



TE WHARE WĀNANGA O  
AWANUIĀRANGI

# Annual Report 2015



RUKUHIA TE MĀTAURANGA

## OUR VISION

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

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



## OUR MISSION

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

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

# NGĀ UARA

## TIKA · PONO · AROHA

### MANAAKITANGA

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

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

### KAITIAKITANGA

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

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

### WHANAUNGATANGA

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

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

### PŪMAUTANGA

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

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

### TUMU WHAKAARA

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

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



Our History.....	9	Research.....	50
Council Chairman's Report 2015.....	10	Research Institutes and Projects.....	53
Chief Executive Report 2015.....	14	Current and Completed Projects.....	54
Governance Structure.....	20	Financial Review.....	59
Council Committees.....	21	Audit Report.....	60
Governance Documents.....	22	Statement of Responsibility.....	63
Our Structure.....	24	Financial Statements.....	64
Selected Diary of Events.....	30	Notes to the Financial Statements.....	69
International Outreach.....	46	Statement of Service Performance.....	101

# Our History

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

The Act characterises a Wānanga as providing *“teaching and research that maintains, advances, and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom)”*.

Te Whare Wānanga o Awanuiārangī delivers a range of qualifications: Certificates, diplomas, bachelor, master and doctoral degrees to meet the needs of Māori students and Māori/indigenous communities. These qualifications are often developed when communities or iwi request specific types of qualifications.

Te reo and mātauranga Māori are central to our teaching and learning as we provide a learning environment that is focused on

inter-generational, marae-centred learning conducive to the cultural aspects of Māori. This is what makes us (and wānanga more generically) different from other tertiary education providers, creating for us a distinctive role in the tertiary landscape.

The establishment of the three wānanga was an important step in recognising the role of education in providing positive pathways for Māori development, and although there are three wānanga, each is quite distinct from the other.





Tēnā koutou katoa e  
pānui nei i te pūrongo-a-tau a  
Te Whare Wānanga o Awanuiārangi.

Ia tau, ia tau ka pānuitia ngā mahi huhua a Te Whare Wānanga ki ngā Minita o te mātauranga me tō motu whānui. Ka horahia atu ngā mahi ātaahua i oti pai tae atu ki ētahi kāore i eke ki ngā tūmanako o Te Mana Whakahaere o Awanuiārangi. Ka uru katoa atu ki roto i te pūrongo ngā piki me ngā heke o te tau. Ka mihi ki o tatou mate. Haere ra koutou te hunga mate ki Hawaiki nui, Hawaiki pamamao, oti atu. Kua ngaro koutou i te tirohanga kanohi. Ka hoki mai nga mihi kia tatou te hunga ora kua huihui mai i tenei ra. Tēnā tatou katoa. Anei e whai ake nei te pūrongo mō te tau 2015.

As the Chairman of Te Mana Whakahaere o Awanuiārangi (the Council), I have the honour to present this annual report for 2015 to the Crown and its agencies as well as to our tribal authorities and the communities we serve. Although we have had some challenges to deal with during the year in review, we have also achieved positive outcomes. These are highlighted in the report of the Chief Executive (Acting).

Since the events of 2014 the Council has become even more active in protecting our institution. We are alert to possible risks to Awanuiārangi and, though cautious in our approach, we have been ready to manage them. The experiences of the previous 12 months have underscored the importance of risk management strategies and of acting promptly and effectively. Awanuiārangi as a tertiary institution has learnt important lessons from the challenges we have had to manage in order to improve our all-round capacity and to achieve what we set out to do for the people we serve. That we are honour-bound to do so goes without saying. The challenges of the past have changed the way we examine what we do, how we act and how we will look in the future. We are committed to ensuring the mana of our ancestor Awanuiārangi is protected and enhanced.

## Research and Teaching

We continue to offer unique courses and qualifications to our students from bridging level to PhD and post-doctoral. To enhance the quality of our qualifications we have undergone a number of important external and internal reviews. Where improvements have been identified our students receive the benefit of those changes. This ensures that their qualifications remain both relevant and desirable in a competitive market.

In recent years, elements of the tertiary education sector have had to face declining enrolments. In some institutions, staffing levels have correspondingly been subject to review. We are not immune to these changes and must act to remain responsive. The challenge we face is to find ways of enhancing and expanding our services to the communities we serve.

The Māori population remains in catch-up mode across a range of social indices and we are here to assist and then focus on planning for the future. Awanuiārangi is committed to ensuring our teaching and courses are research-informed and build Māori capacity and capability. We have a past and we have a presence today. We are confident there is a future for our people and for Awanuiārangi as a provider of responsive and relevant educational opportunities.

On a related issue, members of the Council and Management met with officials from the Ministry of Education and the Tertiary Education Commission to discuss ongoing access, participation and equitable funding opportunities through Performance Based Research Funding. We have consistently maintained our desire to increase our participation in PBRF given our delivery of undergraduate and post-graduate degrees. This remains a work in progress.

