



# Annual Report 2020



## Our Vision

Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga. Whakakīia 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.

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



## Kaitiakitanga

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

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



## Whanaungatanga

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

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



## Pūmautanga

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

Pūmautanga is to be steadfast and committed to doing the right thing, in the right way, in all that we do with and for Te Whare Wānanga o Awanuiārangī. 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 Awanuiārangī are leaders, decision-makers and the navigators of our journey. We acknowledge that although we each have different roles to play, we will always inspire and lead ourselves, each other and our students with a generous heart, mind and spirit, and with integrity and humility. In doing so, we will be accountable, honest and ethical in all aspects of our academic, administrative and general responsibilities and work.

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# 2020 AT A GLANCE

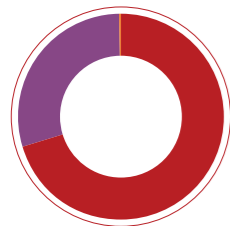


**TOTAL STUDENT POPULATION**  
**2,981**



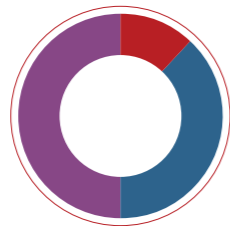
**TOTAL EFTS**  
**1,893**

## STUDENT POPULATION



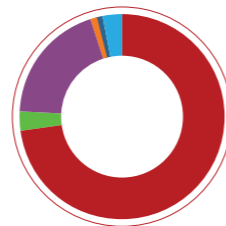
### Gender

- 70.55% - Female
- 29.42% - Male
- 0.03% - Diverse



### Age

- 12% - 15-24 years
- 38% - 25-39 years
- 50% - 40 years and over



### Ethnicity\*

- 73% - Māori
- 3% - Pasifika
- 19% - NZ Pākehā
- 1% - Asian
- 1% - European
- 3% - Middle Eastern/Latin American/African/Other

\* Students may identify with more than one ethnicity.

## EDUCATION PERFORMANCE

84%

84% of students retained after their first year of study in Te Tohu Paetahi Ako: Bachelor of Education (Teaching)

83%

83% of students studying Te Pokaitahi Reo Māori (Rumaki) (Te Kaupae 5) progressed to higher level study

83%

83% course completion rate Te Ohanga Mataora: Bachelor of Health Sciences Māori Nursing

84%

84% of students enrolled at Levels 6 completed their qualification on time

## STUDENT SATISFACTION

96%

96% of students surveyed reported that their programme improved their understanding of Te Ao Māori and Mātauranga Māori

94%

94% of students surveyed reported that their programme improved their ability to contribute to their whānau, hapu, iwi or wider community

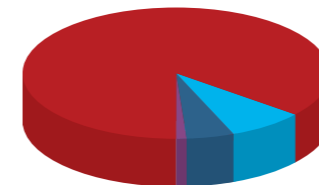
96%

96% of students surveyed were satisfied with their programme

\* The statistics are as at 1 March 2021 for the 2020 year.

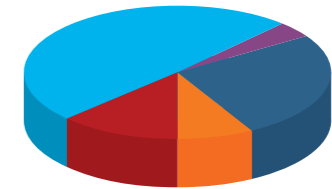
## EFTS BY SOURCE OF FUNDING

- 86% - SAC L3+
- 8% - SAC L1 and L2
- 5% - ACE
- 1% - International and Domestic Fee-Paying Students



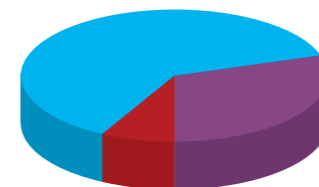
## EFTS BY LEVEL OF STUDY

- 13% - Level 1/2
- 49% - Level 3/4
- 4% - Level 5/6
- 26% - Level 7/8
- 8% - Level 9/10



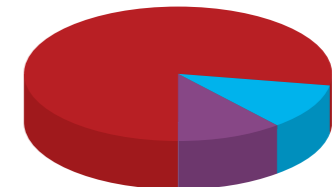
## EFTS BY SCHOOL

- 8% - School of Indigenous Graduate Studies
- 62% - School of Undergraduate Studies
- 30% - School of Iwi Development



## REVENUE

- 78% - Government funding
- 11% - Tuition fees
- 11% - Other revenue



# COUNCIL CHAIR'S REPORT

**“E ngā Minita o te Mātauranga, koutou ngā mema o Te Pāremata o Aotearoa tēnei te tuku atu ki a koutou te puronga-a-tau a Te Whare Wānanga o Awanuiārangī. Kei roto i tēnei puronga ngā mahi i mahia, ngā piki me ngā heketanga i pā mai ki tō mātou tipuna ki a Awanuiārangī. Anei ngā moemoeā i whakatinanahia ahakoa ngā uauatanga o te wā. Anei, ka horahia atu ki a koutou. Tēnā koutou, tēnā koutou, tēnā koutou katoa.”**

Te Mana Whakahaere o Awanuiārangī of Te Whare Wānanga o Awanuiārangī presents the 2020 Annual Report. In accordance with the *Education and Training Act 2020*, Awanuiārangī remains committed to teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuatanga according to tikanga Māori. Tertiary education remains a pivotal pathway to move our communities away from the deleterious effects of confiscation and colonisation generally, to empower taurira to meet their future challenges with confidence. Our mission is for taurira to reclaim their intellectual traditions and stand with the skills and expertise as bi-cultural citizens within te ao Māori and te ao Pākehā for the benefit of the whole community.

## BACKGROUND

Awanuiārangī was formally established by Ngāti Awa on 11 February 1992. Official recognition under the *Education Act 1989* then followed in 1997. We have operated for twenty-eight years across Aotearoa, disseminating rangahau informed teaching regarding āhuatanga Māori according to tikanga Māori. Our relationship with Ngāti Awa is underpinned by whakapapa through our eponymous ancestor, Awanuiārangī. Ngāti Awa continues to provide support and resources adding to the dissemination of mātauranga Māori as we seek to maintain our vision - Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga: pursue knowledge to the greatest depths and its broadest horizons. Our main campus in Whakatāne began with two prefabricated classrooms sited on Ngāti Awa whenua, and now spans two additional campuses and is augmented by the delivery of programmes across hundreds of marae and accredited teaching and learning sites. Our constitution also acknowledges the role of Ngāti Awa through the appointment of six persons of Ngāti Awa descent to the Council.

## GOVERNANCE

### RETIREMENTS

The vision to establish a Whare Wānanga in Whakatāne originated with Distinguished Professor Tā Hirini Mead. As founding members, alongside Dr Joe Mason and the late Peter McLay, they were appointed by Ngāti Awa to the Establishment Committee in 1987 and served continuously and with distinction since that time. Tā Hirini retired as chairperson and from the Council in August 2020, at the age of ninety-four, thirty-three years after the Establishment Committee was created. Dr Hōhepa Mason (Hon. Causa) and Dr Te Kei Merito (Hon. Causa), another longstanding Ngāti Awa council member, also retired in September 2020.

### TE TOI APĀRANGI

In recognising the incomparable expertise of Tā Hirini, Dr Mason and Dr Merito, they were then appointed by the Council to Te Toi Apārangī. This advisory board was established to provide advice to the Council and the Chief Executive regarding

mātauranga Māori, te reo, tikanga, kawa and any other matters that concern Awanuiārangī. Tā Hirini was also appointed as the inaugural Writer in Residence. The transition of the Ngāti Awa representatives who retired and the new appointments was a seamless process that also recognised the significant contribution of the three retiring kaumātua of Awanuiārangī by ensuring that their lifetimes' accumulated experience was not lost to this institution.

## APPOINTMENTS

The Council consists of six Ngāti Awa representatives, four ministerial appointees and two co-opted members. The appointment of Professor Linda Smith, Mr Brian Tunui and Ms Tania Rangihueua as Ngāti Awa representatives to the Council during the year in review has enhanced our gender diversity and skills-based representation while following a careful succession plan to minimise disruption during a period of global and national uncertainty with Covid-19. Professor Smith is one of the most influential internationally recognised Māori scholars of the twenty first century. At the forefront of Māori and indigenous educational initiatives, she has garnered numerous accolades for her leadership, scholarly knowledge and outstanding research. Mr Tunui is a chartered accountant with proficiency and skills in business and risk from both a corporate and iwi perspective. In 2019, Mr Tunui was appointed chairperson of the Finance Audit and Risk Committee. Ms Rangihueua is an academic whose research informs Māori and Women's Studies. She is also the Principal of Te Kura Māori o Waatea in Auckland and holds governance roles in the health, social and media sectors. In addition, after the retirement of Tā Hirini, Professor Smith and Rauru Kirikiri were appointed co-Deputy Chairpersons.

## COVID-19

2020 was a year of international turmoil like no other. Beginning in March, significant restrictions were imposed, and our international borders were closed. Aotearoa endured the volatility of job losses, businesses closing or downsizing, and the ongoing disruption caused by the moving in and out of alert levels across regions. The effects of

the mate urutā reverberated across hāpori, marae and this Wānanga, affecting the tikanga and kawa of te ao Māori. Bubbles, physical distancing and restrictions on gatherings were implemented, testing the fundamental concepts of our Ūara or values such as tika, pono, and aroha and the application of manaakitanga and whanaungatanga. Existing social inequities, access to health care, healthy affordable kai and other necessities underscored the struggle for many within our communities. Some of our taura had limited or no access to digital connectivity within their kainga adding to their trauma and impacting upon their learning. Solutions by government to stem the immediate and long-term impact of the mate urutā on Awanuiārangi continue to be implemented including Technology Access Fund for Learners (TAFL) and Hardship Fund for Learners (HAFL).

## TEACHING AND LEARNING

Our programme delivery, particularly for Te Pouhono and Adult Community Education (ACE) was detrimentally affected by the alert level rules. To lessen the impact, we implemented our own CIMS COVID-19 Response Team utilising mātauranga Māori and kaupapa Māori to develop solutions for our teaching and learning frameworks, deploying a blended learning delivery model and increasing our pastoral care of taura in an effort to maintain a culture of excellence. New cohorts from the New Zealand Police and Taranaki District Health Board commenced their journeys on Te Pōkaitahi Reo. In 2020 the NZQA approved the Bachelor of Mātauranga Māori, Bachelor of Environmental Studies and the New Zealand Diploma in Radio Broadcasting. The Tertiary Education Commission (TEC) guaranteed Awanuiārangi our Student Achievement Component (SAC) and Adult & Community Education (ACE) funding based on our original Investment Plan. Unfortunately, due to the effects of Covid-19, like other institutions, this placed Awanuiārangi at a disadvantage since we had employed more staff in anticipation of these new programmes commencing and with the projected growth within some of our existing courses. Related activities noted elsewhere within this report include the launch of a Mataatua Virtual Reality Project, combining new technologies with traditional Māori oral culture and the fourth National Robotics Scrimmage that engaged more than 700 young Māori students in science, technology, engineering and maths.

## RESEARCH AND INTERNATIONAL OUTREACH

A number of new research projects commenced in 2020 where expertise in mātauranga Māori became a pivotal factor in securing these contracts. Details are provided later in this report, including the Haumarū Tangata: a Kaupapa Māori intervention that will create a Health and Safety Framework for ACC to reduce workplace injury and death amongst Māori and a collaborative research into Rangatahi health and wellbeing approved by the Health Research Council. Mate urutā also delayed some research because of the connectivity to research participants or access to archival records outside the region.

## ORGANISATIONAL PERFORMANCE

A summary of the impact upon EFTs from 2019 to 2020 was a 20.5% decrease in EFTs participation; a 2,996 (490 EFTs) net reduction of the taura population of which 553 EFTs of the EFTs decline was in the School of Iwi Development (ACE/Te Pouhono/Kai Oranga/Wai Ora) across our marae delivery; with a decrease in the School of Indigenous Graduate Studies of 40 EFTs, with these decreases offset by an increase of 103 EFTs in the School of Undergraduate Studies.

The diminution of EFTs contributed to a \$0.25 million reduction in student-derived revenue and \$0.885 million increase in retaining staff which is discussed elsewhere in this report. We report an operating loss of \$1.532 million. Our balance sheet remains strong with \$63.503 million in total assets (\$63.347 million in 2019) and \$57.502 million in Net Equity (\$53.632 million in 2019).

## RELATIONSHIPS

Awanuiārangi maintained existing relationships while fostering new connections including the Affiliated Tribes of Northwest Indians and domestically with Massey University (CORE Bid), Te Puna ora o Mataatua and Te Pihopatanga o Te Tai Tokerau. Other relationships are being nurtured to create future benefits for Awanuiārangi and our partners.

## TE TAU IHU O NGĀ WĀNANGA

With Te Wānanga o Aotearoa and Te Wānanga o Raukawa, we have been meeting regularly with Ministers and officials from the Ministry of Education (MOE), TEC, the New Zealand

Qualifications Authority (NZQA), Te Arawhiti and other agencies. A central and ongoing issue for discussions is the fact that Awanuiārangi has twenty-eight years of ongoing inequity relating to funding and research. We also seek to progress new governance arrangements where each wānanga will be independent and autonomous institutions in accordance with the promises of te tino rangatiratanga as set out in te Tiriti o Waitangi, while remaining within the NZQA and TEC qualifications and funding regimes.

## LEGISLATIVE REFORMS

In 2020, the government repealed the Education Act 1989 and replaced this with the Education and Training Act 2020 (Act). A particular amendment to s456 gave authority to the Minister, with some conditions, to allow Wānanga (s268 (2)(d)(ii)(B)) to apply, and if successful, to use protected terms, namely university. Under the Education Act 1989, Wānanga were restricted from using the equivalent Pākehā term “university” but mainstream Universities were not restricted from using the Māori equivalent term Whare Wānanga. This is an ongoing conversation.

## GRADUATION

One of the most important events of our academic year, graduation, has been celebrated by Awanuiārangi for the past twenty-seven years. The graduation ceremony and Town and Gown hiko for our graduands in 2019 was postponed and then cancelled because of mate urutā. There were 1,395 taura eligible to graduate. The Council also held an online-zoom graduation on the 6 May 2020, the first of its kind in Aotearoa. A degree was conferred on a taura living in Ahitereiria who could not return to Aotearoa because of the travel restrictions but required conferment to gain employment. The remainder of graduands in 2019 were conferred their tohu in absentia. Many taura who graduated held small ceremonies with their families and friends to celebrate their achievements. A formal recognition of our 2019 graduates will be held in 2021 alongside our 2020 graduates.

## HONORARY DOCTORATES

In October 2020, three Honorary Doctorates in Māori Development were awarded to Te Kei Merito ONZM (Ngāti Awa, Tūhourangi, Te Whānau-ā-Apanui, Ngāti Manawa, Ngāti Māhanga, Ngāti Rangatāua, Ngāti Pūkeko and Ngāti Hokopū)

for his distinguished leadership and service to his tribes, Māori, education, te reo and the environment; Dame Georgina Kingi DNZM (Ngāti Awa and Ngāti Pūkeko) for her lifetime service to Māori education, Māori leadership, te reo and Māori culture; and The Hon Justice Sir Joseph Williams KNZM (Ngāti Pūkenga and Te Arawa) for his services to his tribes, Māori and the law, te reo Māori and Māori legal education.

## CONCLUSION

While the mate urutā has had a universal impact across the global village, our resilience and determination to overcome the challenges of these times remains steadfast. Even so, the uncertainty of the pandemic looms over every community, every town and every village. Yet progress is constantly being made to limit and mitigate the effects of Covid-19. More than anything, our collective ability to adapt, to change and to recalibrate our thinking, our behaviours and our priorities will ensure our long term future, both as communities and as a wānanga.

Finally, thanks and acknowledgements must be given to Ngāti Awa, our taura and their whānau, the TEC, NZQA, MOE, the Council, Professor Wiremu Doherty, our management and kaimahi and all our stakeholders for navigating these uncertain and perilous waters. Our management and staff in particular must be acknowledged for their tireless determination to continue to provide leadership, expertise, guidance and support in our tertiary education space for our taura and their communities, both now and in the days yet to come.



**Judge L R Harvey**

**Chairperson**  
PhD (AUT), D.MD (Hon. Causa), MComLaw,  
LLB (Auckland)

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

# GOVERNANCE

Wānanga were constituted as tertiary education providers in 1997, under s268 of the Education and Training Act 2020. The Act states that Wānanga are distinguished through the provision of 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 a Council with the knowledge, skills and experience to ensure we deliver quality education provision in accordance with our distinct role and responsibilities as a Wānanga. Membership of our Council also recognises the special and ensuring relationship with Ngāti Awa and Mataatua iwi.



**Chair of Council**  
Judge Layne Harvey



**Deputy Chair of Council**  
Mr Rauru Kirikiri &  
Professor Linda Tuhiwai Smith

## Committees of Council

Council has four sub-committees to monitor and assist in the fulfillment of their responsibilities:



## COUNCIL MEMBERS RETIRED IN 2020



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



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



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

## TE WHARE WĀNANGA O AWANUIĀRANGI COUNCIL 2020



**Ms Natalie Coates**  
Ministry of Education  
Ngāti Awa, Ngāti Hine, Ngāti Tūwharetoa, Tūhourangi, Tūhoē, Te Whānau-ā-Apanui



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



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



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



**Mr Rauru Kirikiri (Deputy Chairperson)**  
Ministry of Education  
Te Whānau-ā-Apanui



**Mrs Tuihana Pooks**  
Ministry of Education  
Te Whānau-ā-Apanui



**Ms Tania Rangihuea**  
Te Rūnanga o Ngāti Awa  
Ngāti Awa, Tūhourangi, Te Arawa



**Professor Linda Tuhiwai Smith (Deputy Chairperson)**  
Te Rūnanga o Ngāti Awa  
Ngāti Awa, Ngāti Porou



**Mr Charles Tawhiao**  
Ministry of Education  
Ngāi Te Rangī



**Mr Aubrey Temara**  
Co-opted  
Ngāi Tuhoē



**Mr Brian Tunui**  
Te Rūnanga o Ngāti Awa  
Ngāti Awa, Ngāti Pūkeko, Te Arawa, Ngāti Māhino, Ngāti Hamoa



# CEO REPORT

**“E ngā reo mihi o te motu, tēnā koutou, otirā tēnā tātau.  
Waiho kia tangi ahau ki aku tupapaku, Āpā he uru ti e pihi ake.  
E te reo tuitui kupu, e Rihi moe mai rā, ko o kārangaranga mai Ngāti Pukeko, ki Ngāti Awa, me Hiruharama o Ngāti Porou, kai te maringi tonu ngā roimata, no reira Rihi Houia moe mai rā.  
Kia huri ake aku kamo ki te whenua i whanau mai ai te tupuna nei a Awanuiārangi. E Hirini kua tae rā ake ki a koe o te Tai Tokerau, e te uri o Te Hikutū o Te Pouka, me Ngāti Wharara me Ngāti Korokoroa, nō reira Hirini Wikaira takoto mai rā.  
E ngā kai rāranga kupu o tēnā pā harakeke, o tēnā pā harakeke, titi ki te whenua huri noa.”**

## ANNUAL REPORT 2020

It is my pleasure to present the 2020 Annual Report for Te Whare Wānanga o Awanuiārangi.

2020 was undoubtedly a year full of opportunities, learnings, and challenges. These have tested our resolve and resilience. Global impacts touched every part of our society, and our ability to embrace and adapt to change allowed us to navigate new challenges through unique approaches, that were in the best interests of our kaimahi, taura and wider communities.

