

2018 Annual Report

RUKUHIA TE MĀTAURANGA



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.

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.

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 āhukatanga, 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.

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.



Our Vision

Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga. Whakakiiā ngā kete a ngā uri o Awanuiārangī 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 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.

Our Mission

Ū tonu mātou ki te whai ki te rapu i te hōhonutanga o te mātauranga kākanorua o Aotearoa, kia taea ai te ki, ko wai āno 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 āno 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 pakari 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 Awanuiārangī. 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 Awanuiārangī.



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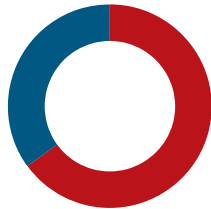
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AT A GLANCE

STUDENT POPULATION

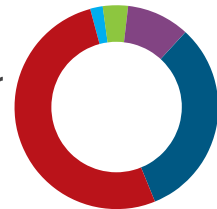
Students by gender

65% Female
35% Male
 6,528 Total



Students by age

2% 17 years and under
4% 18–19 years
10% 20–24 years
32% 25–39 years
53% 40 years and over



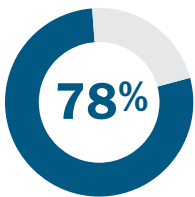
Students by ethnicity*

93% Māori
10% European/Pākeha
3% Pasifika
0.3% Asian
0.1% Middle Eastern/Latin American/African
1.1% Other



*Total response methodology

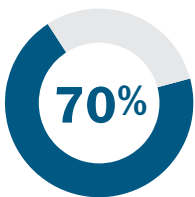
EDUCATIONAL PERFORMANCE



78% of students studying Te Reo at Level 1 and Level 2 **progressed to higher level study**



First graduates from **our redeveloped nursing degree** - Te Ohanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing)

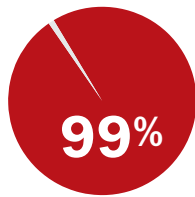


70% of students **retained after their first year of study** at Post-graduate level (84% in PhD and Professional Doctorate)

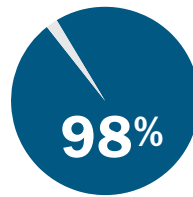


First **international graduate from the Professional Doctorate** - Doctor of Indigenous Development and Advancement

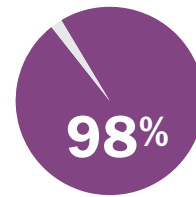
STUDENT SATISFACTION



of students surveyed were satisfied with their programme



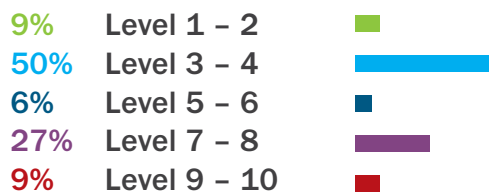
of students surveyed were satisfied with the teaching received



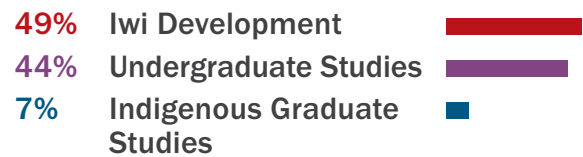
of graduates that responded to the 2018 Graduate Destinations Survey stated that they would recommend studying at Te Whare Wānanga o Awanuiārangī

TOTAL EFTS¹: 2,712

EFTS by Level of Study



EFTS by School



REVENUE



77% Government funding
12% Tuition fees
11% Other revenue

- Deficit of \$2.9M
- + Increase in Tuition fees of \$61K
- + Increase in Total Assets of \$3.7M
- + Increase in Total Liabilities of \$2.4M

HIGHLIGHTS

External Research Income increased by 210% in the last three years

\$186k in 2016
\$494k in 2017
\$576k in 2018



Continued growth in enrolments in our Te Pōkaitahi Reo programmes – from 926 in 2017 to 1,416 in 2018

Delivery commenced in Te Aka Pūtaiao (Level 5), the first of a suite of Environmental Science programmes being introduced at Awanuiārangī over the next 3 years

¹ It should be noted that the EFTS and revenue referred to in the At a Glance section are calculated under the Public Benefit Entity (PBE) accounting standards that were introduced in 2015. These EFTS will therefore be different to those disclosed in the Statement of Service Performance which are based on the TEC rules.

Council Chair's Report

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 tatou mate. Haere ra koutou te hunga mate ki Hawaiiki nui, Hawaiiki pamamao, oti atu. Kua ngaro koutou i te tirohanga kanohi. Ka hoki mai ngā mihi kia tatou te hunga ora kua huihui mai i tenei ra. Tēnā tatou katoa.



Introduction

This is the 2018 report of Te Mana Whakahaere o Awanuiārangī to the Crown and its agencies and to the many communities we serve. The establishment of Te Whare Wānanga o Awanuiārangī in 1992 was part of an iwi response to the intergenerational impacts of confiscation and colonisation. Through transformative education infused with mātauranga, tikanga and te reo Māori, we seek to reclaim our future as a people and as a community. Our original vision was 'Rukuhia te Mātauranga ki tōna hōhonutanga me tōna whānuitanga' - pursue knowledge to the greatest depths and its broadest horizons. Today, almost three decades later, we still hold to that vision as we navigate through the challenges and opportunities that lie directly ahead and on the horizon.

The education environment has been subject to significant change in recent years and 2018 has proved no different as we responded to government reform proposals, market variations and, paradoxically, the simultaneous expansion and contracting of course demand. For the first time in seven years, we report an operating loss. This is referred to in more detail in the Chief Executive's report, where lower than forecast enrolments have had an impact. Our educational performance outcomes were also affected. Despite this, our balance sheet remains strong and we anticipate that the financial result in 2019 will be positive. During the period in review, significant adverse results recorded against several major tertiary educational institutions required sizeable government interventions and support. These events highlighted issues of sustainability in parts of the tertiary sector and confirmed the need for serious reform. The recently proposed changes to polytechnics, as an example, will impact on the operation of the three Wānanga and so we must look to the opportunities that those changes may bring.

Graduation

In March 2018, nearly 3,000 taurira were awarded their credentials in two ceremonies held at Te Mānuka Tūtahi Marae in Whakatāne. The Hon Nanaia Mahuta, Minister of Māori Development was the guest speaker and encouraged graduands "to build on the legacy of the institution's first 25 years and embrace the opportunity and vision of its next 25 years of development".

During our first quarter century, the focus was on teaching, learning and research aimed at recovering mātauranga (knowledge) that had been eroded as a result of historic Crown policies. The deleterious effects of those policies continue to adversely impact on course completions and student retention as well as impeding progression to higher levels of learning. Even so, we remain committed to our overarching strategy of community transformation through education.

Te Ohanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing) is an example of this strategy. The first graduands were conferred their degrees in 2011. The degree was subsequently redeveloped and then relocated from Tāmaki Makaurau (Auckland) to Whakatāne. In 2018, graduands from the first Whakatāne Te Ohanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing) cohort received their qualifications. One indicator of success is that many of our nursing graduates are now employed in the health sector where they are highly valued.

Teaching, learning and innovation

Our vision for a Science Centre began in 2001 and today features an Imaginarium that will provide an exciting way of teaching in a range of science related subjects that will create a new generation of scientists informed by mātauranga Māori. The reintroduction of environmental sciences in 2018 and 2019 underscores our commitment to the sciences and technology. New platforms of learning such as augmented reality (AR) technologies, robotics and a digital-online repository of resources are complementing mixed mode delivery of teaching including face to face and online lectures. Our intention is to equip students to meet the challenges of a diverse global educational environment, be world-class leaders and successfully compete to an international standard.

Awanuiārangi has committed to the revitalization of te reo Māori since 1992. Moreover, te reo papers have been offered within programmes, or programmes have been delivered in full immersion. In 2018, Ngā Parirau o te Reo Māori (language strategy) was launched to accelerate te reo Māori within Awanuiārangi and into its communities. This will be accompanied by further course provision in the growing public sector market. We also intend to relaunch our mātauranga Māori courses in 2019 and 2020

thus fulfilling one of our core functions as a Wānanga and as a house of higher learning. The quality of research informed teaching and learning expected for our students should always permeate our values of kaitiakitanga, whanaungatanga, pūmautanga, tumu whakaara and manaakitanga. It is the culmination of these multipliers that creates a platform for positive change.

Relationships

We value our Treaty based relationship with the Crown through the Ministry of Education, the Tertiary Education Commission and the New Zealand Qualifications Authority. In January 2018, we met with the Ministers of Education, the Hon. Chris Hipkins and the Hon. Kelvin Davis, to discuss improvements to the Education Act 1989, including changes to the structure of the Council, as well as protected terms, Performance Based Research Funding, and STEM, along with our proposed Science Imaginarium. We also made submissions to the Education and Workforce Select Committee. In March 2018, the Education (Tertiary Education and Other Matters) Amendment Act 2018 came into force allowing wānanga to apply for consent to describe ourselves using a protected term, such as university or polytechnic. Then in October the Education Amendment Act 2018 was passed making the changes to Wānanga councils as discussed with Ministers and the Select Committee. Our discussions with Ministers and their officials over current funding models and their continuing relevance are ongoing and we remain optimistic that the place of Wānanga within that framework will be properly recognised.

Te Tauihu o ngā Wānanga advocates on behalf of our Wānanga sector to facilitate and promote teaching, learning and research excellence in mātauranga Māori, te reo, tikanga and iwi and hapū development. The council Chairpersons and Chief Executives of Te Wānanga o Raukawa, Te Wānanga o Aotearoa and Awanuiārangi meet throughout the year to explore strategies to enhance the Wānanga sector as a whole. This includes a research project that is exploring the unique outcomes experienced by students when undertaking study at a Wānanga. Our collective views are then shared with government agencies as a means of maintaining open dialogue over important policy issues.

We continue to strengthen our relationships with our communities including iwi and hapū, the business sector, local government and our schools. A key relationship is with the Bay of Plenty Tertiary Partnership involving the University of Waikato and Toi Oho Mai. The opening of the new Tauranga campus in 2019 will provide enhanced opportunities for collaboration and dialogue between the partners.

Research and International outreach

Since 2011, we have raised concerns about the barriers that limit our participation in Performance Based Research Funding (PBRF). We are awaiting a review by the Ministry of Education in 2019 that may provide improved opportunities and more equitable treatment for the Wānanga sector. Despite current funding limitations, we continue to engage in domestic and international research projects which are noted elsewhere within this report. In addition to our staff and their research outputs, members of the Council were also involved in research through publications including our own book *Te Pūtake o te Riri | Wars and Conflicts* as well as books authored by our members including *Mataatua – te whare i hoki mai* and *Ake Ake Kia Kaha E! : B Company 28th Māori Battalion*. The *Reo Rangahau* programme with *Te Irirangi o Te Mānuka Tūtahi - Tumeke FM* contributes to research and scholarship through the medium of broadcasting and livestreaming where topical issues are scrutinized and reviewed. Our research is invariably grounded within mātauranga Māori to position ourselves to deliver improved outcomes for our learners and their communities.

We continue to maintain and enhance our relationships with our international indigenous communities. This includes our students and partners in North America, Oceania, the Asia-Pacific region and now Europe through our connections to the Rhodes Trust at Oxford University. In 2019-2020 we plan to increase our international engagements and collaboration which will include teaching and student exchanges providing new experiences and opportunities for students and staff.

Organisational performance and infrastructure

As foreshadowed, in 2018 an operating deficit was posted. However, this has been offset by

property revaluations which have been added to the institution's net equity of \$56 million. While there has been lower than expected enrolments, the quality of provision remains strong with the TEO risk rating against the financial monitoring framework remaining 'Low', the NZQA External Evaluation Review remaining 'Confident' and NZQA accrediting 100% of all our programmes.

Awanuiārangī continues to invest in its people through professional development and employing qualified staff in a fit-for-purpose structure. Allied to that is the management of our obligations under health, safety and workplace legislation as a proactive and fair employer. In addition, to support expected growth in Tāmaki Makaurau, the purchase of an additional property in Lambie Drive ensures we are ready to deliver and at the same time the Whakatāne campus is being streamlined to maximise the quality teaching and learning environment for our students.

Conclusion

Our students, their whānau and hapū are central to how we function as a Wānanga since it is only through collective efforts that success is attainable. We thank our students, their families and their extended whānau for their confidence in Awanuiārangī as noted by their continuing support.

At an equally fundamental level, we remember the tipuna Awanuiārangī, his descendants and our tribal authority Te Rūnanga o Ngāti Awa whose continued support of our Wānanga, and everything it represents, remains critical to our ongoing success. In addition, our Chief Executive and our staff are also acknowledged for carefully navigating Awanuiārangī through the ever-changing tertiary environment this year. Finally, the members of the Council are thanked for their commitment and dedication to our Wānanga at a time of important change. Their guidance, experience and wisdom ensure that the principles of good governance prevail at Awanuiārangī both now and in the days yet to come.

Judge Layne Harvey

PhD (AUT)

Deputy Chair

Ngāti Awa, Rongowhakaata, Te Aitanga a Māhaki, Te Whānau-ā-Apanui and Ngāti Kahungunu ki Te Wairoa

Dillon Te Kani, Te Tohu Toi Tangata:
Bachelor of Humanities

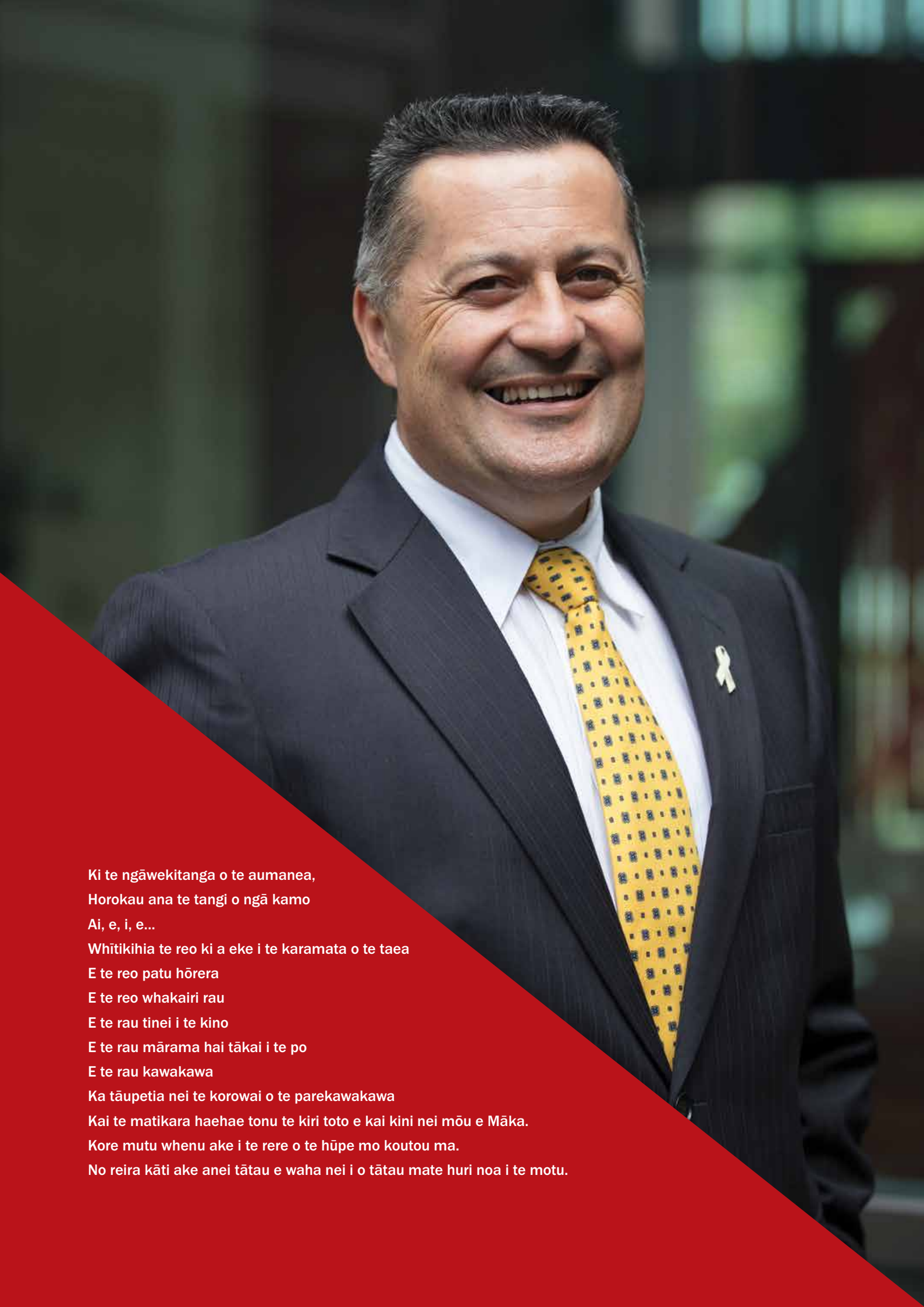
Inspiring a journey of life-long learning

Dillon Te Kani's educational journey at Te Whare Wānanga o Awanuiārangī is typical of many of our students – a mature student, working full-time and interested in completing a formal qualification to validate his 'on-the-job' knowledge and experience in the New Zealand health system. In Dillon's case, his motivation for engaging in tertiary study was based on his awareness of Māori health inequities and his desire to understand why these exist. Dillon was keen to engage in discussions about potential changes to the health sector, in order better support the well-being of whānau, hapū and iwi.

Te Tohu Toi Tangata: Bachelor of Humanities provided this and more for Dillon – completing the degree took him on a journey of self-discovery and identity reclamation. For Dillon, the environment and approach to teaching and learning was well-aligned with his values and beliefs. This is what sets Awanuiārangī apart from other institutions.

"The combination of online learning and weekend wananga enabled me to work full-time while studying, allowing me to apply my learning directly within the workplace. Te Tohu Toi Tangata, the Bachelor of Humanities is a degree about people, that I encourage all people to undertake."





Ki te ngāwekitanga o te aumanea,
Horokau ana te tangi o ngā kamo
Ai, e, i, e...

Whītikihia te reo ki a eke i te karamata o te taea

E te reo patu hōrera

E te reo whakairi rau

E te rau tinei i te kino

E te rau mārāma hai tākai i te po

E te rau kawakawa

Ka tāupetia nei te korowai o te parekawakawa

Kai te matikara haehae tonu te kiri toto e kai kini nei mōu e Māka.