## Indigenous-university

Last year the issue regarding the use of the term “indigenous-university” was raised as a way of describing ourselves internationally to people who wanted to know who we were and what we did. We were optimistic that a resolution of this issue could be found with the Vice-Chancellors Committee, Universities New Zealand – Te Pōkai Tara. The High Court proceedings have now been discontinued as mutually agreed with Te Pōkai Tara. We have agreed to refrain from using the terms “University” and “indigenous-university” pending a final decision from the Minister of Tertiary Education, Skills & Employment on a review of the protected terms set out in the Education Act 1989 including the word “university”.

## Graduation

This year's graduation ceremony was held over two days at Mātaatua whareniui, Te Mānuka Tūtahi Marae and the Whakatāne War Memorial Hall. The first Doctor of Philosophy (PhD) in Te Reo Māori was conferred in 2015 and another four students also met the requirements of the doctoral programme. PhD theses were completed by graduands whose iwi included Ngāti Awa, Ngāpuhi, Te Aupouri, Tūhoe, Whakatōhea, Ngāriki Kaiputahi and Te Aitanga-a-Mahaki. Their original research adds important new conversations to the existing body of knowledge that is a cornerstone of mātauranga Māori.

It was with pleasure that Awanuiārangi granted Honorary Doctorates in Māori Development to Ann (Mereana) Selby, Te Ariki Mei and Judge Layne Harvey in recognition of their dedication and distinguished leadership to Education, Māori and Iwi development. I would also like to acknowledge the Distinguished Fellow in the Humanities granted to Materoa Dodd. Our annual Graduation celebrations are strongly supported by our communities and the participation of whānau and friends in honouring the success of all of our graduands continues to grow.

## Management changes

As foreshadowed in the 2014 annual report, Distinguished Professor Graham Smith retired from the office of Chief Executive after almost 8 years in the role. The Council, staff and students acknowledge his essential contribution in the building of Awanuiārangi as a Wānanga. First, as a member of our lecturing and professorial support group via The University of Auckland from our establishment in 1992, then as our

inaugural chairman of the Council in 1997 and then as Chief Executive from 2007 until 31 March 2015. He continues his contribution to Awanuiārangi as an academic, researcher and writer as a Distinguished Professor. The Council will undertake a comprehensive recruitment process for a new Chief Executive in 2015 with the intention of making an appointment by the end of the year. Until then the Deputy Chief Executive, Professor Wiremu Doherty, has agreed to take up the position of Acting Chief Executive. (Professor Wiremu Doherty was appointed as Chief Executive in March of 2016.)

## The Constitution of the Council

A new Constitution for the Council has been developed following a process of review and consultation that began in 2012. It provides for a smaller council of 12 members with 4 appointed by the Minister, 6 appointed by the iwi and 2 appointed by the Council. This is an important milestone as it lays the foundation for a real partnership at the governance level of Awanuiārangi between iwi and the Crown. It has been submitted to the Minister for Tertiary Education for approval and we anticipate that this will occur in the first quarter of 2016.

The Council has reviewed the skills, expertise and knowledge required of its reduced membership in addition to its committees. The Council will, through its Academic Board and committees, ensure the standards and the claims we make about quality and excellence in the teaching of our courses are maintained and held to be tika and pono, not only in terms of āhuatanga Māori and tikanga Māori as required by the Education Act 1989, but also in terms of best practice. This is a right that our students expect and are entitled to receive.

As the Council undergoes transition and change inevitably our responsibilities will increase. While an infusion of new ideas and, over time, new membership will assist in ensuring our institution remains relevant and responsive to our ever changing world, maintaining continuity and stability is also critical as we navigate our way through the opportunities that lie ahead.

## Conclusion

As Chairman, I wish to thank our students, their whānau and hapū, for their faith in our institution. I also acknowledge our stakeholders including the many marae who engage in our important community education and outreach programmes. They are an essential and unique connection into many of the communities we seek to serve. Acknowledgement is also due to our tribal authorities and especially Te Rūnanga o Ngāti Awa who have stood by the Council in difficult times with their unwavering support.

I wish to thank the Academic, Executive and General staff for all the work they do to ensure our students receive a quality education that is comparable both nationally and internationally. Every test we face compels us to look for better ways of doing things so that our students can be proud of the qualifications they achieve.

Finally, I acknowledge all the members of the Council for their diligence over another challenging year. Through the commitment of members who have worked with management, students and stakeholders, we have overcome the tests of this year and implemented new processes and structures that ensure the quality of our programmes is maintained and improved.

## Our institutional whakataukī is:

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

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

Ahakoia pehea te pupuhi o nga hau o te wa, ka tu tonu a Awanuiārangi.