### IMPACT OF THE COVID-19 PANDEMIC

We experienced a pandemic that disrupted our lives and curtailed the freedoms we usually take for granted. Physical distancing, lockdown and isolation, turned our communities inward. Our world suddenly became smaller, and our tight-knit communities and wellbeing became more important. Home and whānau were our ‘bubble’.

New protocols — cultural and societal — were established to manage and mitigate the impacts of this virus. We now must expect the unexpected and respond to a new world where change is a constant.

Our COVID-19 response group enabled us to plan and act on the challenges of lockdown and continue with teaching and learning, where we could. This had some impacts on our programmes and taura, especially for those who were essential workers. The challenge of shifting to online teaching and learning practice also took some adjusting. However, we were committed to supporting our taura as much as possible.

Where possible, teaching and learning resources were sent out to homes of our taura and kaimahi were provided with additional support and resources to shift to online delivery. HR also provided wellbeing resources for both kaimahi and taura.

Communications to staff and students were proactive and regular, via email, website and

social media. Internal systems were shifted to online methods, including online enrolment forms, internal approvals, and some reporting tools. Government provided additional financial assistance in the form of the Hardship Access Fund for Learners (HAFL) and Technology Access Fund for Learners (TAFL) grants. As a result, our organisation was able to provide just under \$470,000 in direct support, as well as the delivery of 64 devices and 34 internet connections.

### ADDRESSING INEQUITIES AND INEQUALITIES

How we work today is very different from what it was prior to COVID-19 —right down to how we practice our tikanga. While lockdowns and “bubbles” were wisely designed to reduce the spread of disease, these concepts did not always translate well into Māori environments.

In particular, connectivity in today’s world of super-wifi and ultrafast broadband exposes a number of inequity issues for Māori, including:

- cost issues
- access issues
- confidence to become familiar with a digital classroom environment
- challenge of connectivity in a large lockdown household of whanau.

Te Whare Wānanga o Awanuiārangi has been actively investigating these concerns. While statistics from InternetNZ for 2020 indicate that 96 percent of people in Aotearoa have access to connectivity, these population-based statistics do not account for the demographic realities of our Māori communities. In fact, less than 50 per cent of the country has internet connectivity. These are also areas where Māori are more likely to reside.

When communities are not familiar with the internet or online delivery, the delivery mode becomes challenge, as opposed to being simply a means of alternate delivery. This adds another layer of complexity, and barrier, to accessing



education for communities who have not always had positive experiences in this area. It is our view that the Government must treat 'connectivity' as an essential service that should be provided to communities which currently lack access, due to financial and geographic challenges.

## ACKNOWLEDGING OUR 2019 GRADUATES

I acknowledge and reflect on the resilience of our taura who continued with their learning journey with us through the challenges of 2020.

We were also unable to hold a graduation ceremony for the 2019 graduates; an event that is an opportunity for us, our community, whānau and friends to celebrate the achievements of all those receiving degrees and certificates. Taura had to officially graduate in absentia, which was a very difficult decision for Te Mana Whakahaere (Council) to make. We explored the option of an online graduation ceremony, however it would not be able to replicate what is felt, and heard, when we come together ā-tinana.

I congratulate and celebrate the graduates of 2019, who now have the skills and tools from Te Whare Wānanga o Awanuiārangi to make a positive difference. I challenge the whakatauki 'kāre te kumara e kōrero mo tōna reka' – That is only possible if people have the line of sight to see the value of what we do. When they don't, then who will? Mā wai e kōrero mo te reka o te kumara!

## ORGANISATIONAL ACHIEVEMENTS

I am incredibly proud of how our kaimahi have responded to the challenges over the past year. Prior to lockdown, we were able to hold Orientation Week over our three campuses in Whakatāne, Tāmaki Makaurau and Whangārei to welcome returning and new taura and herald the start of the academic year.

As a wānanga, one of our points of difference is the provision of Mātauranga Māori within the tertiary sector – from foundation level, through to PhD. After a five-year review and development process, we now have an approved degree with the Bachelor of Mātauranga Māori which focusses on building the strength of Māori knowledge and Māori scholarship. Another degree that also went through a review and redevelopment process, is Te Aho Pūtaiao – Bachelor of Environmental Studies, which is also focussed on whānau, hapū and iwi capability, blending together mātauranga Māori knowledge with environmental sciences.

It is also pleasing to see our Te Reo Māori provision grow from strength to strength by diversifying our provision to meet the needs of a wider community-base in marae, campus delivery, and now, workplace locations such as the DHB and corporate sector.

We also acknowledged and celebrated respected Māori leaders in their fields who were awarded Honorary Doctorates of Philosophy in Māori Development for outstanding academic achievement, and endeavours over a lifetime. The recipients were: Dame Georgina Kingi DNZM, for a lifetime of service to Māori education, Māori leadership, language and culture; Te Kei Wilson Merito ONZM, for a lifetime of dedicated service to his tribes, to Māori, to education, to the Māori language, and to the environment; and Justice Sir Joseph Williams, KNZM for services to his tribes, Māori and the law, te reo Māori and Māori legal education. Their endeavour and commitment in various fields over several decades have impacted positive and enduring change within our communities and beyond. We hope our future leaders will be inspired by the achievements of our Honorary Doctorate recipients to have similar impacts in their own pursuits.

Our Research and Innovation Office were successful in securing several large research grants. Over the past four years, we have seen

significant growth in the number and value of external research grants secured by our organisation. In 2020, we also commenced work on the single largest research grant ever secured by our organisation with ACC.

Our virtual reality project – Mataatua VR – was also launched and selected for the 2020 ImagiNATVE festival. Works that have resulted in ongoing research activity includes the ACC project – Haumarū Tangata – which works towards providing the evidence base for the development of a health and safety framework, as well as the MoE 'Te Hurihanganui' kaupapa, which is two years in the making and a three-year strategy to combat racism and the inequalities of Māori children in schools across Aotearoa.

We have also made a number of senior appointments this year including welcoming Mr Tom Ford as Chief Financial Officer, and Ms Jean Batt as Director of Nursing. We appointed three Heads of School who are responsible for the overall leadership and performance of their respective schools. These roles are varied and demanding, and include strategy, leadership, management of school resources, supporting quality teaching and learning, programme management and recruitment, and research development; all within a context of advancing āhuatanga and tikanga Māori. All Heads of School report to Associate Professor Vaughan Bidois, Executive Director – Academic.

## LOOKING AHEAD

We remain focused on achieving our strategic goals for the organisation, as we strive to enable our communities to 'pursue knowledge to the greatest depths and its broadest horizons' – this is our vision for Te Whare Wānanga o Awanuiārangi. We continue to report on progress on our strategic goals each month to Te Mana Whakahaere to ensure a seamless and integrated line of sight into

our achievements and progress throughout our Schools, research and administration units.

Our Investment Plan for 2021 will explain how Awanuiārangi is best positioned to support those (potential) taura most affected by the COVID-19 pandemic – for example, where we can provide learning opportunities for those that typically don't engage, or are not well-catered for, by other tertiary education providers.

Our proposed mix of provision for 2021 is a necessary step in achieving our longer-term strategy, as well as supporting the outcomes that are prioritised by our taura and communities. The key factors for an increase in provision for 2021 is based on how we have tracked in achieving our EFTS each year, the impact of rollover EFTS, the development of new programmes for 2021, and establishing a robust programme pathway model across provisions, while fulfilling our distinct role as a wānanga.

2021 brings with it its own unique challenges and we look forward to working with our taura and kaimahi as we navigate these.



**Professor Wiremu Doherty**  
Chief Executive Officer

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

# LEADERSHIP

The Executive Leadership Team ensures that Te Whare Wānanga o Awanuiārangī meets its strategic and operational responsibilities, while complying with internal and external academic, research and quality systems.

## New Appointments

Several leadership appointments were made in 2020.

**Tom Ford** (BA (Hons), FCCA) was appointed as the Acting Chief Financial Officer when Laurissa Cooney left in January 2020. He was appointed as Chief Financial Officer in March 2020 after a formal recruitment process. His wealth of experience, accounting credentials and knowledge of the tertiary sector, particularly of Te Whare Wānanga o Awanuiārangī, adds value to the Leadership Team.

The Heads of School are responsible for the overall leadership of their respective schools. These roles are varied and demanding, and include strategy, leadership, oversight of school resources, supporting good teaching and learning, managing programmes, recruiting staff, and research; all within a context of advancing āhuatanga and tikanga Māori. They report to Associate Professor Vaughan Bidois, Executive Director – Academic. Three new Heads of School were appointed in November 2020 after an extensive and robust recruitment process.



**Angela Karini**  
— MPhil

*Ngāti Porou, Te Aitanga ā Hauiti, Rongomaiwahine, Ngai Tamanuhiri, Ngāti Kahungūnū me Ngāti Whare*

Ms Karini was appointed Head of School for Undergraduate Studies. She is committed to the provision of quality Māori education across all sectors



**Mera Penehira**  
— PhD

*Ngāti Raukawa ki Otaki, Rangitaane*

Prof Penehira was appointed Head of School for Postgraduate Studies and will continue her contribution to the wānanga as a leader, academic and researcher



**Ngatai Rangihau**  
— MA

*Tūhoe, Te Arawa*

Mr Rangihau was appointed Head of School for Iwi Development. He will continue to develop opportunities for iwi, hapū and whanau in their communities

The new Heads of School have the requisite skills and experience as well as the unwavering commitment to ensuring that our students and communities are well-served in their educational journey with us.

## COVID-19

In 2020, our Executive Leadership Team (ELT) faced the effects of an unprecedented pandemic and the profound impact of COVID-19 on our staff and students.

The crisis highlighted systemic issues, in relation to long-standing funding inequities, research, quality assurance systems and processes, and governance. However, it also brought about both unique challenges and unforeseen opportunities. We found, for example, that using Zoom for staff meetings, brought hundreds of staff together in a collective space resulting in a surprisingly personal experience. The pandemic enabled us to have a renewed focus on what really matters - the relationships we have with our students and our staff.

## EXECUTIVE LEADERSHIP TEAM FOR 2020



**Professor Wiremu Doherty**  
Chief Executive



**Tom Ford**  
Chief Financial Officer



**Helen Cook**  
Human Resources Manager



**Professor Te Kani Kingi**  
Director of Research and Innovation



**Associate Professor Vaughan Bidois**  
Executive Director Academic



**Huia Haeata**  
Executive Officer  
– Strategy and Organisation Success

# COVID-19

2020 will be known as the year that an international pandemic had a profound effect on the world.

On 2 February 2020, the Government implemented a travel ban on passengers from China. On 11 March 2020, the World Health Organization declared COVID-19 a pandemic. On 20 March 2020, the New Zealand Government closed the border to everyone except for returning citizens and permanent residents.

Our CIMS COVID-19 Response Team, led by CEO Wiremu Doherty, was set up in early March to prepare for the implementation of operational responses for the different elevations of pandemic risk levels by the Government. The Response Group met twice a week during 2020 as the pandemic situation escalated nationally and worldwide.

The CIMS Response Group was responsible for:

- Co-ordinating planning during the COVID-19 pandemic
- Making decisions required as the pandemic impacts on the ability of the Wānanga to keep operating
- Ensuring directives from Government and Government ministries were followed
- Curbing the spread of COVID-19 within areas of responsibility
- Monitoring information and communications from Government sources regarding COVID-19
- Communicating information regularly to staff, students and other stakeholders as needed
- Fielding enquiries from staff, students and other stakeholders
- Collating school and department plans for partial and full closures.

When we became aware of COVID-19, in late January 2020, we made recommendations to staff through notices and meetings. When restrictions

and lockdowns were implemented in March 2020, we were prepared for the fast-moving nature of the pandemic and government decisions. The lockdown and subsequent moves to lower levels and regional level changes presented challenges for the organisation, such as maintaining staff and student welfare, work pressures and maintaining contact tracing, hygiene and distancing protocols. Every effort was made to support students collaboratively as learning was moved to an online environment where possible.

During the lockdown period, our staff continued to work from their homes. Zoom meetings became the norm as, for the first time, our work-selves and home-selves became merged as work and home became one place. While working from home presented its own challenges, many staff found it a positive experience. Some invested in personal and professional development, taking advantage of free online learning material, and others reconnected with whānau.

“ Working from home has been a great opportunity to do things we would not normally have time to do... there are so many personal development opportunities (self-directed learning) that have presented themselves. ”  
– Staff member

“ If I were to weigh it up, I believe I have been as productive at working from home as I do when at work. Flexible working hours are great – some days I would do nothing during ‘normal’ work hours but would start work late afternoon and work through the night. ”  
– Staff member

“ Working from home freed up time that I would normally spend on travelling. I had time to explore new ways of organising my work and personal life more efficiently, and my husband became my ‘work’ colleague during working hours. ”  
– Staff member

When New Zealand shifted to Alert Level 2, we implemented a staggered approach to opening campuses. Students started back on campus in June, after they had completed a COVID-19 Protocols induction.

We postponed noho, graduation and other events after considering health and safety factors, government recommendations and TEC guidelines. Staff and students were supportive of these decisions and responded exceptionally well to the often rapidly changing situations.

The ongoing uncertainty of COVID-19 and community transmission cases meant we had to remain vigilant and we regularly communicated with our stakeholders. We ensured our protocols were followed and we remained ready to respond to pandemic level changes.

## Technology Access Fund for Learners (TAFL)

Awanuiārangī received funding from Technology Access Fund for Learners administered by the Tertiary Education Commission. This fund aimed to help learners whose courses were disrupted by COVID-19 and had limited or no access to technology-enabled learning. We used this fund to distribute 64 laptops to and arrange 34 internet connections for eligible students.

## Hardship Fund for Learners (HAFL)

The Tertiary Education Commission (TEC) set up a Hardship Fund for Learners to provide temporary financial assistance for currently enrolled tertiary learners who were facing hardship due to the COVID-19 pandemic, in a way that interfered with a learner’s ability to progress with their study. We paid out \$468,642 of hardship funding to students, which was the full allocation from TEC.





# STRATEGIC DIRECTIONS

**Te Rautaki 2022 is an institutional strategic plan approved in July 2018. It identifies a set of strategic goals and priority actions for Te Whare Wānanga o Awanuiārangī to ensure we are well-positioned to realise our vision.**

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 students and the communities we serve. It has an outcomes framework based on four indicators of success. A full set of results can be found in the Statement of Service Performance section on page 100.

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

## Financial position

COVID-19 impacted on enrolments, new programme development, costs and ways to deliver. Although 2020 ended in an operating deficit, it was a much lower deficit than was initially budgeted for at the start of the year.

Revenue was \$1.6 million (5.7%) less than budget mainly due to lower enrolments and early withdrawals relating to COVID-19. The reduction in income is mainly due to lower student fee revenue, especially as we received the full government grant funding for the year as agreed by TEC. Actual EFTS claimed in the year were 885 (34.9%) lower than 2019, and they were 1,019 EFTS (38.1%) less than budgeted.

See Page 57 for financial review.

## Educational Performance

Educational performance is an important indicator of our success in delivering high-quality learning programmes that are underpinned by āhuatanga and tikanga Māori. Our 2020 results were impacted by the international pandemic, such as the reduction in qualification completions from 72% in 2019 to 51% in 2020. We are pleased, however, to see that 28 research degrees were completed in 2020, which is 8 above 2020 Target and 17 above 2019 result.

See page 100 for full Statement of Service Performance. The table below provides an overview of our progress against some of our performance measures and indicators of success.

### Successful educational achievement, competent and confident in culture, language and identity

- ✓ **51% of students** at Level 1 – 4 completed their qualification on time
- ✓ **96% of students** reported an increased understanding & confidence in engaging with Te Ao Māori

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

- ⋯ Programmes were delivered on **104 marae** across Aotearoa
- ✓ **94% of students** reported that the skills and knowledge gained through study are making a positive difference to their whānau, hapū, iwi and communities

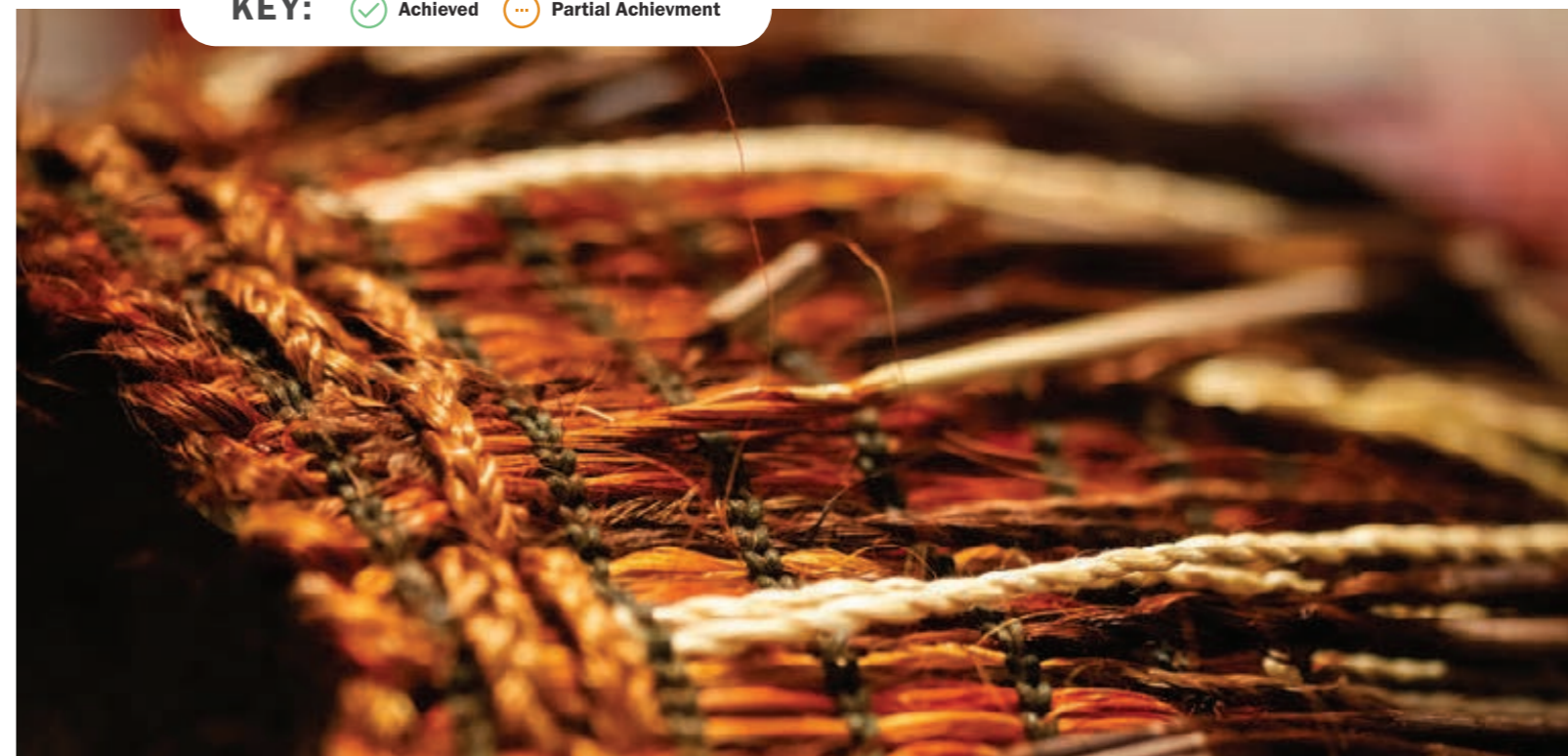
### Research excellence that accelerates Māori development

- ✓ All of **student research** outputs are on topics of relevance to whānau, hapū, iwi and communities
- ✓ **\$693,000** of external research income
- ✓ **28** research degrees completed

### A distinctive, transformative educational experience that maximises the opportunity for all to succeed

- ✓ 96% of students satisfied with their study experience at Awanuiārangī
- ⋯ 33% of students at Level 1 – 3 progressed to higher level study
- ⋯ SAC EFTS target not achieved (68%)
- ⋯ Net surplus as a % of revenue target - not achieved (-5.4%)

**KEY:** ✓ Achieved ⋯ Partial Achievement





### Online and cluster delivery

COVID-19 restrictions and elevated Alert Level statuses across the country impacted on delivery and considerable work was undertaken to shift delivery of programmes online. Tāmaki Makaurau had more Alert Level 3 lockdowns than the rest of the country. Te Pōkaiitahi Reo certificates and the Bachelor of Education programme were the most affected in Auckland, which has seen them being diverted to fully online delivery.

