statement of financial position.

##### BREAKDOWN OF CASH AND CASH EQUIVALENTS AND FURTHER INFORMATION

	2016 \$000	2015 \$000
Cash at bank and on hand	5,210	1,757
Call deposits	0	39
Term deposits with maturities less than 3 months at acquisition	0	200
<b>Total cash and cash equivalents</b>	<b>5,210</b>	<b>1,996</b>

#### 6 Receivables

##### ACCOUNTING POLICY

Short-term receivables are recorded at the amount due, less any provision for uncollectability.

A receivable is considered uncollectable when there is evidence that the amount due will not be fully collected. The amount that is uncollectable is the difference between the amount due and the present value of the amount expected to be collected.



## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

#### 6 Receivables (continued)

##### BREAKDOWN OF RECEIVABLES AND FURTHER INFORMATION

	2016 \$000	2015 \$000
<i>Receivables from non-exchange contracts</i>		
Student fee receivables	2,139	443
Less: Provision for impairment	(270)	(223)
Receivable for current year SAC revenue	5,517	1,424
Research receivables	0	7
<i>Total receivables from non-exchange contracts</i>	<i>7,386</i>	<i>1,651</i>
<i>Receivables from exchange contracts</i>		
Interest accrued	424	304
Research receivables	0	60
Other receivables	451	1,233
Less: Provision for impairment	(112)	(119)
<i>Total receivables from exchange contracts</i>	<i>763</i>	<i>1,478</i>
<b>Total receivables</b>	<b>8,149</b>	<b>3,129</b>

##### Fair value

Student fees are due before a course begins or are due upon enrolment if the course has already begun. For courses that span more than one trimester, domestic students can arrange for fees to be paid in instalments. Student fee receivables are non-interest bearing and are generally paid in full by the course start date. Therefore, their carrying value approximates their fair value.

Other receivables are non-interest bearing and are generally settled on 30-day terms. Therefore, the carrying value of other receivables approximates their fair value.

##### Assessment for uncollectability

The aging profile of student fees receivables at year end is detailed below:

	2016			2015		
	Gross \$000	Provision for uncollectability \$000	Net \$000	Gross \$000	Provision for uncollectability \$000	Net \$000
Not past due	910	0	910	0	0	0
Past due 1-30 days	2	0	2	0	0	0
Past due 31 -60 days	0	0	0	0	0	0
Past due 61-90 days	0	0	0	0	0	0
Past due over 90 days	1,227	(270)	957	443	(223)	220
<b>Total</b>	<b>2,139</b>	<b>(270)</b>	<b>1,869</b>	<b>443</b>	<b>(223)</b>	<b>220</b>

All receivables greater than 30 days in age are considered to be past due.

## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

#### 6 Receivables (continued)

The impairment assessment is performed on a case by case basis, based on an analysis of past collection history of each debtor.

Movements in the provision for uncollectability of receivables are as follows:

	Student Fees \$000	Other receivables \$000	Total uncollectability \$000
Balance as at 1 January 2015	219	189	408
Additional provisions made during the year	122	119	241
Provisions reversed during the year	0	(189)	(189)
Prior Year receivables written-off during the year	(118)	0	(118)
<b>Balance as at 31 December 2015</b>	<b>223</b>	<b>119</b>	<b>342</b>
Additional provisions made during the year	47	0	47
Provisions reversed during the year	0	(7)	(7)
Prior Year receivables written-off during the year	0	0	0
<b>Balance as at 31 December 2016</b>	<b>270</b>	<b>112</b>	<b>382</b>

The Wānanga holds no collateral as security or other credit enhancements over receivables that are either past due or uncollectable.

#### 7 Other financial assets

##### ACCOUNTING POLICY

Financial assets are initially recognised at fair value plus transaction costs unless they are carried at fair value through surplus or deficit, in which case the transaction costs are recognised in the surplus or deficit.

##### Term deposits

Term deposits are initially measured at the amount invested. Where applicable, interest is subsequently accrued and added to the investment balance.

##### BREAKDOWN OF OTHER FINANCIAL ASSETS AND FURTHER INFORMATION

	2016 \$000	2015 \$000
<b>Current portion</b>		
Term deposits	14,869	18,047
<i>Total current portion</i>	<i>14,869</i>	<i>18,047</i>
<b>Total other financial assets</b>	<b>14,869</b>	<b>18,047</b>

##### Impairment

At year end, term deposits are assessed for indicators of impairment. If they are impaired, the amount not expected to be collected is recognised in the surplus or deficit.

There were no impairment provisions for other financial assets. None of the financial assets are either past due or impaired.





## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 7 Other financial assets (continued)

#### Non-exchange transactions

There are no assets recognised in respect of non-exchange transactions that are subject to restrictions (2015: \$nil).

There are advance receipts of \$13k in respect of non-exchange transactions (2015: \$nil).

### 8 Property, plant and equipment

#### ACCOUNTING POLICY

Property, plant, and equipment consists of eleven asset classes: owned land, leased land, buildings (including infrastructure), leasehold improvements, computer hardware, furniture and fittings, plant and equipment, motor vehicles, library collection, heritage collections and network infrastructure.

Land is measured at fair value. Buildings (including infrastructure), leased land, and heritage assets are measured at fair value less accumulated depreciation and impairment losses. All other asset classes are measured at cost, less accumulated depreciation and impairment losses.

#### REVALUATIONS

Land, buildings and infrastructure are revalued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value and at least every two years.

Revaluation movements are accounted for on a class-of-asset basis.

The carrying values of revalued assets are assessed annually to ensure that they do not differ materially from fair value. If there is evidence supporting a material difference, then the off-cycle asset classes are revalued.

The net revaluation results are credited or debited to other comprehensive revenue and are accumulated to an asset revaluation reserve in equity for that class-of-asset. Where this would result in a debit balance in the asset revaluation reserve, this balance is recognised in the surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value recognised in the surplus or deficit will be recognised first in the surplus or deficit up to the amount previously expensed, and then recognised in other comprehensive revenue and expense.

#### ADDITIONS

The cost of an item of property, plant and equipment is recognised as an asset only when it is probable that future economic benefits or service potential associated with the item will flow to the Wānanga and the cost of the item can be measured reliably.

Work in progress is recognised at cost less impairment and is not depreciated.

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to the Wānanga and the cost of the item can be measured reliably.

The costs of day-to-day servicing of property, plant, and equipment are recognised in the surplus or deficit as they are incurred.

#### DISPOSALS

Gains and losses on disposal are determined by comparing the disposal proceeds with the carrying amount of the asset. Gains and losses on disposal are reported net in the surplus or deficit. When revalued assets are sold, the amounts included in property revaluation reserves in respect of those assets are transferred to general funds within equity.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 8 Property, plant and equipment (continued)

#### DEPRECIATION

Depreciation is provided on a straight-line basis on all property, plant and equipment other than land, at rates that will write off the cost (or valuation) of the assets to their estimated residual values over their useful lives.

The useful lives and associated depreciation rates of major classes of tangible assets have been estimated as follows:

Class of assets	Useful life	Rate
Owned land	Indefinite	Nil
Leased land	100 years	1%
Buildings and infrastructure	5 - 50 years	2%-20%
Leasehold improvements	2 - 10 years	10%-50%
Heritage assets	20 years	5%
Computer hardware	3 years	33.33%
Furniture and fittings	10 years	10%
Plant and equipment	5 years	20%
Motor vehicles	5 years	20%
Library collections	10 years	10%
Network infrastructure	5-17 years	6%-20%

Leasehold improvements are depreciated over the shorter of the unexpired period of the lease or the estimated remaining useful lives of the improvements, whichever is the shorter.

#### IMPAIRMENT OF PROPERTY, PLANT AND EQUIPMENT HELD AT COST

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment at each balance date and whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use.

If an asset's carrying amount exceeds its recoverable amount, the asset is considered to be impaired and the carrying amount is written-down to the recoverable amount. The impairment loss is recognised in the surplus or deficit.

#### Value in use for non-cash-generating assets

Non-cash-generating assets are those assets that are not held with the primary objective of generating a commercial return.