### Distinguished Professor Sir Hirini Mead

KNZM, FRSNZ, PhD (Southern Illinois)

CHAIRPERSON

Te Whare Wānanga o Awanuiārangi



In April 2015, I was appointed Acting Chief Executive for Te Whare Wānanga o Awanuiārangi, following the retirement of Chief Executive, Distinguished Professor Graham Smith.

2015 drew to an end our organisation's 2014-2015 investigations into Hei Manaaki (National Certificate in Tourism) and the Bachelor of Māori Performing Arts programmes. By working with TEC and NZQA, both programmes continue to be offered for study. While the reasons for the investigations were challenging, the lessons learnt have strengthened this organisation as we continue to focus on the quality assurance of all programmes.

This focus on quality assurances resulted in delays to starting dates of new and existing programmes, several major external reviews, a shift in staffing capacity and imprecise EFTS projects together with a general softening of enrolments meant that our 2015 targets were not fully achieved. We continue to maintain a focus on quality investment improvements in systems and compliance requirements, enrolment processes, student attendance and withdrawals and the delivery of teaching and learning at Te Whare Wānanga o Awanuiārangi.

Some of our programmes continue to highlight successful achievement at Te Whare Wānanga o Awanuiārangi. The Bachelor of Nursing degree's first cohort successes and second-year enrolment numbers continue to give us a sense of having achieved the right provision and models for this degree programme.

The School of Indigenous Graduate Studies celebrated its seventh year of existence. The number of students enrolling and completing graduate programmes continues to rise and the School continues to attract a high number of Māori students. The growth in the postgraduate degree programmes has also led to the completion of the postgraduate degree qualifications (masters and doctoral students). Our most heavily supported degree continues to be Indigenous Studies.

The thesis topics and research produced by students are beneficial to Māori communities, hapū and iwi, with the focus on 'solution-driven' research. We expect that many of the issues and concerns raised by Māori communities will be addressed by those communities' own students through their doctoral and master's thesis research.

Our international programme, while small in comparison to the programmes of the universities, continues to be stable. Our intention is not to have large numbers of international students, but to utilise the tribal communities and the commonalities in research issues and historical circumstances, as a means to form networks of academic discussion across boundaries and borders. Into the future, we are optimistic that our continual engagement in the international arena will help to generate relationships between institutions and countries (including tribal nations) as we meet 'like-minded' and 'like-experienced' groups with whom our relationships develop stronger academic research and engagement.

The School of Iwi Development continues to work closely with Māori communities and in particular marae. It is these programmes and their delivery mechanisms that introduce to those in remote areas who have not experienced success in secondary schooling (and, for some, primary) and to those who wish to be contributing members of their marae and hapū, the opportunities to engage in a tertiary education setting. Because of the focus on marae and hapū, students are immersed within their own tribal area with other members of their tribe. Also equally important is that the students are enabled to stay in their own area, which is a significant factor that prohibits many Māori students from studying at tertiary level. Living in a city or town away from family is a major deterrent for many Māori students because they simply cannot afford to do so, even if they have succeeded in obtaining a student loan).

The School of Undergraduate Studies during 2015 focused on gearing up its qualification quality assurance processes, reviewing a significant proportion of its programmes. Degrees included the Bachelor of Education, Bachelor of Māori Performing Arts and the Bachelor of Environment Studies. The reviews have resulted in tighter alignment of these programmes to the goals and objectives of each degree, and includes significant changes to programme delivery and the systems that govern that delivery.

The Bachelor of Humanities continues to be delivered specifically in Tauranga Moana at the Bay of Plenty Polytechnic site (as a part of our working relationship with the Polytechnic) and the Bachelor of Health Sciences grows from strength to strength through the support of the nursing community in the Bay of Plenty region.

Our vision in education is to promote, grow and sustain Māori language, knowledge, culture, and tikanga Māori practice.

The breadth of our learning provision is necessarily expansive given the needs of our communities through the three levels of pre-degree, degree and postgraduate offerings. Our teaching extends from marae-centred community and entry-level programmes to graduate programmes at master and doctoral levels. Because of the focus of our graduate programmes on the theme of Māori and indigenous knowledge (which is benchmarked to a wider body of international indigenous research activity and qualifications), these themes provide a basis for transforming the development and advancement of our students' own communities.

Our vision in education is to promote, grow and sustain Māori language, knowledge, culture, and tikanga Māori practice, by providing a range of Māori educational opportunities and advancements designed to positively impact the social, economic and cultural growth of Māori communities and iwi.

At Te Whare Wānanga o Awanuiārangi, Māori language, culture and values-based programmes are available to learners who have struggled to achieve in the conventional system, and to learners who might not normally be engaged in tertiary education or a skill-based training. The educational challenges presented to us by our communities see our institution continually developing educational opportunities designed to meet the needs of Māori and all students who are seeking relevant qualifications and skills for employment, for cultural competencies, for professional development, for long-term careers, and as contributors to New Zealand society and the world.