Outside of the Tāmaki region, programmes managed their delivery at Alert Level 2 status for a good portion of 2020. As a safety precaution, all noho scheduled on site in Whakatāne and Whāngarei were also diverted to online delivery.

The response to COVID-19 created opportunities for innovative delivery, for example, some Te Pōkaiitahi Reo cohorts used cluster teaching online, where multiple cohorts were co-taught simultaneously.

Teaching staff in the Graduate School adapted well to the crisis. Teaching and engagement was conducted where possible and appropriate on-line, through Zoom, email, or telephone. This created some initial challenges in terms of maintaining support. However, students responded well to these changes and generally appreciated the efforts made by lecturers to navigate the difficult circumstances and to ensure that educational outcomes were maximised.

# TEACHING AND LEARNING



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

**We will achieve this by:**

- Diversifying our programme portfolio to ensure we have robust learning pathways that align with the needs and aspirations of our communities
- Developing a unique Awanuiārangī Teaching and Learning Framework that identifies and validates pedagogical competencies for all teaching staff to support student success
- Maintaining a focus on quality improvement and self-review across all programmes, to enhance performance and create efficiencies

### Teaching and Learning Framework

A key project for 2020, led by Associate Professor Vaughan Bidois (Executive Director – Academic), was the development of a Teaching and Learning Framework.

The goal of the project is to develop a framework that defines what quality teaching and learning is in a wānanga context and what training and development is required to support teaching staff to build their capabilities (competencies) in this regard e.g. communities of practice.

**Key steps undertaken in 2020 included:**

- Definition of project scope
- Establishment of Advisory Group
- Research/Data collation and analysis – Literature Review, Kaiako Voice, Taurira Voice

The work on the Teaching and Learning Framework will continue in 2021.

### NZ Police sign up to learn Te Reo

Thirty-two members of New Zealand Police enrolled in our Te Pōkaiitahi Reo programme – a tailored course which gives participants a greater understanding of te reo Māori for use in their work with whānau, hapū and iwi communities. Eastern Bay of Plenty Police Pouwhakataki (Iwi Liaison Co-ordinator), Joshua Kalan, said it was great to partner with a local education provider for the classes.

Inspector Stu Nightingale, Police Area Commander for the Eastern Bay of Plenty, was one of the first to enrol on the 18-month programme, which will see him, and his colleagues follow a tailored weekly programme. “This course is instrumental in helping our people to understand te ao Māori and how our police values align,” said Inspector Nightingale.

The principles of whanaungatanga (connection), manaakitanga (respect) and kotahitanga (unity), are the drivers behind learning te reo Māori for Inspector Nightingale and his team. “We are committed to improving relationships with Māori across the Eastern Bay of Plenty, so it’s critical that we make the effort to learn a language that many members of our local community speak,” he noted.





## Mataatua Virtual Reality Project launched in Whakatāne

On Thursday 22 October, Awanuiārangi hosted the launch of a new virtual reality project that enabled users to experience the founding ancestral story of Whakatāne, by virtually taking them inside the Mataatua whareniui of Ngāti Awa. The Mataatua Virtual Reality (VR) project combined new technologies with traditional Māori oral culture to create a modern and immersive storytelling experience.

Officially selected for the 2020 ImagiNATIVE festival - the world's largest presenter of Indigenous screen content, the Mataatua VR launch event was the global premiere. It allowed the Whakatāne community be a part of the wider festival. The Mataatua VR project was first conceived in 2016 and was brought to life by a collaboration between Ngāti Awa, Te Whare Wānanga o Awanuiārangi and Wrestler. Funding from the New Zealand Film Commission saw the unique idea and labour of love become a reality.

The six-minute VR experience first takes users inside Mataatua Whareniui where a 3D hologram of Joe Harawira - one of the advisors on the project, shares the founding story of Whakatāne through the Irakewa whakairo. Users are then transported onto the Mataatua Waka, one of the great voyaging waka by which Polynesians migrated to Aotearoa New Zealand, and undertake a first-person experience as a navigator on the journey from Hawaiki to Whakatāne.

"Our objective and goal for the Mataatua VR experience was to provide an example for Māori, particularly our rangatahi, of how our oral histories and culture can be further shared and celebrated through new technologies. It's also an opportunity to show young Māori the potential career and creative opportunities that exist in this technological space," said Professor Te Kani Kingi, the project's executive producer and Ngāti Awa and Te Whare Wānanga o Awanuiārangi representative.

# 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

We will achieve this by:

- Strengthening relationships with Ngāti Awa, Mataatua, and other iwi of strategic importance
- Engaging with marae, hapū, iwi, communities, schools and industry to ensure alignment between their needs and our priorities.
- Working collaboratively with our partners through the education sector to ensure that our unique role in supporting communities is recognised and supported.

### Highlights

- While many marae are still choosing to limit onsite activity, we started to receive queries toward the end of 2020 about re-engaging in educational programmes. Similarly, some hapū and iwi have expressed an interest in working with us to identify training opportunities for their people. Memorandum of Understanding (MoU) have been signed with Te Puna Ora o Mataatua

and Te Pihopatanga o Te Tai Tokerau, with several others pending.

- In August 2020, Taranaki District Health Board launched the delivery of our Te Pokaitahi Reo L3 programme with their staff. This exciting development broadened our network of provision to the DHB sector and extended delivery into a region where our current provision is limited.
- Our first four cohorts of Rāngai Reo – our Te Pōkaitahi Reo Level 3 delivery model over 18 months – completed their studies in mid-2020, with their final day wānanga at our Tāmaki campus. Feedback from students attending the day-wānanga was positive. They felt they had improved their language learning and developed a deeper understanding of Māori culture, tikanga and the inequities present in their workplace.
- We sponsored a number of events during 2020: ASB Polyfest (cancelled due to COVID-19), Awatapu Ōtamakaokao Kaitiaki Trust – One Love Waitangi Celebration, Mataatua Kapa Haka Regional Competition, Tāmaki Makaurau Kapa Haka Regional Competition, Te Hui Ahurei a Tūhoe (cancelled due to COVID-19), Te Kura o Tawera end of year prizegiving and Rangitaiki Kapa Haka.

## 100 Robotics champs face off in RoboPā showdown

On 24 and 25 November 2020, robotics champs from 22 schools faced off in the fourth National Robotics Scrimmage, the culmination of a year-long programme engaging more than 700 young Māori in science, technology, engineering and maths (STEM). The programme is run by our technology hub RoboPā, which doubled the number of kaupapa Māori schools participating in 2020.

RoboPā co-ordinator Thomas Mitai said 110 students qualified to compete at the finals in Whakatāne where they designed, modified and manipulated a prototype robot to complete a series of set tasks.

One of the highlights was enabling whānau to experience what their children were doing. On a technical level, robotics is a test of skill and innovation in technology, design and programming. But in competitive robotics participants also learnt to succeed through critical and strategic thinking, problem-solving, collaboration, leadership, and communication. "This is achieved in an environment that focuses on kaupapa Māori values such as whakawhanaungatanga (relationship-building) and kotahitanga (working together), and the programme is delivered almost entirely in te reo Māori," Mr Mitai said.





- A collaborative research programme (led by Massey University) into Rangatahi health and wellbeing was approved by the Health Research Council. This is a fairly sizeable programme of research where Awanuiārangi will provide guidance on engagement, tool design, and analysis.
- We were awarded a \$1.2million contract with ACC to develop and rollout Haumarū Tangata: a Kaupapa Māori intervention to create a Health and Safety Framework to reduce workplace injury and death amongst Māori.
- The Heart Foundation awarded Dr Roy Hoerara funding to undertake post-doctoral research with local health service providers. The principal aim of his study is to develop an indigenous heart measurement tool which captures the heart patient experience of Māori.
- Water Safety NZ provided funding for researchers from Awanuiārangi to explore how Water Safety messages can be better promoted within Māori communities and through the development of more culturally inspired health promotion and health education programmes.
- In collaboration with Massey University funding worth \$412,288 was secured through the Resilience National Science Challenge for the E Au Ai Te Reo project.
- We won a contract worth \$109,095 for the Raranga, raranga taku takapau: hapū ora for tamariki project. The aim is to provide a research base that weaves Māori concepts, supports and services to contribute to environments that promote maternal wellbeing and the best start for our tamariki within their whanau.
- MBIE Vision Matauranga fund provided support for the Nga Kakahau o te Ao project which will create an international register of Māori feather cloaks.

# RESEARCH AND INTERNATIONAL



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

We will achieve this by:

- Developing and implementing an organisation-wide strategy to increase staff and student participation in high quality research.
- Establishing and maintaining strategic alliances with other indigenous communities to undertake research and teaching that accelerates Māori and indigenous advancement.
- Engaging in research activity that supports collaboration with other national and international tertiary providers and increases our ability to secure external research funding.

## Highlights

- Over the past four years, we have experienced a major increase in both the number of external research projects awarded, and the value of funding secured (in excess of 400%). This significant achievement has been reached through active investment in our new Research Strategy and the implementation of a number of initiatives designed to support staff research activity and endeavour. This has included initiatives to better

build relationships with the research sector, to support staff in the preparation of grant applications, and initiatives designed to promote and extend our research profile.

- We entered into a relationship with the Affiliated Tribes of Northwest Indians (ATNI) endorsing our Indigenous doctoral programme for Native scholars in the tribal nations of the Northwest United States. ATNI work closely with tribal nations to provide support for tribal members to enrol in the programme. They see this as an opportunity for Native scholars to enrol in a space that upholds Native and Indigenous pedagogies and has positive transformative research outcomes for communities.
- We partnered with Otago University on a CoRE bid in Marine and Environmental Science, which allows us to lead a number of significant research projects, provide scholarships for our staff and students, publish, present, and collaborate. The projects would be based in Whakatāne.
- Leading Māori health promoter and educator, Dr Erena Wikaire, was awarded a post-doctorate grant by the Health Research Council to investigate methamphetamine use within Māori communities. The post-doctorate is worth in excess of \$500,000 and will be hosted and administered by Awanuiārangi.

## Raukawa wāhine embark on 400km journey to walk in their ancestor's footsteps

A group of seven women from Raukawa walked 400-kilometres across the North Island to retrace the journey of their ancestress Māhinaarangi, and to reconnect with their tribal stories, knowledge, lands, lakes and rivers along the way.

The hīkoi was part of a Marsden-funded research project — Taku Ara Rā: Ko Māhinaarangi — led by Dr Naomi Simmonds, a senior lecturer at Awanuiārangi. She was joined on the hīkoi by Ngahua Kopa, Lisa Begbie, Tyra Begbie, Klee Begbie, Arahia Moeke and Kyea Watene-Hakaraia.

“It is our hope that by reconnecting to the lands, environment, and knowledge of our tūpuna through indigenous research methods — like pūrākau and hīkoi — we can discover positive pathways for the descendants of our tūpuna Māhinaarangi in Aotearoa today.”

said Dr Simmonds.

The group started their journey on 14 November from Te Hauke region in Hastings and followed a path to Wairoa, Waikaremoana, and across the Mamaku and Kaimai Ranges, staying at marae along the way. They arrived at Rangjātea Pā site on the banks of the Mangaorongo river outside Otorohanga three weeks later. They had traced the journey of Māhinaarangi of Ngāti Kahungunu who travelled, while heavily pregnant, more than 500 kilometres from her people's lands in Kahungunu (near Te Aute in the East) to those of her husband, Tūrongo, at Rangjātea. On the way, she laboured and birthed their son, Raukawa, who the women's tribe is named after.

Dr Simmonds explains that, as well as enabling descendants to reconnect with the journey of Māhinaarangi, the research investigates how retracing ancestral pathways like these can affirm and celebrate what it means to be a Raukawa woman in contemporary Aotearoa.





# ORGANISATIONAL PERFORMANCE



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

We will achieve this by:

- Implementing an organisation-wide professional development programme to support continuous improvement and build staff capability.
- Developing and implementing strategies to enhance sustainability and provide for purposeful growth e.g. Health and Safety, Quality Management System Review, Tāmaki Strategy.
- Embedding an evidence-based approach across all operational processes to inform better decision-making and achieve agreed performance targets.

## Highlights

- Our staff members can apply annually for professional development (PD) funding aimed at increasing qualification levels of staff across the institution. In 2020, 32 staff received PD funding to undertake higher level study relevant to their position at Awanuiārangī. Of these 32 staff, 56% were enrolled in postgraduate study. A total of 148 training applications were also approved during the year, in the areas of Job Skills, Health and Safety, and Compliance.

- Staff well-being was a key focus of our COVID-19 planning and response, particularly when we shifted to 'business as usual' activities. Managers maintained logs to ensure regular contact with their team members and to identify any issues needing additional support.
- Information Technology, Awhi Tauria and Operations joined eWānanga on a helpdesk system in 2020. The new helpdesk system allowed for seamless transfer of tickets (i.e. job/service requests) between teams, improved access for new staff and enabled performance reporting.
- In November 2020, the reporting line of the Academic Administration and Enrolment Manager moved from the Academic Registrar to the Executive Director – Academic. The change shifted administration teams to academic line management to better determine service and support needs of programmes.
- During the first COVID-19 lockdown in 2020, IT delivered extensive training to staff on using Zoom, including its features and online meeting protocols. The tool was embraced by our kaimahi and became an important means of communication for staff, team and individual meetings. It also enabled new methods of working from home.
- eWānanga delivered virtual training session and Learning Byte live sessions to support teachers in the digital teaching area.





# ASSETS AND INFRASTRUCTURE



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

We will achieve this by:

- Developing an Asset Management Framework to ensure our assets (tangible and intangible) are well-managed, fit for purpose and able to accommodate growth.
- Developing strategies to maintain the integrity of the wānanga (brand) and support trusted and effective data sharing e.g. Records Management.

## Highlights

- Our Information Technology team transferred all email accounts to the Microsoft Office 365 cloud services in 2020. This means that we will not need to depend on Awanuiārangī systems to access mail, in the event of a disaster. This move also has the advantage of longer-term savings as internal systems will not need continual upgrading or expanding. It also offers enhanced security as access is not via internal systems.

- Following Council approval of the Business Case and the Procurement Plan for a replacement Student Management Information System (SMIS), a Request for Proposal was launched on GETS in October 2020. Tribal's ebs4 was selected to replace our current system. The new SMIS will be implemented during 2021 and 2022.
- The developers of our website, Cucumber Ltd, were engaged to redevelop the online enrolment form in Umbraco in 2020, to ensure a better online experience for applicants. Our online enquiries form and online job application form had been successfully redeveloped on this platform. The form was improved to include an online Conditional Offer of Place, which allowed us to fulfil our responsibilities to TEC without adding complexity for the user. The form includes a digital signature and applicants can upload documents and save and return if they do not finish in one sitting. Applicants are automatically emailed a PDF copy of their online enrolment form and conditional offer of place when they submit their online form.



# CULTURE OF EXCELLENCE AND INNOVATION



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

We will achieve this by:

- Designing and implementing an organisational framework to embed a culture of excellence and innovation across the Wānanga to support student and staff success.

*Due to the implications COVID-19, a project plan and working group is yet to be established to progress the development of the Excellence and Innovation Framework.*

## Te Hurihanganui

Te Hurihanganui is a project initiated by the Ministry of Education to address racism, strengthen equity and accelerate education achievements and wellbeing for ākonga Māori and their whānau in the education system. The project aims to capture evidence of this transformative change and begin to build this into the education system so that it can benefit ākonga across Aotearoa.

The Ministry has contracted Te Whāre Wānanga o Awanuiārangī as an evaluation partner for Part 1 of the delivery of the project, which includes the development of an Evaluation Framework, and the indicators of success.

## New Coronavirus e-resource for children

Te Whare Wānanga o Awanuiārangī lecturer and Clinical Psychologist, Dr Paul Hirini has with his colleague Janet Peters, co-authored a children's book talking about the coronavirus.

The resource is targeted at kura/primary school aged children. The book has a mental/emotional health focus with a local feel and is distributed free-of-charge as an e-resource.

## Growth in pre-schoolers' use of Te Reo Māori

A new study has found significant growth in the use of Te Reo Māori among pre-schoolers, with nearly three-quarters of four-year-olds using at least some Te Reo Māori. The research, led by Te Whare Wānanga o Awanuiārangī, examined mothers' assessment of Te Reo Māori use in their children at age two and again at age four-and-a-half.

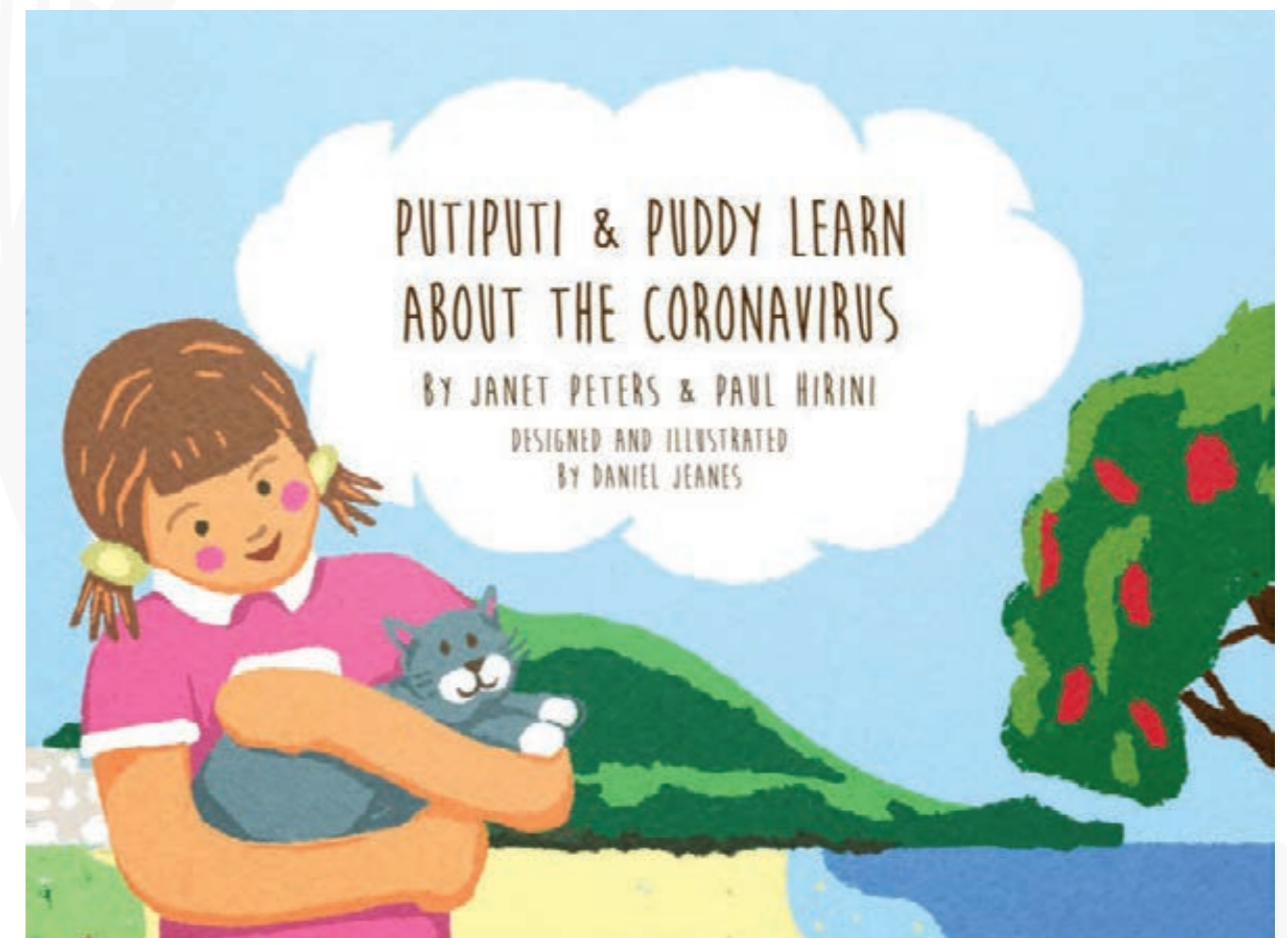
The research analysed information from Growing Up in New Zealand and was funded through the Ministry of Social Development's Children and Families Research Fund. Growing Up in New Zealand is this country's largest longitudinal study of child development and is following the lives of more than 6,000 children born in Auckland and Waikato.