For non-cash-generating assets, value in use is determined using an approach based on either a depreciated replacement cost approach, a restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

#### Value in use for cash-generating assets

Cash-generating assets are those assets that are held with the primary objective of generating a commercial return.

The value in use for cash-generating assets and cash-generating units is the present value of expected future cash flows.



## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 8 Property, plant and equipment (continued)

#### CRITICAL ACCOUNTING ESTIMATES AND ASSUMPTIONS

##### Estimating the fair value of land, buildings, infrastructure and heritage assets

The most recent valuation of land, buildings and infrastructure was performed by an independent registered valuer, P Todd BPA MRICS SPINZ of Darroch Limited. The valuation is effective as at 31 December 2016.

##### Land

Fair value of the freehold land, using market-based evidence, is based on the highest and best use of the land, with reference to comparable land values.

The fair value of the Wānanga's interest as a lessee in the leasehold campus land was determined by estimating the present value of the lessee's beneficial interest in the land, i.e. the difference between an estimated market rental and the actual rental paid by the lessee over the length of the lease term.

Adjustments have been made to the "unencumbered" land value for campus land where there is a designation against the land or the use of the land is restricted because of reserve or endowment status. These adjustments are intended to reflect the negative effect on the value of the land where an owner is unable to use the land more intensely. This adjustment was a reduction of 10% to the leased land.

Restrictions on the Wānanga's ability to sell land would normally not impair the value of the land because the Wānanga has operational use of the land for the foreseeable future and will substantially receive the full benefits of outright ownership.

##### Buildings

Specialised buildings are buildings specifically designed for educational purposes. They are valued using depreciated replacement cost because no reliable market data is available for such buildings.

Depreciated replacement cost is determined using a number of significant assumptions. Significant assumptions used in the 31 December 2016 valuation include:

- The replacement costs of the specific assets are adjusted where appropriate for optimisation due to over design or surplus capacity. There has been no optimisation adjustments for the most recent valuations.
- The replacement cost is derived from recent construction contracts of modern equivalent assets and actual cost information. Construction costs range from \$1574 to over \$6000 per square metre for high quality purpose built buildings. The cost applied was dependent on the nature of the specific asset valued
- The main buildings are recently contracted and there has been no notification of any earth quake prone buildings.
- The remaining useful life of assets is estimated after considering factors such as age, life, condition of the asset, future maintenance and replacement plans, and experience with similar buildings.
- Straight-line depreciation has been applied in determining the depreciated replacement cost value of the asset.

Non-specified buildings (for example, residential buildings) are valued at fair value using market-based evidence. Significant assumptions in the 31 December 2016 valuation include market values from recent sales of comparable buildings.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 8 Property, plant and equipment (continued)

#### CRITICAL ACCOUNTING ESTIMATES AND ASSUMPTIONS (CONTINUED)

A comparison of the carrying value of buildings valued using depreciated replacement cost and buildings valued using market-based evidence is as follows:

	2016 \$000	2015 \$000
Depreciated replacement cost	24,071	21,945
Market-based value	2,083	1,864
Total carrying value of buildings	26,154	23,808

##### Infrastructure

Infrastructure assets such as roads, car parks, footpaths, underground utilities (for example water supply and sewerage systems), and site drainage have been independently valued at depreciated replacement cost. The valuations have been performed in accordance with the New Zealand Infrastructure Asset Valuation and Depreciation Guidelines issued by the NAMS Group. The significant assumptions applied in determining the depreciated replacement cost of infrastructure assets are similar to those described above for specialised buildings.

##### Cultural and heritage assets

Cultural and heritage assets have been recognised at valuation at 31 December 2003. Cultural and heritage assets were valued at that date by the Chief Carver of the Wānanga.

##### Finance leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred.

At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased item or the present value of the minimum lease payments.

The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability.

The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty as to whether the Wānanga will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

In 2015 the Wānanga negotiated a 100 year extension of the lease of the main Whakatane campus land by means of a one-off payment of \$1,000,000 to the landlord. This transaction has been treated as a finance lease. The fair value of the land has been capitalised and will be depreciated in equal instalments over the life of the lease.

The net carrying amount of land held under a finance lease is \$1,440,000 (2015: \$995,000).

The fair value of the finance lease liability is \$nil (2015: \$nil).

The Wānanga is not permitted to pledge the leased asset as security nor can it sublease the land without permission of the lessor. There are also various restrictions in the form of historic designations and endowment encumbrances attached to the lease.





## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 8 Property, plant and equipment (continued)

#### CRITICAL ACCOUNTING ESTIMATES AND ASSUMPTIONS (CONTINUED)

The legal ownership of land and buildings is detailed as follows:

	Land		Buildings	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
Owned by the Wānanga	5,199	4,614	26,154	23,808
Owned by Ngati Awa Properties Ltd	1,440	995	-	-
<b>Total</b>	<b>6,639</b>	<b>5,609</b>	<b>26,154</b>	<b>23,808</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 8 Property, plant and equipment (continued)

#### BREAKDOWN OF PROPERTY, PLANT, AND EQUIPMENT AND FURTHER INFORMATION

Movements for each class of property, plant and equipment for the Wānanga are as follows:

	Cost/ Valuation 1/1/16 \$'000	Accumulated depreciation & impairment 1/1/16 \$'000	Carrying amount 1/1/16 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Depreciation \$'000	Revaluation \$'000	Cost/ revaluation 31/12/16 \$'000	Accumulated depreciation & impairment 31/12/16 \$'000	Carrying Amount 31/12/16 \$'000
Leased land	1,000	(5)	995	0	0	0	(9)	454	1,440	0	1,440
Owned Land	4,614	0	4,614	0	0	0	0	585	5,199	0	5,199
Buildings and infrastructure	24,609	(801)	23,808	0	0	0	(734)	3,080	26,154	0	26,154
Leasehold improvements	423	(7)	416	75	0	0	(46)	0	492	(54)	438
Library collection	1,029	(840)	189	24	0	0	(39)	0	1,054	(878)	175
Computer hardware	3,565	(3,357)	208	180	(2)	0	(177)	0	3,738	(3,530)	208
Furniture and equipment	2,968	(2,127)	842	120	(5)	0	(213)	0	3,080	(2,337)	743
Motor vehicles	129	(109)	21	17	0	0	(10)	0	147	(119)	28
Heritage and cultural assets	235	(90)	145	0	0	0	(12)	0	235	(102)	133
Network infrastructure	1,155	(585)	570	41	0	0	(61)	0	1,196	(645)	551
Capital Work in Progress	35	0	35	121	0	0	0	0	162	0	162
<b>Total Property, plant &amp; equipment</b>	<b>39,763</b>	<b>(7,920)</b>	<b>31,843</b>	<b>578</b>	<b>(7)</b>	<b>0</b>	<b>(1,301)</b>	<b>4,119</b>	<b>42,897</b>	<b>(7,665)</b>	<b>35,231</b>



## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 8 Property, plant and equipment (continued)

#### BREAKDOWN OF PROPERTY, PLANT, AND EQUIPMENT AND FURTHER INFORMATION (CONTINUED)

	Cost/ Valuation 1/1/15 \$'000	Accumulated depreciation & impairment 1/1/15 \$'000	Carrying amount 1/1/15 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Depreciation \$'000	Revaluation \$'000	Cost/ revaluation 31/12/15 \$'000	Accumulated depreciation & impairment 31/12/15 \$'000	Carrying Amount 31/12/15 \$'000
Leased land	1,010	0	1,010	1,000	0	(1,005)	(10)	0	1,000	(5)	995
Owned Land	4,614	0	4,614	0	0	0	0	0	4,614	0	4,614
Buildings and infrastructure	24,609	0	24,609	0	0	0	(801)	0	24,609	(801)	23,808
Leasehold improvements	344	(340)	4	417	(2)	0	(4)	0	423	(7)	416
Library collection	1,013	(789)	224	16	0	0	(51)	0	1,029	(840)	189
Computer hardware	3,499	(3,092)	407	73	(4)	0	(268)	0	3,565	(3,357)	208
Furniture and equipment	2,773	(1,931)	842	196	0	0	(196)	0	2,968	(2,127)	842
Motor vehicles	253	(189)	64	0	(24)	0	(20)	0	129	(109)	21
Heritage and cultural assets	223	(80)	143	13	0	0	(12)	0	235	(90)	145
Network infrastructure	1,156	(512)	644	0	0	0	(73)	0	1,155	(585)	570
Capital Work in Progress	1	0	1	34	0	0	0	0	35	0	35
<b>Total Property, plant &amp; equipment</b>	<b>39,495</b>	<b>(6,933)</b>	<b>32,562</b>	<b>1,750</b>	<b>(30)</b>	<b>(1,005)</b>	<b>(1,434)</b>	<b>0</b>	<b>39,763</b>	<b>(7,920)</b>	<b>31,843</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 8 Property, plant and equipment (continued)