Our students achieve the desired outcomes because we offer a "360-degree wrap-around" provision in which they are encouraged and mentored to do well in their studies, often with the whole whānau involved. We now see two to three generations of the same whānau successfully studying and graduating at the wānanga. These characteristics and features are the distinctive contribution and point of difference that Awanuiārangi brings to the educational arena.

We place a great importance on "cultural citizenship" as it is important that a person has the language, knowledge and culture to be able to engage with the community while growing and knowing their identity. All our programmes contain some element of this. We believe that an understanding of Māori economic wealth development, cultural wealth and identity are just as important as being employable. Our

programmes, delivery methods and values ensure that our graduates qualify with all these. This means that Māori knowledge and practices are viewed as academic subjects and are central components to the academic programmes, teaching delivery and student experiences.

Furthermore, our programmes aim to enhance, support and reflect the cultural identity of Māori communities by encouraging learners to embrace mātauranga Māori, mātauranga-ā-iwi and the tikanga and āhuetanga of their hapū and iwi, which is integral to success. Research demonstrates conclusively that a strong cultural identity is directly linked to academic success (Lai, J. 2010). We support that stance.

Awanuiārangi is concerned to ensure that education through our academic pursuits is enabled via a culturally affirming pedagogy and learning environment. Tertiary study at Awanuiārangi is supported by a vibrant academic community led by PhD-qualified Māori staff. Our graduate students are also supported by national and international experts who are all committed to assisting students to successfully fulfil their learning aspirations while simultaneously developing Awanuiārangi as an outstanding site for Māori scholarship and research.

Focusing on maintaining the distinctive characteristic elements of the wānanga is a continual key priority as we grow culturally appropriate networks of provision with other like-minded tertiary organisations. This includes relationships with other international indigenous institutions as well as indigenous entities in less-indigenous spaces. We continue to be an active member in the Bay of Plenty Tertiary Partnership together with the Bay of Plenty Polytechnic, Waiariki and the Waikato University, providing options and pathways for Māori students throughout the Bay of Plenty region.

The decline in students from 2014 is as a result of the delays in offering the Bachelor of Māori Performing Arts and Hei Manaaki programmes, accompanied by the general focus on programme quality. Aside from this, we are also beginning to see a drop in the 55+ age bracket as the funding support for this sector is being removed.

We believe that educational success for Māori and other indigenous peoples, wherever it can be attained, is vital and that it is an important pre-requisite for sustainable social and economic improvement within our communities. Decisions about what Awanuiārangi offers and how are not simply made around vocational outcomes. The aim is to improve academic achievement and, as well, to create Māori citizens who have the language and cultural skills to participate more fully in Māori cultural life and to succeed as Māori.

Awanuiārangi, in addition to meeting government expectations, must also meet iwi expectations and is subject to intense evaluation, monitoring and moderation by iwi. The issue facing Awanuiārangi is this dual accountability to government and iwi whose aspirational outcomes, desires, visions and views may be different. We serve our communities and are aware of those challenges, but endeavour to build educational and employment capability, disseminate Māori language and knowledge (to teach), carry out research and impart and use our academic knowledge to build Māori citizenship.

Our distinctiveness and value-add – what sets us apart from other tertiary institutions – is the cultural citizenship aspect requiring students to be able to function effectively in whichever career pathway they choose. However, cultural citizenship is not just about producing graduates with the required skills for the labour market: our

intention is to produce students who are able to participate more fully in respect of their cultural responsibilities. Māori still need to be Māori and require the appropriate language, knowledge and skills to enable the fulfilment of their cultural citizenship expectations and obligations. This is not an “either-or” situation between Māori knowledge and world knowledge. Our students need competencies and skills in both areas.

## New Developments End of 2015

Our Tāmaki and Whangarei campuses have been situated with various host institutions for a number of years. Te Wānanga o Aotearoa enabled Awanuiārangi in Tāmaki to share their base in Mangere and recently we operated out of the Unitec site based off Carrington Road. In Whangarei, NorthTec provided Awanuiārangi with space to operate on its Whangarei campus. We have appreciated these opportunities to work collaboratively with other institutions.

Due to demand for more space, at the end of 2014, we opened two new campuses in Tāmaki and Whangarei to meet the growing demand of student interest in the programmes of Te Whare Wānanga o Awanuiārangi. The Whangarei site is with Te Wānanga o Aotearoa and the Tāmaki campus is situated in its own unique space off Lambie Drive, next to Manukau City.