Executive Director of Research and Innovation at Te Whare Wānanga o Awanuiārangī, Professor Te Kani Kingi, noted the findings suggest Te Reo Māori has a strong future. "The fact so many children had some knowledge of Te Reo was unexpected and encouraging. It shows that we are reaping the benefits of the past 30 years of investment to promote, sustain and revitalise Te Reo," he said.

Professor Kingi noted that 10 percent of children in Growing Up in New Zealand cohort could speak or understand simple sentences in Te Reo compared with only 3.7 percent of adults who could have an everyday conversation in Te Reo according to the 2013 New Zealand census.

Project Lead, Hannah Simmonds of Te Whare Wānanga o Awanuiārangī, said that another exciting finding was the increased knowledge and use of Te Reo among non-Māori children. Around 20 percent of those who speak and understand simple sentences in Te Reo were non-Māori. "This highlights the value that many different people see in Te Reo Māori. It shows that Te Reo Māori strategies have also contributed to a growing interest in New Zealand's national identity and cultural distinctiveness."

The research was led by Te Whare Wānanga o Awanuiārangī in association with the Universities of Otago and Waikato; the Auckland Museum; Te Mātāwai, Te Kōhanga Reo National Trust; Te Whānau o Waipereira; Te Puni Kōkiri; the Ministry of Education; Te Taura Whiri i Te Reo Māori; and Te Rūnanga o Ngāti Awa.



# GRADUATION 2020



We were unable to hold our usual graduation ceremony in 2020 due to the uncertainty created by moving up and down the COVID-19 Alert Levels. Instead, our graduates were couriered their tohu and academic transcript, along with a small gift. The gift was a token of appreciation from us and recognised them not being able to celebrate their success at our normal ceremony.

Three respected Māori leaders in their fields were awarded Honorary Doctorates of Philosophy in Māori Development by Te Whare Wānanga o Awanuiārangī, for outstanding academic achievement, and endeavours over a lifetime. The recipients were: Dame Georgina Kingi DNZM, for a lifetime of service to Māori education, Māori leadership, language and culture; Te Kei Wilson Merito OZNM, for a lifetime of dedicated service to his tribes, to Māori, to education, to the Māori language, and to the environment; and Justice Sir Joseph Williams, KNZM for services to his tribes, Māori and the law, te reo Māori and Māori legal education.

At a special ceremony held in Whakatāne on 2 October 2020, the prestigious awards were presented to the recipients by recently retired Awanuiārangī Council Chair, Sir Hirini Moko Mead, his successor, Judge Layne Harvey, and our CEO, Professor Wiremu Doherty.

Sir Mead said it was a privilege to recognise the three individuals who had contributed significantly to te Ao Māori and Aotearoa as a whole. "They have been pioneers in establishing the equality of Māori intellectual tradition alongside the knowledge base of others and awarding them an Honorary Doctorate from our indigenous wānanga today is one way for us to recognise this," he said.

Professor Doherty said the recipients are role models for students of Awanuiārangī.

**“ Their hard work and commitment in various fields over several decades have impacted positive and enduring change in our communities and beyond. We hope our future leaders will be inspired by the achievements of our Honorary Doctorate recipients to have similar impacts in their own pursuits, ”**

– Professor Wiremu Doherty



# SPECIAL AWARDS

<b>Emeritus Professor Roger Green, ONZM Award for 'Top Thesis'</b> Sponsored by: La Vita	Hokimate Harwood
<b>Te Onehou Eliza Phillis Award for 'Outstanding Iwi Research'</b> Sponsored by: Orbit Travel	Haturini McGarvey
<b>School of Indigenous Graduate Studies, Top Scholar Award</b> Sponsored by: OfficeMax	Kathryn Mary Te Kapuhua Waaka
<b>School of Undergraduate Studies, Top Scholar Award</b> Sponsored by: Breeze Souvenir	Moana Ellis
<b>'Te Ira Wairua' School of Iwi Development, Top Scholar Award</b> Sponsored by: Spark NZ	Not awarded
<b>Excellence in Te Reo Māori Award</b> Sponsored by: Air New Zealand	Haturini McGarvey
<b>Contribution to Iwi Development and Advancement, Marae Award</b> Sponsored by: Law Creative Group	Urban Hapū Development 2016 Incorporated
<b>The Rotary Club of Whakatāne Award for 'Most Improved First-Year Student in Te Reo Māori'</b> Sponsored by: The Rotary Club of Whakatāne	Lainie Nathan





# ACADEMIC DELIVERY

The core administration and service operations teams support programme delivery through the School of Iwi Development, the School of Undergraduate Studies and the School of Indigenous Graduate Studies.

We deliver programmes that are distinctive in many ways.

We are unique in the tertiary sector of New Zealand, as we are the only wānanga that delivers programmes from foundation studies through to Doctor of Philosophy. This accent on higher qualifications is captured in our name – by the use of the term “Whare” to describe us as a higher house of learning, similar to the ancient Whare Wānanga academies.

Our programmes support and promote academic excellence, and they are benchmarked against those of other institutions. They are portable and transferable nationally and internationally. Therefore, it is important that we explore and integrate the world view of Māori and other indigenous peoples and engage in and critique the world views of others.

As a wānanga, Awanuiārangi is charged with delivering tertiary programmes grounded in kaupapa Māori and āhuatanga Māori. Māori knowledge and practices are, therefore, key components of the academic programmes, teaching delivery and student experiences at our wānanga.

## SCHOOL OF IWI DEVELOPMENT

EFTS	572
Levels of Study	3 – 7
Delivery Across Multiple Sites	Whakatāne, Tāmaki, various marae
8 Qualifications Offered	<ul style="list-style-type: none"> <li>• Adult Community Education (non-formal)</li> <li>• Kai Oranga (Kaupae Tuatoru)</li> <li>• Wai Ora (Kaupae 3)</li> <li>• Te Pou Hono ki Marae Ātea</li> <li>• Te Pou Hono ki Mahi Marae</li> <li>• Te Pou Hono ki Taiao</li> <li>• Te Pouhono ki Wairua</li> <li>• Te Pouhono ki Toi</li> <li>• Kai Oranga (Kaupae Tuawhā)</li> <li>• Wai Ora (Kaupae 4)</li> <li>• Bachelor of Mātuaranga Māori</li> </ul>

## SCHOOL OF UNDERGRADUATE STUDIES

EFTS	1169
Levels of Study	1 – 7
Delivery Across Multiple Sites	Whakatāne, Tāmaki, Whāngarei, various marae
13 Qualifications Offered	<ul style="list-style-type: none"> <li>• Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1 – 4)</li> <li>• New Zealand Certificate in Study and Career Preparation (Level 4)</li> <li>• Pūtaka Taiao (Level 4)</li> <li>• Te Aka Pūtaiao (Level 5)</li> <li>• Te Pōkaitahi Reo (Rumaki) (Te Kaupae 5 – 6)</li> <li>• Ngā Mana Whakairo a Toi: Bachelor of Māori Performing Arts</li> <li>• Te Aho Pūtaiao: Bachelor of Environmental Studies</li> <li>• Te Tohu Toi Tangata: Bachelor of Humanities</li> <li>• Te Tohu Paetahi Ako: Bachelor of Education (Teaching)</li> <li>• Te Ōhanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing)</li> </ul>

## SCHOOL OF INDIGENOUS GRADUATE STUDIES

EFTS	152
Levels of Study	9 – 10
Delivery Across Multiple Sites	Whakatāne, Tāmaki, Whāngarei, International
5 Qualifications Offered	<ul style="list-style-type: none"> <li>• Master of Māori Studies</li> <li>• Master of Indigenous Studies</li> <li>• Doctor of Māori Development and Advancement</li> <li>• Doctor of Indigenous Development and Advancement</li> <li>• Doctor of Philosophy</li> </ul>



# SCHOOL OF IWI DEVELOPMENT

The School of Iwi Development (SID) provides unique educational opportunities to whānau, hapū, iwi, marae and communities that assist in their social, cultural, and economic transformation.

Ngatai Rangihau was appointed as the new Head of School in 2020. “I feel humbled to have followed in the footsteps of former HOS leaders such as Evie O’Brien, Hiria Hape, and of course Tū Waaka who championed the school for so many years. Tū was responsible for numerous programs which served our communities, some of which are still relevant and offered today. I look forward to strategizing a path forward that will see the school grow ensuring we benefit whānau, hapu, iwi, and the many citizens of New Zealand with relevant and meaningful programs that contribute to community and society,” he said.

The focus of SID in 2020 was to deliver programs during COVID-19 restrictions. “This was in a challenging world where some iwi were erecting road barriers, locking down to zero activity on marae, and were generally anxious about reopening hapū and iwi borders due to the uncertainty of the pandemic,” noted Mr Rangihau. The program provision in SID is unique as over 90 percent of delivery is completed on marae.

Traditionally, the school’s programs are acclaimed as active participation programs and not appropriate for online and other distance learning methods. Mr Rangihau noted that for Māori to understand the deeper connections to their origins, genealogies, and traditional practices there was a resolute, purposeful approach by his school, whereby online or total delivery of a program away from the marae was unacceptable. This was to ensure the physical connection of students to their local marae and their ancestral lands, or to a location that afforded traditional hapu/iwi practices regardless of non-genealogical ties.

However, the pandemic and the associated challenges experienced by our programs, compelled our teams to think outside of the box. “Whilst we are far from accomplishing what this looks like for the future, we have to consider and work towards alternative learning methods that must include online platforms which is already a major mindset change and widely accepted amongst our teaching staff,” Mr Rangihau said.

## Programme development

The new Waiora Levels 3 and 4 programs were launched in 2020 to add to our environmental suite of programs.

The school had offered the National Certificate in Seafood Māori (Customary Fishing) Level 3 and Te Wai Māori (Freshwater Management) Level 4 in marae, schools, and communities since they were approved in 2010. Both programs were affected by the Targeted Review of Qualifications (TRoQ). Replacement qualifications that focussed on environmental management, connection, and improvement of freshwater and moana resources from a Māori perspective were developed. Consequently, the Waiora programs were established which focus on the various bodies of water and the traditional whakapapa connections of whānau and hapu and their kaitiaki (stewardship) responsibilities.

It was decided in 2020 that Kai Oranga Level 3 would be reviewed for improvement opportunities to content and delivery, and this programme was withdrawn from delivery.

## Opportunities for the future

The staff members at the School of Iwi Development have worked tirelessly in 2020 to establish and form new relationships with a variety of stakeholders, and to promote the need and benefits of the programs we offer. These relationships are at varying stages, and our teams are working industriously to cement engagement. These include but are not limited to Hauora organisations, iwi rūnanga, the NZ Army Forces and the Māori Women’s Welfare League.

“We look forward to forming meaningful new relationships whilst also continuing to service the current stakeholder relationships we have around the country.”

– Mr Rangihau.





# SCHOOL OF UNDERGRADUATE STUDIES

A school of excellence and innovation that prioritizes indigenous education by providing quality education and success for students. The school aims to develop students that contribute to advancing and transforming the social, cultural and economic life of their communities.

In 2020, the school was led by Associate Professor Vaughan Bidois (Executive Director – Academic) as Acting Head of School. In December 2020, Ms Angela Karini was formally welcomed as the new Head of School. Ms Karini was promoted from her role as National Programme Coordinator Education. She is committed to quality teaching and learning, developing research and staff and has a background in robust quality assurance management and evaluative reviews.

The year started well with early and increased enrolments in Nursing, Education, and te reo Māori programmes contextualized for District Health Boards. The school consumed 955.390 efts made up of 613 students at bachelor's degree level

and 1230 students at sub-degree level. Then the pandemic hit. Whilst change is a constant feature of the tertiary education landscape, the impact of COVID-19 was unprecedented.

“Indeed, 2020 was an extraordinary year,” said Ms Karini. “This was the year of COVID-19, national and regional lock-downs, pop-up testing stations, excessive hand washing and the mandatory wearing of face masks. It was a time where we faced uncertainty and anxiety on a regular basis, where one o’clock death and infection tallies were broadcast daily into our living rooms via national television. Where 259 students failed to turn up for class without explanation and a further 159 students cancelled their enrolments stating they would return to study once the pandemic crisis settled”.

“2020 was also responsible for coining the phrase z-ui. A gathering of people much like a hui organized via a virtual platform called Zoom. From 23 March onwards, our usage of z-ui ballooned

as we actively adopted the platform for team hui, interviewing prospective employees, meeting with stakeholders and Wānanga wide karakia. Students and teachers alike zoomed into each other homes and quickly acclimatized to the new norm of virtual teaching and learning amidst the thrum of family routines and responsibilities. As a matter of course, students zoomed into scheduled lectures from the solace of the family car, cafés offering free WIFI, bedrooms, living rooms, garages and road patrols set up to protect iwi borders,” added Ms Karini.

“Thanks to the efforts of hard-working and dedicated programme coordinators, kaiako, registry staff and administrators, middle management continued to meet 2019 annual reporting priorities including virtual and face-to-face monitor visits, moderation and consistency reviews events. We also forged ahead with programme design and developments gaining approval for a new degree in Environmental Science, a new major for Humanities based on Mihinare Studies, an upgrade arrangement for Education prioritizing Whakapakari graduates, a limited pathway for senior secondary school students wanting to pathway to a degree in Māori Performing Arts and in the final throes of 2020, a new NZ Diploma in Radio Broadcasting. Other educational performance outcomes audited by our programme and school academic committees included a total of 1075 students deemed eligible for graduation,” noted Ms Karini.

Ms Karini plans to focus on achieving excellence and innovation in the strengthening of pedagogical communities of practice, normalizing

quality assurance processes and systems, and improved communication and recruitment priorities within, across, and beyond the school of Undergraduate Studies.

Striving to be a school of excellence and innovation in a pandemic environment is challenging. It requires pragmatic leadership that understands the needs and aspirations of our students and the communities we serve. “To achieve such goals, the school must advance forward with agility, sensitivity and future proofing strategies to give precedence to the appointment of quality and committed staff, innovative teaching and learning practice, far reaching and sustainable programmes of study poised to systematically achieve student success – te Kura Paetahi ki te hoe!,” concluded Ms Karini.

## Director of Nursing

Jean Batt was appointed as National Programme Coordinator/ Director of Nursing for the Te Ōhanga Mataora: Bachelor of Health Sciences Māori. She is of Whakatōhea descent, with affiliations to Ngati Rua, Te Arawa, Nga Puhi, Ngati Raukawa and Ngati Kahungunu.

Ms Batt joined us after leaving a senior position within the Lakes District Health Board as Associate Director of Nursing Primary and Community, and Māori Health. She was a previous staff member of the Te Ōhanga Mataora and brings extensive experience and knowledge in Māori Health and Nursing and is committed to enhancing the wellness of whānau, hapū and iwi.





# SCHOOL OF INDIGENOUS GRADUATE STUDIES

The School of Indigenous Graduate Studies is focused on quality teaching, research priorities and graduate programmes, masters and doctoral degrees.

In 2020, the school was led by Professor Te Kani Kingi (Executive Director Research and Innovation) as Acting Head of School. In November 2020, Professor Mera Penehira was appointed as Head of School.

Professor Penehira is a descendant of the tribal nations of Ngāti Raukawa ki Otaki and Rangitaane. She was the recipient of a NZ Health Research Council post-doctoral fellowship in 2010 and was awarded the prestigious National New Zealand Tertiary Teacher Excellence Award in 2019. Professor Penehira leads our International Indigenous Doctoral Programme working with doctoral scholars across Aotearoa, Hawai'i and Washington State. She is a founding member of Te Wharepora Hou, a Māori and Pacific women's organisation committed to political actions that support Māori and Indigenous women, children and

whānau to achieve and maintain rangatiratanga. Dr Rae Si'ilata (Ngāti Raukawa ki te Tonga/ Tūhourangi/Fiji) joined the school in February 2020 just prior to lockdown to work in the International Indigenous Doctoral Programme. She previously worked for 15 years as a lecturer and senior lecturer at the University of Auckland supporting kaiako with postgraduate study. Dr Si'ilata had been a kaiako, tumuaki, and consultant in New Zealand and the Pacific for a number of years. Two new post-doctoral fellows, Dr Hokimate Harwood and Dr Reuben Collier also joined the school in 2020.

The focus of the school during 2020 was to support staff and students through the COVID-19 crisis. "Staff, like our students, were impacted by the pandemic, many living in inter-generational home settings looking after elderly parents or young vulnerable children. The flexibility to work from home enabled staff to work safely and without compromising their whānau. The wānanga support of care packages (sanitiser etc), and equipment to work from home was much appreciated." Professor Penehira noted.

The post-graduate programmes shifted to online delivery for the majority of the 2020 study year due to the epidemic. Our International Indigenous Doctoral Programme was impacted as we were only able to visit our Washington State and Hawaii cohorts at the beginning of the year. These international students and their families were particularly vulnerable in the COVID-19 pandemic as it impacted Native and Indigenous peoples in these lands in a disproportionate manner. "We have shared our condolences with those students who have lost close members of their whānau and/or have themselves suffered the immediate impact of the virus. The messages of support from our CEO have been an important link and acknowledgement from our wānanga and Aotearoa, to our Native and Indigenous scholars and their communities," said Professor Penehira.

We adapted from a three to five-day wānanga held twice per semester to hosting regular opportunities to connect via Zoom, Facebook and other digital platforms. Although the face-to-face sessions were missed, the more regular zoom workshops provided consistent opportunities to engage with lecturers and fellow students.