Kore mutu whenu ake i te rere o te hūpe mo koutou ma.

No reira kāti ake anei tātau e waha nei i o tātau mate huri noa i te motu.

CEO Report

TĒNĀ KOUTOU KĀTOA

It is my pleasure to present the 2018 Annual Report for Te Whare Wānanga o Awanuiārangī. As Chief Executive, I am humbled to lead an organisation that seeks to better engage our people in tertiary education and to create opportunities for them and their whānau, hapū, iwi and communities. The idea of a Wānanga was first conceived at a hui held at Poroporo Marae in Whakatāne some thirty years ago. It was thought that through the establishment of Te Whare Wānanga o Awanuiārangī a mechanism would be created through which the hapū of Ngāti Awa (and Mātaatua more broadly) might rebuild their cultural knowledge base and, by doing so, create pathways towards a more certain and prosperous future. While our programmes now extend much further than the tribal boundaries of Ngāti Awa and other Mātaatua iwi, our commitment remains the same in terms of supporting whānau, hapū, iwi and community aspirations for development through transformative education that embraces culture, identity, language and knowledge.

I am incredibly proud of the considerable amount of work undertaken by our staff in the last four years to strengthen our mix of provision, enhance the delivery of quality programmes, and develop key strategic opportunities. This work was informed by an extensive programme of internal and external review across the entire organisation. The insights gained from these reviews have resulted in both structural and operational change, with an emphasis on improving our systems and processes and building staff capability. While our focus for the next 3 – 5 years continues to prioritise continuous improvement and academic advancement, our intention moving forward is for purposeful and sustained growth.

In 2018, Te Whare Wānanga o Awanuiārangī continued to progress a significant programme of change through investments to enhance the relevance and viability of our programme offerings, initiatives to build leadership capability, and a focus on quality improvement in our

academic systems and processes as well as pedagogical practices.

However, 2018 was also a challenging year for Te Whare Wānanga o Awanuiārangī with enrolments lower than in previous years. This resulted in an operating deficit for the first time in seven years. As an organisation, we expect this negative financial position to be a one-off, with surpluses forecast for the next three years. A key part of our growth strategy in the next few years is linked to several programme reviews and redevelopments, which are expected to increase enrolments across our mix of provision. Although we are disappointed with our 2018 financial position, strong financial management means that Awanuiārangī has a high level of cash reserves to absorb the deficit.

In addition to lower than expected enrolments, our 2018 educational performance was also lower than in previous years. The factors that contributed to this decrease are described in detail in the Statement of Service Performance including low completions and delays in processing results in high-EFTS attracting programmes. It is important to note, therefore, that while we are not satisfied with our 2018 results, issues are in a small number of programmes rather than across our whole mix of provision. Awanuiārangī is aware that improvements are needed to raise student achievement, and, in this regard, internal programme reviews will be conducted to identify improvement strategies for implementation in 2019.

Although 2018 was a challenging year, I am heartened by the many successes achieved during the year and the exciting opportunities currently being explored to strengthen the quality of our programmes and delivery mechanisms, as well as return to a healthy financial position moving forward.

Graduation is always a highlight of our academic year - an opportunity for the institution, community, whānau and friends to celebrate the achievements of the nearly 3,000 graduands receiving degrees and certificates during a formal graduation ceremony held in Whakatāne on 23 March. Among the graduands were the first from our re-developed Māori nursing degree, Te Ōhanga Mataora Paetahi Bachelor of Health Science Māori (Nursing). We also celebrated the first graduates from the School of Iwi Development's re-developed Te Pou Hono marae-based programmes, which teach critical skills for cultural, social and

economic development in marae communities. Graduation 2018 was also a significant milestone for the School of Indigenous Graduate Studies with first international graduate from our Professional Doctorate – Dr Marla Conwell from Washington State’s Chehalis First Nation.

Other achievements of note during 2018 include:

- Continued growth in enrolments in our Te Pokaitahi Reo suite of programmes. Awanuiārangī also launched a five-year Te Reo Strategy - Ngā Parirau o te Reo Māori – that focuses on accelerating language revitalisation both within the institution and in the wider community.
- Delivery of the first of a suite of Environmental Science programmes – Te Aka Pūtaiao (L5), with a Level 4 qualification and our redeveloped Bachelor of Environmental Studies expected to begin delivery in 2019 and 2020 respectively.
- Continued support for kaupapa of importance to our strategic partners and the communities we serve e.g. collaborating with Ako Aotearoa to build the capacity and capability of Fijian educators to improve the quality of teaching and learning practices within their context.

In 2018, Council also approved Te Rautaki 2022, our 5-year strategic plan. Te Rautaki 2022 describes our unique contribution as a Wānanga to Māori achieving educational success as Māori and clearly articulates our response to supporting the current and future aspirations of the communities we serve. In this regard, Te Rautaki 2022 includes indicators of success that describe the impact we want to have, with associated performance measures that tell us whether we have indeed had a positive impact. We will report on these new performance measures in 2019.

Relationships with whānau, hapū, iwi and communities – both nationally and internationally – will continue to play a significant role in our strategic approach to delivering 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 sector to facilitate social, economic and cultural advancement. Awanuiārangī has a long history of working with our tertiary education partners e.g. Te Taihū o ngā Wānanga and Bay of Plenty Tertiary Education Partnership, as well

as other organisations that are committed to progressing various kaupapa that align with our own mission and strategic goals. This includes strengthening our existing relationships with indigenous partners in Washington State, USA, and Hawaii towards developing innovative, durable solutions that are informed by local values and aspirations.

As an institution, the combined efforts of Council, management and staff have ensured that despite a challenging year, we are able to effect positive change through transformative education. In this regard, I would like to acknowledge the staff of Awanuiārangī for their continued dedication to our students and the communities we serve. 2019 will continue to provide both opportunities and challenges for Awanuiārangī. While the tertiary education sector is experiencing rapid and significant change, I am confident that we have the right people and strategy in place to navigate our way forward without compromising our vision – Rukuhia te Matauranga ki tona hohonutanga me tona whanuitanga.

Professor Wiremu Doherty
PhD (Auckland)
Chief Executive Officer
Tūhoe (Ngāti Tawhaki), Ngāti Awa

Mike Paki – Doctor of Philosophy in Indigenous Studies

Your limitations are in your own mind

Mike's PhD journey came about from a conversation with a cousin who suggested he consider studying at Awanuiārangī. Mike made a visit to Whakatāne to explore options for himself and five years later graduated with a PhD in Indigenous Studies. Mike has been directing his whānau to Awanuiārangī ever since because unlike at other tertiary institutions, he didn't have to explain kaupapa that are intrinsic to a Māori way of being.

"A lot of western academia do not see our methodologies as being real or true, but if we don't step up or validate our own knowledge systems and our own ways of doing things, nobody else will. That's what was good about Te Whare Wānanga o Awanuiārangī. It's about seeing the world through our eyes, not somebody else's and by us being able to use our own methodologies, our own tikanga to do the research that we need to do for our whānau, hapū and iwi. And Te Whare Wānanga o Awanuiārangī is that place."

Mike is candid about the opportunities available to him since attaining his doctorate. Whether it's attending graduation or an educational hui with Ministry of Education, Mike has had nothing but positive responses from people when they find out he has a PhD.

"Our tamariki and mokopuna are sitting in the audience, they say 'Why is Koro wearing a red robe? Why isn't he wearing a black one? Why is he wearing that funny hat? Because he's a doctor, he's got a PHD. You can do this too boy or eh girl, you can follow this too and it changes their thinking so that where they were limited before, they can start to expand out. If koro can do it, I can do better than him. Then our job is to encourage them to do it. Get behind them 'You can do it, here's how you can do it' Ka awhina atu. The one message I have got for all our kids starting out is Don't let someone else limit you. Your limitations are only in your own mind. You can do this. Don't give up."



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).

Te Whare Wānanga o Awanuiārangi is governed by our Council. Members of the Council possess the skills, knowledge and experience to ensure we deliver quality education provision in accordance with our distinct role and responsibilities as a Wānanga. Importantly, the membership of our Council recognises the special and ensuring relationship with Ngāti Awa and Mātaatua iwi.

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

Deputy Chair of Council - Judge Layne Harvey

COMMITTEES OF COUNCIL

Academic Board

The purpose of this Board is to advise Council on all matters that may affect academic activities to ensure that highest standards of teaching and research are maintained in the delivery of our courses and programmes.

Health and Safety Committee

This committee assists in developing standards, rules, policies or procedures relating to work health and safety. The committee also performs other functions that are agreed between Te Whare Wānanga o Awanuiārangi and the Health and Safety Committee; or specified by the regulations.

Council Members: Charlie Tawhiao

Finance Audit and Risk Committee

This committee provides advice to Council on all financial and risk considerations in the regulation and determination of the Wānanga's affairs.

Council Members: Mr Brian Tunui (Chair, Independent Director), Ms Materoa Dodd, Dr Joseph Mason, Ms Adrienne von Tunzelmann

Appointments and Remuneration Committee

This committee oversees employment matters and performance reviews between the Council and Chief Executive, and other such matters that may require privacy and personal interface, in accordance with its legislative and policy requirements.

Council Members: Distinguished Professor Sir Sidney (Hirini Moko) Mead, Judge Layne Harvey, Ms Materoa Dodd, Ms Adrienne von Tunzelmann, Mr Rauru Kirikiri

TE WHARE WĀNANGA O AWANUIĀRANGI COUNCIL FOR 2018



Distinguished Professor Sir Sidney (Hirini Moko) Mead
- Te Rūnanga o Ngāti Awa
Ngāti Awa, Ngāti Tuwharetoa, Ngāi Tuhoë and Tūhourangi



Judge Layne Harvey
- Te Rūnanga o Ngāti Awa
Ngāti Awa, Rongowhakaata, Te Aitanga a Māhaki, Te Whānau-ā-Apanui and Ngāti Kahungunu ki Te Wairoa



Sir Harawira Gardiner
- Te Rūnanga o Ngāti Awa
Ngāti Awa, Ngāti Pūkiao, Te Whakatōhea and Te Whānau-ā-Apanui



Mr Kei Merito
- Te Rūnanga o Ngāti Awa
Ngāti Awa, Ngāti Pūkeko



Dr Joseph Mason
- Te Rūnanga o Ngāti Awa
Ngāti Awa, Ngāti Pūkeko



Ms Materoa Dodd
- Te Rūnanga o Ngāti Awa
Ngāti Awa, Ngāi Te Rangī



Ms Adrienne von Tunzelmann
- Ministry of Education



Mr Rauru Kirikiri
- Ministry of Education
Te Whānau-ā-Apanui



Mr Charles Tawhiao
- Ministry of Education
Ngāi Te Rangī



Mrs Tuihana Pooks
- Ministry of Education
Te Whānau-a-Apanui



Mr Aubrey Temara
- Co-opted
Ngāi Tuhoë



Mr Brian Tunui
- Independent Director (Finance, Audit and Risk Committee)
Ngāti Awa, Te Arawa, Ngati Hamoa

Leadership

A number of key strategic developments were progressed by the Executive Leadership Team in 2018 including:

- Te Rautaki 2022 – Council approved a new strategic plan for the organisation in June. The development of Te Rautaki 2022 coincided with our 25-year anniversary and describes Council’s aspirations for Awanuiārangī for the next five years. Within the plan, Council reflected on the impact of Awanuiārangī on Māori cultural, social, economic and educational outcomes. Likewise, the potential to initiate further change in the next quarter of a century. Te Rautaki 2022 describes our approach to making a positive contribution to Māori success as Māori – aligned to the current and future aspirations of the communities we serve, as well as our unique role and responsibilities as a Wānanga.
- 2019 – 2021 Investment Plan – agreed a new investment plan with the Tertiary Education Commission. Our 2019 – 2021 Investment Plan builds on a considerable amount of work undertaken in the last four years to strengthen our mix of provision, enhance the delivery of quality programmes, and develop key strategic opportunities. This work was informed by an extensive programme of internal and external review across the entire organisation. The insights gained from these reviews have resulted in both structural and operational change, with an emphasis on improving our systems and processes and building staff capability. While our focus for the next three – five years continues to prioritise continuous quality improvement, the 2019 – 2021 Investment Plan also signals our intention for purposeful and sustained growth. This is reflected in our current and future mix of provision, which promotes quality, academic advancement and scholarship consistent with the educational aspirations of whānau, hapū, iwi and communities.
- Leadership and Management Professional Development Series - co-created by Deputy Chief Executive Yvonne (Evie) O’Brien, Human Resources and academic leaders, with the aim of strengthening the leadership capability of staff, and to focus on our distinctive organisational culture as a Wānanga. The programme explored the praxis of critical leadership and management – a critique of theory and ideas balanced with a focus on reflection, and the tools to realise or enact that theory, that is, theory in action rather than theory espoused. The programme was delivered through seven 1-day sessions between April and October.

Several leadership changes took place in 2018, with new faces joining the Senior Management Team and others moving on to opportunities outside of the tertiary education sector. In the first half of the year, we welcomed Edith Chaney as Regional Director for Tāmaki Makaurau and Te Taitokerau and Dr Hiria Hape to the role of the Head of School - Iwi Development. Both Edith and Hiria are experienced practitioners in delivering quality outcomes in Māori education and committed to enhancing the lives of whānau, hapū, iwi and communities. Huia Haeata also took up a new role at Awanuiārangī as Executive Officer – Strategy and Organisation Success. A newly created position within the Executive Leadership Team, Ms Haeata brings considerable experience in working across the tertiary education sector in various performance and reporting roles.

Towards the end of 2018, we farewelled Deputy Chief Executive Yvonne (Evie) O'Brien and Professor Nathan Matthews, Head of School - Indigenous Graduate Studies. Professor Matthews left in October to take up the role of Principal at Hato Paora College in Fielding. Professor Matthews' return to the school he attended in the late 1980s was an opportunity to enhance the proud legacy of the school by providing educational opportunities fit for purpose for 21st century learners.

In September, Deputy Chief Executive Yvonne (Evie) O'Brien took up an international leadership development role as the inaugural Programme Director at the Atlantic Institute, Rhodes Trust, based at the University of Oxford in England. Joining the Senior Management Team in 2014, Evie made a significant contribution to the strategic and organisational culture of

Awanuiārangī including leading the development of our institutional Ūara. In commenting on Evie's new role, Chief Executive Professor Wiremu Doherty described the appointment as just reward for her selfless dedication to Māori education over many years.

EXECUTIVE LEADERSHIP TEAM FOR 2018



Professor Wiremu Doherty
Chief Executive



Yvonne O'Brien
Deputy Chief Executive



Laurissa Cooney
Chief Financial Officer



Helen Cook
Human Resources Manager



Professor Te Kani Kingi
Director of Research and Innovation



Huia Haeata
Executive Officer - Strategy and
Organisation Success

Strategic Directions

The vision of Te Whare Wānanga o Awanuiārangī has remained the same since our establishment in 1992:

Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga. Whakakiia ngā kete a ngā uri o Awanuiārangī 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 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.

This vision stood us in good stead in 2018, as Te Whare Wānanga o Awanuiārangī continued to implement significant change across the organisation. This was achieved through investments to enhance the relevance and viability of our programme offerings, initiatives to build leadership capability, and a focus on quality improvement in our academic systems and processes as well as pedagogical practices.

However, and similar to other parts of the tertiary education sector, 2018 was also a challenging year for Te Whare Wānanga o Awanuiārangī with enrolments lower than in previous years. This resulted in an operating deficit for the first time in seven years. This negative financial position is expected to be a one-off, with surpluses forecast for the next three years. On a positive note, Awanuiārangī has a high level of cash reserves to absorb the deficit in 2018 and have undertaken several programme reviews and redevelopments, which are expected to increase future enrolments.

We also acknowledge the low educational performance reported in 2018. The factors that contributed to this decline are described in detail in the Statement of Service Performance. Issues included low completions and delays in processing

results in high-EFTS attracting programmes. Awanuiārangī is aware that improvements are needed to raise student achievement, and, in this regard, internal programme reviews will be conducted to identify improvement strategies for implementation in 2019.

It is important, however, to note the long-standing concerns Awanuiārangī has raised about the inequitable impact of the current approach to measuring educational performance, particularly as they relate to our role and responsibilities as a Wānanga. While we support the focus on education achievement, the performance measures currently used across the tertiary education system fail to recognise the aligned indicators of success understood and prioritised by Māori. For example, being able to more actively participate in a range of cultural settings.

Our student profile also presents some unique considerations – with many arriving at Awanuiārangī with no formal qualifications due to poor educational experiences at secondary school. For Wānanga, this means that many of our students need more support to achieve higher-level qualifications. This includes support to bridge the significant learning gap many Māori students

experience when progressing to higher education, and ongoing support to ensure completion. For these reasons, it can take longer for a Māori student to attain a degree, and the need for higher levels of sustained support requires additional resources and funding.

Over time, the persistence and cumulative effect of these inequities make it very difficult for Te Whare Wānanga o Awanuiārangī to sustain its success. Certainly, applying a ‘one size fits all’ approach over all tertiary institutions, including Universities, simply reproduces the existing inequalities faced by some institutions and likewise, only serves to advantage those institutions who are able to ‘select’ their students for success.