Te Whare Wānanga o Awanuiārangi has an ongoing relationship with Ngai Te Rangi which stems back to the time when the wānanga first opened. Our working commitment to Ngai Te Rangi has seen us in the past undertake joint research collaborations, the placement of programmes and staff into the Tauranga region, and has now taken another journey through the

This emphasis is not currently picked up to the same extent in government policies and strategies (such as the Tertiary Education Strategy). But success with cultural competencies enhances the potential for learners to engage more broadly and fully and is one of the distinctive features promoted and supported by Te Whare Wānanga o Awanuiārangi.

signing of a Memorandum of Understanding between Te Rūnanga o Ngai Te Rangi and Te Whare Wānanga o Awanuiārangi. There are strong whakapapa links with Awanuiārangi, Waikato University (Tainui) and through the amalgamation of the Bay of Plenty Polytechnic with Waiariki (Te Arawa), all of which bring other iwi into the rohe of Tauranga. Ngai Te Rangi is committed to growing and developing strong, culturally and linguistically competent descendants, and Te Whare Wānanga o Awanuiārangi is honoured to be asked by the iwi to assist in this important task.

Finally, I would like to acknowledge our Chief Executive Officer Professor Graham Smith, who retired from office in March 2015. I assumed the role of Acting Chief Executive Officer From April 2015 until the end of 2015 and look forward to continuing the growth and development of Māori in the tertiary sector at Te Whare Wānanga o Awanuiārangi.

### Professor Wiremu Doherty

PhD (Auckland), BA (Hons), BSocSc,  
DipTchg (Waikato).  
CHIEF EXECUTIVE OFFICER  
Tūhoe/Ngāti Awa

## Key Facts and Figures

Full-time Equivalent Staff (FTE)	2013	2014	2015
Academic	71.4	87.8	85.8
Professional	75.06	84.86	84.83

Students	2013	2014	2015
Students	7104	6550	5309
Gender Male	2857	2525	1968
Gender Female	4247	4025	3341
Fulltime	2605	2219	1477
Part-time	4773	4785	3975

Enrolments	2013	2014	2015
Postgraduate Enrolments	259	285	308
Undergraduate Enrolments (Level 7 and under)	6854	6299	5022
International Students	8	7	7

Ethnicity	2013	2014	2015
Māori	6684	6192	5028
Pasifika	137	123	94
Pakeha	204	195	152
Other	79	40	35

Students	2013	2014	2015
18-24	1373	1394	1025
25-54	3938	3651	2900
55+	1752	1412	1164

(Note the drop in students in the 55+ category. This is in line with changes to funding availability for these students)

Research Income	2014	2015	2015 (Achieved)
ERI	141	145	145-150
RDC	\$37,593	100,000	\$210,000
PBRF	\$318,066	\$366,268	\$519,000

## Wānanga Governance Structure

Wānanga were constituted as tertiary education providers in 1997, under s162 of the Education Act 1989. The Act characterises a Wānanga as an institution that is distinguished “by teaching and research that maintains, advances, and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding āhuratanga Māori (Māori tradition) according to tikanga Māori (Māori custom).” Thus the focus for wānanga is primarily in the delivery of education through a mātauranga Māori context, across a range of pre-degree and degree qualifications and to Māori communities, iwi, hapū and whānau. Our core business is delivering academic excellence through teaching and research underpinned by āhuratanga and tikanga Māori principles.

## Wānanga Leadership: The Council

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

(a) the following number of members appointed by the Minister by written notice to the council:

(i) 4 members (in the case of a council comprising 10, 11, or 12 members):

(ii) 3 members (in the case of a council comprising 8 or 9 members); and

(b) enough members appointed by the council by resolution, in accordance with its statutes, to bring the membership up to that total number.

### Our council for 2015:

Dist. Professor Sir Sidney (Hirini Moko) Mead	Chair of Council/Te Rūnanga o Ngāti Awa
Judge Layne Harvey	Deputy Chair of Council/Te Rūnanga o Ngāti Awa
Sir Harawira Gardiner	Te Rūnanga o Ngāti Awa
Dist. Professor Graham Hingangaroa Smith	Chief Executive (Retired March 2015)
Professor Wiremu Doherty	Acting Chief Executive (Appointed April 2015)
Dr Joe Mason ( <i>Hon. Causa</i> )	Chair of Finance/Te Rūnanga o Ngāti Awa
Mr Te Kei Merito	Te Rūnanga o Ngāti Awa
Ms Materoa Dodd	Te Rūnanga o Ngāti Awa
Mr Aubrey Temara	Co-opted
Ms Adrienne von Tunzelmann	Co-opted
His Worship the Mayor, Mr Tony Bonne	Whakatāne District Council
Mr Matiu Dickson	Ministry of Education
Mrs Tuihana Pook	Ministry of Education
Mr Waaka Vercoe	Ministry of Education
Mr Rauru Kirikiri	Ministry of Education

## Academic Board

The Academic Board is established under Section 182(2) and 193(2)(i) of the Education Act 1989. The purpose of this Board is to advise Te Mana Whakahaere o Awanuiārangi on all matters that may affect academic activities to ensure the highest standards of teaching and research are maintained in the delivery of our courses and programmes.