#### RESTRICTIONS ON TITLE

Under the Education Act 1989, the Wānanga is required to obtain consent from the Secretary for Education to dispose of land and buildings. For plant and equipment, there is an asset disposal limit formula, which provides a limit up to which a TEI may dispose of plant and equipment without seeking the approval from the Secretary for Education. Detailed information on the asset disposal rules can be found on the Tertiary Education Commission website.

There are also various restrictions in the form of historic designations, reserve, and endowment encumbrances attached to land. The Wānanga does not consider it practical to disclose in detail the value of land subject to these restrictions.

There were no disposals of property that required consent (2015: \$nil).

There are no tangible assets pledged as security for liabilities (2015: \$nil).

There were contractual commitments under furniture and equipment of \$74k for the retractable seating project (2015: \$nil).

#### WORK IN PROGRESS

Property, plant and equipment in the course of construction consists of the following projects where costs had been incurred but the projects had not been completed at the balance date:

	2016 \$'000	2015 \$'000
Leasehold improvements	0	35
Furniture and equipment	162	0
<b>Balance 31 December</b>	<b>162</b>	<b>35</b>

### 9 Intangible assets

#### ACCOUNTING POLICY

##### Software acquisition and development

Computer software licenses are capitalised on the basis of the costs incurred to acquire and bring to use the specific software.

Costs that are directly associated with the development of software for internal use are recognised as an intangible asset. Direct costs include software development employee costs and an appropriate portion of relevant overheads. Staff training costs are recognised as an expense when incurred.

Costs associated with maintaining computer software are recognised as an expense when incurred.

##### Course development costs

Costs that are directly associated with the development of new educational courses are recognised as an intangible asset to the extent that such costs are expected to be recovered. The development costs primarily consist of external consultants used.





## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 9 Intangible assets (continued)

#### INTELLECTUAL PROPERTY DEVELOPMENT

Research costs are expensed as incurred in the surplus or deficit.

Development costs that are directly attributable to the design, construction, and testing of pre-production or pre-use prototypes and models associated with intellectual property development are recognised as an intangible asset if all the following can be demonstrated:

- It is technically feasible to complete the product so that it will be available for use or sale;
- Management intends to complete the product and use or sell it;
- There is an ability to use or sell the product;
- It can be demonstrated how the product will generate probable future economic benefits;
- Adequate technical, financial and other resources to complete the development and to use or sell the product are available; and
- The expenditure attributable to the product during its development can be reliably measured.

Other development expenses that do not meet these criteria are recognised as an expense as incurred in the surplus or deficit. Development costs previously recognised as an expense cannot be subsequently recognised as an asset.

#### WEBSITE DEVELOPMENT

Acquired website licenses are recognised as intangible assets on the basis of the costs incurred to acquire and bring to use. Costs that are directly associated with the development of websites for internal use are recognised as an intangible asset.

#### AMORTISATION

The carrying value of an intangible asset with a finite life is amortised on a straight-line basis over its useful life. Amortisation begins when the asset is available for use and ceases at the date that the asset is derecognised. The amortisation charge for each period is recognised in the surplus or deficit.

The useful lives and associated amortisation rates of major classes of intangible assets have been estimated as follows:

Class of assets	Useful lives	Rate
Intellectual property	5 years	20%
Computer software	5 years	20%
Programme development	3 years	33.33%
Website	3 years	33.33%

Intangible assets subsequently measured at cost that have an indefinite useful life, or are not yet available for use, are not subject to amortisation and are tested annually for impairment.

For further details refer to the policy for impairment of property, plant, and equipment in Note 8. The same approach applies to the impairment of intangible assets.

There are no restrictions over the title of the Wānanga's intangible assets, nor are any intangible assets pledged as security for liabilities (2015: \$nil).

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 9 Intangible assets (continued)

#### AMORTISATION (CONTINUED)

During the year \$34k of intangible assets were impaired (2015: \$nil).

There were contractual commitments of \$297k for the ongoing Programme Development (2015: \$nil).

#### WORK IN PROGRESS

Intangible work in progress consists of the following projects where costs had been incurred but the projects had not been completed at the balance date:

	2016 \$'000	2015 \$'000
Programme development	228	119
<b>Balance 31 December</b>	<b>228</b>	<b>119</b>



## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 9 Intangible assets (continued)

#### BREAKDOWN OF INTANGIBLE ASSETS AND FURTHER INFORMATION

Movements for each class of intangible asset for the Wānanga are as follows:

	Cost/ Valuation 1/1/16 \$'000	Accumulated amortization and impairment 1/1/16 \$'000	Carrying amount 1/1/16 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Adjustments \$'000	Amortization \$'000	Cost/ revaluation 31/12/16 \$'000	Accumulated amortization and impairment 31/12/16 \$'000	Carrying Amount 31/12/16 \$'000
Programme Development	931	(717)	214	56	0	0	0	(102)	987	(819)	168
Computer Software	1,973	(1,737)	236	0	0	0	0	(83)	1,973	(1,821)	152
Intellectual Property	938	(938)	(0)	0	0	0	0	0	938	(938)	0
Website	165	(165)	0	0	0	0	0	0	165	(165)	0
Work In Progress	119	0	119	195	0	(34)	(53)	0	228	0	228
<b>Total Intangibles</b>	<b>4,126</b>	<b>(3,557)</b>	<b>569</b>	<b>251</b>	<b>0</b>	<b>(34)</b>	<b>(53)</b>	<b>(185)</b>	<b>4,291</b>	<b>(3,743)</b>	<b>548</b>
Programme Development	646	(644)	2	120	0	0	165	(73)	931	(717)	214
Computer Software	1,930	(1,609)	321	44	0	0	0	(129)	1,973	(1,737)	236
Intellectual Property	938	(938)	0	0	0	0	0	0	938	(938)	(0)
Website	165	(165)	0	0	0	0	0	0	165	(165)	0
Work In Progress	165	0	165	119	0	0	(165)	0	119	0	119
<b>Total Intangibles</b>	<b>3,844</b>	<b>(3,356)</b>	<b>488</b>	<b>282</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(201)</b>	<b>4,126</b>	<b>(3,557)</b>	<b>569</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 10 Payables

#### ACCOUNTING POLICY

Short-term payables are recorded at the amount payable.

#### BREAKDOWN OF PAYABLES AND FURTHER INFORMATION

	2016 \$000	2015 \$000
<i>Payables under exchange contracts</i>		
Creditors	4,029	2,581
Accrued expenses	820	312
Contract retentions	0	12
Total payables under exchange contracts	4,849	2,905
<i>Payables under non-exchange contracts</i>		
Amounts due to TEC	1,254	2,918
GST payable	63	35
Total payables under non-exchange contracts	1,317	2,953
<b>Total payables</b>	<b>6,166</b>	<b>5,858</b>

Payables are non-interest bearing and are normally settled on 30-day terms. Therefore the carrying value of creditors and other payables approximates their fair value.

There are advance receipts of \$1,254,080 in respect of non-exchange transactions with TEC (2015: \$2,918,284).

### 11 Deferred revenue

#### BREAKDOWN OF DEFERRED REVENUE AND FURTHER INFORMATION

	2016 \$000	2015 \$000
Tuition fees	885	0
<b>Total deferred revenue</b>	<b>885</b>	<b>0</b>

Deferred revenue from tuition fees includes both liabilities recognised for domestic student fees received for which the course withdrawal date has not yet passed and for international student fees, which is based on the percentage completion of the course.