Despite the decline in our educational performance in 2018, the ‘distance travelled’ (progress) by our students can be seen when educational performance is considered against the average deprivation score per enrolment². In 2017 our course completion rate was 76% and our average deprivation score per enrolment was 2.52. Although our institutional course completion rate was lower than other ITPs, our average deprivation score per enrolment was the highest compared with the ITP and Wānanga sectors. The line of best fit (trend line) shows that given the average deprivation score per enrolment, our 2017 course completions were above the expected trend.*

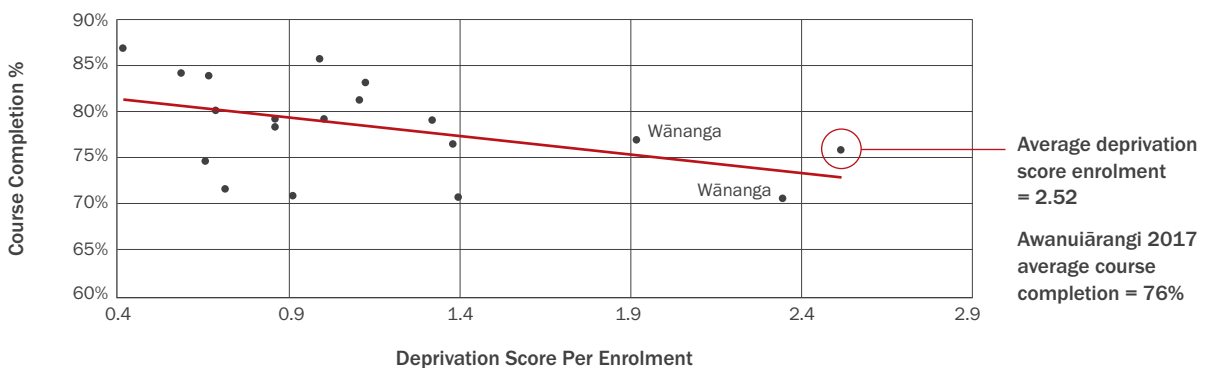
Although 2018 was a challenging year for Awanuiārangī, we are heartened by the many successes achieved during the year and the exciting opportunities we are currently exploring to strengthen the quality of our programmes and

delivery mechanisms, as well as return to a healthy financial position moving forward. Highlights included:

- Adoption of our new Strategic Plan – Te Rautaki 2022
- Launch of a five-year Te Reo Strategy – Ngā Parirau o te Reo Māori. The strategy capitalises on strong growth in our te reo programme offerings and supports our focus on accelerating language revitalisation both within the institution and in the wider community. For example, the opportunity to deliver Te Reo Māori across a number of District Health Boards in Auckland as well as the design and use of new technologies to enhance teaching and learning opportunities.
- Delivery of the first of a suite of Environmental Science programmes – Te Aka Pūtaiao (Level 5), with the roll out of a Level 4 qualification in 2019 and the launch of our redeveloped Bachelor of Environmental Studies expected in 2020.
- Continued support for kaupapa of importance to our strategic partners and the communities we serve. For example, Awanuiārangī and Ako Aotearoa collaborated on a project to build the capacity and capability of local Fijian educators to improve the quality of teaching and learning practices within their own context.

Te Whare Wānanga o Awanuiārangī remains committed to responding to the needs and aspirations of whānau, hapū, iwi and communities by delivering high-quality learning programmes that are underpinned by āhuetanga and tikanga Māori. This section profiles some of the strategic developments progressed in 2018.

***2017 EPI results vs. deprivation measure**



² The student characteristics include: Ethnicity recorded as Maori or Pacific, Age recorded as over 35, Previous qualification recorded as no formal qualifications, Prior activity recorded as unemployed or beneficiary, Disability recorded as yes.



The idea to establish a wānanga was first suggested at a hui in 1987 as a tribal initiative of Ngāti Awa and subsequently written into its Development Plan.

On 27 September 1991, a resolution was passed by Te Rūnanga o Ngāti Awa under the authority of the Māori Trust Board Act to establish a Whare Wānanga in Whakatāne. Five months after the resolution was passed, a dawn ritual carried out by tohunga Te Hau Tutua, Pou Temara and Puni Taituha formally opened Te Whare Wānanga o Awanuiārangī in Whakatāne on 10 February 1992.

Today, Te Whare Wānanga o Awanuiārangī continues to evolve as a unique indigenous institution, contributing to Māori development through transformational education that recognises indigenous culture, identity, language and knowledge.



New Strategic Plan: Te Rautaki 2022

In July 2018, Council approved a new institutional strategic plan - Te Rautaki 2022. The plan identifies a set of strategic drivers and goals designed to ensure that Te Whare Wānanga o Awanuiārangī is well-positioned to realise our institutional vision. Importantly, Te Rautaki 2022 describes our unique contribution as a wānanga to Māori achieving educational success as Māori, and clearly articulates our response to supporting the current and future aspirations of the students and communities we serve.

STRATEGIC DRIVERS

The success of Te Rautaki 2022 is dependent on understanding the characteristics required to create meaningful, sustainable change. In this regard, Te Whare Wānanga o Awanuiārangī has identified the following strategic drivers to guide the shape and focus of our institutional strategy.

Positive educational outcomes

delivering quality teaching and learning outcomes informed by research, underpinned by āhuetanga and tikanga Māori

Contribution to Te Ao Māori

enhancing the application of Mātauranga Māori through the reclamation and creation of knowledge and scholarship that validates Māori ways of doing, knowing and being

Strong, self-determining whānau, hapū, iwi and communities

co-constructing educational opportunities to meet the needs and aspirations of the communities we serve

Purposeful growth

embracing opportunities for growth in a manner that maintains the integrity and sustainability of the wānanga

Context for change

creating the conditions for people to realise their potential and make a positive difference in their own communities and for New Zealand society

Engaged locally, connected globally

collaborating with iwi and local partners – acknowledging our special relationship with Ngāti Awa and Mataatua iwi - to achieve broader Maori development aspirations and priorities; while growing the collaborative potential to develop global solutions to challenges facing Māori and other indigenous peoples

STRATEGIC GOALS

What are we going to do to achieve our vision?

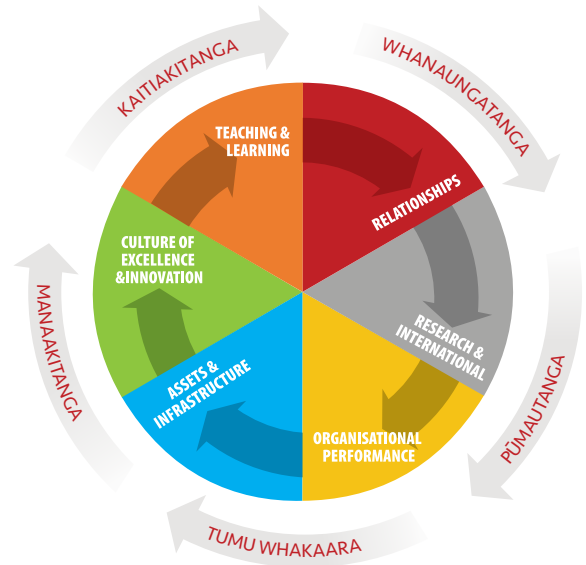
Whanaungatanga – Value relationships and kinship connections

Pūmautanga – Excellence and continuous improvement

Tumuwhakaara – Inspire and ethically lead

Manaakitanga – Respect and care

Kaitiakitanga – Sustain, protect and support



Teaching and Learning

Awanuiārangi will maximise student success by designing relevant co-constructed programmes, delivered by knowledgeable and skilled staff, applying innovative learning modes and technologies



Relationships

Awanuiārangi will establish and maintain meaningful relationships that advance the educational aspirations of the communities we serve, and contribute to positive development of the tertiary education system



Research and International

Awanuiārangi will generate new knowledge and scholarship, through research excellence and international collaboration, that accelerates Māori advancement



Organisational Performance

Awanuiārangi will create a high performing, sustainable organization, supported by capable qualified staff, focused on continuous improvement and purposeful growth



Assets and Infrastructure

Awanuiārangi will maintain and grow an asset base that supports the delivery of quality teaching and learning opportunities across Aotearoa and beyond

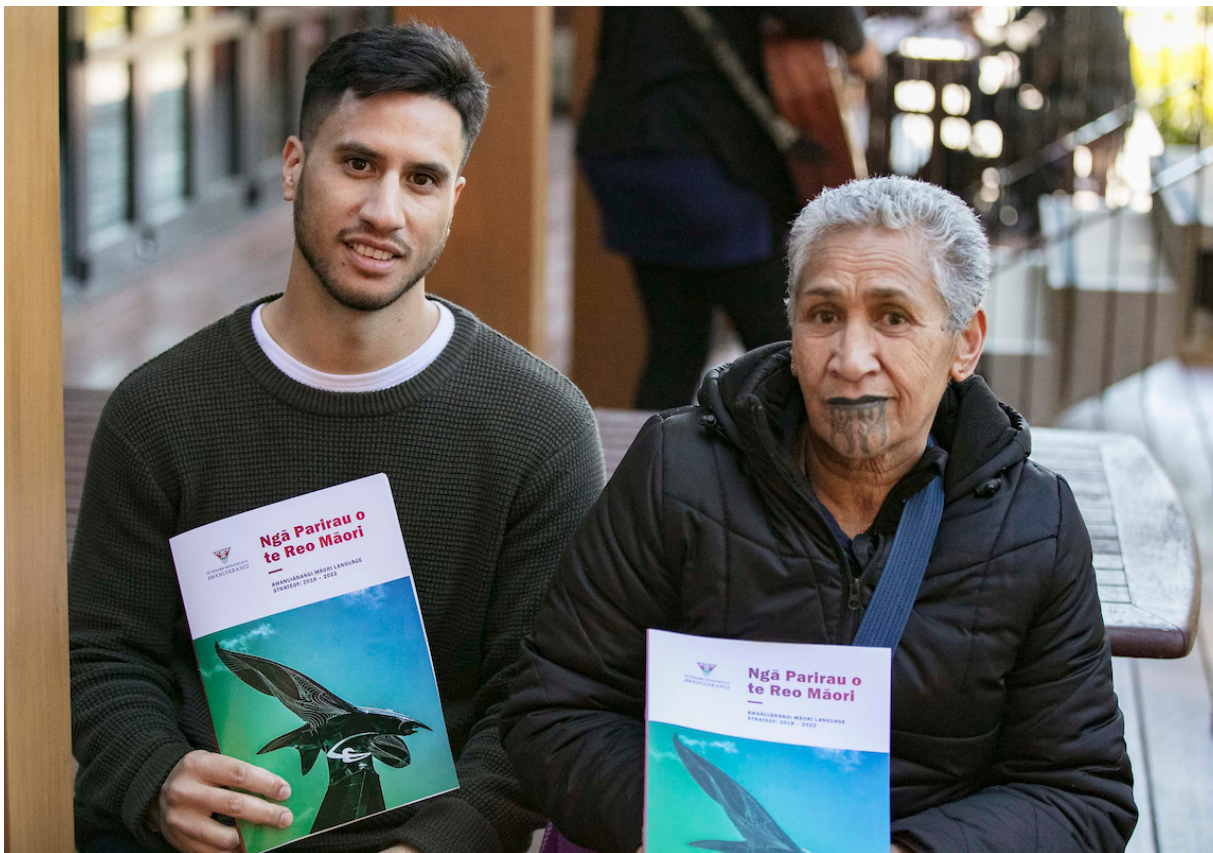
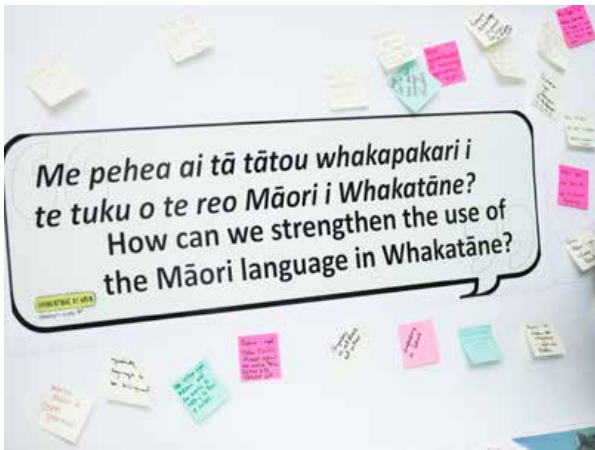


Culture Of Excellence and Innovation

Awanuiārangi will define and establish a culture of excellence and innovation, based on our ūara and agreed practices, that drives student and staff success

INDICATORS OF SUCCESS

- Successful educational achievement competent & confident in culture, language & identity
- Strong, self-determining whānau, hapū, iwi and communities
- Research excellence and scholarship that accelerates Māori advancement
- A distinctive, transformative educational experience that maximises the opportunity for all to succeed.



Accelerating Language Use and Revitalisation

Te Whare Wānanga o Awanuiārangī unveiled its five-year strategy Ngā Parirau o te Reo Māori in September. Describing the Māori language aspirations of the institution and focusing on fresh approaches over the next five years, the strategy was developed over two years with input from strategic partners, te reo Māori experts and iwi.

The launch of the strategy followed an announcement earlier in the year that Awanuiārangī is leading the largest study ever of the Māori language – an analysis of data extracted from the internationally recognised longitudinal study Growing Up In New Zealand.

Professor Te Kani Kingi, Executive Director of Research and Innovation, said the strategy identifies four high-level goals: use of te reo Māori within the institution; enhanced learning opportunities; increased research; and encouraging te reo Māori use in the wider community.

“Attached to each of these priorities is a range of initiatives to strengthen Māori language use and accelerate revitalisation both within the institution and in the wider community,” Professor Kingi said.

“We want to ensure that the strategy is able to impact beyond the walls of this institution. Key to this is creating an environment where te reo Māori is used naturally in everyday community life, such as at the supermarket or local sports clubs. We will extend the reach of te reo into our communities to create real language-use opportunities for learners, whether Māori or non-Māori.

The focus is on the practical. It’s not simply about seeing macrons on street signs, but more about exploring innovative ways of promoting te reo Māori use, such as being able to buy your groceries or order lunch or a coffee in te reo Māori.”

Professor Kingi said the region has access to a te reo Māori resource enjoyed by few other places, and it would perhaps be easier in the Eastern Bay of Plenty than anywhere else in the country for learners to immerse themselves in te reo Māori.

“The Eastern Bay is fortunate in that the area has high numbers of native speakers within the community, and inland areas like Rūātōki and Ruatāhuna where Māori is legitimately the first language.

“So we are looking to build relationships in the same way as places that have declared themselves bilingual. We can do this really well in a place like Whakatāne because of our access to native speakers in the community.”

This was a critical point of difference for language learners, whether beginners or heading toward fluency.

Professor Kingi said there had been a positive response from the Eastern Bay community, including regional and district councils, commerce and industry.

“Part of the strategy will be to ensure that people who want to learn te reo Māori have the best opportunity to do so. If we do this well and we make inroads into developing a bilingual community, there will be multiple outcomes, opportunities and benefits that go beyond the reo but that highlight the value of the language.”

Each of the four high-level goals has a set of four specific initiatives attached to them (12 in total), including the pilot of a groundbreaking full-time residential immersion programme.

“This is an exciting initiative aimed at providing an accelerated Māori language programme and a comprehensive immersion experience that we expect in six months will transform a beginner into a reasonably confident speaker. They will do this by living in a residential facility where only te reo Māori is spoken, where there is a live-in tutor, and where using te reo Māori every day in the wider community will be facilitated – for example, when students go shopping or to community events.”



Building collective capacity to lead environmental change

In 2018, delivery of Te Aka Pūtaiao (Level 5) commenced in Kaeo in the Far North - the first in a suite of new Environmental Science programmes being introduced at Te Whare Wānanga o Awanuiārangī over the next three years. With several programmes in development, staff have spent considerable time listening to the environmental aspirations of a number of iwi and hapū around our rohe and beyond. Opportunities to meet with iwi, environmental organisations, and individuals with a passion for environmental change, provided rich learning for staff and helped contribute to the blue print for the delivery of the first cohort of Te Aka Pūtaiao.

Te Aka Pūtaiao is an exciting development in that it is focussed on prioritising Mātauranga-ā-Iwi as a platform for understanding our connection and responsibility to Te Taiao. The programme is designed in such a way that it can accommodate the contextual needs of individual rohe, meaning that the content delivered is distinct to each cohort while still being responsive to the specific needs of the students enrolled. The programme provides hands on, rich learning opportunities through noho, face-to-face classes, online student learning and field trips to look at current, real-life environmental issues. This experience enables students to build their skills and knowledge (including contemporary scientific methods) in order to develop solutions to the environmental challenges facing their communities.

The first cohort of Te Aka Pūtaiao started in November 2018 with 23 students. Student feedback from this cohort has been positive, as reflected in the following comments:

- I am very passionate about the environment and feel that this course suited the pathway I have chosen to take.
- I have found this course to be right in line with what I was hoping it to be, the tutor is well versed in her role and informed on current environmental issues involving our rohe. It is a very comfortable learning environment and I feel at ease when communicating my whakaaro and my questions are answered to my satisfaction. I enjoy that the course is structured around Te Ao Maori components and is culturally respectful in that manner.
- I would love to further progress studies in this field if there is a possibility of any more in my area I will definitely be interested.

Staff are looking to build on the progress achieved in 2018, drawing on the learning gained from the Kaeo cohort to support other iwi and communities to build their collective capacity to lead environmental change. 2019 will see the introduction of a Level 4 qualification in sustainable living and practice called Pūtāke Taiao, with the launch of our redeveloped Bachelor of Environmental Studies - Te Aho Pūtaiao expected in 2020. The opportunity to work alongside our communities and support the environmental aspirations of our iwi, hapū and marae is an exciting one for Awanuiārangī.



Supporting kaupapa of importance to our communities

Te Whare Wānanga o Awanuiārangi contributes to the broader aspirations of Māori by using education as a catalyst to achieve a range of developmental goals. In 2018, Awanuiārangi continued to sponsor local and national community events, supporting kaupapa of importance to our strategic partners and the communities we serve. Our delivery of programmes on marae through Kai Oranga, Te Pou Hono suite of programmes and some Te Reo programme offerings provide opportunities for whānau, hapū and iwi to engage with tertiary education and connect with each other. Strategic alliances with our partners across the tertiary education sector and organisations working on kaupapa that align with our own vision and strategic goals provide important platforms for Awanuiārangi to address future needs and aspirations.

CREATING EDUCATIONAL CHANGE THROUGH PROFESSIONAL LEARNING AND DEVELOPMENT

Te Āwheonui: Centre for Professional Learning and Development, at Te Whare Wānanga o Awanuiārangi, is a Ministry of Education accredited provider of centrally funded Professional Learning and Development (PLD) for Primary, Intermediate, Secondary and Kura Kaupapa Māori. The Ministry adopted a new approach to funding PLD in 2016, one focused on greater equity and excellence with a strong emphasis on investing in people and local solutions.

Hine Waitere, the centre leader, maintains that as a group brought together to serve the community, “Te wheonui is well placed to support schools, kura and communities of learning/kāhui ako to respond to the multifaceted challenges educators confront as they strive for excellence for, and with, rangatahi, kaiako, tumuaki, whānau, hapū and iwi.”