### Finance Audit and Risk Committee

This committee shall provide advice to Te Mana Whakahaere o Awanuiārangi on all financial and risk considerations in the regulation and determination of the Wānanga’s affairs. The committee will also ensure compliance with relevant statutory obligations and internal/ external regulations in addition to probity and financial prudence when Awanuiārangi carries out its activities.

### Honours Committee

The Honours Committee shall award Honorary Doctorates and Distinguished Fellows. The committee shall comprise the Chair, Deputy Chair, Chief Executive Officer and up to two co-opted members holding expertise in a relevant discipline. This committee shall be chaired by the Chairperson of the Council or nominee.

### Appointments and Remuneration Committee

The Council appoints the Chief Executive in accordance with the State Sector Act 1988 and is required to monitor and evaluate his or her performance. This committee will oversee employment matters and performance reviews between the Council and Chief Executive, and other such matters that may require privacy and personal interface, in accordance with its legislative and policy requirements.

## Subcommittees of Academic Board

### School Academic Committees

Te Whare Wānanga o Awanuiārangi has School Academic Committees whose role is to oversee all academic programmes and approve academic results. School Academic Committees are aligned to the Academic Board and are responsible for the function, responsibilities and parameters for undertaking the ‘business’ of each School.

### Ethics Committee

As a research degree-granting institution involved in wider research practices, Te Whare Wānanga o Awanuiārangi is committed to maintaining the highest of standards and principles to guide appropriate and safe actions and practices in research. The Ethics Committee is a sub-committee of the Academic Board, whose primary function is to maintain and ensure culturally safe and appropriate research practices.

### Doctoral Committee

Te Whare Wānanga o Awanuiārangi Doctoral Committee ensures the doctorate programmes maintain the highest standard of academic excellence. The committee meets regularly to oversee doctoral applications and to approve the research proposals of doctoral students. Programme and policy changes also fall under the jurisdiction of the committee as does approval of students for graduation.

## Strategic and Investment Plan

The organisational strategy *Te Rautaki 2020* was finalised in 2015 and provided the context for the completion of our investment plan and the strategic goals and actions of Te Whare Wānanga o Awanuiārangi for 2015.

### The *Te Rautaki 2020* strategic drivers are:

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

### In 2015, the strategic goals for the organisation are:

1. Sustainability and Viability. To maintain a sustainable and viable programme portfolio that meets demonstrated need for the communities we serve.
2. Teaching and Learning. To provide quality teaching and learning that is underpinned by āhuetanga and tikanga Māori principles, producing graduates with a strong sense of Māori cultural identity and self-worth, skills and employability.
3. Research. To enhance our educational standing through research excellence and international outreach that is transformative for students, community, Māori and indigenous peoples.
4. Māori public good/service to the community. To make a meaningful contribution to the social, economic and cultural development of whānau, hapū, iwi and communities.
5. Cultural citizenship. To develop students and staff who recognise and embrace their identity and have the knowledge and skills to make a contribution to their communities.

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

Te Whare Wānanga o Awanuiārangi is made up of core administration and service operations, which service programme delivery through three schools:

- The School of Iwi Development;
- The School of Undergraduate Studies;
- The School of Indigenous Graduate Studies.

## School of Iwi Development

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

The primary focus of the School of Iwi Development (SID) is to provide a range of programmes and courses aimed at strengthening the socio-cultural capital of marae around the country. More specifically, the School has focused on ensuring that we provide quality educational provision which provides both cultural and vocational options that are first and foremost grounded in language and customs (te reo me ona tikanga). These have been specifically designed and strengthened for marae and particularly for second-chance learners. These

include a range of options and pathways that meet our stakeholder-specific needs and aspirations. These programmes are also supported by having a strong research ethos within the School that engages in an applied and transformative way to help advance the wellbeing of people and their resources in a relevant and meaningful way.

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

This relatively new market-driven demand has required the School to diversify our provision of teaching and learning and incorporate alternative course options in order to accommodate the expanding Māori-centred tertiary marketplace demand. This, by

definition, provides accessibility across a wider range of Māori community networks that may not otherwise have the opportunity to engage in lifelong learning experiences within the tertiary sector, particularly for isolated rural communities.

## School of Undergraduate Studies

The School of Undergraduate Studies is primarily campus-based at Whakatāne, Tāmaki and Whangarei. With the new technologies that allow taura to connect to teaching staff and classrooms all over the country, the School has reduced significantly the need to teach in classrooms on a campus. This new and exciting platform of delivery is being used now by staff though an online learning/teaching platform called eWānanga in a number of programmes the School of Undergraduate Studies offers.