### 12 Employee entitlements

#### ACCOUNTING POLICY

##### Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured at nominal values based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date, and sick leave.

A liability for sick leave is recognised to the extent that absences in the coming year are expected to be greater than the sick leave entitlements earned in the coming year. The amount is calculated based on the unused sick leave entitlement that can be carried forward at balance date to the extent it will be used by staff to cover those future absences.



## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 12 Employee entitlements (continued)

A liability and an expense is recognised for bonuses where contractually obliged or where there is a past practice that has created a constructive obligation.

#### PRESENTATION OF EMPLOYEE ENTITLEMENTS

Sick leave, annual leave, vested long service leave, and non-vested long service leave and retirement gratuities expected to be settled within 12 months of balance date, are classified as a current liability. All other employee entitlements are classified as a non-current liability.

#### BREAKDOWN OF EMPLOYEE ENTITLEMENTS AND FURTHER INFORMATION

	2016 \$000	2015 \$000
<b>Current portion</b>		
Accrued pay	373	168
Annual leave	1,305	1,030
Sick leave	35	6
<i>Total current portion</i>	1,713	1,204
<b>Total employee entitlements</b>	<b>1,713</b>	<b>1,204</b>

### 13 Contingencies

The Wānanga has no contingent assets (2015: \$nil).

The Wānanga has no contingent liabilities (2015: \$nil).

### 14 Equity

#### ACCOUNTING POLICY

Equity is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into a number of components. The components of equity are:

- general funds;
- revaluation reserves; and
- restricted reserves.

#### Revaluation reserves

This reserve relates to the revaluation of land, buildings and infrastructure, and heritage assets to fair value.

#### Restricted reserves

Restricted reserves are a component of equity representing a particular use to which various parts of equity have been assigned. Reserves may be legally restricted or created by the Wānanga. Transfers from these reserves may be made only for certain specified purposes or when certain specified conditions are met.

Included in restricted reserves are unspent funds with restrictions that relate to the delivery of educational services and research by the Wānanga. It is not practicable for the Wānanga to provide further detailed information about the restrictions.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 14 Equity (continued)

#### BREAKDOWN OF EQUITY AND FURTHER INFORMATION

	2016 \$000	2015 \$000
<b>General funds</b>		
Balance at 1 January	45,898	45,356
Surplus for the year	2,791	423
Other Comprehensive revenue and expense	-	(1,005)
Revaluation reserve released on surrender of land lease	-	1,124
<i>Balance at 31 December</i>	<b>48,689</b>	<b>45,898</b>
<b>Revaluation reserve</b>		
Balance at 1 January	2,226	3,350
Revaluation reserve released on surrender of land lease	-	(1,124)
Net revaluation gains	4,118	-
<i>Balance at 31 December</i>	<b>6,344</b>	<b>2,226</b>
<b>Restricted reserves</b>		
Balance at 1 January	528	459
Movement in research accounts	-	(100)
Movement in other accounts	(14)	169
<i>Balance at 31 December</i>	<b>514</b>	<b>528</b>
<b>Total equity</b>	<b>55,547</b>	<b>48,652</b>

The property revaluation reserve consist of:

	2016 \$000	2015 \$000
Land (owned)	410	78
Land (leased)	454	-
Buildings and infrastructure	5,384	2,051
Cultural assets	96	95
<b>Total revaluation reserves</b>	<b>6,344</b>	<b>2,224</b>

#### Capital contributions

Capital contributions received during the year from the Crown were \$nil (2015: \$nil).

#### Capital management

The Wānanga's capital is its equity, which comprises general funds and reserves. Equity is represented by net assets.

The Wānanga is subject to the financial management and accountability provisions of the Education Act 1989, which include restrictions in relation to disposing of assets or interests in assets, ability to mortgage or otherwise charge assets or interests in assets, granting leases of land or buildings or parts of buildings, and borrowing.

The Wānanga manages its revenues, expenses, assets, liabilities, investments, and general financial dealings prudently and in a manner that promotes the current and future interests of the community.

The Wānanga's equity is largely managed as a by-product of managing revenues, expenses, assets, liabilities, investments, and general financial dealings.





## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 14 Equity (continued)

#### CAPITAL MANAGEMENT (CONTINUED)

The objective of managing the Wānanga's equity is to ensure that it effectively and efficiently achieves the goals and objectives for which it has been established, while remaining a going concern.

### 15 Related party transactions

Related party disclosures have not been made for transactions with related parties that are:

- Within a normal supplier or client/recipient relationship; and
- On terms and conditions no more or less favourable than those that are reasonable to expect that the Wānanga would have adopted in dealing with the party at arm's length in the same circumstances.

Further, transactions with government agencies (for example, government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements with TEIs and undertaken on the normal terms and conditions for such transactions.

#### Key management personnel compensation

	2016	2015
<b>Council members</b>		
Full-time equivalent members	15.0	14.0
Remuneration	\$125,542	\$72,780
<b>Executive Management Team, including the Chief Executive</b>		
Full-time equivalent members	4.8	6.0
Remuneration	\$1,053,731	\$1,146,410
<b>Total full-time equivalent members</b>	<b>19.8</b>	<b>20.0</b>
<b>Total key management personnel compensation</b>	<b>\$1,179,273</b>	<b>\$1,219,190</b>

There were 4.8 full-time equivalent Executive management team members employed during the year, but there were 5 remaining at the year-end (2015: 5).

Each councillor has been counted as 1 full-time equivalent member.

An analysis of Council member remuneration is provided in Note 3.

### 16 Events after balance date

There were no events after the balance date.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 17 Financial instruments

#### 17A FINANCIAL INSTRUMENT CATEGORIES

The carrying amounts of financial assets and liabilities in each of the financial instrument categories are as follows:

	2016 \$000	2015 \$000
<b>FINANCIAL ASSETS</b>		
<b>Loans and receivables</b>		
Cash and cash equivalents	5,210	1,996
Receivables	8,149	3,129
Other financial assets: - term deposits	14,869	18,047
<b>Total loans and receivables</b>	<b>28,228</b>	<b>23,260</b>
<b>FINANCIAL LIABILITIES</b>		
<b>Financial liabilities at amortised cost</b>		
Payables	6,166	5,858
<b>Total financial liabilities at amortised cost</b>	<b>6,166</b>	<b>5,858</b>

#### 17B FINANCIAL INSTRUMENT RISKS

The Wānanga's activities expose it to a variety of financial instrument risks, including market risk, credit risk and liquidity risk. The Wānanga has policies to manage these risks and seeks to minimise exposure from its financial instruments. These policies do not allow any transactions that are speculative in nature to be entered into.

##### MARKET RISK

###### Price risk

Price risk is the risk that the fair value of a financial instrument will fluctuate as a result of changes in market prices. The Wānanga is not exposed to price risk because it does not invest in bonds influenced by price.

###### Currency risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate due to changes in foreign exchange rates. The Wānanga is not exposed to foreign currency risk because it does not deal in foreign exchange instruments.

###### Fair value interest rate risk

Fair value interest rate risk is the risk that the value of a financial instrument will fluctuate due to changes in market interest rates. The Wānanga is not exposed to fair value interest rate risk as it invests in fixed term interest bearing bank deposits that are not influenced by changes in market interest rates.

###### Cash flow interest rate risk

Cash flow interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. The Wānanga's exposure to changes in interest rates relates primarily to the Wānanga's on-call bank deposits.

##### LIQUIDITY RISK

###### Management of liquidity risk

Liquidity risk is the risk that the Wānanga will encounter difficulty raising liquid funds to meet commitments as they fall due. Prudent liquidity risk management implies maintaining sufficient cash, and the availability of funding through an adequate amount of committed credit facilities. The Wānanga aims to maintain flexibility in funding by keeping committed credit lines available.

The Wānanga manages liquidity risk by continuously monitoring forecast and actual cash flow requirements.



## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 17 Financial instruments (continued)

#### 17B FINANCIAL INSTRUMENT RISKS (CONTINUED)

##### CONTRACTUAL MATURITY ANALYSIS OF FINANCIAL LIABILITIES

The table below analyses financial liabilities into relevant maturity groupings based on the remaining period at the balance date to the contractual maturity date. The amounts disclosed are the contractual undiscounted cash flows.

	Carrying amount \$'000	Contractual cash flows \$'000	Less than 6 months \$'000	6 - 12 months \$'000	1 - 2 years \$'000	2 - 3 years \$'000	More than 3 years \$'000
<b>2016</b>							
Payables	6,166	6,166	6,166	0	0	0	0
<b>Total</b>	<b>6,166</b>	<b>6,166</b>	<b>6,166</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2015</b>							
Payables	5,858	5,858	5,858	0	0	0	0
<b>Total</b>	<b>6,026</b>	<b>6,026</b>	<b>6,026</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### Credit risk

Credit risk is the risk that a third party will default on its obligation to the Wānanga, causing it to incur a loss.

In the normal course of business, the Wānanga is exposed to credit risk from cash and term deposits with banks, student debtors and other receivables. For each of these, the maximum credit exposure is best represented by the carrying amount in the statement of financial position.

Due to the timing of its cash inflows and outflows, surplus cash is invested into term deposits which give rise to credit risk. The Wānanga limits the amount of credit exposure by limiting the amount that can be invested in any one institution to 50% of total investments held. The Wānanga invests funds only with registered banks that have a Standard and Poor's credit rating of at least AA-. The Wānanga has experienced no defaults of interest or principal payments for term deposits.

The Wānanga holds no collateral or other credit enhancements for financial instruments that give rise to credit risk.

#### Credit quality of financial assets

The credit quality of financial assets that are neither past due nor impaired can be assessed by reference to Standard and Poor's credit ratings (if available) or to historical information about counterparty default rates:

	2016 \$000	2015 \$000
<b>COUNTERPARTIES WITH CREDIT RATINGS</b>		
<b>Cash at bank and term deposits</b>		
AA-	20,079	20,043
<i>Total cash at bank and term deposits</i>	20,079	20,043
<b>COUNTERPARTIES WITHOUT CREDIT RATINGS</b>		
<b>Receivables</b>		
Existing counterparty with no defaults in the past	8,149	3,129
<i>Total receivables</i>	8,149	3,129

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2016

### 17 Financial instruments (continued)

#### 17B FINANCIAL INSTRUMENT RISKS (CONTINUED)

##### SENSITIVITY ANALYSIS

The following table illustrates the potential effect on the surplus or deficit and equity (excluding general funds) for reasonably possible market movements, with all other variables held constant, based on financial instrument exposures at balance date:

	2016 \$'000		2015 \$'000	
	-50bps	+150bps	-50bps	+150bps
	Surplus	Other equity	Surplus	Other equity
<b>INTEREST RATE RISK</b>				
<b>Financial assets</b>				
Cash and cash equivalents	(26)	0	78	0
<b>Total sensitivity</b>	<b>(26)</b>	<b>0</b>	<b>78</b>	<b>0</b>

#### INTEREST RATE SENSITIVITY ANALYSIS

##### Explanation of interest rate risk sensitivity

The interest rate sensitivity is based on a reasonable possible movement in interest rates, with all other variables held constant, measured as a basis points (bps) movement. For example, a decrease in 50 bps is equivalent to a decrease in interest rates of 0.5%.

### 18 Explanations of major variances against budget

Explanations for major variations against the budget information at the start of the financial year are as follows:

#### STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

##### Government grants

Government grant revenue was \$0.5 million less than budget because enrolments were slightly lower than anticipated.

##### Tuition fees

Tuition fee revenue was \$1.3 million less than budget. This variance arose because of lower than expected enrolments plus a change in the mix of programmes that were taken up, with relatively more students enrolled on the fee-free instead of the fee-bearing programmes.

##### Personnel costs

Personnel costs were \$0.7 million less than budget because of less academic and administrative appointments as a result of reduced student enrolments and delays in programme commencement.

##### Other comprehensive revenue and expense

Other comprehensive revenue was \$4.1 million more than budget due to a revaluation of land and building that resulted in an increase in their carrying value.





## Notes to the Financial Statements (continued)

### FOR THE YEAR ENDED 31 DECEMBER 2016

#### 18 Explanations of major variances against budget (continued)

##### STATEMENT OF FINANCIAL POSITION

###### Cash and cash equivalents

Cash and cash equivalents are greater than budgeted by \$4.2 million due to improved cash flows.

###### Receivables

Receivables are greater than budgeted by \$1.0 million, mainly because of \$0.9 million due on invoices raised during the year for tuition fees on programmes that will not commence until after the balance date.

###### Property, plant and equipment

The value of property, plant, and equipment is \$3.6 million greater than budget. This increase is due to the revaluation of land and buildings that increased their carrying values by an unbudgeted \$4.1 million, partially offset by a lower than budgeted spend on asset acquisitions.

###### Payables

Payables are greater than budgeted by \$5.9 million. Several programmes commenced later than budgeted, resulting in \$3.2 million of course-related expenses being incurred but not invoiced by the balance date. In addition, there were \$1.0 million of late supplier invoices that were outstanding at the balance date and \$1.3 million due to TEC.

###### Deferred Revenue

Deferred revenue of \$0.9 million existed at the balance date due to invoices being raised during the year for tuition fees on programmes that will not commence until after the balance date.

###### General funds

General funds are less than budget by \$1.4 million, mainly due to the surplus being \$0.4 less than budget and the prior year's surplus being \$1.0 million less than anticipated when the budget was set.

###### Property revaluation reserve

Buildings and land were revalued, increasing the carrying value by an unbudgeted \$4.1 million.

##### STATEMENT OF MOVEMENTS IN EQUITY

The total equity is greater than budgeted by \$3.8 million. The explanations provided above for general equity and property revaluation reserves explain this variance.

##### STATEMENT OF CASH FLOW

###### Cash flows from operating activities

The cash flows from operating activities are greater than budgeted by \$3.7 million. This excess is due primarily to the delayed commencement of several programmes which resulted in many course-related expenses being incurred but not settled by the balance date. These savings were partially offset by lower receipts from TEC and student tuition fees caused by a reduction in the number of students enrolled.

###### Cash flows from investing activities

Several planned capital projects were postponed or cancelled, resulting in a \$0.7 million under-spend in the purchase of property, plant, and equipment.



# Statement of Service Performance

The Statement of Service Performance (SSP) details Te Whare Wānanga o Awanuiārangī's performance against the commitments in our 2016 Investment Plan, as negotiated with the Tertiary Education Commission (TEC).

Te Whare Wānanga o Awanuiārangī Investment Plan 2016 reflects a continued commitment to promoting, growing and sustaining Māori language, knowledge and culture and having an inherent regard to tikanga Māori practice. In this respect, we provide a range of Māori educational opportunities and advancements designed to positively impact the social, economic and cultural growth of Māori communities and iwi. Importantly, our investment plan also describes our contribution to achieving the tertiary education priorities outlined in the Tertiary Education Strategy 2014 – 2019, and the policy drivers identified by the Government to improve New Zealand's economic performance and support sustainable growth.

The contribution of Te Whare Wānanga o Awanuiārangī to the desired outcomes for New Zealand and the Government's vision and priorities for the New Zealand

tertiary education system is captured in our outcomes framework. The framework shows the linkages between the goals in our institutional strategy *Te Rautaki 2020* (see Strategic Directions, page 30), the priorities in the Tertiary Education Strategy 2014–2019, the resources used to produce outputs and the impact of these outputs on the desired outcomes for Māori and for New Zealand. Aligned to our point of difference in the tertiary education system, the performance commitments detailed in the following pages demonstrate the progress made in 2016 towards these desired outcomes.

By delivering on our strategic goals through a bicultural approach, Awanuiārangī is confident that we are supporting the growth of the Māori economy, and making a distinct contribution to the social, cultural and economic outcomes for New Zealand and the overarching vision for education which links this nation to a wider global community.