In 2018, Te Awheonui worked with 84 schools spread across both the North and South Islands. Made up of accredited, passionate, highly skilled, and experienced Kaihautū (facilitators) and Expert Partners, Te Awheonui is committed to growing schools’ capacity and capability to be culturally responsive and relational in their pedagogy. Kaihautū support Principals, middle leaders, teachers, Boards of Trustees, students and whānau to confront educational challenges of today to co-construct better futures for our rangatahi and communities tomorrow. In this regard, Kaihautū are clear that, “we operate from a core understanding that the best professional learning is resolutely transformative, collaborative, strengths-based and focused on the needs of our students.”

LEARNING BY DOING – ENGAGING RANGATAHI IN STEM

A robotics competition for primary schools that began in the Eastern Bay of Plenty has now become a national event. During 2018, twenty-three primary schools competed in four regional challenges to qualify for the National Robotics Scrimmage held in Whakatāne in November.

The two-day events challenge teams to construct a robot to complete complex navigational and tactile tasks. The teams then test and re-test the robot against each other and as part of a competition. The robotics challenge has been designed by Te Whare Wānanga o Awanuiārangī technology hub Robopā to engage and encourage young students in teamwork, leadership, communication and STEM subjects – science, technology, engineering and maths.

Robopā project coordinator Thomas Mitai said the competition has been developed to actively engage young Māori in learning and help them improve and test their skills in programming and engineering.

“In this age of technology our aspiration is to nurture an interest in technology and teach robotics while highlighting the importance of working together, sharing thoughts and ideas, and holding on to our language,” says Mr Mitai.

“Ministry of Education data indicates that Māori students in rural locations and areas of low socio-economic status are under-achieving in the STEM subjects. Robotics is a great educational tool for experiential learning, and competitive robotics provides a significant range of opportunities to engage with our rangatahi in a collaborative, fun and challenging environment. It’s about learning by doing.”

Teams come from both mainstream and kura kaupapa schools. The 2018 winners of the National Robotics Scrimmage were Te Whata Tau o Putauaki.



DOCTORAL PROGRAMME DRAWS MORE INTERNATIONAL STUDENTS

International doctoral cohorts from Hawai'i and Fiji were welcomed to the Whakatāne campus by staff and students at Te Whare Wānanga o Awanuiārangī in April.

Professor Nathan Matthews, Head of the School of Indigenous Graduate Studies, said the international groups were an exciting part of the ongoing development of doctoral programmes. Awanuiārangī offers a Doctor of Philosophy in four disciplines: Māori Studies, Indigenous Studies, Environment Studies and Education. It also offers the Professional Doctorate in Indigenous Development.

The Hawai'ian cohort are faculty members of University of Hawai'i Maui College.

"They teach across a range of disciplines at Maui College, including law, political science, sociology and information sciences. Their College, which is sponsoring their studies, chose Awanuiārangī because our indigenous PhD programme is unique in the world," Professor Matthews said.

Cohorts of doctoral students from Native American tribes in Washington State chose Awanuiārangī for the same reason, and were largely funded by their tribes to undertake the programme, Professor Matthews said.

The Fijian cohort are project leaders of a joint research partnership between Awanuiārangī, the Fiji Higher Education Commission and Ako Aotearoa, the National Centre for Tertiary Teaching Excellence.

"Our visitors highlighted the fact that the indigenous development space in tertiary education here is very different from what they've experienced. They leave inspired by hearing so many people speaking our language and meeting so many Māori undertaking degree studies across so many disciplines and at the highest tertiary level," Professor Matthews said.

"As an indigenous tertiary institution, we recognise our role in contributing to broader indigenous development and we're happy to be building opportunities nationally and internationally to support social, economic and cultural advancement for whānau, hapū, iwi and communities."



BUILDING THE CAPACITY AND CAPABILITY OF FIJIAN EDUCATORS

In 2017, Te Whare Wānanga o Awanuiārangi and Ako Aotearoa collaborated on a project to support the Fiji Higher Education Commission with their Higher Education Improvement Programme.

An output from this initiative involved the production of a competency framework for teachers and assessors in vocational education, and graduate profiles of new qualifications for practitioners, all within a Fijian context. More specifically, the primary objective of this project was to:

“to develop a competency framework for teaching staff (vocational education) and to identify strategies and approaches to ensure that teaching and learning caters appropriately to the needs of ‘All Fijians’. As part of this work a professional development programme will also be constructed and implementation will be supported”.

The project concluded in mid-2018, with the project team commenting that it was an absolute privilege to work alongside the Fiji Higher Education Commission (FHEC) and contribute to building the capacity and capability of local educators to improve the quality of teaching and learning practices within their own context. The support, guidance, and advice provided by key stakeholders – FHEC, local tertiary education organisations and community groups – was instrumental in achieving a positive outcome. This approach was especially important given the dynamics of working across two countries with different contexts and experiences (i.e. relationships, communications and systems).

Some of the key achievements from the project included: the approval and listing of a Level 4 teaching qualification on the Fijian Qualification Framework, a first for this category of qualification (i.e. teaching); the development of Teaching and Learning Framework based on Fijian cultural pedagogies; and the inclusion of a Fijian consultant to work alongside FHEC staff, a reflection of the commitment to bring together teaching and learning experts with a broad range of experience – including those from the Fijian vocational education sector.

Forty-six vocational and technical educators graduated with national certificates in technical and vocational education in Suva in January 2019. The qualification, the first of its kind in the region, was developed to become the minimum qualification required in order to teach in the sector. Chief Executive Professor Wiremu Doherty and Awanuiārangi Project Manager Rachel Wetere attended the graduation in Suva.



Graduation 2018

Nearly 3,000 Te Whare Wānanga o Awanuiārangī students graduated in 2018, with more than 200 receiving their degrees and certificates during a formal capping ceremony on 23 March. Te Whare Wānanga o Awanuiārangī Chief Executive Professor Wiremu Doherty said graduation is an annual highlight for the institution, the community and especially for the whānau and friends who come to support their loved ones and mark their achievement.

“Each of these 2935 graduands from throughout Aotearoa have worked hard to attain their qualifications and, together with our wider communities, we honour their achievements with pride,” Professor Doherty said.

Among the graduands were the first from the re-developed Māori nursing degree, Te Ōhanga Mataora Paetahi Bachelor of Health Science Māori (Nursing). Associate Professor Deborah Rowe, Director of Nursing & Health Science at Te Whare Wānanga o Awanuiārangī, said she expects the graduation of this large group of culturally and clinically competent nurses to impact positively on health care outcomes for Māori and other cultures.

Te Whare Wānanga o Awanuiārangī also celebrated the first graduates from the School of Iwi Development’s re-developed Te Pou Hono marae-based programmes, which teach critical skills for cultural, social and economic development in marae communities, and the first doctoral graduate from the doctorate of Maori Development and Advancement.



Special Awards 2018

<p>Emeritus Professor Roger Green, ONZM Award for 'Top Thesis' and Valedictory Sponsored by: La Vita</p>	<p>Morehu Walter Brian McDonald Tainui</p>
<p>Te Onehou Eliza Phillis Award for 'Outstanding Iwi Research' Sponsored by: Orbit Travel</p>	<p>Marla Conwell Chehalis</p>
<p>School of Indigenous Graduate Studies, Top Scholar Award Sponsored by: OfficeMax</p>	<p>Janine Maruera Ngā Ruahine</p>
<p>School of Undergraduate Studies, Top Scholar Award Sponsored by: Sea Breeze Souvenir and Tourist Boutique</p>	<p>Tuangina Nikora Te Whānau a Apanui, Te Āti Hau Nui-a-Pāpārangi</p>
<p>'Te Ira Wairua' School of Iwi Development, Top Scholar Award Sponsored by: Spark NZ</p>	<p>Upokoina Papera Cook Island Māori</p>
<p>Excellence in Te Reo Māori Sponsored by: Air New Zealand</p>	<p>Barbara Tangiahua Thomason Ngāti Hauiti, Ngāti Porou</p>
<p>Contribution to Iwi Development and Advancement, Marae Award Sponsored by: Law Creative Group</p>	<p>Te Aitanga a Hauiti Centre of Excellence</p>
<p>The Rotary Club of Whakatāne Award for 'Most Improved First-Year Student in Te Reo Māori' Sponsored by: The Rotary Club of Whakatane</p>	<p>Janette Harrison Ngāti Awa</p>



Teaching and Learning

Core administration and service operations support programme delivery through three schools: the School of Iwi Development, the School of Undergraduate Studies and the School of Indigenous Graduate Studies.³



SCHOOL OF IWI DEVELOPMENT

EFTS	1,322
Students	4,358
Levels of Study	3 – 7
Delivery Across Multiple Sites	Whakatāne, Tāmaki, various marae
6 Qualifications Offered	<ul style="list-style-type: none"> • Adult Community Education (non-formal) • Te Pou Hono ki Marae Ātea • Te Pou Hono ki Mahi Marae • Te Pou Hono ki Taiao • Kai Oranga (Kaupae Tuatoru) • Kai Oranga (Kaupae Tuawha) • Bachelor of Mātauranga Māori

SCHOOL OF UNDERGRADUATE STUDIES

EFTS	1,183
Students	1,636
Levels of Study	1 – 7
Delivery Across Multiple Sites	Whakatāne, Tāmaki, Whāngarei, various marae
13 Qualifications Offered	<ul style="list-style-type: none"> • Te Pōkai Tahi Reo (Rumaki, Reo Rua) (Te Kaupae 1–6) • New Zealand Certificate in Tourism Māori (Level 3) • New Zealand Certificate in Study and Career Preparation (Level 4) • Te Aka Pūtaiao (Level 5) • Te Tohu Toi Tangata: Bachelor of Humanities • Te Tohu Paetahi Ako: Bachelor of Education (Teaching) • Te Ōhanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing) • Ngā Mana Whakairo a Toi: Bachelor of Māori Performing Arts

SCHOOL OF INDIGENOUS GRADUATE STUDIES

EFTS	195
Students	280
Levels of Study	9 – 10
Delivery Across Multiple Sites	Whakatāne, Tāmaki, Whāngarei, International
5 Qualifications Offered	<ul style="list-style-type: none"> • Master of Māori Studies • Master of Indigenous Studies • Doctor of Māori Development and Advancement • Doctor of Indigenous Development and Advancement • Doctor of Philosophy

³ The EFTS by school include domestic and international full fee-paying students, and therefore differ slightly from the EFTS shown in the At a Glance section.

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.

In 2018, the School of Iwi Development continued to implement an extensive quality improvement programme involving enhancements to systems and processes, programme redevelopment and the roll-out of new programmes. Despite positive progress, delays were experienced in the redevelopment of some existing programmes, specifically the Bachelor of Matauranga Māori, as well as replacement qualifications for the Certificate in Customary Fishing and New Zealand Certificate in Te Wai Māori. These developments are expected to roll-out in 2019 and 2020. Given the strong demand from iwi during the consultation process for these programmes, Awanuiārangī is confident that the delayed start will not affect student numbers moving forward.

The School also concentrated their efforts on building staff capability through the introduction of several new positions and the appointment of staff with a commitment to quality programme delivery. The School is fortunate to have staff who are leaders in their own communities, with many holding senior governance roles on iwi boards and trusts. In this regard, Dr Hiria Hape was appointed to the role of Head of School in April. Dr Hape has a PhD (Education) from Te Whare Wānanga o Awanuiārangī - our first PhD written in te reo

Māori. Dr Hiria Hape has held executive and senior management roles with Massey University and Te Puni Kokiri, and her long-standing commitment to the development and enhancement of Māori aligns strongly with our vision and mission.

The existing Te Pouhono suite of programmes continue to attract the largest number of EFTS across the whole organisation. Sustained interest in these programmes is driven by whānau, hapū and iwi wanting to connect/reconnect with their own knowledge, practices and protocols. Many students enrolled in Te Pouhono comment that the programme gave them a reason to return to their marae for a positive kaupapa that enabled them to more actively engage with their own community. Key highlights for Te Pouhono for the year included: strong interest in Te Pouhono ki Mahi Marae (delivered for the first time in 2018), an improvement in the quality of student assessments, extending the network of provision to include whānau trusts and other Māori groups and organisations with values that align with growing the cultural competency of whānau, hapū and iwi. Programme staff are looking to develop a new programme offering in Waka Ama in 2019.

A significant change for Te Pouhono in 2018 was the appointment of six new Regional Co-ordinators. Regional Co-ordinators are the main point of contact for marae, hapū and Māori trusts and organisations interested in delivering one of the five accredited Te Pouhono programmes. In 2018, these Regional Co-ordinator roles were updated to better align with current academic processes as well as to reflect the broader range of skills required to effectively perform the role. In 2019, Awanuiārangī is looking to appoint a Regional Co-ordinator for the South Island, in response to growing demand from local communities for quality educational provision that provides both cultural and vocational options grounded in language and customs (te reo me ona tikanga).

Kai Oranga, our food sustainability programme (developed in partnership with He Waka Kai Ora – Māori Organics Authority) continued to attract strong interest from rural communities wanting to reclaim Māori principles of food production for family sustenance and also for the validation of Māori 'food science' practices. Enrolments in Kai Oranga Level 3 increased from 297 EFTS in 2017 to 391 EFTS in 2018. Delivery of Kai Oranga Level 4 commenced in 2018, with cohorts located in

Taranaki, Whangara and Whakatāne. The level of resourcing allocated to Kai Oranga increased significantly during 2018 to accommodate larger student numbers. This resourcing included the appointment of Regional Monitors, Academic Advisors and Team Leads. These roles all have a focus on quality improvement and performance, with a strong emphasis on collaboration to ensure that best practice is promoted across the whole programme. Technological solutions are also being used to support more accurate recording and monitoring practices e.g. Sharepoint.

The School of Iwi Development is also responsible for delivery of Adult Community Education. In 2018, three new courses – Digital Whakapapa, Patere and Waiata Whakangahau - were delivered in respond to growing demand from whānau wanting to participate in learning that builds their confidence and competence in performing cultural practices. Further course development is planned for 2019.

Challenges for the School in 2018 included poor education performance in Kai Oranga and our Te Pouhono suite of programmes. Although delays in processing results contributed to low completion rates, Awanuiārangī is aware that improvements are needed to raise student achievement, and, in this regard, internal programme reviews will be conducted to identify improvement strategies for implementation in 2019. A key strategy for promoting quality delivery and improving student achievement is recruiting permanent staff into teaching roles for our Kai Oranga programmes.





School of Undergraduate Studies

“To be a centre of excellence and innovation in indigenous education”

2018 was been a year of contrasts for the School of Undergraduate Studies. On a positive note, the School benefited from innovations in teaching and learning and leadership development, as well as positive shifts in Te Reo Māori enrolments and new programme development. At the same time, the School faced several challenges due to lower than expected enrolments and educational performance in some programmes, providing the impetus for change to quality assurance processes and systems.

Innovations in teaching and learning, staff training and development, and leadership programmes for middle and senior management, saw a new sense of collegiality and collaboration grow throughout the school and across the Wānanga. Delivery also commenced in the first of a suite of new programmes in Environmental Studies and Sustainability – Te Aka Pūtaiao (Level 5). In 2019 Level 4 Pūtaka Taiao will be introduced, followed by the redeveloped Te Aho Putaiao: Bachelor of Environmental Studies degree in 2020.

Other achievements in 2018 included growing numbers of students enrolled in our suite of Te Pokaitahi reo programmes and the first graduates from the re-developed Māori Nursing degree, Te Ohanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing). The School of Undergraduate Studies also celebrated a total of 84 students graduating with Bachelor degrees in Humanities, Education and Māori Performing Arts.

While some pre-degree programmes experienced a marked increase in enrolments, particularly our Te Pokaitahi Reo (Level 1 – 6) programmes, degree programmes delivered in the School did not achieve the level of growth expected. A focus on improving the quality of our Level 7 provision

is likely to have contributed to this situation, with staff concentrated on developing more robust practices and processes rather than recruitment activities. We expect to see enrolments recover in 2019.

Completions decreased slightly in comparison to the previous year, however, teaching staff and programme leads have responded quickly to implement collective as well as individual improvements to teaching and learning systems and processes that support student success. Developing and supporting strong pedagogical communities of practice within the school, along with quality assurance processes and systems, and improved communication and recruitment plans, are important strategic priorities for the school moving forward.

Becoming a centre of excellence and innovation in indigenous education requires ongoing commitment to quality teaching and learning, research and staff development. It also requires an understanding of the needs and aspirations of our students and the communities we serve. To achieve this goal, the School has implemented a raft of changes across the school in regard to quality assurance systems and processes, as well as leadership roles.

Change is a constant feature of the tertiary education landscape, and so ensuring that we positioned to respond to change is an integral part of the School of Undergraduate Studies' responsibility to provide positive educational experiences for all students.





School of Indigenous Graduate Studies

Staff of the School of Indigenous Graduate Studies are dedicated to quality teaching and supervision that allows students to reach the highest levels of scholarship. In this regard, the School for Indigenous Graduate Studies experienced a number of key successes in 2018.

The School continued to see steady growth in our three Doctorate programmes – Doctor of Philosophy, Doctor of Māori Development and Advancement and Doctor of Indigenous Development and Advancement. More specifically, enrolments across our three Doctorate programmes increased from 149 students in 2017 to 164 students in 2018. Higher than expected growth at this level has, however, required additional consideration of how to best manage this increase while maintaining the quality of programme delivery.

Our work in supporting international students into higher study continued in 2018, with existing cohorts in Maui and Fiji maintained and additional students enrolled in Washington State, USA. A highlight for the School at the graduation ceremony held in March was the first international graduate from our Professional Doctorate – Dr Marla Conwell from Washington State’s Chehalis First Nation.

Enrolments in our two Masters programmes – Master of Māori Studies and Master of Indigenous Studies - were lower than expected. Educational performance was also down slightly on the previous year. Staff have identified a range of factors contributing to this decline, including the introduction of masters programmes at other institutions that have a focus on Mātauranga Māori and Indigenous knowledge and leadership. Our

student profile also presents unique challenges in terms of retaining and supporting students towards a successful completion. Most of our students are engaged in full-time employment and managing whanau responsibilities while studying.