While the School is delivering education with the newer technologies it also uses the traditional classroom delivery. Te reo Māori programmes Te Awa Reo, Te Awa Tūāpapa, and Hei Manaaki tourism programme, for example, are predominantly taught in the traditional 'face-to-face' environment. The Bachelor of Health Science Nursing and Bachelor of Environment Studies programmes, though taught mainly in the classroom, also use online learning to reinforce what has been learned in the classroom. Other programmes – notably the Bachelor of Education, the Bachelor of Māori Performing Arts and the Bachelor of Humanities – use a combination of noho and online learning, which has proven successful.

Our students are involved in far more than just their studies. They contribute at a national and international level to Māori communities and organisations. The nursing students, for example, have been active in promoting health within their

local communities by offering basic health checks, including diabetes testing, in Whakatāne, Kawerau and at Te Whare Wānanga o Awanuiārangi.

Students from the Bachelor of Environment Studies degree have been involved in field water testing both in Whakatāne and the far North, and in Whakatāne they are also investigating the shellfish beds in the Ohiwa harbour as part of research required for their Level 7 research paper.

Bachelor of Māori Performing Arts students performed at the national kapa haka championship Te Matatini in Christchurch at the beginning of this year. A number of students with their kapa represented Aotearoa at overseas events, for example in Hawai'i. All of these students give back to their communities, not only through their studies, but through the extra-curricular activities in which they are involved.

Within the School of Undergraduate Studies, students come from a diverse range of ethnic groups including Māori, Pākehā, Pacifika, Japanese, Australian and Chinese. Predominantly, however, the most significant group in the school is Māori women returning to study after having families. Many of the students are in full or part-time employment or are full-time caregivers who combine their studies with work and family obligations. Some of our highlights include the following:

### Bachelor of Māori Performing Arts (BMPA)

In 2014 the Bachelor of Māori Performing Arts underwent a major review. This review was part of a process in which new degrees are reviewed after the first year of graduating students. The review of this degree was also as per a directive from the New Zealand Qualification Authority, given that some major issues and challenges had been highlighted by students and auditors.

The review facilitated: new staffing, more professional development for staff; the stabilisation of the eWānanga platform (its acceptance by staff and its use by BMPA students as an alternative delivery platform from Facebook); the implementation of Zoom as a simplified video conferencing platform available on student devices and mobiles (which will become widely available in 2016-2017 academic year); training and development through wānanga processes.

The use of video conferencing (Zoom) as a teaching and learning tool to be introduced in 2016 will allow lecturers to talk individually and collectively with students face-to-face and share documents with them.

In addition to new staff and delivery sites, innovative and creative delivery mechanisms are being implemented. For example, lecturing staff carry out rohe tutorials, ā-kapa tutorials throughout the country with students in each of the participating kapa, and formal teaching at noho. The introduction of online learning using the Moodle platform called eWānanga has been successful as a teaching and learning tool. With the quick uptake of computers in homes and mobile phones, this extension of the classroom or learning space was timely and welcomed.

The degree differs from many other qualifications because of the relationships in both administration and teaching between Te

Whare Wānanga o Awanuiārangi and the kapa haka. Essentially, students must be members of a kapa. There is also a contractual relationship between the kapa and Te Whare Wānanga o Awanuiārangi covering administration.

The review has resulted in a transformed programme, one that better fits the needs of the kapa (for whose goals and objectives the degree is aligned) and better incorporates the desired academic rigour of both students and staff. There are currently 45 cohorts involved in the BMPA programme.

### Bachelor of Health Sciences Māori (Nursing) - Te Ōhanga Mataora Paetahi

Te Ōhanga Mataora Paetahi – the Bachelor of Health Sciences Māori (Nursing) – is the first and only accredited indigenous kaupapa nursing programme in existence. The programme is committed to recognising and incorporating te reo and tikanga in conjunction with nursing knowledge to enhance the engagement of nurses with whānau, hapū and iwi and ultimately support and improve health outcomes for Māori in the health system.

Now in its second year of delivery in Whakatāne, the course has been hugely successful in engaging Māori to gain a qualification in nursing locally. The programme has widespread support within the community and interest in the programme remains strong.

Highlights in 2015 have included many firsts for the programme, but in particular the collaborations between the Bay of Plenty District Health Board, Ngāti Awa Hauora and Eastern Bay of Plenty, who have supported the programme and taura. Collaborations with these groups have included:

- The 2015 National Māori Nursing Workforce Hui held at Awanuiārangi – this brought together nurses from around the motu and further afield

to celebrate the development of the programme in addressing the shortage of Māori nurses nationally.