We continued the Tuhia ki te Ao sessions and increased the regularity of this provision. These sessions enabled students to meet with their supervisor or lecturer on a weekly or twice weekly basis, to engage in targeted writing time and to do so with students from across New Zealand and the global Indigenous and Native nations that we reach into. Throughout the pandemic these opportunities were extended to enable personal supportive time as needed.

We had a strong focus on thesis completions at both the masters and doctoral levels. It was important that we supported our students – who are often outstanding members of community with multiple whānau, hapū and iwi responsibilities – to create the space to prioritise their studies and complete their higher-level qualifications. We recognised the large commitment higher level study required and the strain that can add to whānau – as such we looked at creative ways to include whānau, hapū and iwi in the study environment.







# TĀMAKI MAKAURAU AND TE TAI TOKERAU

The focus of our Tāmaki Makaurau and Te Tai Tokerau campuses in 2020 was on enhancing our relationships with marae, schools, and industry and community groups. This focus resulted in a network of education delivery that provides authentic learning contexts aligned to the aspirations of the communities we serve. Pivotal to the growth experienced in the past five years has been the time we spent on establishing and growing these relationships to ensure we make a significant contribution to the educational outcomes of those living in the Tāmaki Makaurau and Te Tai Tokerau regions.

The Tāmaki Makaurau campus has particularly been affected by the various COVID-19 lockdowns and restricted levels that have been applied to Auckland in 2020. The two campuses were closed to students for longer periods of time than

the Whakatāne campus. Programme start dates were delayed or postponed due to the pandemic. Education delivery was moved to online as students integrated with learners from other areas.

The year ended on a more positive note with Whitireia Institute of Technology gifting their Level 5 Diploma in Radio Broadcasting (programme and equipment) to us. NZQA gave programme approval to our delivery of this programme at our Tāmaki Makaurau campus, with the first student expected in 2021.





## Highlights

- In 2020, the different Student Support Services teams collaborated to provide a 'one stop shop' and the most effective service using a multi-pronged approach. This collaboration resulted in all staff having a better understanding of the services provided by each of the five service teams.
- Purchase and issue of laptops and internet connections to students during COVID-19 lockdown
- The library extended their distance student service to all students who were not able to be on campus due to COVID-19 during 2020. Resources were mailed and book returns were quarantined for two weeks.
- The Student Study Guidelines book is the prime resource produced by Awhi Tauria. It provides information on research, study skills, assignments, academic writing and referencing. The Student Study Guideline went through a major change in the American Psychological Association (APA) referencing section, this was updated to the latest 7th Edition. This was followed up with workshops to upskill staff and students.
- To service students during lockdown, Awhi Tauria staff created online resources, mainly videos and PDF's, to supplement the current online stock. Staff were also available to meet the increased demand of learning support via the digital platform Zoom.
- The staff and student HelpDesk used by IT and e-Wānanga was adopted by Awhi Tauria staff in 2020. This helpdesk provides a central touch point for staff and students to find help from the service teams.

# EQUAL OPPORTUNITIES

## Equal Education Opportunities

Te Whare Wānanga o Awanuiārangi strives to ensure that all students are able to access, participate in and succeed in educational programmes. We are committed to providing a range of support services to help students throughout their educational journey toward a successful outcome.

In 2020, our support services continued to focus on providing a high level of advocacy, information and assistance to students - through Awhi Tauria: Student Learning Support, Library and Information Services, Student Services, and e-Wānanga: Learning Management System and Information Technology.

### Student Services

Assisted potential and current students by providing timely, relevant information about courses or programmes on offer, enrolment processes, students loans and allowances, and grants and scholarships.

### Awhi Tauria

Provided academic tertiary skills training and support to assist tauria with their programme of study and become independent learners. This support, including pastoral care, was provided through a number of channels including face-to-face, groups, and virtually e.g. Zoom and e-Wānanga.

### e-Wānanga Learning Management System (LMS)

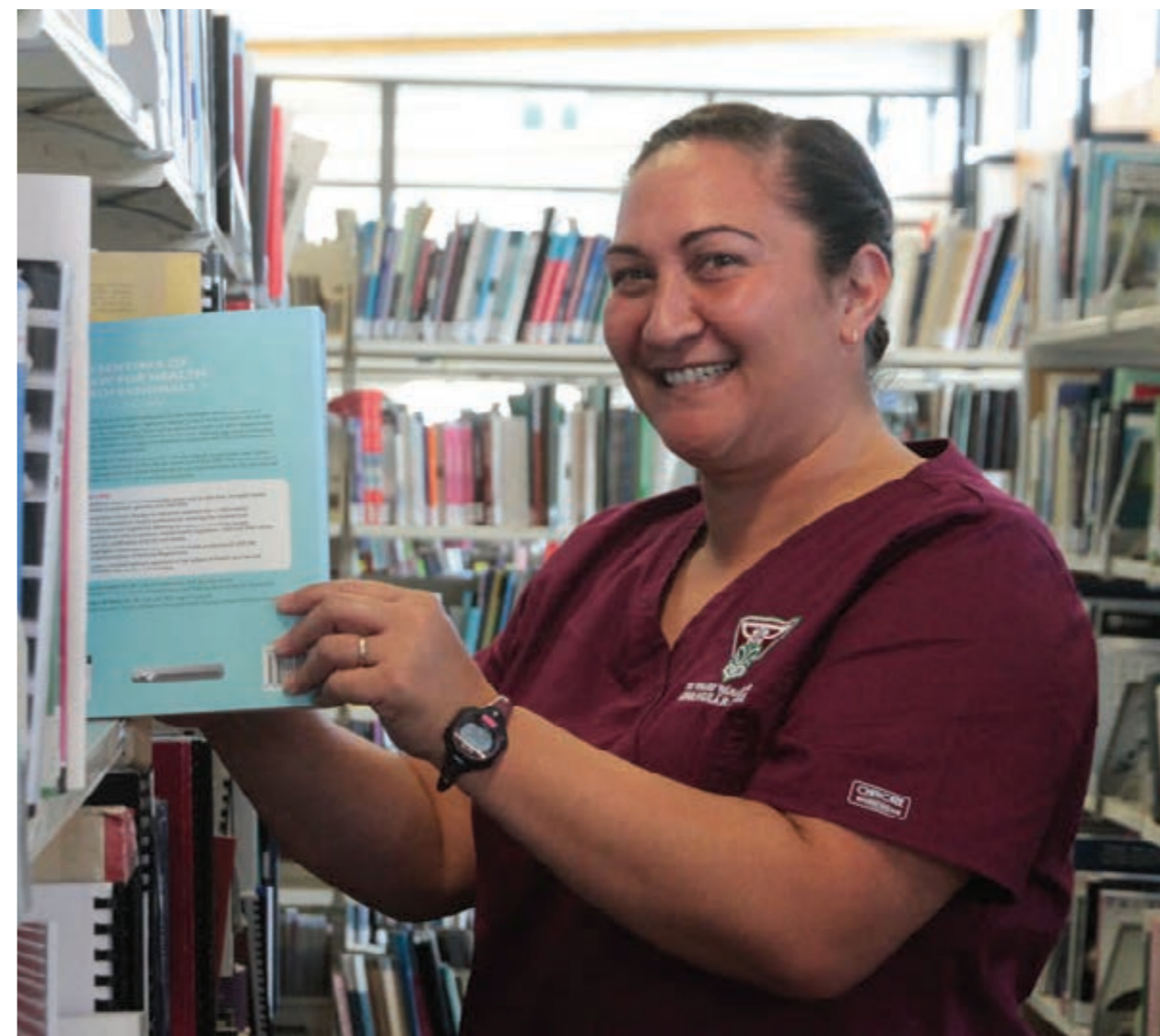
Enabled students to learn and communicate with lecturers online and provided "anywhere-access" to valuable course resources, materials and communication tools.

### Library and Information Services

Focused on achieving excellence in providing and promoting information services to support and enrich the research, education and teaching needs of students and staff.

### Information Technology

Services assisted students with connecting to technology and access to computers.

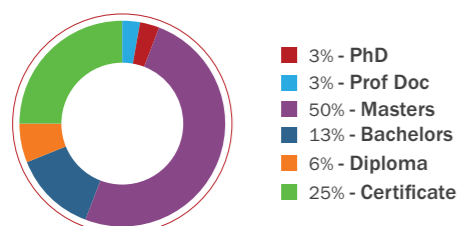


## Equal Employment Opportunities

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 2020 included:

## Professional Development

Professional development is offered to staff annually, under a published set of criteria aimed at increasing the qualification levels of staff in their respective fields of expertise. In 2020, 32 staff received professional development funding to undertake higher-level study and/or training relevant to their position at Awanuiārangī. Of these 32 staff, 56 % were enrolled in postgraduate study.



As a wānanga, staff are encouraged to improve their understanding of te reo Māori me ona tikanga, and five staff were enrolled in our suite of Te Pokaitahi Reo programmes in 2020.

A total of 148 training applications were approved during 2020, with the main categories for training consisting of Job Skills, Health and Safety, and Compliance. While some training is delivered internally, staff also attended training provided by providers such as St John's, Landsar, EMA, Promed and Triple 1.

## Health and Safety

As an organisation, Awanuiārangī continues to grow our understanding of our statutory health and safety obligations to minimise risk and ensure the health and safety of our students, staff, visitors and stakeholders. In 2020, the focus on providing a safe and healthy environment was particularly challenging in the COVID-19 environment. Key achievements for the year included:

- Health and Safety Committee meetings ensured 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 programmes delivered included Bullying and Harassment, Fire Warden, First Aid, Customer Service Safety Awareness, Health, COVID-19 prevention protocols to staff and students.
- There were 15 reported incidents in 2020, none resulting in serious injury. We monitored and updated our processes to ensure we addressed any health and safety issues as and when they occurred.



## Staff statistics

As at 31 December 2020, Awanuiārangi had a total headcount of 225 staff and 207.87 full-time equivalent staff.

Staff | Headcount | FTE

### Employment status

Number of casual staff	-	-
Number of Full-time staff	194	194
Number of Part-time staff	31	13.87

### Employment Group

Academic/Tutorial Staff	111	95.28
Research-only staff	1	1.00
General staff	113	111.59

### Gender

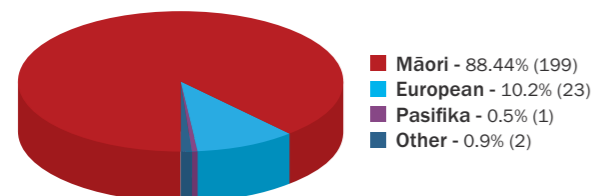
Female	72	67.05
Male	153	140.82

## Council and Senior Management

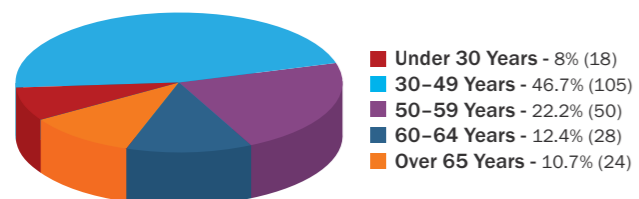
### Gender

	Female	Male
Council	5	6
Executive Leadership	2	4
Senior Management	5	4

### Ethnicity



### Age





# FINANCIAL REVIEW

## For the year ended 31 December 2020

2020 is a year that will be remembered due to the impact of COVID-19. It impacted on enrolments, new programme development, costs and ways to deliver. The year ended in an operating deficit albeit a much lower deficit than was initially budgeted for at the start of the year.

Revenue was \$1.6 million (5.7%) less than budget mainly due to lower enrolments and early withdrawals relating to COVID-19. The reduction in income is mainly due to lower student fee revenue, especially as we received the full government grant funding for the year as agreed by TEC. Actual EFTS claimed in the year were 885 (34.9%) lower than 2019, and they were 1,019 EFTS (38.1%) less than budgeted.

Enrolments in marae-based programmes were heavily impacted with many marae not prepared to run programmes due to the threat of COVID-19. This was also compounded by the second lock-down in Tamaki and the rest of the Country at Alert Level 2 in the second half of the year. The year-end result was disappointing as enrolments were up 11% on the prior year through to March 2020 when COVID-19 plunged the country into Lockdown.

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 \$4.6 million (13.9%) against budget were achieved. Many cost savings were related to COVID-19 with Awanuiārangi having achieved this reduction in expenditure as a direct result of lower delivery costs and a focus on enacting efficiencies and cost savings during the year when the likelihood of reduced EFTS was identified as a result of COVID-19. Additional costs were incurred through the move to on-line blended teaching and the use of PPE, additional cleaning, etc because of COVID-19.

Awanuiārangi continues to maintain the “Low” risk rating and this reflects the ongoing commitment to enhance our financial controls and to eventually return to sustainable surpluses. In the current environment where the impact of COVID-19, and other resulting factors are not fully known, the return to sustainable surpluses may not occur in 2021 and may take Awanuiārangi several years to realise this.

Despite delivering a deficit for the third year in succession, Awanuiārangi is in a strong financial position as reinforced by a solid asset and cash-backed balance sheet.

5 Year Financial Summary	2020	2020	2019	2018	2017	2016
	Actual	Budget	Actual	Actual	Actual	Actual
Equivalent Full-Time Students	1,653	2,672	2,538	2,712	2,702	3,252
Revenue (\$000)	27,254	28,894	27,297	28,804	29,469	31,739
Expenditure (\$000)	28,786	33,420	29,381	31,764	29,208	28,948
Surplus/(Deficit) (\$000)	-1,532	-4,526	-2,084	-2,960	261	2,791
Total Assets (\$000)	63,503	55,317	63,347	66,789	63,028	64,311
Total Liabilities (\$000)	6,001	6,211	9,715	10,476	8,017	8,764
Equity (\$000)	57,502	49,106	53,632	56,313	55,011	55,547
Working Capital (\$000)	11,720	8,412	12,603	15,294	18,310	19,768
Cash and Other Financial Assets (\$000)	14,019	8,959	14,911	18,224	19,646	20,079

### Tom Ford

BA (Hons), FCCA  
 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 2020

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

### Opinion

We have audited:

- the financial statements of the Wānanga on pages 62 to 99, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Wānanga on pages 100 to 108.

In our opinion:

- the financial statements of the Wānanga on pages 62 to 99:
  - present fairly, in all material respects:
    - its financial position as at 31 December 2020; 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 on pages 100 to 108:
  - presents fairly, in all material respects, the Wānanga's service performance achievements as compared with the forecast outcomes included in the investment plan for the year ended 31 December 2020; and
  - complies with generally accepted accounting practice in New Zealand.

Our audit was completed on 29 April 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw attention to the impact of Covid-19 on the Wānanga. 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.

### Emphasis of matter – Impact of Covid-19

Without modifying our opinion, we draw your attention to the disclosures in note 20, which outline the possible effects to the Wānanga as a result of the COVID-19 pandemic. It is difficult to determine the full effect of it on the Wānanga at this time.

### 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 Wānanga 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 Wānanga for preparing a statement of service performance that is fairly presented and that complies with generally accepted accounting practice in New Zealand.

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 Wānanga for assessing the Wānanga'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 Wānanga 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 and Training Act 2020.

### 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 Wānanga'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 Wānanga'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 Wānanga's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements and the statement of service performance or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Wānanga to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements and the statement of service performance, including the disclosures, and whether the financial statements and the statement of service performance represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with 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 1 to 57 and pages 109 to 112, but does not include the financial statements and the statement of service performance, and our auditor's report thereon.

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

In connection with our audit of the financial statements and the statement of service performance, our responsibility is to read the other

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

### Independence

We are independent of the Wānanga in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International 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 Wānanga.



### Leon Pieterse

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 and non-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 2020.

Signed by:



**Judge Layne Harvey**  
Chair of Council

29 April 2021



**Professor Wiremu Doherty**  
Chief Executive

29 April 2021

# STATEMENT OF THE COSTS OF OUTPUT

## For the year ended 31 December 2020

The Wānanga's activities contribute to two broad classes of outputs. These outputs are teaching and learning, and non-teaching (including research and non-research contracts). The following table outlines the revenue generated and the related costs of providing these outputs.

	<b>Actual 2020 \$000</b>	<b>Budget 2020 \$000</b>	<b>Actual 2019 \$000</b>
Teaching & Learning			
Revenue	15,834	22,988	24,424
Costs	26,292	30,274	27,068
Non-teaching			
Revenue (excluding bank interest)	11,165	5,444	2,357
Costs	2,494	3,146	2,313
<b>Total costs of Output</b>	<b>28,786</b>	<b>33,420</b>	<b>29,381</b>



# STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

For the year ended 31 December 2020

	Note	Actual 2020 \$000	Budget 2020 \$000	Actual 2019 \$000
<b>Revenue</b>				
Government grants	2(i)	21,331	22,556	21,196
Tuition Fees	2(ii)	2,975	3,350	3,228
Interest revenue		254	462	516
Other revenue	2(iii)	2,694	2,526	2,357
<b>Total Revenue</b>		<b>27,254</b>	<b>28,894</b>	<b>27,297</b>
<b>Expenses</b>				
Personnel costs	3	19,173	20,221	18,288
Depreciation expense	8	1,729	2,013	1,698
Amortisation expense	9	318	393	252
Other expenses	4	7,566	10,793	9,143
<b>Total expenses</b>		<b>28,786</b>	<b>33,420</b>	<b>29,381</b>
<b>Surplus / (Deficit)</b>		<b>(1,532)</b>	<b>(4,526)</b>	<b>(2,084)</b>
<b>Other comprehensive revenue and expense</b>				
<i>Items that will not be reclassified to surplus</i>				
Property revaluations	15	5,398	0	0
<b>Total other comprehensive revenue and expense</b>		<b>5,398</b>	<b>0</b>	<b>0</b>
<b>Total comprehensive revenue and expense</b>		<b>3,866</b>	<b>(4,526)</b>	<b>(2,084)</b>

Explanations of major variances against budget are provided in Note 19.  
The accompanying notes form part of these financial statements.

# STATEMENT OF FINANCIAL POSITION

As at 31 December 2020

	Note	Actual 2020 \$000	Budget 2020 \$000	Actual 2019 \$000
<b>Assets</b>				
<b>Current assets</b>				
Cash and cash equivalents	5	3,995	3,000	2,588
Receivables	6	3,175	5,154	6,897
Other financial assets	7	10,024	5,959	12,323
Inventories		37	53	53
Prepayments		490	457	457
<b>Total current assets</b>		<b>17,721</b>	<b>14,623</b>	<b>22,318</b>
<b>Non-current assets</b>				
Property, plant and equipment	8	44,073	38,858	39,357
Intangible assets	9	1,709	1,836	1,672
<b>Total Non-current Assets</b>		<b>45,782</b>	<b>40,694</b>	<b>41,029</b>
<b>Total Assets</b>		<b>63,503</b>	<b>55,317</b>	<b>63,347</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Payables	10	3,358	3,343	6,635
Deferred revenue	11	274	685	685
Employee entitlements	13	2,369	2,183	2,395
<b>Total Current Liabilities</b>		<b>6,001</b>	<b>6,211</b>	<b>9,715</b>
<b>Total Liabilities</b>		<b>6,001</b>	<b>6,211</b>	<b>9,715</b>
<b>Net Assets</b>		<b>57,502</b>	<b>49,106</b>	<b>53,632</b>
<b>Equity</b>				
General funds	15	41,829	38,837	43,363
Property revaluation reserves	15	15,552	10,153	10,153
Restricted reserves	15	121	116	116
<b>Total Equity</b>		<b>57,502</b>	<b>49,106</b>	<b>53,632</b>

Explanations of major variances against budget are provided in Note 19.  
The accompanying notes form part of these financial statements.

# STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2020

	Note	Actual 2020 \$000	Budget 2020 \$000	Actual 2019 \$000
Balance at 1 January		53,630	53,632	56,313
PBE IFRS 9 expected credit loss adjustment - through opening accumulated surplus		N/A	N/A	(543)
Total comprehensive revenue and expense		3,866	(4,526)	(2,084)
<i>Other equity movements</i>				
Movement in restricted reserves		6	0	(54)
<b>Balance at 31 December</b>	<b>15</b>	<b>57,502</b>	<b>49,106</b>	<b>53,632</b>

Explanations of major variances against budget are provided in Note 19.  
The accompanying notes form part of these financial statements.

# STATEMENT OF CASH FLOWS

For the year ended 31 December 2020

	Note	Actual 2020 \$000	Budget 2020 \$000	Actual 2019 \$000
<b>Cash flows from operating activities</b>				
Receipts from government grants		20,916	24,300	21,027
Receipts from tuition fees, including fees-free		3,064	3,351	3,227
Interest received		311	462	553
Receipts from other revenue		2,678	2,524	2,244
Payments to employees		(19,199)	(20,630)	(18,272)
Payments to suppliers		(7,258)	(13,887)	(9,656)
Goods and services tax (net)		32	0	(432)
<b>Net cash flow from operating activities</b>		<b>544</b>	<b>(3,880)</b>	<b>(1,309)</b>
<b>Cash Flows From Investing Activities</b>				
Receipts from sale of property, plant and equipment		0	0	2
Purchase of property, plant and equipment		(1,046)	(1,514)	(1,370)
Purchase of intangible assets		(390)	(557)	(636)
Acquisition of term deposits		(24,133)	(36,654)	(22,445)
Receipts from sale or maturity of term deposits		26,432	43,018	25,838
<b>Net cash flow used in investing activities</b>		<b>863</b>	<b>4,292</b>	<b>1,389</b>
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>1,407</b>	<b>412</b>	<b>80</b>
Cash and cash equivalents at the beginning of the year		2,588	2,588	2,508
<b>Cash and cash equivalents at the end of the year</b>	<b>5</b>	<b>3,995</b>	<b>3,000</b>	<b>2,588</b>

Equipment totalling \$nil (2019: nil) was acquired by means of finance leases during the year.  
Explanations of major variances against budget are provided in Note 19.  
The accompanying notes form part of these financial statements.

# STATEMENT OF CASH FLOWS (CONTINUED)

For the year ended 31 December 2020

## Reconciliation of surplus to the net cash flow from operating activities

	2020	2019
	\$000	\$000
<b>Surplus / (deficit)</b>	<b>(1,532)</b>	<b>(2,084)</b>
<b>Add/(less) non-cash items:</b>		
Depreciation and amortisation expense	2,047	1,947
Transfer to/(from) Restricted Reserves	(1)	54
<i>Total non-cash items</i>	2,046	2,001
<b>Add/(less) items classified as investing or financing activities:</b>		
(Gains)/losses on disposal of intangible assets	39	0
<i>Total items classified as investing or financing activities</i>	39	0
<b>Add/(less) movements in working capital items:</b>		
(Increase)/decrease in receivables	3,722	295
PBE IFRS 9 credit loss adjustment through opening accumulated surplus/deficit	N/A	(543)
(Increase)/decrease in inventories	16	(6)
(Increase)/decrease in prepayments	(33)	(251)
Increase/(decrease) in payables	(3,277)	(336)
Increase/(decrease) in deferred revenue	(411)	(401)
Increase/(decrease) in current employee entitlements	(26)	16
<i>Net movement in working capital items</i>	(9)	(1,226)
<b>Net cash flow from operating activities</b>	<b>544</b>	<b>(1,309)</b>

Explanations of major variances against budget are provided in Note 19.  
The accompanying notes form part of these financial statements.

# NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2020

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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 s268 of the *Education and Training Act 2020*. 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 and Training Act 2020*.

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 2020, and were authorised for issue by the Wānanga on 29 April 2021.

#### 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 and Training Act 2020*, which include the requirement to comply with generally accepted accounting practice in New Zealand (NZ GAAP).

The Wānanga is a Tier 1 entity and 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 16 are rounded to the nearest thousand dollars (\$000). Council member remuneration and related party transaction disclosures are rounded to the nearest dollar.

#### Standards issued and not yet effective and early adopted

Standards issued and not yet effective and early adopted are:

##### Financial Instruments

PBE IPSAS 41 *Financial Instruments* replaces PBE IPSAS 29 *Financial Instruments: Recognition and Measurement* and PBE IFRS 9 *Financial Instruments* and is effective for financial years beginning on or after 1 January 2022, with earlier adoption permitted. TEC has early adopted the PBE IFRS 9, and requested all TEI to early adopt for 2019 onwards.

The main changes compared to PBE IFRS 9 that are relevant to the Wānanga are:

- New financial asset classification requirements for determining whether an asset is measured at fair value or amortised cost.
- A new impairment model for financial assets based on expected losses, which might result in the earlier recognition of impairment losses.

## NOTES TO THE FINANCIAL STATEMENTS

### 1. Statement of accounting policies (continued)

#### Standards issued and not yet effective and not early adopted

Standards issued and not yet effective and not early adopted are:

##### Amendment to PBE IPSAS 2 Statement of Cash Flows

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.

##### PBE FRS 48 Service Performance Reporting

PBE FRS 48 *Service Performance Reporting* and 2020 Amendments to 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 2022.

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

##### 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.

## NOTES TO THE FINANCIAL STATEMENTS

### 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 revenue.

##### **2019 comparative year:**

The Wānanga recognises SAC funding as revenue when the course withdrawal date has passed, based on the number of eligible students enrolled in the course at that date and the value of the course.

##### **2020 year:**

In response to the COVID-19 pandemic, the TEC confirmed that it will not seek repayment of 2020 investment plan funding, which includes SAC funding, if there is under-delivery in the 2020 year. Therefore, the Wānanga has recognised in full the 2020 investment plan funding as revenue during the financial year.

##### *Tuition fees*

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

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

## NOTES TO THE FINANCIAL STATEMENTS

### 2. Revenue (continued)

#### *Fees-free revenue*

The Wānanga considers fees-free revenue is non-exchange revenue has presented funding received for fees-free as part of student fees. This is on the basis that receipts from TEC are for payment on behalf of the student as specified in the relevant funding mechanism.

2019 comparative year:

The Wānanga recognises revenue when the course withdrawal date for an eligible student has passed.

2020 year:

In response to the COVID-19 pandemic, the TEC confirmed that it will not seek repayment of 2020 fees-free funding, if there is under-delivery in the 2020 year. Therefore, the Wānanga has recognised in full the 2020 fees-free funding as revenue during the financial year.

#### *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 425 of the *Education and Training Act 2020*. 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 an asset and revenue when the right to receive the funding or asset has been established, unless there is an obligation in substance to return the funds if conditions 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.

## NOTES TO THE FINANCIAL STATEMENTS

### 2. Revenue (continued)

#### Student 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.

#### 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 15.

##### 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.

#### Breakdown of revenue

	2020	2019
	\$000	\$000
<b>(i) Government grants</b>		
Student Achievement Component (SAC) funding	17,929	18,246
Adult and Community Education (ACE) funding	462	1,553
Other grants (excluding research grants)	2,940	1,397
<b>Total Government grants</b>	<b>21,331</b>	<b>21,196</b>
<b>(ii) Student-derived revenue</b>		
Fees from domestic students	2,555	2,717
Fees-free revenue	83	80
Fees from international students	337	431
<b>Total tuition fees</b>	<b>2,975</b>	<b>3,228</b>
<b>(iii) Other revenue</b>		
Research contract revenue	693	466
Commercial contract revenue	1,782	1,361
Koha and donations received	2	15
Student accommodation rent	48	60
Transfers from / (to) restricted reserves	1	55
Other revenue	168	400
<b>Total other revenue</b>	<b>2,694</b>	<b>2,357</b>

## NOTES TO THE FINANCIAL STATEMENTS

### 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

	2020	2019
	\$000	\$000
Academic salaries	8,809	8,450
General wages and salaries	8,758	8,250
Research staff salaries	206	310
Employer contributions to KiwiSaver pension scheme	411	396
Other personnel expenses	989	882
<b>Total personnel costs</b>	<b>19,173</b>	<b>18,288</b>

#### Council member remuneration

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

	2020	2019
	\$	\$
L. Harvey (Chairperson)	20,548	17,340
N. Coates	13,872	5,780
M. Dodd	13,872	13,872
W. Gardiner	13,872	13,872
R. Kirikiri (Deputy Chairperson)	14,450	13,872
J. Mason	resigned October 2020	10,404
S. Mead	resigned August 2020	17,976
T. Merito	resigned October 2020	10,404
T. Pook		13,872
T. Rangiheuea	appointed October 2020	3,468
L. Smith (Deputy Chairperson)	appointed August 2020	6,358
C. Tawhiao		13,872
A. Temara		13,872
B. Tunui	appointed October 2020	3,468
A. von Tunzelmann		0
<b>Total remuneration of Council</b>	<b>170,308</b>	<b>169,152</b>

L Harvey, previously the Deputy Chairperson, was appointed as Chairperson on 31 August 2020, following the resignation of S Mead in that role.

On the same date, L Smith and R Kirikiri were appointed as Deputy Chairpersons to replace the position vacated by L Harvey.

No Councillor received compensation or other benefits in relation to cessation (2019: \$nil).

## NOTES TO THE FINANCIAL STATEMENTS

### 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.

#### Breakdown of other expenses and further information

	2020	2019
	\$000	\$000
Fees to auditor:		
Fees to Audit New Zealand for audit of financial statements	118	116
Fees to Audit New Zealand for audit of other services	6	6
Operating lease payments	334	315
Repairs and maintenance	161	145
Other occupancy costs	741	854
Information technology	683	649
Grants and scholarships	420	208
Advertising and public relations	327	380
Insurance premiums	154	190
Consultants, contractors, and legal fees	801	615
Office costs	575	516
Travel and accommodation	569	1,115
Other course-related costs	2,076	3,548
Provision for uncollectability of receivables (Note 6)	454	255
Impairment of assets	40	0
Other operating expenses	107	231
<b>Total other expenses</b>	<b>7,566</b>	<b>9,143</b>

Fees accrued to Audit New Zealand for other services in 2020 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 2020 for a fee of \$6000 (2019: \$6,000).

## NOTES TO THE FINANCIAL STATEMENTS

### 4. Other expenses (continued)

#### Operating lease commitments as lessee

The Wānanga leases property, plant, and equipment in the normal course of its business. Most of these leases have a non-cancellable term of 36 months or less. The commitments for future aggregate minimum lease payments, in relation to non-cancellable operating leases contracted at the balance date but not recognised as liabilities, are as follows:

	2020	2019
	\$000	\$000
Not later than one year	702	650
Later than one year but not later than five years	909	570
Later than five years	0	0
<b>Total non-cancellable operating leases</b>	<b>1,611</b>	<b>1,220</b>

The total of minimum future sublease payments expected to be received under non-cancellable subleases at balance date is \$nil (2019: \$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 future aggregate minimum lease payments collectable under non-cancellable operating leases is \$nil (2019: \$nil).

No contingent rents have been recognised during the year (2019: \$nil).

### 5. Cash and cash equivalents

#### Accounting Policy

Cash and cash equivalents includes cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities in the statement of financial position.

While cash and cash equivalents at the balance date are subject to the expected credit loss requirements of PBE IFRS 9, no loss allowance has been recognised because the estimated loss allowance for credit losses is trivial.

#### Breakdown of cash and cash equivalents

	2020	2019
	\$000	\$000
Cash at bank and on hand	1,761	2,587
Call deposits	7	1
Term deposits with maturities less than 3 months at acquisition	2,227	0
<b>Total cash and cash equivalents</b>	<b>3,995</b>	<b>2,588</b>

#### Assets recognised in non-exchange transactions that are subject to restrictions

The Wānanga has entered into a number of research contracts that require the funding be spent in achieving the objectives of the research brief. For some of these contracts, there are no conditions to return the funding should the funding not be spent in achieving the objectives of the research brief. The amount of unspent funding for such contracts included within cash and cash equivalents totals \$213k (2019: \$113k).

## NOTES TO THE FINANCIAL STATEMENTS

### 6. Receivables

#### Accounting Policy

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The Wānanga applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables.

In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery.

#### Fair value

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

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

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

#### Breakdown of receivables and further information

	2020 \$000	2019 \$000
<i>Receivables from non-exchange contracts</i>		
Student fee receivables	1,806	2,306
Less: Provision for credit losses on student fee receivables	(1,079)	(918)
Receivable for current year SAC revenue	1,747	4,480
Research receivables	81	8
<b>Total receivables from non-exchange contracts</b>	<b>2,555</b>	<b>5,876</b>
<i>Receivables from exchange contracts</i>		
Interest accrued	40	97
Other receivables	1,101	1,159
Less: Provision for credit losses on other receivables	(521)	(235)
<b>Total receivables</b>	<b>3,175</b>	<b>6,897</b>

## NOTES TO THE FINANCIAL STATEMENTS

### 6. Receivables (continued)

The allowance for credit losses on receivables at balance dates was determined as follows:

31 December 2020	Receivable days past due				Total
	Current	1 to 30 days	31-90 days	More than 90 days	
Expected credit loss rate	1%	6%	0%	66%	
Gross carrying amount (\$000)	2,353	33	3	2,386	4,775
Lifetime expected credit loss (\$000)	19	2	0	1,579	1,600

31 December 2019	Receivable days past due				Total
	Current	1 to 30 days	31-90 days	More than 90 days	
Expected credit loss rate	0%	3%	15%	57%	
Gross carrying amount (\$000)	5,953	66	55	1,976	8,050
Lifetime expected credit loss (\$000)	21	2	8	1,122	1,153

The expected credit loss rates for receivables at year end are based on the payment profile of revenue on credit over the previous 2 years at the measurement date and the corresponding historical credit losses experienced for that period. The historical loss rates are adjusted for current and forward-looking macroeconomic factors that might affect the recoverability of receivables. Given the short period of credit risk exposure, the impact of macroeconomic factors is not considered significant.

There have been no changes during the reporting in the estimation techniques or significant assumptions used in measuring the loss allowance.

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

The movement in the allowance for credit losses on receivables is as follows:

	2020 \$000	2019 \$000
Allowance for credit losses as at 1 January calculated under PBE IPSAS 29	1,153	457
PBE IFRS 9 expected credit loss adjustment - through opening accumulated surplus	N/A	544
Balance as at 1 January	1,153	1,001
Revision in loss allowance made during the year	454	255
Receivables written off during the year	(7)	(103)
<b>Balance as at 31 December</b>	<b>1,600</b>	<b>1,153</b>

### 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.



## NOTES TO THE FINANCIAL STATEMENTS

### 7. Other financial assets (continued)

Financial assets may comprise of term deposits, loans to subsidiaries and associates, New Zealand Government bonds, managed funds and unlisted shares. The Wānanga only invests in term deposits.

#### Term deposits

Term deposits are initially measured at the amount invested. Where applicable, interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

#### Breakdown of other financial assets and further information

	2020	2019
	\$000	\$000
<b>Current portion</b>		
Term deposits	10,024	12,323
<b>Total current portion</b>	<b>10,024</b>	<b>12,323</b>
<b>Total other financial assets</b>	<b>10,024</b>	<b>12,323</b>

Term deposits are held with banks that have a long-term AA- investment external grade credit rating, which indicates that these entities have a very strong capacity to meet their financial commitments.

The Wānanga considers there has not been a significant increase in credit risk for investment in term deposits, because the issuers of the investment continue to have low credit risk at balance date.

No loss allowance for expected credit losses has been recognised because the estimated 12-month expected loss allowance for credit losses is trivial.

#### Non-exchange transactions

There are no assets recognised in respect of non-exchange transactions that are subject to restrictions (2019:\$nil).

#### Impairment

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

## 8. Property, plant and equipment

### Accounting Policy

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

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

#### Revaluations

Land and buildings (including infrastructure) are revalued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value at the end of the reporting period and at least every two years.

## NOTES TO THE FINANCIAL STATEMENTS

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

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

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

#### Additions

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

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

In most instances, an item of property, plant, and equipment is initially recognised at its cost. Where an asset is acquired through a non-exchange transaction, it is recognised at its fair value as at the date of acquisition.

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 assets have been estimated as follows:

Class of assets	Useful life	Rate
Owned land	indefinite	Nil
Leased land	100 years	1%
Buildings (including infrastructure)	2 - 100 years	1% - 50%
Leasehold improvements	2 - 10 years	10% - 50%
Heritage assets	10 - 20 years	5% - 10%
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%

## NOTES TO THE FINANCIAL STATEMENTS

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

Leased land and 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.

Owned land is not depreciated.

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*

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. For revalued assets, the impairment loss is recognised against the revaluation reserve for that class of asset. Where that results in a debit balance in the revaluation reserve, the balance is recognised in the surplus or deficit.

For assets not carried at a revalued amount, the total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss on a revalued asset is credited to other comprehensive revenue and expense and increases the asset revaluation reserve for that class of asset. However, to the extent that an impairment loss for that class of asset was previously recognised in the surplus or deficit, a reversal of an impairment loss is also 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 valuations of land, buildings and infrastructure was performed by an independent registered valuer, Darroch Limited. The valuation was effective as at 31 December 2020.

#### *Land*

Fair value of the freehold land, using market-based evidence, is determined by reference to its "highest and best use", that is, the most probable use of the asset that is physically possible, appropriately justified, legally permissible, financially feasible and which results in the highest value.

## NOTES TO THE FINANCIAL STATEMENTS

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

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 2020 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 \$1,900 to over \$7,500 per square metre.
- The main buildings on the Whakatane campus are recently completed and there has been no notification of any earth-quake prone buildings.
- The remaining useful life of assets is estimated after considering factors such as 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 and office buildings) are valued at fair value using market-based evidence. Significant assumptions in the December 2020 valuation include market values using recent sales of comparable buildings in consultation with a local valuer. The Manukau office building has been valued on a market basis using the capitalised income method from market derived rentals and capitalisation rate.

The market rental applied to the Manukau office was \$235 per square metre pa, and carparks was \$20 pcpw. A capitalisation rate of 6.00% was applied.

#### *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 significant assumptions applied in determining the depreciated replacement cost of infrastructure assets are similar to those described above for specialised buildings.

## NOTES TO THE FINANCIAL STATEMENTS

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

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

	2020 \$000	2019 \$000
Depreciated replacement cost	25,545	25,448
Market-based value	4,050	2,589
<b>Total carrying value of buildings</b>	<b>29,595</b>	<b>28,037</b>

#### Cultural and heritage assets

The most recent valuations of cultural and heritage assets was performed by an independent valuer, Antique & Art (Valuation Services). The valuation was effective as at 31 August 2020.

#### Critical judgements in applying accounting policies

##### Leased Land

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 (including infrastructure) is detailed as follows:

	Land		Buildings	
	2020 \$000	2019 \$000	2020 \$000	2019 \$000
Owned by the Wānanga	10,010	7,627	29,595	28,037
Owned by Ngati Awa Properties Ltd	1,950	1,524	0	0
<b>Total</b>	<b>11,960</b>	<b>9,151</b>	<b>29,595</b>	<b>28,037</b>

The net carrying amount of land held under a finance lease is \$1950k (2019:\$1524k). The fair value of the finance lease liability is \$nil (2019: \$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.