In 2019, the School of Indigenous Graduate Studies will continue to review and redevelop our portfolio of provision at Post-graduate level to improve access and relevance for our students. Cultivating renewed interest in our Masters programmes is critical for the success of the School, as we seek to engage in high-level research which is both translational and community inspired. To this end, many of the theses to emerge from these programmes have already contributed to the cultural, economic, and environmental development of communities – both nationally and internationally.

As we evolve and extend our research scope, it will be important that we likewise ensure that students are supported and that we are able to deliver quality teaching and learning. The mode of delivery at a post-graduate level provides many challenges in this regard, as does the fact that often our students' study at a distance or in very remote parts of the world. Moreover, and while technology can often be used to bridge both time and distance, we must likewise ensure that technology is used to complement rather than replace face-to-face contact and engagement. Ultimately, we want to ensure that our students are afforded the best possible experience and are

well positioned to contribute to the growth and development of their communities.

A focus on quality will therefore underpin our strategic investments moving forward and which is likewise aligned with our desire to support our staff and their research endeavour. Research informed teaching presents many opportunities for both our staff and students and will therefore form a large part of the School's future activity. Staff are currently involved in several significant and exciting research programmes, particularly in Te Reo Māori, which we will look to expand and promote in 2019 and in the coming years.

Finally, it is important to also acknowledge the contribution of Professor Nathan Mathews to the School of Indigenous Graduate Studies. Nathan stepped-down as Head of School in August to take-up a new role as Principal of Hato Paora College in Fielding. During his time at Awanuiārangī, Nathan provided considerable academic leadership and was able to successfully navigate a number of significant challenges and opportunities. Our staff and students wish him well for the future and thank him for his contribution.



Tāmaki and Te Tai Tokerau

Our Tāmaki and Te Tai Tokerau sites are positioned to further extend our relationships with hapū, iwi and communities.

Likewise, to meet the significant demand for tertiary education programmes that respond to the developmental aspirations of Māori. In 2015, our commitment to these two regions saw Te Whare Wānanga o Awanuiārangi opened new sites in both Tāmaki and Whangarei as part of our reinvestment into areas of high need and demand. Three years later, Awanuiārangi continues to build on this commitment, strengthening key relationships with marae, schools and kura, as well as with a range of industry and community groups. These relationships are a critical part of our strategy to improve the network of education provision in Tāmaki and Te Tai Tokerau, providing delivery sites for our programmes and more importantly authentic learning contexts for students.

Student enrolments continued to grow in 2018, from 1,073 programme enrolments in 2017 to 1,406 in 2018, an increase of 31% in the past year. Our student profile is comparative with previous years, with students more likely to be Māori (84%), female (67%) and aged over 25 years (92%).

While enrolments remained steady across most programmes in 2018, our Te Pōkaiitahi Reo suite of programmes continue to exceed expectations resulting in an additional two classes being delivered in Te Tai Tokerau (Whangarei and Kaitaia) and one class in Tāmaki. This brought the total number of classes delivered across the two regions to 22. An exciting development planned for 2019 is the delivery of Te Pōkaiitahi Reo (Te Kaupae 3) into District Health Boards in the Auckland region. This new programme - Rāngai Hauora – will be taught across multiple hospital sites from February 2019.

A highlight for our Tāmaki campus was the purchase of an adjacent building to accommodate expected growth. The first property acquisition for Te Whare Wānanga o Awanuiārangi outside of Whakatāne, the purchase of 17 Lambie Drive reflects our long-term commitment to education delivery in Tāmaki and Te Tai Tokerau. The additional space not only allows for expanded delivery of current programmes but also supports the potential to co-construct new programmes specifically for the local context.

Several new appointments were made in Tāmaki and Te Tai Tokerau during 2018 including a new Regional Director, Team Lead position for Te Tai Tokerau, and Academic Advisor - Te Pōkaiitahi Reo. These appointments support a coordinated approach to strategic and programme leadership across both campuses, critical to our institutional focus on building a culture of excellence and innovation across the whole organisation. Attracting high-calibre staff with strong community connections is an ongoing priority for Awanuiārangi. In addition to the leadership appointments, Awanuiārangi recruited a number of new staff to deliver our Te Pōkaiitahi Reo suite of programmes during 2018. An emphasis on recruiting staff with high-quality teaching and learning experience, as well as strong community networks, has played a key role in the strong growth experienced across these programmes.

“

The driving force for me enrolling into Te Whare Wananga o Awanuiārangi (3 years ago) was to learn grounded in Te Ao Māori. Also, my moko's were in Kura kaupapa Māori and I needed to become a competent reo speaker to support them in their educational journey. The kaiako I had were awesome young experts and I appreciated this immensely. That journey has given me the confidence and skills to pursue ongoing study. I have enrolled into the Bachelor of Humanities for 2019”

”



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. This commitment is reflected in the range of support services available to assist students throughout their educational journey toward a successful outcome.

In 2018, Te Whare Wānanga o Awanuiārangi continued to offer a high level of advocacy, information and support to students - through Awahi Taura: Student Learning Support, Library and Information Services, Student Services, and e-Wānanga: Learning Management System. Key highlights for the year included:

- Relocation of Awahi Taura to the Library and Information Commons to improve access to academic learning support and pastoral care and provide a more 'one stop shop' approach to Library and learning support services.
- \$393,000 distributed to students through internal and external scholarships.
- Self-Service Portal developed to enable students to view their academic records, personal details and financial statements online (implementation in 2019)
- Artena Assessments Module introduced to record assessment data (implementation in 2019)
- Integrated search option introduced to provide access to the Library catalogue and Online Databases from a single platform.
- Full-time Librarian appointed and Library opening hours extended.
- eLearning Guidelines (eLG) developed as a framework to gather evidence about best practice and build e-learning capability.

- Developed resources, designed courses and increased capability using the eWānanga Learning Management System e.g. Digital Whakapapa Course
- Development of Awanuiārangi Press: a creative publishing platform for Māori and indigenous scholarship, creativity and application

Awahi Taura

- provides academic tertiary skills training and support to assist taura with their programme of study and become independent learners. This support, including pastoral care, is provided through a number of sources including face-to-face, groups, and virtual channels e.g. Zoom and e-Wānanga.

Library & Information Services

- are focused on achieving excellence in the provision and promotion of information services to support and enrich the research, education and teaching needs of students and staff. The Library acquires resources that support the curriculum, with a priority on resources that pertain to the Mātaatua rohe.

Student Services

- assist 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.

E-Wānanga Learning Management System (LMS)

- enables students to learn and communicate with lecturers online, and provides "anywhere-access" to valuable course resources, materials and communication tools.

“

Awahi Taurira are a fantastic resource. They are committed to taurira achieving and provide real skills and tools to students to help make sense of study.

I passed...woohoo...I couldn't have done it without you and your wonderful staff!!!

Awanuiārangī classrooms and facilities were conducive to focussed mahi during noho. e-Wānanga is a good resource and I could find the information I needed to complete and submit assignments. The library is a great resource and the staff are helpful.

The ability to mahitahi, moetahi, kaitahi and be a whānau has been crucial to my development and ability to be myself among many students and kaiako. It is liberating to be Māori in an academic space and proud to walk my journey strongly.

”



EQUAL EMPLOYMENT OPPORTUNITIES

A focus on equal employment opportunities ensures that Te Whare Wānanga o Awanuiārangī provides a supportive, safe and healthy environment conducive to quality teaching, research and community service. As an organisation, we have a range of policies and processes designed to provide equal employment opportunities for the recruitment, appointment, development and promotion of staff members. Key areas of focus in 2018 included:

Professional Development

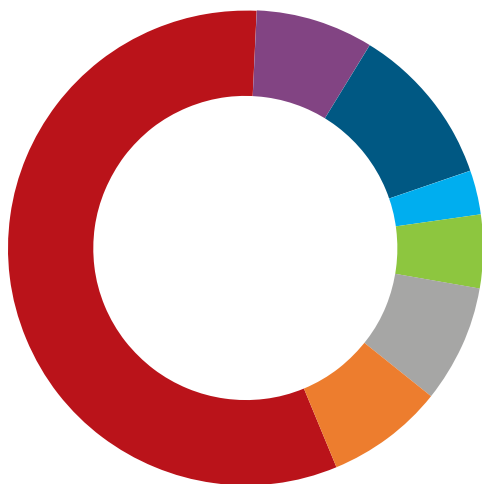
Offered to staff yearly, under a published set of criteria aimed at increasing the qualification levels of staff in their respective fields of expertise. In 2018, 37 staff received professional development funding to undertake higher-level study and/or training relevant to their position at Awanuiārangī. Of these 37 staff, 84% were enrolled in postgraduate study.

As a wānanga, staff are also encouraged to take up opportunities to improve their understanding of te reo Māori me ona tikanga. In this regard a number of staff were enrolled in our suite of Te Pokaitahi Reo programmes in 2018.

Health and Safety

Our commitment to providing a safe and healthy environment continued to drive our approach to Health and Safety in 2018. A range of standards and safety systems were developed during the year to meet our statutory health and safety obligations to minimise risk and ensure the health and safety of our students, staff, visitors and stakeholders. Key achievements included:

- Comprehensive internal health and safety audit completed, with 80% of the audit recommendations implemented.
- Enhancement of BWARE Safety Pro Manager – online health and safety system
- Health & Safety Committee meetings in place to ensure a strategic focus to health and safety across the organisation, including adherence to best practice and promoting communication, co-operation and consultation across governance, management and staff.
- Comprehensive Health and Safety training programme delivered - Bullying and Harassment, Fire Warden, First Aid, Customer Service Safety Awareness, Health



57% Masters	5% Diploma
8% Professional Doctorate	8% Bachelor
11% PhD	8% Postgraduate Diploma
3% Certificate	

STAFF STATISTICS

As at 31 December 2018, Awanuiārangī had a total headcount of 243 staff and 234.56 full time equivalent staff.

Staff | Headcount | FTE

Employment status

Number of casual staff	1	1.00
Number of Full-time staff	222	222.00
Number of Part-time staff	20	11.56

Employment Group

Academic Staff	127	122.21
Research-only staff	4	3.40
General staff	112	108.95

Gender

Female	158	151.61
Male	85	82.95

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
Female	3	3	8
Male	9	2	5



Ethnicity

88% Māori
10.7% NZ European
0.8% Pasifika
0.5% Other



Age

8% Under 30 Years
40% 30 - 49 Years
29% 50 - 59 Years
13% 60 - 64 Years
10% Over 65 Years





**Aroha Ruha-Hiraka - Te Ohanga Mataora
Paetahi: Bachelor of Health Sciences
Māori (Nursing)**

Get your career in gear at Te Whare Wānanga o Awanuiārangī

Aroha graduated in 2017 and currently works as a graduate practice nurse at Kawerau Medical Centre, where she worked part-time as a healthcare assistant during her three-year nursing studies. In speaking about her time at Awanuiārangī, Aroha said what she appreciated was the atmosphere at the Wānanga - the values and sense of belonging. Aroha described coming to Awanuiārangī as a natural progression in her education journey - from kohanga reo to kura kaupapa Māori; to wharekura and then on to Whare Wānanga.

“The cultural safety and tikanga Māori component of my degree has helped me contribute to better health outcomes for Māori because language, cultural awareness and good communication helps to connect and build rapport quickly with Māori patients,

which means they feel comfortable coming into the practice. It also makes it much easier to ensure that the practice’s health education is easily understood. That is an important part of the work to deliver good care to our patients. And we have some kaumātua who struggle to understand English so I do some of my consultations in Māori, which is easier for me and for them – a win-win.

As a kura kaupapa kid, I grew up with Māori as my first language and little knowledge of Pākehā. Awanuiārangī was the best choice for me to build a tertiary studies foundation. I was familiar with the environment – it was just the norm to me. I might have struggled in a mainstream institution.

I gave birth to my daughter Tewartuarangi in the second year of my degree but was back at school the next day because I had an assessment.

I was studying full-time, working part-time and being a mum fulltime. I just continued my studies with no break. But I couldn’t have done it without my whānau – they were my number one support system.

I plan to continue with my studies, firstly to become a nurse practitioner through graduate study, and then hopefully to follow my long-term goal of becoming a doctor. “

Aroha was named the 2018 joint winner of the national Young Nurse of the Year Award. The New Zealand Nurses Organisation’s (NZNO) annual award celebrates nursing at an excellent level and recognises that recipients have reached a high level in their everyday work.

Research and Innovation

Research continues to be a central tenet of our work at Te Whare Wānanga o Awanuiārangi. Although our research capacity is small in comparison to other tertiary education institutions, particularly universities, we have built a solid research platform over the last 26 years based around highly credentialised academic staff with both cultural and technical capabilities; collaborative research activity with national and international partners; and a growing number of international post-graduate students in Washington State USA, Hawaii and Fiji. Moving forward, Awanuiārangi is looking to expand opportunities to generate new knowledge and scholarship, through research excellence and international collaboration, that accelerates Māori advancement.

Over the past three years, Te Whare Wānanga o Awanuiārangi has successfully increased our external research income by more than 210 percent. This is a significant increase, largely due to a greater organisational emphasis on research and investment by our staff. While this growth has been impressive, especially in such a short time-frame, as an organisation we remain focused on accelerating our research activity and extending our current suite of research programmes.

This will be achieved through active support from our Research Office and a suite of new investments designed to increase our research capacity and level of engagement with external funding agencies. As part of this process, it is important that we maintain our focus on investigating issues which are relevant to the needs of our communities and that affords our staff the opportunity to inform their teaching and prepare academic publications.

While we acknowledge the progress made to grow our participation in externally funded research in 2018, it is important to note that we still rely heavily on Government funding – specifically the Wānanga Research Capability Fund and Performance Based Research Fund (PBRF) – to support the basic research infrastructure of the Wānanga. This infrastructure includes costs associated with resourcing our research office: growing staff capabilities to engage in research activity (with a focus on PBRF) e.g. participating in research projects and attending conference; and, as in past years, offering post-doctoral fellowships to encourage research activity in areas that align with the research priorities of the Wānanga and the communities we serve.

Te Whare Wānanga o Awanuiārangi continues to raise our concerns about the PBRF. The PBRF framework works well for the more established institutions and those who have built their research capability over a number of decades. The PBRF process was designed with these institutions in mind and with a narrow view of what constitutes research activity and research excellence. In this regard, there are significant barriers to new and emerging institutions, particularly when they bring an unconventional perspective to research activity and employ methodologies which are based on Māori theory and discourse. To this end, larger institutions with well-established research infrastructure, funded by successive governments over a long period of time, are more likely to generate the type of research highly rated in the PBRF model. This perpetuates the inequities experienced by Wānanga in participating in PBRF as the majority of the funding goes to those institutions already well-resourced in terms of research funding.

While we acknowledge the critical support that the Wānanga Research Capability Fund provides for the basic research infrastructure of the Wānanga, we are committed to achieving a more equitable and enduring solution that recognises and validates the distinct role of the Wānanga sector in generating new knowledge and scholarship in research that aligns with the cultural frameworks and research priorities of Māori and indigenous communities. In this regard, we see the planned review of the PBRF in 2019 as an opportunity to better realise the research potential within the Wānanga sector in particular.

Research Endeavours

In 2018, our staff were involved in a broad range of research initiatives – either as programme leads or in support roles. These research initiatives included investigations into Resilience, Otis Media, Disaster Preparedness, and Māori Education. Two significant projects were also funded by AKO Aotearoa. One project is a collaborative investigation, working with Te Wananga o Raukawa and Te Wananga o Aotearoa, which explores the unique outcomes experienced by students when undertaking study at a Wananga. This project provides an ideal opportunity for us to work with and engage researchers from the other Wananga and likewise contribute to our collective educational aspirations.

Awanuiārangī was also successful in securing support for a second research programme from AKO Aotearoa. This project explores the teaching and learning perspectives of students within our Nursing programme. This is an exciting and highly translational research initiative which will directly contribute to improving student experience and outcomes.

A major research programme into te reo Māori was also launched in 2018. This investigation is significant in both size and scope and utilises longitudinal data to explore strategies for language revitalization. The research is led by Te Whare Wananga o Awanuiārangī and in association with research partners from Auckland University, Otago University, and Waikato University. Results from this study are expected in mid-2019.

In 2019 we will look to implement a range of new strategies to further accelerate our ability to apply for a source external research funding. Greater support will be provided for staff interested in preparing grant applications and likewise encouraged to link research to teaching and learning.



A Year at Awanuiārangi

January

In January, Council Chair Sir Hirini Moko Mead and Chief Executive Professor Wiremu Doherty (and others) met with the new Minister of Education Hon Chris Hipkins. Associate Minister of Education (Māori Education) Hon Kelvin Davis was also in attendance at the meeting, as well as officials from the Ministry of Education and the Tertiary Education Commission. The discussion was generally positive, with the Minister expressing an interest in learning more about the Wānanga sector, with an emphasis on innovative approaches to improving the participation and achievement of Māori in tertiary education e.g. Imaginarium



February

February saw the three major providers of tertiary education in the region – Toi Ohomai Institute of Technology, University of Waikato and Te Whare Wānanga o Awanuiārangi - reaffirm their commitment to the Bay of Plenty Tertiary Education Partnership. The purpose of the partnership is to create enhanced opportunities for students in the Bay of Plenty to access tertiary education by offering a range of qualifications from certificates and diplomas, all the way up to postdoctoral study. It also aims to increase regionally relevant research which supports social and cultural development and economic sustainability, as well as supporting tertiary participation amongst Māori.

March

Māori Development Minister Nanaia Mahuta urged graduates of Te Whare Wānanga o Awanuiārangi to build on the legacy of the institution's first 25 years and embrace the opportunity and vision of its next 25 years of development. Minister Mahuta said the graduation of so many students across so many disciplines build on a legacy set by the ancestors, by Ngāti Awa, by Te Whare Wānanga o Awanuiārangi and by Māori academics. "That's the legacy of leadership, of resilience, of vision, of endurance," she said. "We have a great task in front of us as a Māori nation to carve out the future and what this country should look and feel like so all our tamariki can live prosperously in our country and on their lands."





April

International doctoral cohorts from Hawai'i and Fiji were welcomed to the Whakatāne campus by staff and students at Te Whare Wānanga o Awanuiārangī.

The PhD candidates experienced their first visit to the Wānanga as the School of Indigenous Graduate Studies opened its doctoral programmes for 2018. They spent their time in Whakatāne focusing on research fundamentals and working collegially with Māori PhD students.