**NOTE:** The 2016 educational performance results are based on data extracted from our student management system - Artena. The data was extracted following the submission of our April Single Data Return (SDR) to TEC. The April SDR is typically used by TEC to finalise educational performance results for the previous year, therefore the data shown here can be considered final.

The 2015 educational performance results are based on final data sourced from TEC. In a number of instances, this means that the 2015 results shown here differ from those reported in our 2015 Annual Report which were based on provisional data. The timing of our annual report necessitates using provisional educational performance data, which means the results do not represent a full picture of our performance for the year. However, Awanuiārangī is looking at strategies to improve processes around student resulting to minimise the variance between the provisional and final data.

The Statement of Service Performance consists of two parts: performance commitments identified by the Tertiary Education Commission (TEC) as contributing to the priorities in the tertiary education strategy; and performance indicators that encompass the broader goals of our institutional strategy *Te Rautaki 2020*.

## TEC Performance Commitments

Performance Commitments (SAC)		2015 Result	2016 Plan	2016 Result
<b>Participation</b>				
<b>Under 25</b>	<b>Level 3 and above</b>	22%	22.0%	19%
	<b>Level 4 and above</b>	16%	22.0%	15%
<b>Māori</b>	<b>Level 1 and Level 2</b>	1.2%	2.0%	1.4%
	<b>Level 3 and above</b>	93%	90.0%	93%
<b>Pasifika</b>	<b>Level 4 and above</b>	78%	90.0%	80%
	<b>Level 1 and Level 2</b>	0%	0.0%	0%
	<b>Level 3 and above</b>	4.2%	4.5%	3.6%
	<b>Level 4 and above</b>	3.8%	4.5%	2.8%

The proportion of SAC Eligible EFTS who are:

### Comments

Awanuiārangī achieved 2 out of 8 participation targets agreed with TEC. Factors that contributed to these results include:

- A reduction in delivery at levels 1 and 2 - from three programmes in 2015 to one in 2016.
- While EFTS consumed by Pasifika students remained steady between 2015 and 2016 (79 EFTS compared with 80 EFTS), a significant increase in overall EFTS meant that Pasifika EFTS accounted for a smaller proportion of our total SAC eligible EFTS in 2016
- An overall decrease in SAC eligible EFTS from students aged under 25 years old (from 22% in 2015 to 19% in 2016)
- The Māori participation target at Level 4 and above was set much higher than our 2015 result – a stretch target of 90%. On a positive note, we experienced a slight increase in participation at level 4 and above - from 78% in 2015 to 80% in 2016.



Performance Commitments (SAC)		2015 Result	2016 Plan	2016 Result
<b>Educational Performance</b>				
<b>Course Completion</b>				
<b>All students</b>	<b>Level 1 and Level 2</b>	54%	75.0%	50%
	<b>Level 3 and above</b>	83%	88.0%	78%
	<b>Level 4 and above</b>	80%	88.0%	76%
<b>Under 25</b>	<b>Level 3 and above</b>	81%	86.0%	73%
	<b>Level 4 and above</b>	75%	86.0%	68%
<b>Māori</b>	<b>Level 3 and above</b>	83%	87.0%	78%
	<b>Level 4 and above</b>	80%	87.0%	75%
<b>Pasifika</b>	<b>Level 3 and above</b>	74%	87.0%	85%
	<b>Level 4 and above</b>	73%	87.0%	84%

The successful course completion rate (SAC Eligible EFTS) for:

#### Comments

Awanuiārangi did not achieve any of the course completion targets agreed with TEC. Factors that contributed to these results include:

- The 2016 course completion targets were set quite high, based on our 2015 results. The targets also failed to account for significant changes to the organisation and delivery of several high-EFTS attracting programmes, as well as the time required to embed these changes into business as usual.

Awanuiārangi experienced a reduction in delivery at Level 1 and 2 in 2016 - down to just one programme.

Performance Commitments (SAC)		2015 Result	2016 Plan	2016 Result
<b>Qualification Completion</b>				
<b>All students</b>	<b>Level 1 and Level 2</b>	41%	75.0%	50%
	<b>Level 3 and above</b>	53%	56.0%	62%
	<b>Level 4 and above</b>	46%	56.0%	59%
<b>Under 25</b>	<b>Level 3 and above</b>	56%	55.0%	59%
	<b>Level 4 and above</b>	40%	55.0%	53%
<b>Māori</b>	<b>Level 3 and above</b>	54%	56.0%	61%
	<b>Level 4 and above</b>	46%	56.0%	58%
<b>Pasifika</b>	<b>Level 3 and above</b>	51%	63.0%	53%
	<b>Level 4 and above</b>	47%	63.0%	50%

The qualification completion rate (SAC Eligible EFTS) for:

#### Comments

Awanuiārangi achieved 5 out of 9 of our 2016 qualification completion targets. Factors that contributed to these results include:

- An increase in qualification completions at Level 4 and Level 7 (multi-year programmes where completions which attract a higher EFTS value)

Performance Commitments (SAC)		2015 Result	2016 Plan	2016 Result	
<b>Student Retention<sup>1</sup></b>					
The student retention rate (SAC Eligible student count) for:	<b>All students</b>	<b>Level 1 and Level 2</b>	85%	75.0%	63%
		<b>Level 3 and above</b>	52%	61.0%	63%
	<b>Māori</b>	<b>Level 3 and above</b>	51%	61.0%	63%
	<b>Pasifika</b>	<b>Level 3 and above</b>	77%	61.0%	64%

#### Comments

Except for Levels 1 and 2, Awanuiārangi exceeded our 2016 retention targets. Work completed in the last two years to enhance students' educational journey at Awanuiārangi includes improvements to the enrolment process, greater access to online learning opportunities, expanded student learning support and programme provision aligned to the demonstrated need and aspirations of our communities.

#### Student Progression<sup>2</sup>

The student progression rate (SAC Eligible student count) for:	<b>All students</b>	<b>Level 1 to 2, to a higher level</b>	80%	65.0%	87%
		<b>Level 1 to 3, to a higher level</b>	50%	40.0%	64%
	<b>Māori</b>	<b>Level 1 to 3, to a higher level</b>	54%	40.0%	65%
	<b>Pasifika</b>		35%	40.0%	39%

#### Comments

Except for Pasifika students, Awanuiārangi exceeded our 2016 progression targets. Factors that contributed to these results included strengthening existing programme pathways and increasing the alignment between our programme portfolio and the demonstrated need and aspirations of the communities we serve.

Performance Commitments (SAC)		2015 Result	2016 Plan	2016 Result	
<b>Other Commitments</b>					
The number of international student EFTS	<b>All students</b>	<b>All levels</b>	5	8	6

#### Comments

While Awanuiārangi did not meet our 2016 target, we did see a slight improvement on our 2015 result - from 5 EFTS to 6 EFTS in 2016.

#### PBRF participants only

The amount of external research income earned (\$000)	<b>All students</b>	<b>All levels</b>	\$210		\$186
The number of research degrees completed	<b>All students</b>	<b>All levels</b>	12	25	7

#### Comments

Although we did not meet our 2016 target for research degree completions, a number of PhD and Masters students are expected to complete their qualifications in early 2017. Advice from the School of Indigenous Graduate Studies indicates that 6 PhD students are at various stages of examination and another 10 Masters students are in the process of examination towards graduation.



## Te Whare Wānanga o Awanuiārangi Performance Commitments

PARTICIPATION				
Indicator	2015 Result	2016 Target	2016 Result	Achievement
EFTS	1,782	2,319 <sup>3</sup>	2,280	<b>Not achieved</b>
ACE funding	426	503 <sup>4</sup>	426	<b>Not achieved</b>
Level 1 – Level 4 progression to higher level <sup>5</sup>	33%	40%	42%	<b>Achieved</b>
Students retained in study <sup>6</sup>	53%	61%	63%	<b>Achieved</b>
Course completions	83%	88%	77%	<b>Not achieved</b>
Qualification completions	54%	56%	61%	<b>Achieved</b>
% of students with highly rate satisfaction		80%	92% - 93%	<b>Achieved</b>
Employment outcomes		TBA	Refer to comments	<b>In progress</b>
NZQA accreditation of relevant programmes	100%	100%	100%	<b>Achieved</b>
NZQA EER				<b>Confident</b>

### Comments

**EFTS:** Although we did not meet our 2016 EFTS target, Awanuiārangi is encouraged by the progress made to not only exceed our 2015 result but to achieve 98% of our 2016 target. This progress was achieved during a year of significant change for the wānanga in terms of programme development and reorganisation, as well as the implementation of quality improvement processes following internal and external reviews. This result is heartening in that it suggests the reputation of the wānanga as a preferred tertiary education provider for Māori has recovered from the challenges experienced in 2014.