Note 12 provides further information about finance leases.

#### Restrictions on title

Under the *Education and Training Act 2020*, 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 were no disposals of property that required consent (2019:\$nil).

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 are no tangible assets pledged as security for liabilities (2019:\$nil).

## NOTES TO THE FINANCIAL STATEMENTS

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

#### Breakdown of property, plant, and equipment and further information

Movements for each class of property, plant and equipment in 2020 are as follows:

	Cost/ Valuation 1/1/20 \$'000	Accumulated depreciation & impairment 1/1/20 \$'000	Carrying amount 1/1/20 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Adjustments \$'000	Depreciation \$'000	Revaluation \$'000	Cost/ Valuation 31/12/20 \$'000	Accumulated depreciation & impairment 31/12/20 \$'000	Carrying Amount 31/12/20 \$'000
Leased land	1,540	(16)	1,524	0	0	0	0	(14)	440	1,950	0	1,950
Owned Land	7,627	0	7,627	186	0	0	0	0	2,197	10,010	0	10,010
Buildings (incl. infrastructure)	29,073	(1,037)	28,036	201	0	0	(64)	(1,046)	2,468	29,595	0	29,595
Leasehold improvements	492	(195)	297	0	0	0	0	(47)	0	492	(242)	250
Library collection	1,090	(983)	107	5	0	0	0	(31)	0	1,095	(1,014)	81
Computer hardware	4,782	(4,258)	524	367	0	0	(2)	(296)	0	5,149	(4,556)	593
Furniture and equipment	3,700	(2,974)	726	247	0	0	71	(229)	0	4,018	(3,203)	815
Motor vehicles	138	(132)	6	0	0	0	0	(3)	0	138	(135)	3
Heritage and cultural assets	235	(137)	98	0	0	0	(4)	(7)	294	385	(4)	381
Network infrastructure	1,198	(827)	371	0	0	0	0	(56)	0	1,198	(883)	315
Capital Work in Progress	42	0	41	39	0	0	0	0	0	80	0	80
<b>Total Property, plant &amp; equipment</b>	<b>49,917</b>	<b>(10,559)</b>	<b>39,357</b>	<b>1,045</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>(1,729)</b>	<b>5,399</b>	<b>54,110</b>	<b>(10,037)</b>	<b>44,073</b>

8. Property, plant and equipment (continued)

Breakdown of property, plant, and equipment and further information

Movements for each class of property, plant and equipment in 2019 are as follows:

	Cost/ Valuation 1/1/19 \$'000	Accumulated depreciation & impairment 1/1/19 \$'000	Carrying amount 1/1/19 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Adjustments \$'000	Depreciation \$'000	Cost/ revaluation 31/12/19 \$'000	Accumulated depreciation & impairment 31/12/19 \$'000	Carrying Amount 31/12/19 \$'000
Leased land	1,540	0	1,540	0	0	0	0	(16)	1,540	(16)	1,524
Owned Land	7,315	0	7,315	312	0	0	0	0	7,627	0	7,627
Buildings (incl. infrastructure)	27,862	0	27,862	1,211	0	0	0	(1,037)	29,073	(1,037)	28,036
Leasehold improvements	492	(149)	343	0	0	0	0	(47)	492	(195)	297
Library collection	1,079	(950)	129	11	0	0	0	(33)	1,090	(983)	107
Computer hardware	4,473	(3,978)	495	308	0	0	0	(280)	4,782	(4,258)	524
Furniture and equipment	3,495	(2,759)	736	208	(1)	0	0	(213)	3,700	(2,974)	726
Motor vehicles	138	(129)	9	0	0	0	0	(3)	138	(132)	6
Heritage and cultural assets	235	(126)	109	0	0	0	0	(12)	235	(137)	98
Network infrastructure	1,198	(770)	428	0	0	0	0	(57)	1,198	(827)	371
Capital Work in Progress	722	0	722	(680)	0	0	0	0	42	0	41
<b>Total Property, plant &amp; equipment</b>	<b>48,549</b>	<b>(8,861)</b>	<b>39,688</b>	<b>1,370</b>	<b>(1)</b>	<b>0</b>	<b>0</b>	<b>(1,698)</b>	<b>49,917</b>	<b>(10,559)</b>	<b>39,357</b>

NOTES TO THE FINANCIAL STATEMENTS

8. Property, plant and equipment (continued)

Capital commitments

There were building contractual commitments as at 31 December 2020 of \$600k for the fitout at the Manukau site for delivery of the new Diploma in Radio Broadcasting (2019: \$nil).

Work in progress

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

	2020 \$000	2019 \$000
Buildings (including infrastructure)	49	12
Computer hardware	6	19
Furniture and equipment	1	0
<b>Balance 31 December</b>	<b>56</b>	<b>31</b>

9. Intangible assets

Accounting Policy

Software acquisition and development

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

Costs that are directly associated with the development of software for internal use are recognised as an intangible asset. Direct costs include software development employee costs and relevant consultants' fees.

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. Capital costs are amortised from the commencement of a particular programme on a straight-line basis over the period of their expected benefit.

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.

## NOTES TO THE FINANCIAL STATEMENTS

### 9. Intangible assets (continued)

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%

There are no restrictions over the title of the Wānanga's intangible assets, nor are any intangible assets pledged as security for liabilities (2019:\$nil).

During the year, intangible assets with a carrying value of \$39k were impaired (2019: \$42k).

#### Contractual commitments

There were contractual commitments of \$266k for the ongoing programme development (2019: \$400k).

#### 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:

	2020	2019
	\$000	\$000
Programme development	790	929
Intellectual Property	17	0
Computer software	0	67
<b>Balance 31 December</b>	<b>807</b>	<b>996</b>

#### Impairment of Intangible assets

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.

## NOTES TO THE FINANCIAL STATEMENTS

### 9. Intangible assets (continued)

#### Breakdown of intangible assets and further information

Movements for each class of intangible asset are as follows:

	Cost/ Valuation 1/1/20	Accumulated amortization and impairment 1/1/20	Carrying amount 1/1/20	Additions	Disposals	Impairment	Adjustments	Amortisation	Cost/ revaluation 31/12/20	Accumulated amortization and impairment 31/12/20	Carrying Amount 31/12/20
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Programme Development	1,536	(1,196)	340	371	0	0	0	(179)	1,907	(1,374)	532
Computer Software	2,051	(1,984)	67	126	0	0	1	(20)	2,176	(2,001)	175
Intellectual Property	938	(938)	0	0	0	0	0	0	938	(938)	0
Website	477	(208)	269	45	0	0	0	(119)	522	(327)	195
Work In Progress	996	0	996	(151)	0	(39)	1	0	807	0	807
<b>Total Intangibles</b>	<b>5,998</b>	<b>(4,326)</b>	<b>1,672</b>	<b>391</b>	<b>0</b>	<b>(39)</b>	<b>2</b>	<b>(318)</b>	<b>6,350</b>	<b>(4,641)</b>	<b>1,709</b>

	Cost/ Valuation 1/1/19	Accumulated amortization and impairment 1/1/19	Carrying amount 1/1/19	Additions	Disposals	Impairment	Adjustments	Amortisation	Cost/ revaluation 31/12/19	Accumulated amortization and impairment 31/12/19	Carrying Amount 31/12/19
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Programme Development	1,208	(1,023)	185	328	0	0	0	(172)	1,536	(1,196)	340
Computer Software	1,973	(1,947)	26	77	0	0	0	(37)	2,051	(1,984)	67
Intellectual Property	938	(938)	0	0	0	0	0	0	938	(938)	0
Website	165	(165)	0	313	0	0	0	(43)	477	(208)	269
Work In Progress	1,120	0	1,120	(82)	0	(42)	0	0	996	0	996
<b>Total Intangibles</b>	<b>5,404</b>	<b>(4,073)</b>	<b>1,331</b>	<b>636</b>	<b>0</b>	<b>(42)</b>	<b>0</b>	<b>(252)</b>	<b>5,998</b>	<b>(4,326)</b>	<b>1,672</b>

## NOTES TO THE FINANCIAL STATEMENTS

### 10. Payables

#### Accounting Policy

Short-term payables are recorded at their face value.

#### Breakdown of payables and further information

	2020	2019
	\$000	\$000
<i>Payables under exchange contracts</i>		
Creditors	1,138	699
Accrued expenses	1,750	2,350
<b>Total payables under exchange contracts</b>	<b>2,888</b>	<b>3,049</b>
<i>Payables under non-exchange contracts</i>		
Amounts due to TEC	250	3,398
GST payable	220	188
Total payables under non-exchange contracts	470	3,586
<b>Total payables</b>	<b>3,358</b>	<b>6,635</b>

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

There are advance receipts of \$250k in respect of non-exchange transactions with TEC (2019: \$3398k).

### 11. Deferred revenue

#### Accounting Policy

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.

#### Breakdown of deferred revenue and further information

	2020	2019
	\$000	\$000
Tuition fees received in advance	274	685
<b>Total deferred revenue</b>	<b>274</b>	<b>685</b>

## NOTES TO THE FINANCIAL STATEMENTS

### 12. Finance Leases

#### Accounting Policy

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.

#### Finance leases as lessee

Finance 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. The Wānanga has the option to purchase the asset at the end of the lease term, but it is likely that the option to purchase will not be exercised because the leased assets are usually technologically obsolete at lease expiry.

The Wānanga is not permitted to pledge the leased assets as security, nor can it sublease without the permission of the lessor. There are no other restrictions placed on the Wānanga by any of the leasing arrangements.

### 13. Employee entitlements

#### Accounting Policy

#### Short-term employee entitlements

Employee benefits that are expected to be settled wholly before twelve months after the end of the reporting period in which the employees render 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.

#### 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

	2020	2019
	\$000	\$000
<b>Current portion</b>		
Accrued pay and PAYE	603	699
Annual leave	1,654	1,644
Sick leave	21	52
Provision for redundancies	91	0
<i>Total current portion</i>	2,369	2,395
<b>Total employee entitlements</b>	<b>2,369</b>	<b>2,395</b>

## NOTES TO THE FINANCIAL STATEMENTS

### 14. Contingencies

#### Contingent Assets

The Wānanga has no contingent assets (2019: \$nil).

#### Contingent Liabilities

The Wānanga has contingent liabilities of \$nil (2019: \$90k). Prior year contingent liabilities were for miscellaneous legal matters.

### 15. 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 fund
- 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.

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.

#### Capital contributions

Capital contributions received during the year from the Crown were \$nil (2019: \$nil).

#### Capital management

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

The Wānanga is subject to the financial management and accountability provisions of the *Education and Training Act 2020*. This legislation includes restrictions in relation to disposing of assets or interests in assets, ability to mortgage or otherwise charge assets or interests in assets, granting leases of land or buildings or parts of buildings, and borrowing.

The Wānanga manages its revenues, expenses, assets, liabilities, investments, and general financial dealings prudently and in a manner that promotes the current and future interests of the community. The Wānanga's equity is largely managed as a by-product of managing revenues, expenses, assets, liabilities, investments, and general financial dealings.

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

## NOTES TO THE FINANCIAL STATEMENTS

### 15. Equity (continued)

#### Breakdown of equity and further information

	2020 \$000	2019 \$000
<b>General funds</b>		
Balance at 1 January	43,361	45,990
IFRS 9 expected credit loss adjustment - through opening accumulated surplus	0	(543)
Surplus / (deficit) for the year	(1,532)	(2,084)
<b>Balance at 31 December</b>	<b>41,829</b>	<b>43,363</b>
<b>Revaluation reserve</b>		
Balance at 1 January	10,153	10,153
Net revaluation gain / (loss)	5,399	0
<b>Balance at 31 December</b>	<b>15,552</b>	<b>10,153</b>
<b>Restricted reserves</b>		
Balance at 1 January	116	170
Movement in other accounts	5	(54)
<b>Balance at 31 December</b>	<b>121</b>	<b>116</b>
<b>Total equity as at 31 December</b>	<b>57,502</b>	<b>53,632</b>

The property revaluation reserve consists of:

	2020 \$000	2019 \$000
Land (owned)	4,723	2,526
Land (leased)	1,022	583
Buildings (including infrastructure)	9,416	6,948
Cultural assets	391	96
<b>Total revaluation reserves</b>	<b>15,552</b>	<b>10,153</b>

### 16. 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.

## NOTES TO THE FINANCIAL STATEMENTS

### 16. Related party transactions (continued)

#### Key management personnel compensation

	2020	2019
<b>Council members</b>		
Full-time equivalent members	11	11
Remuneration	\$170,308	\$169,152
<b>Advisors to Council</b>		
Full-time equivalent members	3	2
Remuneration	\$32,582	\$11,430
<b>Executive Management Team, including the Chief Executive</b>		
Full-time equivalent members	6	6
Remuneration	\$1,279,022	\$1,130,802
<b>Total full-time equivalent members</b>	<b>20</b>	<b>19</b>
<b>Total key management personnel compensation</b>	<b>\$1,481,912</b>	<b>\$1,311,383</b>

There were 6 full-time equivalent Executive management team members employed during the year (2019: 6).

The Council retains the services of advisors due to their valued input into strategic and policy issues. Advisors to Council are recognised as key management personnel, and in prior years were included as part of Council members' disclosure. This year, advisors to Council are being disclosed as a separate category of key management personnel for greater transparency. The prior year comparatives have been restated to disclose the 2019 advisor to Council remuneration separate to the Council member remuneration.

Each Councillor and Advisor has been counted as 1 full-time equivalent member. Not all Councillors or Advisors served for the entire year, so their FTE has been pro-rated for their time of service for the year.

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

### 17. Events after the balance date

There were no events after the balance date.

## NOTES TO THE FINANCIAL STATEMENTS

### 18. Financial Instruments

#### Financial instrument categories

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

	2020	2019
	Actual	Actual
	\$000	\$000
<b>Financial assets measured at amortised cost</b>		
Cash and cash equivalents	3,995	2,588
Receivables	3,175	6,897
Other financial assets (term deposits)	10,024	12,323
<b>Total financial assets measured at amortised cost</b>	<b>17,194</b>	<b>21,808</b>
<b>Financial liabilities measured at amortised cost</b>		
Payables	3,358	6,635
<b>Total financial liabilities measured at amortised cost</b>	<b>3,358</b>	<b>6,635</b>

#### 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 fair 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 of no more than 12 months duration 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.



## NOTES TO THE FINANCIAL STATEMENTS

### 18. Financial Instruments (continued)

#### Credit risk

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

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

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

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

#### Credit risk exposure by credit risk rating grades

The gross carrying amount of financial assets, excluding receivables, by credit rating is provided below by reference to Standard and Poors' credit ratings.

	2020 \$'000	2019 \$'000
<b>Cash at bank and term deposits</b>		
AA-	14,019	14,911
<b>Total cash at bank and term deposits</b>	<b>14,019</b>	<b>14,911</b>

All instruments in this table have a loss allowance based on a 12-month expected credit losses.

#### 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.

#### Financial instrument categories

	Carrying amount \$'000	Contractual cash flows \$'000	Less than 6 months \$'000	6 - 12 months \$'000	1 - 2 years \$'000	2 - 3 years \$'000	More than 3 years \$'000
<b>2020</b>							
Payables	3,358	3,358	3,358	0	0	0	0
<b>Total</b>	<b>3,358</b>	<b>3,358</b>	<b>3,358</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2019</b>							
Payables	6,635	6,635	6,635	0	0	0	0
<b>Total</b>	<b>6,635</b>	<b>6,635</b>	<b>6,635</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## NOTES TO THE FINANCIAL STATEMENTS

### 18. 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 the Wānanga's financial instrument exposures at balance date:

	2020 \$'000				2019 \$'000			
	-50bps		+150bps		-50bps		+150bps	
	Surplus	Other equity	Surplus	Other equity	Surplus	Other equity	Surplus	Other equity
<b>Interest Rate Risk</b>								
<b>Financial assets</b>								
Cash and cash equivalents	(20)	0	60	0	(13)	0	39	0
<b>Total Sensitivity</b>	<b>(20)</b>	<b>0</b>	<b>60</b>	<b>0</b>	<b>(13)</b>	<b>0</b>	<b>39</b>	<b>0</b>

#### 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%.

### 19. Explanations of variances against budget

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

#### Statement of comprehensive revenue and expense

##### Government grants

Government grant revenue recognised were \$1.2 million less than budgeted due to fewer enrolments.

##### Personnel expenses

Personnel expenses were \$1.1 million less than budgeted due to fewer staff being recruited and delayed recruitment as there were fewer enrolments to teach and manage.

##### Other expenses

Other expenses were \$3.3 million less than budgeted due to COVID-19 restrictions and fewer enrolments which resulted in lower course-related expenses and less travelling.

#### Statement of financial position

##### Receivables

Receivables were \$2 million below budget mainly due to a lower than expected amount of outstanding SAC funding due from TEC at the year end. This debt arises because of the timing difference between revenue recognised by the Wānanga and cash received from TEC. The actual amount due from TEC at the balance date is lower than budgeted because of fewer enrolments in the current year.

## NOTES TO THE FINANCIAL STATEMENTS

### 19. Explanations of variances against budget (continued)

#### *Other Financial Assets*

Other Financial assets, as represented by short term deposits, were \$4.1 million above budget due to surplus cash at the balance date, resulting from improved trading results.

#### *Non-current assets*

Non-current assets were \$5.1 million above budget due to the revaluation of land and buildings in December 2020 that increased the carrying value by \$5.2 million.

#### *General funds*

General funds were \$3 million more than budget due to the favourable movement in trading results.

#### *Property revaluation reserves*

Revaluation reserves were \$5.4 million more than budget due to the December 2020 revaluation which resulted in an increase in reserves.

#### **Statement of movements in equity**

Total equity was \$8.4 million higher than budgeted. The explanations provided above for general equity and the revaluation reserves explain this variance.

#### **Statement of cash flows**

##### *Receipts from government grants*

Receipts from Government Grants were \$3.4 million less than budgeted due to adverse movement in the PBE timing difference adjustment.

##### *Payments to suppliers*

Payments to suppliers were \$6.6 million less than budgeted due to lower course-related expenses resulting from fewer enrolments caused by COVID-19.

##### *Net movement in term deposits*

The net of acquisition and receipt of term deposits throughout the year were \$4.1 million more than budgeted because of the improved financial situation.

### 20. Impact of COVID-19 pandemic on the Wānanga

On 11 March 2020, the World Health Organisation declared the outbreak of COVID-19 a pandemic and two weeks later the New Zealand Government declared a State of National Emergency. From this, the country was in lockdown at Alert Level 4 for the period 26 March to 27 April and remained in lockdown at Alert Level 3, thereafter, until 13 May.

During this period, the Wānanga closed all delivery sites and paused delivery across all programmes for four weeks to allow time for planning where possible to deliver content on-line. Where on-line delivery was not possible these programmes were extended and then delivered once we moved to Alert Level 2. Most staff moved to a 'work from home' model and teaching was changed to a blended on-line delivery after the four week pause in delivery.

After 13 May, when New Zealand moved to lower Alert Levels, students were able to attend classes on-site or continue to access classes remotely.

The effect on our operations is reflected in these financial statements based on the information available to the date these financial statements are approved.

The main impacts on the Wānanga's financial statements due to COVID-19 are explained below. This includes information about key assumptions concerning the future and other sources of estimation uncertainty due to COVID-19. The main impacts on the Wānanga's performance measures are explained in the statement of service performance on page 100.