May

Te Whare Wānanga o Awanuiārangī doctoral candidate Te Hēmanawa (Hema) Temara was awarded the Ngārimu VC and 28th (Māori) Battalion Memorial Manakura Award for 2017/2018.

The prestigious \$50,000 award was bestowed for lifetime leadership and commitment to Māori. Associate Minister of Education Kelvin Davis, who chairs the Ngārimu scholarship fund board, said "The Manakura Award is a gift to you in recognition of the sacrifices you have made for Māoridom that are characteristics of what the 28th (Māori) Battalion represented".



June

Te Whare Wānanga o Awanuiārangī hosted Maea Te Toi Ora Summit. The summit was designed to explore the application of culture to health and social service delivery and to provide insight into contemporary Māori health issues and concerns. Presentations covered a range of topics including: Whānau Atawhai: Implementation of an Indigenous Paradigm of Culturally Appropriate Care; Building the Māori Health Workforce; and Ways of Seeing: Systems Thinking, Mātauranga Māori and their application in tackling health challenges. The event also included the launch of a book focused on Māori mental health.

July

The “largest and most sophisticated study ever” of the Māori language will analyse data extracted from the internationally recognised longitudinal study Growing Up in New Zealand. The study of 7000 children collects detailed information about individuals and their families from before birth and into the children’s adulthood. Te Whare Wānanga o Awanuiārangi will lead the analysis of Māori language data. Professor Te Kani Kingi, Executive Director of Research and Innovation at Te Whare Wānanga o Awanuiārangi and Māori Theme Expert Advisor for the Growing Up in New Zealand study, says the scope of the statistical research will provide a unique opportunity to accurately determine the state of te reo Māori, and an evidence base for future strategy and policy.



August

Te Whare Wānanga o Awanuiārangi deputy chief executive Yvonne (Evie) O’Brien was named the inaugural Programme Director at the Atlantic Institute, Rhodes Trust, based at the University of Oxford in England. Ms O’Brien takes up the international leadership development role at Oxford in October. Last year, Ms O’Brien was made a Fellow of the inaugural cohort of the Atlantic Fellows for Social Equity.

September

Te Whare Wānanga o Awanuiārangi unveiled its five-year strategy Ngā Parirau o te Reo Māori in Whakatāne on 12 September. Describing the Māori language aspirations of the indigenous tertiary institution and focusing on fresh approaches over the next five years, the strategy has been developed over two years with input from strategic partners, te reo Māori experts and iwi.





October

Nursing student Tracy Black, of Tūhoe, Whakatōhea and Ngāti Kahungunu descent, has been appointed chairperson of the New Zealand Nurses Organisation's Māori student nurses committee, Te Rūnanga Tauira. "Having a voice as a student is extremely important to making changes across the nursing schools and for the future of our people," Mrs Black said. "This role is an opportunity to advocate for nursing students to make a positive change at a national level."

November

In November, Awanuiārangī hosted a group from Indonesia participating in a leadership programme (Inspirati: Indonesian Young Leaders Programme) to support the sustainable development of Eastern Indonesia and establish strong links with New Zealand -. The programme is managed by UnionAID and based at AUT University. The programme assists students to gain English language proficiency and knowledge and skills to strengthen their supporting organisations.



December

Lecturers from the Bachelor of Health Sciences Māori Nursing received training in state-of-the-art augmented reality (AR) technologies that will enable students to interact with hologram patients to practice critical assessment and care, and virtual humans to study anatomy and physiology. Director of Nursing Associate Professor Dr Deborah Rowe said "This education tool will radically alter the way we teach our taura (students). Research shows that active learning increases understanding of what has been taught more effectively than just reading a textbook."



Financial Review

FOR THE YEAR ENDED 31 DECEMBER 2018

Due to lower enrolments than forecast, Awanuiārangi has delivered an operating deficit for the first time in 7 years. It is expected that this is a one-off occurrence and surpluses are forecast for the next three years. Awanuiārangi has a high level of cash reserves to absorb this year's deficit and have undertaken several programme reviews and redevelopment, which is expected to increase enrolments going forward.

Student-related revenue was \$4.9 million (17%) less than budget mainly due to the unplanned delays in commencing key programmes and fewer enrolments than budgeted. While the actual EFTS claimed in the year were 10 EFTS (0.4%) higher than 2017, they were 867 EFTS (24%) less than budgeted.

The recognition of the EFTS and revenue referred to in this review must comply with the Public Benefit Entity (PBE) accounting standards. The EFTS discussed elsewhere in the Statement of Service Performance refer to the TEC revenue funding rules and may therefore be different.

Cost savings of \$1.2 million (4%) were achieved that partially offset the decrease in revenue. Awanuiārangi achieved this reduction 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.

Awanuiārangi continues to maintain the "Low" risk rating and this reflects the ongoing commitment to enhance our financial controls and return to sustainable surpluses.

Despite the deficit, Awanuiārangi is in a strong financial position as reinforced by a solid growing asset base and cash-backed balance sheet.

5 Year Financial Summary

	2018 Actual	2018 Budget	2017 Actual	2016 Actual	2015 Actual	2014 Actual
Equivalent Full-Time Students	2,712	3,579	2,702	3,252	2,363	3,038
Revenue (\$000)	28,804	33,739	29,469	31,739	25,524	28,789
Expenditure (\$000)	31,764	32,999	29,208	28,948	25,101	26,486
Surplus/(Deficit) (\$000)	-2,960	740	261	2,791	423	2,303
Total Assets (\$000)	66,789	62,440	63,028	64,311	55,714	55,473
Total Liabilities (\$000)	10,476	6,688	8,017	8,764	7,062	6,308
Equity (\$000)	56,313	55,751	55,011	55,547	48,652	49,165
Working Capital (\$000)	15,294	18,431	18,310	19,768	16,240	16,148
Cash and Other Financial Assets (\$000)	18,224	17,247	19,646	20,079	20,043	20,738

Laurissa Cooney
BMS (Hons), CA
Chief Financial Officer
Te Whare Wānanga o Awanuiārangi



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 2018

The Auditor-General is the auditor of Te Whare Wānanga o Awanuiārangi (the Wananga). The Auditor-General has appointed me, B H 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 Wananga on his behalf.

Opinion

We have audited:

- the financial statements of the Wananga on pages 66 to 98, that comprise the statement of financial position as at 31 December 2018, 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 Wananga on pages 100 to 110.

In our opinion:

- the financial statements of the Wananga on pages 66 to 98:
 - present fairly, in all material respects:
 - its financial position as at 31 December 2018; 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; and

- the statement of service performance of the Wananga on pages 100 to 110 presents fairly, in all material respects, the Wananga's service performance achievements measured against the proposed outcomes described in the investment plan for the year ended 31 December 2018.

Our audit was completed on 24 April 2019. 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 Te Mana Whakahaere 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 Te Mana Whakahaere for the financial statements and the statement of service performance

Te Mana Whakahaere is responsible on behalf of the Wananga for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

Te Mana Whakahaere is also responsible on behalf of the Wananga for preparing a statement of service performance that is fairly presented.

Te Mana Whakahaere 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, Te Mana Whakahaere is responsible on behalf of the Wananga for assessing the Wananga's ability to continue as a going concern. Te Mana Whakahaere is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless Te Mana Whakahaere intends to liquidate the Wananga or to cease operations, or has no realistic alternative but to do so.

Te Mana Whakahaere'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 the statement of service performance, our procedures were limited to checking that the information agreed to:

- the Wananga's Te Mana Whakahaere approved budget for the financial statements; and
- the investment plan for the statement 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 Wananga's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by Te Mana Whakahaere.
- We conclude on the appropriateness of the use of the going concern basis of accounting by Te Mana Whakahaere and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Wananga'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 Wananga 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 Te Mana Whakahaere 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

Te Mana Whakahaere is responsible for the other information. The other information comprises the information included on pages 2 to 59, 65 and 99, 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 Wananga 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.

In addition to the audit, we have carried out an engagement in the area of the performance based research funding audit, which is compatible with those independence requirements. Other than the audit and this engagements, we have no relationship with or interests in the Wananga.



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



Statement of Responsibility

We are responsible for the preparation of the Te Whare Wānanga o Awanuiārangi financial statements and statement of service 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 2018.

Signed by:



Judge Layne Harvey
Deputy Chair of Council

24 April 2019



Professor Wiremu Doherty
Chief Executive

24 April 2019

Statement of Comprehensive Revenue and Expense

FOR THE YEAR ENDED 31 DECEMBER 2018

	Note	Actual 2018 \$000	Budget 2018 \$000	Actual 2017 \$000
Revenue				
Government grants	2(i)	22,164	26,373	22,983
Tuition fees	2(ii)	3,407	4,131	3,346
Other revenue	2(iii)	3,233	3,235	3,155
Total Revenue		28,804	33,739	29,484
Expenses				
Personnel costs	3	19,849	19,818	16,751
Depreciation expense	8	1,624	1,782	1,574
Amortisation expense	9	163	351	177
Other expenses	4	10,128	11,048	10,721
Total expenses		31,764	32,999	29,223
Surplus / (Deficit)		(2,960)	740	261
Other comprehensive revenue and expense				
<i>Items that will not be reclassified to surplus</i>				
Impairment of revalued assets	14	0	0	(435)
Property revaluations	14	4,244	0	0
Total other comprehensive revenue and expense		4,244	0	(435)
Total comprehensive revenue and expense		1,284	740	(174)

Explanations of major variances against budget are provided in Note 18.

The accompanying notes form part of these financial statements.

Statement of Financial Position

AS AT 31 DECEMBER 2018

	Note	Actual 2018 \$000	Budget 2018 \$000	Actual 2017 \$000
Assets				
Current assets				
Cash and cash equivalents	5	2,508	3,000	4,054
Receivables	6	7,293	7,687	6,495
Other financial assets	7	15,716	14,247	15,592
Inventories		47	42	42
Prepayments		206	144	144
Total current assets		25,770	25,120	26,327
Non-current assets				
Property, plant and equipment	8	39,688	35,055	35,812
Intangible assets	9	1,331	2,265	889
Total Non-current Assets		41,019	37,320	36,701
Total Assets		66,789	62,440	63,028
Liabilities				
Current Liabilities				
Payables	10	7,012	4,040	5,122
Deferred revenue	11	1,086	1,000	1,038
Employee entitlements	12	2,378	1,648	1,857
Total Current Liabilities		10,476	6,688	8,017
Total Liabilities		10,476	6,688	8,017
Net Assets		56,313	55,751	55,011
Equity				
General funds	14	45,990	49,690	48,950
Property revaluation reserves	14	10,153	5,909	5,909
Restricted reserves	14	170	153	152
Total Equity		56,313	55,751	55,011

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 2018

	Note	Actual 2018 \$000	Budget 2018 \$000	Actual 2017 \$000
Balance at 1 January		55,011	55,011	55,547
Total comprehensive revenue and expense		1,284	740	(174)
<i>Other equity movements</i> Movement in restricted reserves		18	0	(362)
Balance at 31 December	14	56,313	55,751	55,011

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 2018

	Note	Actual 2018 \$000	Budget 2018 \$000	Actual 2017 \$000
Cash flows from operating activities				
Receipts from government grants		24,985	26,181	23,511
Receipts from tuition fees		2,799	3,093	3,284
Interest received		787	650	776
Receipts from other revenue		1,736	2,585	2,405
Payments to employees		(19,328)	(20,055)	(16,234)
Payments to suppliers		(10,635)	(12,103)	(11,544)
Goods and services tax (net)		95	0	462
Net cash flow from operating activities		439	352	2,660
Cash Flows From Investing Activities				
Receipts from sale of property, plant and equipment		1	0	25
Purchase of property, plant and equipment		(1,256)	(1,025)	(2,596)
Purchase of intangible assets		(606)	(1,727)	(521)
Acquisition of term deposits		(38,052)	(36,654)	(20,524)
Disposal of term deposits		37,928	38,000	19,801
Net cash flow used in investing activities		(1,985)	(1,406)	(3,816)
Net (decrease)/increase in cash and cash equivalents		(1,546)	(1,054)	(1,156)
Cash and cash equivalents at the beginning of the year		4,054	4,054	5,210
Cash and cash equivalents at the end of the year	5	2,508	3,000	4,054

Equipment totalling \$nil (2017: 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 Cashflows (continued)

FOR THE YEAR ENDED 31 DECEMBER 2018

Reconciliation of surplus to the net cash flow from operating activities	2018 \$000	2017 \$000
Surplus	(2,960)	261
Add/(less) non-cash items:		
Depreciation and amortisation expense	1,787	1,751
Transfer to/(from) Restricted Reserves	18	(363)
<i>Total non-cash items</i>	1,805	1,388
Add/(less) items classified as investing or financing activities:		
(Gains)/losses on disposal of property, plant and equipment	0	(19)
(Gains)/losses on disposal of intangible assets	0	4
<i>Total items classified as investing or financing activities</i>	0	(15)
Add/(less) movements in working capital items:		
(Increase)/decrease in receivables	(798)	1,655
(Increase)/decrease in inventories	(5)	0
(Increase)/decrease in prepayments	(62)	118
Increase/(decrease) in payables	1,890	(1,044)
Increase/(decrease) in deferred revenue	48	153
Increase/(decrease) in current employee entitlements	521	144
<i>Net movement in working capital items</i>	1,594	1,026
Net cash flow from operating activities	439	2,660

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 2018

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Notes to the Financial Statements

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 2018, and were authorised for issue by the Wānanga on 24 April 2019.

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.

These financial statements comply 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 and amendments issued and not yet effective that have been early adopted

Standards and amendments issued but not yet effective that have been early adopted are:

Impairment of Revalued Assets

In April 2017, the XRB issued *Impairment of Revalued Assets (Amendments to PBE IPSASs 21 and 26)*. The standard is effective for reporting periods beginning on or after 1 January 2019, with early adoption permitted.

The Wānanga early adopted this amendment in preparing its 31 December 2017 financial statements. The Wānanga is now required to assess at each reporting date whether there is any indication that an asset may be impaired. If any indication exists, the Wānanga is required to assess the recoverable amount of that asset and recognise an impairment loss if the recoverable amount is less than the carrying amount. The Wānanga can therefore impair a revalued asset without having to revalue the entire class of asset to which the asset belongs.

Standards issued and not yet effective and not early adopted

Service Performance Reporting

PBE FRS 48 replaces the service performance reporting requirements of PBE IPSAS 1 and is effective for annual periods beginning on or after 1 January 2021. The Wānanga is required to prepare its performance information in accordance with generally accepted accounting practice (GAAP) from 31 December 2019 year-ends. The Wānanga is considering whether it will early adopt PBE FRS 48 for the 31 December 2019 year end rather than apply the existing performance information requirements of PBE IPSAS 1.

The Wānanga has not yet determined how application of PBE FRS 48 will affect its statement of service performance.

Cash Flow Statements

An amendment to PBE IPSAS 2 Statement of Cash Flows requires entities to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. This amendment is effective for annual periods beginning on or after 1 January 2021, with early application permitted.

The Wānanga has not yet evaluated the impact of this amendment and does not intend to early adopt the amendment.

Other amendments

While there are other amendments issued and not yet effective, the Wānanga does not consider these to be relevant and therefore no information has been disclosed about these amendments.

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 subject to forward foreign exchange contracts) are translated into New Zealand dollars (the functional currency) using the spot exchange rates 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.

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.

1. Statement of accounting policies (continued)

Budget figures

The budget figures are those approved by the Council at the start of the financial year. 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 of 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 on the fair value of land and buildings (including 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.

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 (which is when a student is no longer entitled to a refund for withdrawing from the course) based on the number of eligible students enrolled in the course at that date and the value of the course.

Fees-free revenue from TEC

Fees-free revenue from TEC is the funding mechanism whereby TEC makes payment as part of tuition fees for certain eligible students. The Wānanga considers this fees-free revenue to be non-exchange revenue and recognises revenue when the course withdrawal date has passed.

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, based on the number of eligible students enrolled in the course at that date and the value of 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 to be non-exchange in nature. PBRF 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 in advance and then recognised as revenue when the conditions of the grant are satisfied.

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 up till balance date 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.

2. Revenue (continued)

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 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.

	2018 \$000	2017 \$000
(i) Breakdown of Government grants		
Student Achievement Component (SAC) funding	18,541	19,434
Adult and Community Education (ACE) funding	2,048	2,166
Fees-free revenue from TEC	131	0
Other grants	1,444	1,383
Total Government grants	22,164	22,983
(ii) Breakdown of tuition fees		
Fees from domestic students	2,769	2,954
Fees from international students	638	392
Total tuition fees	3,407	3,346
(iii) Breakdown of other revenue		
Research contract revenue	576	494
Interest revenue	630	643
Gain on disposal of property, plant and equipment	0	15
Koha and donations received	5	9
Rent received	60	71
Commercial Contract revenue	1,331	1,225
Transfers from / (to) restricted reserves	42	363
Other revenue	589	335
Total other revenue	3,233	3,155

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

	2018 \$000	2017 \$000
Academic salaries	10,004	9,107
General wages and salaries	7,474	6,343
Research staff salaries	422	235
Employer contributions to Kiwisaver pension scheme	417	361
Other personnel expenses	1,532	705
Total personnel costs	19,849	16,751

Council member remuneration

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

	2018 \$	2017 \$
S. Mead (Chairperson)	26,964	26,964
L. Harvey (Deputy Chairperson)	17,340	17,340
M. Dodd	13,872	13,872
W. Gardiner	13,872	21,964
R. Kirikiri	13,872	13,872
J. Mason	13,872	13,872
T. Merito	13,872	13,872
T. Pook	13,872	13,872
C Tawhiao	13,872	13,872
A. Temara	13,872	13,872
B. Tunui	7,062	1,027
A.von Tunzelmann	13,872	13,872
Total remuneration of Council	176,214	178,271

No Councillor received compensation or other benefits in relation to cessation (2017: \$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.

4. Other expenses (continued)

Breakdown of other expenses and further information	2018 \$000	2017 \$000
Fees to auditor:		
Fees to Audit New Zealand for audit of financial statements	113	110
Fees to Audit New Zealand for other services	6	6
Operating lease payments	385	367
Repairs and maintenance	111	165
Other occupancy costs	849	873
Information technology	636	616
Grants and scholarships	393	176
Advertising and public relations	386	278
Insurance premiums	174	169
Consultants, contractors, and legal fees	524	653
Office costs	558	689
Travel and accommodation	1,028	1,124
Other course-related costs	4,464	5,049
Provision for uncollectability of receivables (Note 6)	275	90
Other operating expenses	226	356
Total other expenses	10,128	10,721

Fees accrued to Audit New Zealand for other services in 2018 were for the audit of the declaration to the Ministry of Education on the Performance-Based Research Fund external research income for the year ended 31 December 2018 (2017: \$6,000).