Similar to above, while Awanuiārangi did not meet the ACE funding target our 2016 result was achieved against a backdrop of considerable change in the way we deliver community education to improve quality and compliance across all delivery sites. As a consequence of these changes, recruitment for these programmes did not start in earnest until part way through the year.

**Progression:** Our 2016 result represents a 9% increase on our 2015 progression rate. A distinct point of difference for Awanuiārangi is the fact that we deliver programmes from level 1 to level 10. During 2016, programme development had a specific focus on strengthening existing programme pathways and increasing the alignment between our programme portfolio and the demonstrated need and aspirations of the communities we serve. While this work is ongoing, the upward shift in our progression rate suggests that it is having a positive impact.

**Retention:** Similar to progression, our 2016 retention result shows a 10% increase on our 2015 retention rate. Retention is an important measure for Awanuiārangi in terms of supporting students through to completion. Significant work has been done in the last two years to enhance students' educational journey at Awanuiārangi, including improvements to the enrolment process, greater access to online learning opportunities, expanded student learning support and programme provision aligned to the demonstrated need and aspirations of our communities.

**Course completions:** Awanuiārangi acknowledges that our 2016 course completions target was ambitious, particularly given significant changes to several high-attracting EFTS programmes – Certificate in Te Pouhono, National Certificate in Māori Tourism Level 3 and Level 4, and Nga Manu Whakairo a Toi: Bachelor of Māori Performing Arts. Changes introduced during this time centred on improvements to programme organisation and delivery including moderation and assessment processes, the appointment of additional personnel, as well as building existing staff capability. While it takes time to embed new systems and processes, the wānanga is confident that these changes will result in improved course completions in the 2017 academic year.

Courses with low completion results will be discussed as part of our annual programme evaluation and review process. These discussions will identify improvement strategies focused on quality teaching and learning.

**Qualification completions:** As an institution that delivers qualifications from level 1 to 10, our qualification completions result does fluctuate from year to year depending of the proportion of students enrolled in multi-year programmes. In 2016, Awanuiārangi experienced an improvement in qualification completions at Level 4, as well an increase in qualification completions in multi-year programmes (where completions attract a higher EFTS value) e.g. bachelor degrees.

It is encouraging to note qualification completion rates above 80% in Ako ki te Wānanga – Bridging to Teaching/Bridging to Nursing L3, and Certificate of Te Wai Māori (Freshwater Management) L4. These programmes are important preparatory qualifications for students aspiring to higher level study.

**Student satisfaction:** Student surveys provide valuable information about the experiences of our students while they are studying with us. In 2016, students were asked to provide feedback about the organisation and delivery of the course they were enrolled in as well as the quality of the teaching and learning they experienced. The survey results are heartening - with a 92% agreement rating for course evaluations and a 93% agreement rating for Kaiako (teacher/lecturer) evaluations.

**Employment outcomes:** While the intention was to develop an employment outcomes measure in 2016, this work was superseded by a project involving the three wānanga and TEC focused on developing a Wānanga Outcomes Framework. Information collected from 2016 graduates (as part of the graduation process), however, provides some interesting insights into their employment intentions. Of the 2016 graduates (116) that responded to a question about what they intended to do once they graduated:

- 61% were already in employment
- 16% were undertaking further study at Awanuiārangi
- 12% were seeking employment
- 7% were studying at another institution
- 4% responded "other"

The fact that 61% of graduates were already in employment supports our understanding that many of our students enroll with Awanuiārangi not solely to improve their employment opportunities, but to learn te reo and tikanga, and to develop a greater awareness and knowledge of te ao Māori.

**NZQA Accreditation:** All programmes delivered at Awanuiārangi in 2016 were NZQA accredited. In addition, 17 new or redeveloped programmes were submitted to NZQA for accreditation throughout 2016, with all of these programmes gaining approval for delivery in either 2016 or 2017.

**EER:** In May 2016, Awanuiārangi underwent an EER by NZQA. The wānanga was pleased with the outcome of the EER, achieving Confident in Educational Performance and Confident in Self-Assessment.

The panel noted the significant challenges faced by the Awanuiārangi since 2014 and was encouraged by the extensive change process employed by the wānanga to address recommendations from a range of internal and external review processes.





**ALL – SAC FUNDED STUDENTS**

Indicator	2015 Result	2016 Target	2016 Result	Achievement
<b>Course Completions</b>				
Level 3 and above	83%	88%	78%	<b>Not achieved</b>
Level 4 and above	80%	88%	76%	<b>Not achieved</b>
<b>Qualification Completions</b>				
Level 1 to 4	63%	56%	63%	<b>Achieved</b>
Level 5 and above	43%	56%	60%	<b>Achieved</b>

**Comments**

As described previously, our 2016 course completion targets were ambitious and failed to account for significant changes to the organisation and delivery of several programmes, as well as the time required to embed these changes into business as usual. As an institution, we are confident that these changes will improve the quality of teaching and learning, resulting in a positive shift in completions in 2017.

In 2016, Awanuiārangi experienced an improvement in qualification completions at Level 4, as well an increase in qualification completions in multi-year programmes (where completions attract a higher EFTS value) e.g. bachelor degrees. Work underway to ensure our programme provision is relevant and responsive to the needs of our communities, is expected to contribute to positive qualification completions moving forward. The introduction of Kai Oranga and the redevelopment of Te Pouhono programme (from a 120 credit qualification to five separate 40 credit qualifications) are examples of our responsive approach.

**MĀORI – SAC FUNDED STUDENTS**

Indicator	2015 Result	2016 Target	2016 Result	Achievement
<b>% of Māori EFTS</b>				
Level 3 and above	46%	44%	93%	<b>Achieved</b>
Level 5 and above	48%	47%	41%	<b>Not Achieved</b>
<b>Course Completions</b>				
Level 3 and above	83%	87%	78%	<b>Not achieved</b>
Level 4 and above	80%	87%	75%	<b>Not achieved</b>
<b>Qualification completions</b>				
Level 3 and above	54%	56%	61%	<b>Achieved</b>
Level 4 and above	46%	56%	58%	<b>Achieved</b>

**Comments**

In 2016, the majority of Māori EFTS were in qualifications at Level 3 and above (93%). This suggests that programme development to fill gaps in lower level programmes that seamless pathways into higher level programmes is showing some traction.

With Māori accounting for 94% of total SAC EFTS in 2016, it is not surprising that Māori course completion results mirror those for the wānanga as a whole. As noted above, Awanuiārangi is committed to improvement strategies to address poor performance in this area.

Māori qualification completion rates in 2016 are above targets. As noted previously, an increase in completions at Level 4 and in higher level programmes contributed to improved Māori student outcomes.



## STUDENTS UNDER 25 – SAC FUNDED STUDENTS

Indicator	2015 Result	2016 Target	2016 Result	Achievement
<b>% of EFTS</b>				
Level 3 and above	22%	11%	19%	<b>Achieved</b>
Level 4 and above	16%	20%	15%	<b>Not achieved</b>
% of total students	23%	31%	19%	<b>Not achieved</b>
<b>Course Completions</b>				
Level 3 and above	81%	86%	73%	<b>Not achieved</b>
Level 4 and above	75%	86%	68%	<b>Not achieved</b>
<b>Qualification completions</b>				
Level 3 and above	56%	55%	59%	<b>Achieved</b>
Level 4 and above	40%	50%	53%	<b>Achieved</b>

**Comments**

Students aged under 25 years made up 19% of the total student population at Awanuiārangi in 2016. While we did not meet our participation targets for this age group, the results were fairly consistent with our student profile in previous years. For example, in 2015 46% of students were aged 40 years and over compared with 47% in 2016.