## NOTES TO THE FINANCIAL STATEMENTS

### 20. Impact of COVID-19 pandemic on the Wānanga (continued)

#### **Government funding**

The TEC confirmed during March 2020 that 2020 funding for Investment Plans and Fees Free will continue and that it will not recover 2020 funding because of either non-achievement of Education Performance Indicators or under-delivery during the 2020 year. This provided the Wānanga with certainty that it could continue to deliver to students despite the disruption caused by COVID-19. As a consequence of this, the Wānanga has recognised this funding in full as revenue during the financial year.

#### **Student numbers and fees revenue**

In the months preceding the COVID-19 lock-down, students' numbers were tracking 11% ahead of the same time last year. By the end of 2020 enrolments were down 35%. While TEC guaranteed the 2020 SAC funding, fewer enrolments on tuition-paying programmes as a result of COVID-19 led to a drop in tuition fees.

The Wānanga investigated blended on-line delivery but this was not feasible for all programmes.

#### **Operating expenses**

As a result of COVID-19, the Wānanga has incurred additional expenditure of approximately \$75k. The majority of this additional spend was on external consultants providing advice and emergency planning for effective communication with staff, students and other stakeholders. Other costs were incurred on PPE, signage and additional cleaning to protect staff and students, plus additional Zoom licenses, portable printers and computer monitors to facilitate home-working.

In comparison, COVID-19 led to significant expense savings in two main categories:

- Travel (domestic and international) was severely curtailed, with flights, accommodation and related expenses down 48% on prior year.
- Course related cost (venue hire, catering, resources etc.) were down 44% on prior year, with the temporary closure of the main campus and the maraes used to provide delivery off-site, fewer enrolled students, and an increase in the use of on-line delivery.

#### **Valuation of land and buildings**

The property valuer engaged to review the Wānanga land and buildings did not express any material valuation uncertainty as a result of COVID-19.

Further information about the key valuation assumptions used in estimating the fair value of land and buildings at 31 December 2020 are provided in note 8 Property, plant and equipment.

#### **Impairment of tangible and intangible assets**

An impairment assessment has been completed for tangible and intangible assets. There was no indication of impairment resulting from COVID-19. The result of this assessment was disclosed in notes 8 and 9.

# STATEMENT OF SERVICE PERFORMANCE

The Statement of Service Performance (SSP) details the performance of Te Whare Wānanga o Awanuiārangī against the commitments in our 2019 – 2021 Investment Plan, as negotiated with the Tertiary Education Commission (TEC), as contributing to the desired outcomes for New Zealand, including the Government's vision and priorities for the New Zealand Education System.

This is the second year Te Whare Wānanga o Awanuiārangī is reporting against our 2019 – 2021 Investment Plan. The plan reflects a continued commitment to promoting, growing and sustaining Māori language, knowledge and culture and having an inherent regard to tikanga Māori practice.

Importantly, the commitments detailed in our Investment Plan are based on the Outcomes Framework developed as part of *Te Rautaki 2022* – our strategic plan, which outlines where we are headed as an organisation, what our goals and priorities are for the next five years and what actions are required to achieve these goals. By delivering on our strategic goals, Awanuiārangī is confident that we are supporting the growth of the Māori economy, and making a distinct contribution to the social, cultural and economic outcomes for New Zealand.

The commitments identified in our Outcomes Framework reflect a broader view of performance than the educational performance commitments prescribed by TEC, with performance measures that cover the full scope of our outputs/services. In this regard, the SSP is framed to describe our unique contribution as a Wānanga to Māori enjoying and achieving educational success as Māori.

## Notes

- Our 2020 educational performance results are based on Single Data Return (SDR) data as at 1 March 2021 and, therefore, should be considered interim. Educational Performance results are finalised following submission of our April SDR to TEC.
- 2020 is the second year of reporting against our 2019-2021 Investment Plan – inclusive of the performance measures and targets agreed with TEC. Due to the impact of COVID-19, the Minister confirmed that TEC will not be required to recover any Investment Plan funding because of either, poor Education Performance Indicators (EPIs), or under-delivery during the 2020 year.
- Due to the disruption caused by COVID-19, only six percent of students returned completed surveys.
- Results are as at 1 March 2021. TEC has not published 2020 data on Nga Kete as at this date.

## Outcomes

What are the outcomes we contribute to for the benefit of our students, their whānau, hapu, iwi and communities?

Successful educational achievement, confident in culture, language and 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
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## Impact

What impact do we want to have? What does success look like?

Tauira are successfully completing qualifications	Whānau, hapū, iwi and communities are participating in education relevant to their needs and aspirations, in their time and place	Greater participation in postgraduate scholarship	Tauira are positive about their educational experiences at Te Whare Wānanga o Awanuiārangī
Tauira have the skills and knowledge valued by industry and the economy	Tauira are making positive contributions to their whānau, hapū, iwi and communities	Improved capability within whānau, hapu, iwi and communities to engage in research	Tauira are progressing to higher level study
Tauira are competent and confident in engaging with Te Ao Māori - ahuatanga and tikanga Māori, Matauranga Māori, te reo Māori	Relationships are purposeful and demonstrate a positive impact for all parties	Increased external funding to support Māori and indigenous research priorities	Te Whare Wānanga o Awanuiārangī is financially responsible, operates efficiently and meets performance expectations aligned to our strategic goals
		Research informs the development of innovative solutions to challenges facing Māori and indigenous communities	Te Whare Wānanga o Awanuiārangī provides high quality assets and infrastructure to support outstanding teaching and learning, research and service to our communities
			The organisational culture of Te Whare Wānanga o Awanuiārangī promotes excellence and innovative practice

## Outputs

What priority actions will we deliver to make an impact?

Teaching and Learning	Relationships	Research and International	Organisational Performance Assets and Infrastructure Culture of Excellence and Innovation
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## Inputs

What resources will we use?

High-performing qualified staff, robust infrastructure, EFTS funding, alternative revenue, quality relationships and networks

## Outcome

### Successful educational achievement, confident in culture, language and identity

Output	Impact	Performance Indicator	2019 Result	2020 Target	2020 Result
Teaching and Learning	Tauira are successfully completing qualifications	Proportion of qualification completions at Level 1-4	72%	45%	51%
	Tauira have the skills and knowledge valued by industry and the economy	Proportion of graduates who report a positive employment-related outcome	Data not collected	55%	60%
	Tauira are competent and confident in engaging with Te Ao Māori – āhuatanga and tikanga Māori, Matauranga Māori, te reo Māori	Proportion of students who report an increased understanding and confidence in engaging with Te Ao Māori	92%	75%	96%

All our programmes promote academic excellence underpinned by āhuatanga and tikanga Māori, as we are committed to providing opportunities that support educational achievement as Māori.

Overall, the results for this outcome are promising. Over 50% of students have successfully completed a qualification at Level 1 to 4, which is above the 2020 target but lower than 2019 result. This can be attributed to impact of COVID-19. It is encouraging to see that 96% of students who responded to Tauira voice survey, reported an increased understanding and confidence in engaging with Te Ao Māori. It is also promising that 60% of graduates, slightly higher than the target of 55%, who responded to our survey reported a positive employment-related outcome.

## Outcome

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

Output	Impact	Performance Indicator	2019 Result	2020 Target	2020 Result
Relationships	Whānau, hapū, iwi and communities are participating in education relevant to their needs and aspirations, in their time and place	Number of marae that Te Whare Wānanga o Awanuiārangi deliver programmes on	180	>200	104
	Tauira are making positive contributions to their whānau, hapū, iwi and communities	Proportion of students who report that the skills and knowledge gained through study are making a positive difference to their whānau, hapū, iwi and communities	93%	80%	94%
	Relationships are purposeful and demonstrate a positive impact for all parties	Proportion of stakeholders who report a satisfied/very satisfied rating with our programmes and services	Data not collected	75%	96%

Our focus on supporting whānau, hapū, iwi and communities to learn in their own time and place saw Awanuiārangi deliver programmes on 104 marae across Aotearoa in 2020. This is significantly below our target and primarily due to COVID-19 restrictions and the health concerns for our marae communities, which made it difficult to deliver programmes on marae. After lockdowns, many hapū and iwi kept marae activity to a minimum mainly due to the uncertainty resulting from Alert levels shifting up and down and the potential risk to whānau. On a positive note, 94% of students surveyed reported that their study was making a positive contribution to their whānau, hapū, iwi and communities.

## Outcome

### Research excellence and scholarship that accelerates Māori advancement

Output	Impact	Performance Indicator	2019 Result	2020 Target	2020 Result
Research and International	Greater participation in postgraduate scholarship	Proportion of research degree EFTS (SAC L3 +)	9%	7%	10%
	Improved capability within whānau, hapū, iwi and communities to engage in research	Proportion of student research outputs on topics of relevance to whānau, hapū, iwi and communities	Achieved	>80%	Achieved (100%)
		Number of research degrees completed	11	20	28
	Increased external funding to support Māori and indigenous research priorities	Amount (\$,000) of external research funding	466	300	693
	Research informs the development of innovative solutions to challenges facing Māori and indigenous communities	Number of international student EFTS	15	20	11.5

Awanuiārangi is unique in that we deliver qualifications across the whole qualification framework – from Level 1 to Level 10. This aligns with our institutional focus on supporting students to progress to higher levels of study.

In 2020, research degree EFTS accounted for a larger proportion of SAC Level 3 and above EFTS than the agreed target. A contributing factor was a decrease in the number of claimable EFTS at Levels 3 – 4, which resulted in research degree EFTS (Level 8 – 10) making up a larger proportion of EFTS delivered at Levels 3+.

The number of research degree completions reported against 2020 exceeded the agreed target. Staff used a variety of strategies during and after lockdown to encourage postgraduate students to complete their research degrees. All of student research in 2020 were on topics of relevance to whānau, hapū, iwi and communities (including tribal communities overseas).

We continue to see positive growth in the amount of external research income earned, with our 2020 result of \$693k exceeding the \$300k target. This result is significant as external research funds enable us to grow our institutional research capability and conduct research aligned to the aspirations and priorities of the communities we serve.

Due to the international impact of COVID-19, and the inability to travel and recruit, we experienced a sharp decline in our international student numbers. Our international students and their families were particularly vulnerable in the COVID-19 pandemic which impacted Native and Indigenous peoples in the United States in a disproportionate manner, and a number of students have deferred their studies during COVID-19.

## Outcome

### A distinctive, transformative educational experience that maximises the opportunity for all to succeed

Output	Impact	Performance Indicator	2019 Result	2020 Target	2020 Result
Organisational Performance Assets and Infrastructure Culture of Excellence and Innovation	Taura are positive about their educational experiences at Te Whare Wānanga o Awanuiārangi	% of students satisfied with their study experience at Awanuiārangi	92%	85%	96%
		% of graduates who would recommend Te Whare Wānanga o Awanuiārangi to others	Data not collected	80%	88%
	Taura are progressing to higher level study	% of students progressing to higher level study (L1 – L3)	50%	50%	33%
	Te Whare Wānanga o Awanuiārangi is financially responsible, operates efficiently and meets performance expectations aligned to our strategic goals	EER capability in self-assessment and educational performance	Confident	Confident	Confident
		SAC EFTS targets met	75%	100%	68%
		Net surplus as a % of revenue (before tax)	-7.6%	2%	-5.4%
		Net cashflow from operations (operating cash inflows / operating cash outflows)	95.4%	108%	101.9%
		Liquid funds (total cash balances/ operating cash outflows)	9.1%	10%	15.1%
		3-year average return on PPE and intangible assets	-3.1%	3%	-2.6%
		TEO risk rating against the financial monitoring framework	Low	Low	Low
	Te Whare Wānanga o Awanuiārangi provides high quality assets and infrastructure to support outstanding teaching and learning, research and service to our communities	Proportion of students who are satisfied with assets/ infrastructure and services	88%	70%	94%
		Asset Management Capability Assessment (yearly) – all areas of assessment at core or above	Not applicable	Achieved	Postponed
		CAM Review (every 3 years) – all areas of assessment at core or above	Not applicable	Achieved	Postponed

It is reassuring to note that 96% students surveyed found studying with us to be a positive experience. Furthermore, 88% of graduates surveyed would recommend Awanuiārangi to others.

Our 2020 progression rate of 33% is below the target agreed with TEC. However, this figure is an interim amount as enrolments at external organisations are not reflected in this figure. The reduction from the 2019 result of 50% to 33% in 2020 shows the impact of COVID-19. A survey conducted on students enrolled on programmes during the COVID-19 outbreak, indicated that many of them were unable to continue studying due to a number of factors including connectivity issues, change of living circumstances, financial hardship, and the unavailability of marae being open for programmes to be delivered.

Our External Evaluation Review (EER) rating remains unchanged in 2020. We were scheduled for an EER in October 2020, but this was postponed to 2021 due to COVID-19. The rating remains as confident until such time as the next EER takes place.

In terms of our financial metrics, the main reason Awanuiārangi fell short of achieving most the 2020 targets is the impact of COVID-19. The pandemic resulted in fewer enrolments which led to reduced revenue. Course-related expenses dropped, and recruitment was delayed whenever practical, but the reduced expenses were not enough to offset the revenue shortfalls. The 3-year average return on PPE and intangible assets was not achieved as a result of three years of trading deficits.

It is pleasing to note, however, that targets for the net cash flow from operations and the Liquid funds were achieved. In addition, despite not achieving a surplus for the third time in seven years, we have a “low” TEO risk rating by maintaining a strong assets base and ongoing improvements in our control environment.

Due to the disruption caused by COVID-19, only a small number of students (15) returned completed surveys relating to assets/infrastructure. Of these responses, 94% students reported that they were satisfied with the overall services and facilities at Awanuiārangi.

The Assessment Management Capability Assessment and the Capital Asset Management (CAM) self-assessment, which would have taken place during 2020 was postponed due to COVID-19 lockdown, raised alert levels in Auckland and level changes. The work on the Long Term Investment Plan (LTIP) was slowed down as a result of this, as was the work to install an asset management system. We have, however, continued to make progress as we started to implement an asset management software solution in March 2021 and commenced work on our LTIP. Both of these are due for completion prior to May 2021.

## Investment Plan Performance Commitments

### Expected Graduates

Description	Ethnicity	2019 Result	2020 Target	2020 Result
The expected number of graduates at level 01-03	Non-Māori and non-Pasifika	68	50	100
	Māori	522	500	423
	Pasifika	18	20	9

2020 is the second year we are reporting information about expected number of graduates (by student headcount). Our expected headcount for Māori and Pasifika graduates is down due to the number of marae programmes that did not run in 2020 as a result of COVID-19.

A positive result, however, is the increase of Non-Māori and non-Pasifika graduates. This may be due to having three times as many non-Māori and non-Pasifika graduates enrolled in level 1-3 programmes as targeted in 2020 (see below table). This is mainly due to increased participation in our Te Reo Māori programmes.

### Participation

Description	Ethnicity	2019 Result	2020 Target	2020 Result
The proportion of total SAC eligible EFTS enrolled at the TEO at level 1-3	Non-Māori and non-Pasifika	19%	10%	28%
	Māori	79%	86%	70%
	Pasifika	4%	4%	2%
The proportion of total SAC eligible EFTS enrolled at the TEO at level 4-7 (non-degree)	Non-Māori and non-Pasifika	7%	4%	10%
	Māori	90%	93%	88%
	Pasifika	4%	3%	2%
The proportion of total SAC eligible EFTS enrolled at the TEO at level 7 degree	Non-Māori and non-Pasifika	5%	8%	7%
	Māori	93%	88%	91%
	Pasifika	3%	4%	2%
The proportion of total SAC eligible EFTS enrolled at the TEO at level 8-10	Non-Māori and non-Pasifika	13%	6%	6%
	Māori	85%	90%	92%
	Pasifika	5%	4%	2%

2020 participation rates by ethnicity are fairly close to the targets agreed with TEC for Level 7 to 10. The relatively small number of Pasifika students enrolled at Awanuiārangī mean that participation rates can fluctuate year to year. The lack of enrolments that would have been held at marae has reduced the proportion of Māori at Levels 1 to 7. The larger proportion of non-Māori and non-Pasifika students enrolled in Level 1 – 3 is due in large part to increased participation in our Te Reo Māori courses, including a Level 3 programme delivered to DHB and corporate staff nationally.

### First-Year Retention

Description	Ethnicity	2019 Result	2020 Target	2020 Result
The first-year retention rate for students at level 07 degree	Non-Māori and non-Pasifika	70%	55%	77%
	Māori	61%	55%	67%
	Pasifika	63%	55%	71%

This is the second year that we are reporting against the measure for retention i.e. students returning for the second year of a multiple year programme. Retention is an important measure for gauging how well we are supporting student through to completion. It is promising to see that our retention rate for all ethnicities have increased from 2019 result and that 67% of Māori students completing the first year of a degree programme are choosing to return in the second year. This result is pleasing, given the challenges of 2020, and the transition to fully online, and/or mixed mode delivery. It is also well above the 2020 target.

### Course Completion

Description	Ethnicity	2019 Result	2020 Target	2020 Result
The course completion rate for students (SAC eligible EFTS) at level 01-10	Non-Māori and non-Pasifika	73%	80%	56%
	Māori	66%	80%	59%
	Pasifika	67%	75%	49%

Complete results are reported in April SDR, so these are interim only. Again, the impact of COVID-19 is reflected in these results, and is consistent across all ethnic groups represented in the data. Awanuiārangī did not achieve any of the course completion targets agreed with TEC. Factors that contributed to these results included:

- The 2020 course completion targets were set quite high based on our 2018 and 2019 results.
- The impact of COVID-19 on students' ability to study. Some students were unable to move to online delivery due to a lack of connectivity, especially in remote and rural areas. Other students were impacted by sharing devices within a household, with school age children and additional family members living at home, which impacted on their ability to study. Some students withdrew from study due to financial hardship with their household where they were the most employable person.
- Some programmes could not move to online delivery and had to be postponed to when Alert Levels allowed face-to-face delivery. This change to dates impacted on some students' ability to continue to study.

### Progression

Description	Ethnicity	2019 Result	2020 Target	2020 Result
The progression rate for students at level 01-03	Non-Māori and non-Pasifika	45%	50%	28%
	Māori	53%	50%	35%
	Pasifika	47%	35%	17%

Awanuiārangī is committed to providing opportunities for students to pathway to higher level qualifications. Staff have focussed on strengthening and aligning programme pathways with the needs and aspiration of the communities we serve. As many of the marae programmes were not able to be offered (marae were closed) in 2020 as a result of COVID-19 our internal progression rate has been impacted. The impact of the pandemic was also evident in higher level programmes, as many students decided to put study on hold during this period. This is particularly evident when, in comparison to 2020, 2019 progression rates either met or exceeded 2019 targets.

These results are internal progressions only and do not include progressions of our students to other institutes (TEC has not published 2020 figures by 1 March 2021).

### Other Commitments

Description	Ethnicity	2019 Result	2020 Target	2020 Result
The amount of external research income earned (\$,000)	All	466	300	693
The number of international student EFTS	All	15	25	11.5
The number of Research Degrees completed	All	11	20	28

We continue to see positive growth in the amount of external research income earned, with our 2020 result of \$693k exceeding the \$300k target. This result is significant as external research funds enable us to grow our institutional research capability and conduct research aligned to the aspirations and priorities of the communities we serve.

Due to the international impact of COVID-19, we experienced a sharp decline in international students, who are primarily from the United States of America. Our international students and their families were particularly vulnerable in the COVID-19 pandemic, which impacted Native and Indigenous peoples in the USA in a disproportionate manner.







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