Operating leases as lessee

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 or less. The future aggregate minimum lease payments payable under non-cancellable operating leases are as follows:

	2018 \$000	2017 \$000
Not later than one year	771	689
Later than one year but not later than five years	1,204	1,351
Later than five years	0	0
Total non-cancellable operating leases	1,975	2,040

The total of minimum future sublease payments expected to be received under non-cancellable subleases at balance date is \$nil (2017: \$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 its leasing arrangements.

Operating leases as lessor

The Wānanga leases office space on the main Whakatane campus to another TEI. This lease expired in 2018 and is under negotiation.

The future aggregate minimum lease payments collectable under non-cancellable operating leases is \$nil (2017: \$nil).

No contingent rents have been recognised during the year (2017: \$nil).

5. Cash and cash equivalents

Accounting Policy

Cash and cash equivalents include 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

	2018 \$000	2017 \$000
Cash at bank and on hand	2,508	3,045
Call deposits	0	1
Term deposits with maturities less than 3 months at acquisition	0	1,008
Total cash and cash equivalents	2,508	4,054

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.

Breakdown of receivables and further information

	2018 \$000	2017 \$000
<i>Receivables from non-exchange contracts</i>		
Student fee receivables	2,808	2,152
Less: Provision for impairment	(417)	(161)
Receivable for current year SAC revenue	3,698	4,051
Research receivables	40	94
Total receivables from non-exchange contracts	6,129	6,136
<i>Receivables from exchange contracts</i>		
Interest accrued	134	291
Research receivables	0	0
Other receivables	1,070	191
Less: Provision for impairment	(40)	(123)
Total receivables from exchange contracts	1,164	359
Total receivables	7,293	6,495

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.

6. Receivables (continued)

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:

	2018			2017		
	Gross	Provision for uncollectability	Net	Gross	Provision for uncollectability	Net
	\$000	\$000	\$000	\$000	\$000	\$000
Not past due	1,581	0	1,581	840	0	840
Past due 1-30 days	0	0	0	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	(417)	810	1,406	(161)	1,245
Total	2,808	(417)	2,391	2,246	(161)	2,085

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

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

	Student Fees \$000	Other Receivables \$000	Total Uncollectability \$000
Balance as at 1 January 2017	270	112	382
Additional provisions made during the year	81	9	90
Provisions reversed during the year	(83)	0	(83)
Prior Year receivables written-off during the year	(107)	0	(107)
Balance as at 31 December 2017	161	121	282
Additional provisions made during the year	256	18	274
Provisions reversed during the year	0	0	0
Prior Year receivables written-off during the year	0	(99)	(99)
Balance as at 31 December 2018	417	40	457

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.

7. Other financial assets (continued)

Breakdown of other financial assets and further information	2018 \$000	2017 \$000
Current portion		
Term deposits	15,716	15,592
Total current portion	15,716	15,592
Total other financial assets	15,716	15,592

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.

Non-exchange transactions

There are no assets recognised in respect of non-exchange transactions that are subject to restrictions (2017: \$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.

Change in Accounting Policy

During the year, Council reviewed the useful life expectancy of laptops and decided that a 5-year useful life expectancy was more realistic than the existing 3-year estimate. This decision will result in the depreciation rates for laptops reducing from 33.33% to 20% from 2019 onwards.

Revaluations

Land and buildings (including 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.

8. Property, plant and equipment (continued)

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.

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 (including infrastructure)	5 - 50 years	2%-20%
Leasehold improvements	2 - 10 years	10%-50%
Heritage assets	20 years	5%
Computer hardware	3 - 5 years	20%-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.

Critical accounting estimates and assumptions**Estimating the fair value of land, buildings (including infrastructure) and heritage assets**

The most recent valuation of land and buildings (including infrastructure) was performed by Darroch Limited, an independent registered valuer, effective as at 31 December 2018.

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 2018 valuation included:

- 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. The cost depends on the nature of the specific asset valued. Costs range from approximately \$1,700 to over \$6,500 per square metre.
- The main buildings are recently completed and there has been no notification of any earthquake prone buildings.

8. Property, plant and equipment (continued)

Critical judgements in applying accounting policies (continued)

- The remaining useful life of assets is estimated after considering factors such as the 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-specialised buildings (for example, residential buildings) are valued at fair value using market-based evidence. Significant assumptions in the 31 December 2018 valuation include market values from recent sales of comparable buildings.

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

	2018 \$000	2017 \$000
Depreciated replacement cost	25,119	24,071
Market-based value	2,743	2,083
Total carrying value of buildings	27,862	26,798

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 legal ownership of land and buildings is detailed as follows:

	Land		Buildings	
	2018 \$000	2017 \$000	2018 \$000	2017 \$000
Owned by the Wānanga	7,315	5,199	27,862	26,154
Owned by Ngati Awa Properties Ltd	1,540	1,440	0	0
Total	8,855	6,624	27,862	26,798

The net carrying amount of land held under a finance lease is \$1540k (2017: \$1440k).

The fair value of the finance lease liability is \$nil (2017: \$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.

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 (2017: \$nil).

There are no tangible assets pledged as security for liabilities (2017: \$nil).

There were building contractual commitments of \$7k relating to refurbishments at the new Manukau building (2017: \$222k relating to refurbishments at the new Manukau building).

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:

	2018 \$000	2017 \$000
Buildings (including infrastructure)	671	38
Computer hardware	48	59
Furniture and equipment	3	40
Balance 31 December	722	138

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 1/1/17		Accumulated depreciation & impairment 1/1/17		Carrying amount 1/1/17		Additions		Disposals		Impairment		Depreciation		Revaluation		Cost/ revaluation 31/12/17		Accumulated depreciation & impairment 31/12/17		Carrying Amount 31/12/17	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Leased land	1,440	0	0	0	1,440	0	0	0	0	0	0	0	(15)	0	0	0	1,440	(15)	0	1,425		
Owned Land	5,199	0	0	0	5,199	0	0	0	0	0	0	0	0	0	0	0	5,199	0	0	5,199		
Buildings (incl. infrastructure)	26,154	0	0	(435)	26,154	2,045	0	0	0	0	(965)	0	0	0	0	0	27,743	(945)	0	26,798		
Leasehold improvements	492	(54)	0	0	438	0	0	0	0	0	(48)	0	0	0	0	0	492	(101)	0	391		
Library collection	1,054	(878)	0	0	175	16	0	0	0	0	(37)	0	0	0	0	0	1,070	(915)	0	155		
Computer hardware	3,738	(3,530)	0	0	208	296	0	0	0	0	(194)	0	0	0	0	0	4,032	(3,722)	0	310		
Furniture and equipment	3,080	(2,337)	0	0	743	262	(6)	0	0	0	(230)	0	0	0	0	0	3,315	(2,547)	0	768		
Motor vehicles	147	(119)	0	0	28	0	0	0	0	0	(11)	0	0	0	0	0	138	(121)	0	17		
Heritage and cultural assets	235	(102)	0	0	133	0	0	0	0	0	(12)	0	0	0	0	0	235	(114)	0	121		
Network infrastructure	1,196	(645)	0	0	551	2	0	0	0	0	(62)	0	0	0	0	0	1,198	(708)	0	490		
Capital Work in Progress	162	0	0	0	162	(24)	0	0	0	0	0	0	0	0	0	0	138	0	0	138		
Total Property, plant & equipment	42,897	(7,665)	0	(435)	35,231	2,597	(6)	(435)	(1,574)	0	0	0	0	0	0	0	45,000	(9,188)	0	35,812		

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.

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 life	Rate
Programme development	5 years	20%
Computer software	5 years	20%
Intellectual property	5 years	20%
Website	3 years	33.33%

Accounting Policy

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 (2017: \$nil).

During the year \$nil of intangible assets were impaired (2017: \$4k).

There were contractual commitments of \$355k for the ongoing Programme Development (2017: \$386k).

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:

	2018 \$'000	2017 \$'000
Programme development	997	514
Computer Software	116	0
Website	8	0
Balance 31 December	1,120	514

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 1/1/18 \$'000	Accumulated amortization & impairment 1/1/18 \$'000	Carrying amount 1/1/18 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Adjustments \$'000	Amortization \$'000	Cost/ revaluation 31/12/18 \$'000	Accumulated amortization & impairment 31/12/18 \$'000	Carrying Amount 31/12/18 \$'000
Programme Development	1,208	(911)	297	0	0	0	0	(112)	1,208	(1,023)	185
Computer Software	1,973	(1,895)	78	0	0	0	0	(51)	1,973	(1,947)	26
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	514	0	514	606	0	0	0	0	1,120	0	1,120
Total Intangibles	4,798	(3,909)	889	606	0	0	0	(163)	5,404	(4,073)	1,331
	Cost/ Valuation 1/1/17 \$'000	Accumulated amortization and impairment 1/1/17 \$'000	Carrying amount 1/1/17 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Adjustments \$'000	Amortization \$'000	Cost/ revaluation 31/12/17 \$'000	Accumulated amortization & impairment 31/12/17 \$'000	Carrying Amount 31/12/17 \$'000
Programme Development	987	(819)	168	233	0	(2)	0	(102)	1,208	(911)	297
Computer Software	1,973	(1,821)	152	0	0	0	0	(75)	1,973	(1,895)	78
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	228	0	228	288	0	(2)	0	0	514	0	514
Total Intangibles	4,291	(3,743)	548	521	0	(4)	0	(177)	4,798	(3,909)	889

10. Payables

Short-term payables are recorded at the amount payable.

Breakdown of payables and further information	2018	2017
	\$000	\$000
<i>Payables under exchange contracts</i>		
Creditors	654	1,378
Accrued expenses	2,946	2,893
Contract retentions	8	10
Total payables under exchange contracts	3,608	4,281
<i>Payables under non-exchange contracts</i>		
Amounts due to TEC	2,784	316
GST payable	620	525
Total payables under non-exchange contracts	3,404	841
Total payables	7,012	5,122

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 \$2784k in respect of non-exchange transactions with TEC (2017: \$316k)

11. Deferred revenue

Breakdown of deferred revenue and further information	2018	2017
	\$000	\$000
Tuition fees	1,086	982
Research contracts	0	56
Total other financial assets	1,086	1,038

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.

Deferred revenue from research contracts includes both liabilities recognised for research funding with unsatisfied conditions (non-exchange contracts) and liabilities for exchange research funding received in excess of costs incurred to date on the required research.

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 year in which the employee provides the related service are measured 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 and an expense are recognised for bonuses where there is a contractual obligation or where there is a past practice that has created a constructive obligation and a reliable estimate of the obligation can be made.

12. Employee entitlements (continued)

Presentation of employee entitlements

Sick leave, annual leave, and vested long service leave are classified as a current liability. 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	2018 \$000	2017 \$000
Current portion		
Accrued pay and PAYE	496	551
Annual leave	1,603	1,287
Sick leave	23	19
Provision for restructuring	256	0
Total current portion	2,378	1,857
Total employee entitlements	2,378	1,857

13. Contingencies

Contingent Assets

The Wānanga has no contingent assets (2017: \$nil).

Contingent Liabilities

The Wānanga has contingent liabilities of \$90k (2017: \$50k) for miscellaneous legal matters.

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 (including 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.

14. Equity (continued)

Accounting Policy (continued)

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.

Breakdown of equity and further information	2018 \$000	2017 \$000
General funds		
Balance at 1 January	48,950	48,689
Surplus / (deficit) for the year	(2,960)	261
<i>Balance at 31 December</i>	45,990	48,950
Revaluation reserve		
Balance at 1 January	5,909	6,344
Impairment of revalued assets	0	(435)
Net revaluation gain / (loss)	4,244	0
<i>Balance at 31 December</i>	10,153	5,909
Restricted reserves		
Balance at 1 January	152	514
Movement in research accounts	0	1
Movement in other accounts	18	(363)
<i>Balance at 31 December</i>	170	152
Total equity	56,313	55,011
The property revaluation reserve consists of		
	2018 \$000	2017 \$000
Land (owned)	2,526	410
Land (leased)	583	454
Buildings (including infrastructure)	6,948	4,949
Cultural assets	96	96
Total revaluation reserves	10,153	5,909

Capital contributions

Capital contributions received during the year from the Crown were \$nil (2017:\$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.

14. Equity (continued)

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

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

	2018	2017
Council members		
Full-time equivalent members	12.0	12.0
Remuneration	\$176,214	\$178,271
Executive Management Team, including the Chief Executive		
Full-time equivalent members	6.0	5.0
Remuneration	\$1,138,358	\$1,116,506
Total full-time equivalent members	18	17
Total key management personnel compensation	\$1,314,572	\$1,294,778

There were 6 full-time equivalent Executive management team members employed during the year (2017: 5).

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

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

The amounts in this table do not include a \$6,936 payment in advance to Council member M Dodd for services to be provided in 2019.

16. Events after the balance date

There were no events after the balance date.

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:

	2018 \$000	2017 \$000
Financial Assets		
Loans and receivables		
Cash and cash equivalents	2,508	4,054
Receivables	7,293	6,495
Other financial assets	15,716	15,592
Total loans and receivables	25,517	26,141
Financial Liabilities		
Payables at amortised cost	7,012	5,122
Total financial liabilities at amortised cost	7,012	5,122

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 of 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.

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.

17. Financial instruments (continued)

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:

	2018 \$000	2017 \$000
Counterparties with Credit Ratings		
Cash at bank and term deposits		
AA-	18,224	19,646
Total cash at bank and term deposits	18,224	19,646
Counterparties without Credit Ratings		
Receivables		
Existing counterparty with no defaults in the past	7,293	6,495
Total receivables	7,293	6,495

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.

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 undiscounted contractual 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
2018							
Payables	7,012	7,012	7,012	0	0	0	0
Total	7,012	7,012	7,012	0	0	0	0
2017							
Payables	5,122	5,122	5,122	0	0	0	0
Total	5,122	5,122	5,122	0	0	0	0

17. Financial instruments (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:

Interest Rate Risk	2018 \$'000				2017 \$'000			
	-50bps		+150bps		-50bps		+150bps	
	Surplus	Other equity	Surplus	Other equity	Surplus	Other equity	Surplus	Other equity
Financial assets								
Cash and cash equivalents	(13)	0	38	0	(20)	0	61	0
Total Sensitivity	(13)	0	38	0	(20)	0	61	0

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 recognised was \$4.2 million less than budgeted because of fewer enrolments.

Tuition fees

Tuition fee revenue was \$0.7 million less than budgeted. 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.

Other expenses

Other expenses was \$0.9 million less than budgeted due to fewer enrolments which resulted in lower course-related expenses.

Property revaluations

Land, buildings and infrastructure were revalued, increasing the carrying value by \$4.2 million.

Statement of financial position

Receivables

Receivables are lower than budgeted by \$0.4 million, mainly because of a reduction in the estimated amount of SAC funding due from TEC at the year end. This debt arises because of the timing difference between revenue recognised by the Wananga and cash received from TEC. The actual value at the year end is lower than budgeted because of the lower enrolments.

18. Explanations of major variances against budget (continued)

Other Financial Assets

Other Financial assets, as represented by short term deposits, are higher than budget by \$1.5 million due to surplus cash as a result of an increase in the volume of payables at the balance date.

Property, plant and equipment

The value of property, plant, and equipment is \$4.6 million higher than budget. This is due to the revaluation of land, buildings and infrastructure which added \$4.2 million to the carrying value, plus unbudgeted purchases of property, plant, and equipment.

Intangible assets

The value of intangible assets is \$0.9 million less than budget due to postponement of several capital projects.

Payables

Payables are greater than budgeted by \$3 million. The majority of this increase relates to an unbudgeted \$2.8 million owed to TEC at the year end.

General funds

General funds are less than budget by \$3.7 million due to the surplus being less than budgeted.

Property revaluation reserve

All land, buildings and infrastructure were revalued this year, increasing the carrying value by an unbudgeted \$4.2 million.

Statement of movements in equity

Total equity is greater than budgeted by \$0.6 million. The explanations provided above for general equity and property revaluation reserves explain this variance.

Statement of cash flows

Receipts from government grants

Receipts from Government Grants are less than budgeted by \$1.2 million due mainly to a reduction in the budgeted amount due from TEC at the balance date.

Receipts from other revenue

Receipts from other revenue are less than budgeted by \$0.8 million due to a combination of a reduction in contract revenue and an increase in other receivables at the balance date.

Payments to suppliers

Payments to suppliers are less than budgeted by \$1.5 million due to a combination of lower course-related expenses resulting from lower enrolments, and an increase in the level of payables at the balance date.

Purchase of intangible assets

Purchase of intangible assets are \$1.1 million lower than budgeted due to postponement of capital projects.

Acquisition of term deposits

Acquisition of term deposits are greater than budgeted by \$1.4 million due to surplus cash as a result of reduced expenses and an increase in the level of payables at the balance date.



Statement of Service Performance

The Statement of Service Performance details the performance of Te Whare Wānanga o Awanuiārangi against the commitments in our 2017 - 2018 Investment Plan, as negotiated with the Tertiary Education Commission (TEC), as contributing to the priorities in the Tertiary Education Strategy.

Te Whare Wānanga o Awanuiārangi Investment Plan 2017 - 2018 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 Awanuiārangi 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, 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 2018 towards these desired outcomes.

By delivering on our strategic goals, Awanuiārangi 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.

The Statement of Service Performance consists of two parts: performance commitments identified by 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.

Note: The 2018 educational performance results are based on data from our Student Management System as at 9 April and therefore should be considered interim. Educational Performance results are finalised following submission of our April Single Data Return (SDR) to TEC. The 2017 educational performance results are sourced from our 2017 Annual Report.