As noted in our 2015 Annual Report, the age profile of our students makes us significantly different to other tertiary providers. While Awanuiārangi provides opportunities for young people to engage in tertiary education, as a wānanga we also recognise the unique role we play in supporting Māori of all ages to engage in learning that supports their aspirations to connect with te reo me ōna tikanga and matauranga Māori. It is through this foundation that many Māori learners begin to see the possibilities for higher level study, including professional degrees such as teaching and nursing.

Awanuiārangi does acknowledge that a lack of diverse programme provision and seamless pathways has impacted on our ability to attract younger students. Programme development currently underway as part of the TrOQ process provides the opportunity to address staircasing issues, and as such has been identified as an institutional priority.

The course and qualification completions results for students aged under 25 years are slightly lower than those for Māori and All SAC students. The programme of work around quality improvement currently underway throughout the organisation is expected to see an upward shift in completion results for this age group in 2017.

**Research**

Indicator	2015 Result	2016 Target	2016 Result	Achievement
External Research Income	\$210,000		\$186,000	<b>See comments below</b>
PBRF revenue	\$519,000		\$562,000	<b>See comments below</b>
Number of PBRF ranked academics	11	11	10	<b>Not achieved</b>
Number of research outputs	145	145	145	<b>Achieved</b>
Percentage of teaching staff active in research	60%	59%	59%	<b>Achieved</b>
% of research students EFTS	5.7%	4.4%	9.2%	<b>Achieved</b>
Doctoral graduates	4	5	3	<b>Not achieved</b>
Masters graduates	8	20	4	<b>Not achieved</b>
Host postdoctoral fellows	0	2	2	<b>Achieved</b>

**Comments**

**External research income, PBRF revenue and PBRF ranked academics:** Although research funds through external research income and PBRF revenue is small compared to other institutions, our staff continue to conduct research with our communities that sits within the PBRF definition of research, as well as research defined and controlled by communities themselves. Awanuiārangi will participate in the 2018 round of the PBRF. The decrease in the number of PBRF ranked academics (from 11 in 2015 to 10 in 2016) was the result of a staff member leaving the wānanga. A number of staff members are expected to participate in the 2018 PBRF round for the first time.

**Research outputs:** Advice from the Research Office suggests that the number of reported research outputs (145) is likely to be a conservative figure, with delays experienced in accessing information from staff. Strategies to improve the collection of this information will be discussed in 2017, in preparation for the 2018 round of the PBRF.

**Research active:** All teaching staff at degree or postgraduate degree level are encouraged to engage in research activities<sup>5</sup>. Awanuiārangi supports staff to engage in research in several ways, including access to professional development (funds) and an allocation of time in staff workloads. The research activities teaching staff were involved in 2016 included:

- Attending and presenting at conferences
- Completing higher level degrees e.g. masters and PhDs
- Producing research outputs e.g. journal articles, books
- Engaging in internally and externally funded research projects

**Research EFTS:** The percentage of our EFTS that came from research students was more than double our target for 2016 (9.2% compared with 4.4%), and represented an increase of 3.5% on our 2015 result. This result suggests that our ongoing focus on providing opportunities for Māori to design and conduct research based on whānau, hapu and iwi aspirations and priorities is having a positive impact on our enrolments at a research degree level.

**Masters and doctoral graduates:** Although we did not meet our 2016 targets, advice from the School of Indigenous Graduate Studies indicates that 6 PhD students are at various stages of examination and another 10 Masters students are in the process of examination towards graduation.

**Post-doctoral fellows:** Awanuiārangi hosted two post-doctoral fellows in 2016 - Dr Hinemoa Elder and Dr Rawiri Waretini-Karena. Dr Waretini-Karena, who was awarded a three year post-doctoral fellowship towards the end of 2016, gained his PhD through Awanuiārangi.

<sup>5</sup> Most teaching staff in sub-degree programmes (certificates) are not research active.



## Financial

Indicator	2015 Result	2016 Target	2016 Result	Achievement
Net surplus as a % of revenue (before tax)	1.7%		8.8%	<i>See comments below</i>
Net cashflow from operations (operating cash receipts)	105.3%	111%	103.4%	<b>Not achieved</b>
Liquid funds (total cash balances / operating cash outflows)	8.7%	8%	20.8%	<b>Achieved</b>
3 year average return on PPE and intangible assets		4.5%	4.2%	<b>Not achieved</b>
TEO risk rating against the financial monitoring framework	Low	Low	Low	<b>Achieved</b>

### Comments

In line with the financial strategy of lifting performance and delivering sustainable surpluses, we have delivered an operating surplus for the 5<sup>th</sup> consecutive year.

Revenue was \$1.7 million less than budget mainly due to the unplanned delays in commencing key programmes. This decrease in revenue was partially offset by a \$1.4 million savings in expenditure as a direct result of lower delivery costs and a focus on enacting efficiencies early in the year when the likelihood of reduced EFTS was identified. Despite the lower enrolments and revenue, we were able to return a surplus of \$2.8 million (8.8% gross margin).

Due to the different recognition of revenue by TEC and the new accounting standards, the cash generated from \$5 million of revenue recognised this year will not appear in our bank accounts until after the balance date. This has had the effect of reducing the expected net cash flow from operations this year.

The 3-year return on PPE is improving year-on-year. However, despite this year's 8.8% surplus the 3-year average return will continue to be adversely affected by last year's lower surplus (1.7%).

The ongoing improvement in financial performance and controls is reflected in the "low" risk rating from the TEC.

## Cultural

Indicator	2015 Result	2016 Target	2016 Result	Achievement
Students aware of their marae		TBA	Refer to comments	<b>In progress</b>
Students who can name their iwi		TBA	94%	<b>Baseline data</b>
Number of staff who have a level of fluency in te reo		TBA	83%	<b>Baseline data</b>
Number of staff who participate with iwi/marae		TBA	58%	<b>Baseline data</b>
Number of staff who know their marae		TBA	Refer to comments	<b>Data not collected in 2016</b>

### Comments

**Overall comment:** The distinct contribution Awanuiārangī makes to the tertiary education system is reflected in the cultural imperatives of the institution. As noted previously, many of our students enroll with us to not only improve their employment outcomes, but to learn their language and tikanga, and gain an in-depth knowledge of te ao Māori that they can share with their tamariki and mokopuna and wider whānau.

Our 2016 Investment Plan included a number of new indicators to capture and measure the cultural citizenship element described above. On reflection, some of the indicators would benefit from further development as part of ongoing conversations to refine our institutional outcomes framework. Work currently underway involving the other two wānanga and TEC is also likely to supersede some of the indicators introduced in the 2016 Investment Plan.

**Student cultural awareness:** Data on whether students were aware of their marae was not collected in 2016. Work currently underway involving the other two wānanga and TEC around developing a wānanga outcomes framework superseded the development of this measure.

In terms of whether students were able to name their iwi, students are asked to provide their iwi affiliations as part of the student enrolment process. The provision of this information is optional, and there may be valid reasons why students choose not to populate this part of the enrolment form. Of all students enrolled in 2016, the majority (94%) did provide information about their iwi affiliations.

**Staff fluency:** Awanuiārangī is committed to ensuring that all staff have the opportunity to develop fluency in te reo Māori. While we are encouraged by the fact that 83% of staff have a level of fluency, more than half reported that their conversation in te reo was limited or simple/basic. As a wānanga, we are keen to support staff to grow their understanding and proficiency over time.

**Staff cultural awareness:** Responses to a staff survey conducted in 2016 indicated that almost 60% of staff are a member of a community/iwi board or trust. This is likely to be a conservative figure. It also doesn't reflect the amount of time staff spend participating with iwi and marae across the Aotearoa – in a professional and personal capacity. This measure will be redesigned and form part of fuller staff survey to be conducted in 2017. Data on whether staff know their marae was not collected in 2016.













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