TEC PERFORMANCE COMMITMENTS

Participation

Indicator	Age	Ethnicity	Level	2017 Result	2018 Plan	2018 Result ⁴
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori at level 3 and above	All	Māori	L03 Plus Register Levels	89%	90%	83%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori at level 4 and above	All	Māori	L04 Plus Register Levels	71%	80%	63%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pasifika at level 3 and above	All	Pasifika	L03 Plus Register Levels	3%	4%	2%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pasifika at level 4 and above	All	Pasifika	L04 Plus Register Levels	2%	4%	1%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25 at level 3 and above	Under 25	All	L03 Plus Register Levels	17%	25%	13%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25 at level 4 and above	Under 25	All	L04 Plus Register Levels	12%	25%	10%
The number of international student EFTS	All	All	All	15	15	16
The amount of External Research Income earned	All	All	All	494	180	576
The number of Research Degrees completed	All	All	All	25	30	27

⁴ As at 9 April 2018, educational performance results are interim only. Some student results continue to be processed beyond this date and some measures are reliant on final information from other providers. Following submission of our April SDR, final results for 2018 are made publicly available by the Tertiary Education Commission.

Commentary

Participation – Awanuiārangī did not achieve the 2018 participation targets agreed with TEC. Factors that contributed to these results include:

- Māori participation (Level 3 + and Level 4 +) is calculated as a proportion of total EFTS delivered at Awanuiārangī, inclusive of Level 1 and Level 2. An increase in delivery at Level 1 and Level 2 from 115 EFTS in 2017 to 205 EFTS in 2018 meant that Māori EFTS accounted for a smaller proportion of our total SAC eligible EFTS in 2018. All Level 1 and Level 2 EFTS are delivered through Te Pokaitahi Reo (Kaupae 1 and 2) which tend to have a higher proportion of non-Māori students i.e. Māori constitute only 74% of students enrolled in Level 1 and 2.
- EFTS consumed by Pasifika students decreased between 2017 and 2018 (from 79 EFTS to 65 EFTS). Coupled with an increase in Level 1 and Level 2 EFTS (which tend to have a smaller proportion of Pasifika students), Pasifika EFTS accounted for a smaller proportion of our total SAC eligible EFTS in 2018. Fluctuations in our educational performance results for Pasifika students (including participation) can fluctuate significantly from year to year, due in large part to the small number of total Pasifika EFTS delivered at Awanuiārangī.
- The total number of EFTS consumed by students aged under 25 years also decreased between 2017 and 2018 (from 424 EFTS to 314 EFTS). Although this decrease was impacted by increased delivery at Levels 1 and 2, Awanuiārangī is concerned about the low rates of engagement of young people. Staff are investigating factors that might be contributing to this result, including whether our programmes and delivery models are well-aligned to the needs of younger learners. We expect to develop a Rangatahi Strategy as an outcome of this work.

International Student EFTS – 2018 international student EFTS were slightly above the 2017 numbers as well as the target set for 2018 – 16 EFTS compared with 15 EFTS. We did expect to see a greater increase in international student enrolments in 2018, however delays in establishing a mechanism for payment of fees meant that additional cohorts were put on hold. With a more seamless process in place for 2019, we expect international EFTS to increase accordingly.

External Research Income – Awanuiārangī is pleased with the 14% increase in external research income generated in 2018 - \$576,000 compared to \$494,000 in 2017. The 2018 result also exceeded the target set which was \$180,000. The appointment of an Executive Director - Research and Innovation in 2017 and a continued focus on securing external funds to grow our institutional research capability were instrumental in the positive progress made. We expect this trend to continue in 2019, as we look to develop a five-year research strategy to accelerate our research capability and activity into the future.

Research Degrees – In 2018, 27 post-graduate students successfully completed a research degree qualification – nine PhDs, five Post-Doctorates, and 13 Masters. Although our 2018 result was slightly below the target of 30 research degree completions, it does represent an increase on the previous year – 25 completions in 2017. It is also satisfying to see more graduates from our Professional Doctorate programmes, as well as the second graduate from our international cohorts.

An area of focus for the School of Indigenous Graduate Studies in 2019 is increasing the number of qualification completions in our Masters of Indigenous Studies and Masters of Māori Studies. Most of our students are engaged in full-time employment and have whānau responsibilities on top of study. These pressures can often mean that students take longer to complete their qualification. Staff are exploring strategies to improve academic counselling, supervision and support mechanisms to encourage students towards a timely completion.

Course completions

Indicator	Age	Ethnicity	Level	2016 Result	2017 Plan	2017 Result ⁵
The successful course completion rate for all students (SAC Eligible EFTS) at level 3 and above	All	All	L03 Plus Register Levels	71%	82%	60%
The successful course completion rate for all students (SAC Eligible EFTS) at level 4 and above	All	All	L04 Plus Register Levels	73%	82%	61%
The successful course completion rate for Māori students (SAC Eligible EFTS) at level 3 and above	All	Māori	L03 Plus Register Levels	71%	82%	59%
The successful course completion rate for Māori students (SAC Eligible EFTS) at level 4 and above	All	Māori	L04 Plus Register Levels	73%	82%	60%
The successful course completion rate for Pasifika students (SAC Eligible EFTS) at level 3 and above	All	Pasifika	L03 Plus Register Levels	64%	82%	66%
The successful course completion rate for Pasifika students (SAC Eligible EFTS) at Level 4 and above	All	Pasifika	L04 Plus Register Levels	68%	82%	69%
The successful course completion rate for students (SAC Eligible EFTS) aged under 25 at level 3 and above	Under 25	All	L03 Plus Register Levels	73%	82%	55%
The successful course completion rate for students (SAC Eligible EFTS) aged under 25 at Level 4 and above	Under 25	All	L04 Plus Register Levels	74%	82%	56%

⁵ As at 9 April 2018, educational performance results are interim only. Some student results continue to be processed beyond this date and some measures are reliant on final information from other providers. Following submission of our April SDR, final results for 2018 are made publicly available by the Tertiary Education Commission.

Commentary

Awanuiārangī did not achieve the course completion targets agreed with TEC. Although a few programmes experienced a dip in their course completion rates in 2018, two key factors contributed to the sharp decline in our institutional performance:

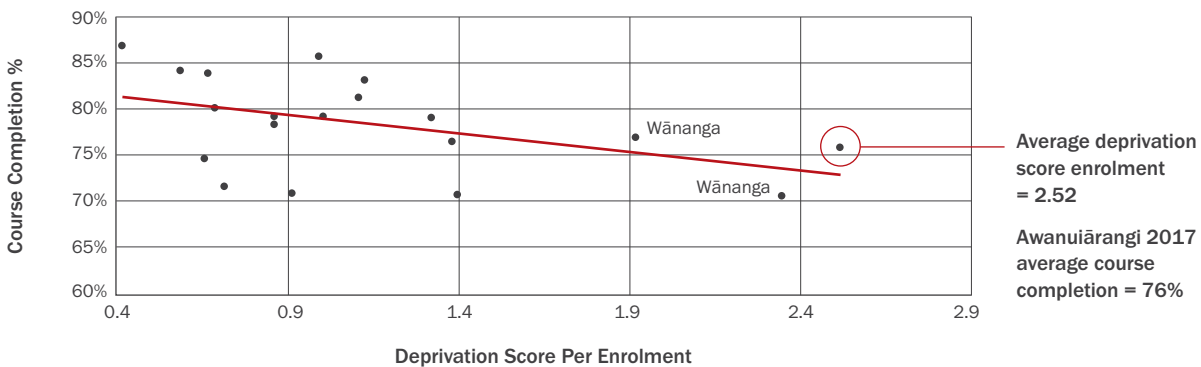
Low completion rates for high-EFTS attracting programmes contributed to an overall decrease in our institutional course completions result. These programmes are marae-based (exclusively) and delivered throughout the year i.e. multiple, rolling cohorts. Awanuiārangī is conducting an internal programme review to better understand the issues contributing to low performance including: the duration of the qualification, model of delivery and pedagogical approaches and students' understanding of the commitment involved e.g. workload.

Reliance on interim rather than final results. To meet the Annual Report timeframe, our completion results are typically based on interim results from Artena - our Student Management System (i.e. as at 9 April). Given educational performance is not finalised until the April SDR, we expect our final position for 2018 to be an improvement on the data shown above. While we face this situation every year, extraordinary delays in the processing of results for marae-based programmes has meant that the gap between our interim and final position is significant.

At a system level, Awanuiārangī has raised concerns about the inequitable impact of the EPIs regarding our distinct role and responsibilities as a Wānanga. Our student profile presents unique challenges, often compounded by continued Māori under-development at secondary school. While we provide additional support to bridge the significant learning gap many Māori students experience when engaging in tertiary education, it can take longer for some students to attain a qualification. However, the 'distance travelled' (progress) by our students can be seen when educational performance is considered against the average deprivation score per enrolment.⁶

In 2017 our course completion rate was 76% and our average deprivation score per enrolment was 2.52. Although our institutional course completion rate was lower than other ITPs and Te Wānanga o Aotearoa, our average deprivation score per enrolment was the highest compared with the ITP and Wānanga sectors. The line of best fit (trend line) shows that given the average deprivation score per enrolment, our 2017 course completions were above the trend.

2017 EPI results vs. deprivation measure



⁶ The student characteristics include: Ethnicity recorded as Maori or Pacific, Age recorded as over 35, Previous qualification recorded as no formal qualifications, Prior activity recorded as unemployed or beneficiary, Disability recorded as yes.

Qualification completions

Indicator	Age	Ethnicity	Level	2017 Result	2018 Plan	2018 Result ⁷
The qualification completion rate for all students (SAC Eligible EFTS) at level 3 and above	All	All	L03 Plus Register Levels	56%	60%	54%
The qualification completion rate for all students (SAC Eligible EFTS) at level 4 and above	All	All	L04 Plus Register Levels	56%	60%	55%
The qualification completion rate for Māori students (SAC Eligible EFTS) at level 3 and above	All	Māori	L03 Plus Register Levels	56%	60%	53%
The qualification completion rate for Māori students (SAC Eligible EFTS) at level 4 and above	All	Māori	L04 Plus Register Levels	56%	60%	54%
The qualification completion rate for Pasifika students (SAC Eligible EFTS) at level 3 and above	All	Pasifika	L03 Plus Register Levels	67%	60%	63%
The qualification completion rate for Pasifika students (SAC Eligible EFTS) at level 4 and above	All	Pasifika	L04 Plus Register Levels	81%	60%	63%
The qualification completion rate for students (SAC Eligible EFTS) aged under 25 at level 3 and above	Under 25	All	L03 Plus Register Levels	50%	60%	37%
The qualification completion rate for students (SAC Eligible EFTS) aged under 25 at level 4 and above	Under 25	All	L04 Plus Register Levels	54%	60%	34%

⁷ As at 9 April 2018, educational performance results are interim only. Some student results continue to be processed beyond this date and some measures are reliant on final information from other providers. Following submission of our April SDR, final results for 2018 are made publicly available by the Tertiary Education Commission.

Commentary

As an institution that delivers qualifications from level 1 to 10, our qualification completion rates do fluctuate from year to year depending on the proportion of students enrolled in multi-year programmes i.e. programmes where we do not expect students to complete within 12 months.

Despite the impact of multi-year programmes, Awanuiārangī is not satisfied with our 2018 results. While we did not achieve most of the qualification completion targets agreed with TEC (except for our Pasifika qualification completion targets), our results were similar to the previous year. The impact of lower course completions, particularly at certificate level, has contributed to the lower than expect performance in qualification completions. The factors contributing to this situation are well articulated in the commentary about course completions. On a positive note, results yet to be processed are likely to see a positive shift in our final qualification position for 2018.

Progression and Retention⁸

Indicator	Age	Ethnicity	Level	2016 Result	2017 Plan	2017 Result
The student progression rate for students (SAC Eligible student count) at level 1 to 3, to a higher level	All	All	L01-03 Register Levels	59%	60%	59%
The student progression rate for Māori students (SAC Eligible student count) from level 1 to 3, to a higher level	All	Māori	L01-03 Register Levels	60%	60%	60%
The student progression rate for Pasifika students (SAC Eligible student count) from level 1 to 3, to a higher level	All	Pasifika	L01-03 Register Levels	26%	60%	56%
The student retention rate for all students (SAC Eligible student count) at level 3 and above	All	All	L03 Plus Register Levels	66%	65%	80%
The student retention rate for Māori students (SAC Eligible student count) at level 3 and above	All	Māori	L03 Plus Register Levels	66%	65%	81%
The student retention rate for Pasifika students (SAC Eligible student count) at level 3 and above	All	Pasifika	L03 Plus Register Levels	69%	65%	75%

⁷ The student progression results are based on data submitted to TEC in December Single Data Return.

Commentary

Progression

Students progressing to higher levels of study is a focus for Awanuiārangī, with staff continuing to strengthen and align programme pathways with the priorities and aspirations of the communities we serve. In this regard, our 2018 results were just below the progression target for all students and at target for Māori students – mirroring our 2017 performance. The Pasifika student progression rate improved in the last year – from 26% in 2017 to 56% in 2018. It is important to note that our educational performance results for Pasifika students can fluctuate from year to year due to the small number of total Pasifika EFTS delivered at Awanuiārangī.

Moving forward, our focus is on encouraging more students completing Level 3 qualifications to pathway into Level 4 and above. We are pleased with progression rates at Level 1 (81%) and Level 2 (72%), however we are exploring strategies to see a larger number of Level 3 students progress to higher levels of study (53%).

Retention

Our 2018 retention rates not only exceeded the targets but also reflect an increase on previous year performance. Retention is an important measure for Awanuiārangī in terms of being able to gauge how well we are performing in our efforts to support students through to completion. Progress made to date has been driven by a commitment to enhancing students' educational experiences through greater access to online learning opportunities, expanded student learning support and programme provision aligned to the demonstrated need and aspirations of our communities.

TE WHARE WĀNANGA O AWANUIĀRANGI PERFORMANCE COMMITMENTS⁹

Indicator	2017 Result	2018 Result
PARTICIPATION		
EFTS	2,521	2,303
ACE funding	488	446
Total	3,009	2,749
% of student with highly rated satisfaction	96% - 98%	98% - 99%
NZQA accreditation of relevant programmes	100%	100%
NZQA EER	Confident	Confident
FINANCIAL		
Net surplus as % of revenue (before tax)	0.9%	-10.3%
Net cashflow from operations (operating case receipts)	107.9%	101.5%
Liquid funds (total cash balances / operating cash outflows)	11%	8.4%
3-year average return on PPE and intangible assets	2.5%	0.1%
TEO risk rating against the financial monitoring framework	Low	Low
CULTURAL		
Number of staff who have a level of fluency in te reo	81%	Data not collected
Number of staff who participate with iwi/marae		
Number of staff who know their marae		
Number of students who participate in leadership roles with their marae/hapū or lwi		

⁹ The 2017-2018 Investment Plan does not include targets for the performance commitments and no internal targets were set for these measures.

Commentary

Participation

EFTs and ACE Funding – Awanuiārangi is disappointed with our final EFTS position for 2018, which represents a decrease of 9% on the previous year – 2,303 EFTS compared with 2,521 EFTS in 2017. Several factors contributed to the shortfall in EFTS consumed, as detailed below:

- Lower than expected enrolments across our whole portfolio of provision, similar to other tertiary education institutions.
- Delays in start dates due to changes in the Regional Co-ordinator roles for our marae-based Te Pouhono suite of programmes
- Delays in the development and approval of new qualifications expected to offset the impact of declining and expiring qualifications e.g. Bachelor of Maturanga Māori, Certificate of Te Wai Māori (Freshwater Management).

In terms of ACE funding, our 2018 result was lower than the previous year – 446 EFTS compared with 488 EFTS in 2017. However, this was largely outside of our control due to a reduction in our ACE funding allocation from TEC. In fact, our total ACE funding allocation for 2018 was only 426 EFTS. While Awanuiārangi was able to negotiate additional EFTS with TEC based on demonstrated need, we did not receive the full amount requested.

Student Satisfaction – Student surveys provide valuable information about the experiences of our students while they are studying with us. In 2018, 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. Similar to 2017, we continue to be heartened by the positive feedback received from our students – with a 99% agreement rating for course evaluations and a 98% agreement rating for kaiako (teacher/lecturer) evaluations.

NZQA Accreditation – All programmes delivered at Awanuiārangi in 2018 were NZQA accredited.

EER Rating – Awanuiārangi underwent an EER by NZQA in 2016, achieving Confident in Educational Performance and Confident in Self-Assessment.

Financial

Surplus – Gross margin target not achieved. Due to lower student enrolments, student revenue was \$4.9 million less than budgeted. Although course-related costs were lower due to delivering to fewer EFTS, the \$1.2 million savings in expenditure was not enough to fully offset the revenue shortfall, resulting in a declared deficit.

Cash flow ratio – Net cash flow target not achieved. As noted above, due to lower student enrolments, cash inflows from student-related revenue was down. Although cash inflow from interest received was up and course-related cash outflows were down, they were not enough to fully offset the reduced cash inflows.

Liquid funds ratio – Liquid funds ratio achieved. Cash outflows were lower than anticipated due to lower delivery costs. Cash and cash equivalents at the balance date were lower than budget due to lower cash inflows. The effect of the reduction in cash outflows outweighed the impact of the lower cash balances.

Return on PPE – not achieved. A deficit this year, following a reduced surplus last year adversely affected the average 3-year return on PPE

TEO risk rating – achieved. Despite not achieving a surplus for the first time in 7 years, maintaining a strong assets base and ongoing improvements in our control environment is reflected in the “low” TEO risk rating.

Cultural

Staff fluency – Information about staff fluency in te reo Māori was not collected in 2018. However, we remain committed to ensuring all staff have the opportunity to grow their understanding and proficiency over time. In this regard, staff are encouraged to participate in our Te Pokaitahi Reo suite of programmes, as well as grow their confidence and competence in engaging in practices important to maintaining the cultural integrity of Te Whare Wānanga o Awanuiārangī e.g. powhiri, waiata. In 2018 we launched our Māori Language Strategy: Nga Parirau o te Reo. We are only tertiary institution who has developed and are currently implementing this type of comprehensive Māori language strategy.

Staff and student participation with their marae/hapū or iwi – As noted in our 2017 Annual Report, a decision was made not to collect data on staff or student participation with their marae/hapū. Ongoing work with the other two wānanga and TEC around developing a Wānanga Outcomes Framework superseded the development of these measures. Moreover, it was acknowledged that these measures needed reworking to better reflect our focus on cultural citizenship. This work has been incorporated into the Outcomes Framework featured in our 2019 – 2021 Investment Plan.







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