- Scholarships received by Awanuiārangi taura from Eastern Bay of Plenty Primary Health Alliance in memory of Janet Maloney, the first Māori nurse practitioner.
- The establishment of the first hauora clinic delivered by Te Ōhanga Mataora Paetahi and supported by registered nurses within the region.
- Strong interest in Te Ōhanga Mataora Paetahi has seen an increase in the number of people interested in Ako ki te Wānanga Bridging Programme. This pathway supports sustainability and enables taura to transition into degree-level study.

## School of Indigenous Graduate Studies

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

We have a focus on providing education pathways that meet the needs of our various communities. Wherever able we consult with iwi and hapū groups as well as Māori-focused and Pasifika-focused organisations to ensure we are aligning our postgraduate offer to their needs. An example of this is our relationships with iwi in the Mātaatua region who are using our masters te reo Māori programme to further their own iwi revitalisation goals. Another clear

There has been tremendous feedback from Nursing Council New Zealand (NCNZ) and New Zealand Qualification Authority (NZQA) as a part of the annual monitors visit. Both organisations have congratulated Awanuiārangi for the kaupapa of the programme, and the learning environment facilitated within this degree. The programme continues to support the contribution of the students within Te Ōhanga Mataora, ensuring that the kaupapa and tikanga tuku iho are embedded in their learning and practice. Our first cohort of students will graduate in 2017.

target group is those Māori and Pasifika people who have an undergraduate degree and have been working and building their career and are now in a position to return to study to further develop themselves academically and culturally. Our professional doctorate and masters provide pathways for these students.

We offer four postgraduate programmes in the school:

### Doctor of Philosophy

Doctoral degrees are the highest supervised degree offered by Te Whare Wānanga o Awanuiārangi. The PhD is awarded for a thesis that demonstrates a candidate's ability to carry out independent research and analysis at an advanced level of study in a particular discipline and/or field.

In 2015 five students graduated from Te Whare Wānanga o Awanuiārangi:

- Peeti Wainui (PhD Indigenous Studies)
- Hiria Hape (PhD Education – thesis written in te reo Māori)
- Moana Eruera Thompson (PhD Indigenous Studies)
- Kura Paul-Burke (PhD Environment Studies)
- Gary Leaf (PhD Indigenous Studies)

### Professional Doctorate

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

The first students from the professional doctorate programme will complete in 2016 for graduation in 2017. Currently there are over 30 students enrolled in the professional doctorate degree.

### Master of Māori Studies

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

### Master of Indigenous Studies

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

## New Campus Sites in Auckland and Whangarei

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

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

We re-located our existing campus from Unitec Mt Albert to Lambie Drive in South Auckland and the site was refurbished, with quality student learning being the focus. The need in Tāmaki is significant especially in undergraduate and postgraduate degree study that is informed by āhuetanga and tikanga Māori. Awanuiārangi has a critical part to play through the right location, mix of programmes and meaningful relationships with other providers.

Awanuiārangi continues to work collaboratively with both Manukau Institute of Technology (MIT) and Te Wānanga o Aotearoa. One of our senior staff members currently chairs the Te Kahui Tautoko – the MIT Māori and Pacific Task Force established to improve MIT's engagement with Māori and Pasifika and student success.

A key strategy in Tāmaki is to develop programmes that meet the needs of our communities and align with the existing network of education provision. This will be achieved through developing relationships with communities of need, employers and industry leaders to ensure programmes are relevant.

In 2016 the programmes being offered from the campus include the Bachelor of Education, Bachelor of Humanities, Bachelor of Māori Performing Arts, Te Reo me ōna Tikanga, Tourism, Master of Māori Studies, Master of Indigenous Studies and PhD. We have also partnered with Te Waka Kai Ora (New Zealand Māori Organics Authority) to develop a new qualification in Kai Oranga and food sustainability for South Auckland communities.

The campus opening on 11 December 2015 was attended by 200 external stakeholders including a strong contingent from Waikato/ Tainui and Ngāti Whātua. At this event both iwi were presented with taonga to acknowledge their significant and valued support for the new campus.

At the same time we also relocated our Whangarei site to a new building on the Northtec Campus. Te Whare Wānanga o Awanuiārangi has co-located with Te Wānanga o Aotearoa with a joint focus on the communities our organisations collectively serve and ensuring our provision is complementary. With the support of iwi, our intention is to grow provision in Northland while ensuring that programmes and their delivery modes meet the needs of iwi Māori.





Te Toa Whakaihūwaka mō te Tau 2015. Overall Winner: Te Kapa Haka ō Te Whānau-a-Apanui

## Matatini National Kapa Haka Festival

10 MARCH 2015

Te Whare Wānanga o Awanuiārangi congratulates their students, alumni and staff who were among the kapa haka groups competing in the world's biggest celebration of Māori performing arts in Christchurch this year. More than 400 performing arts students, graduates and staff from Te Whare Wānanga o Awanuiārangi were among the elite performers participating in the five-day Te Matatini National Kapa Haka Festival. Many others were advisors, choreographers, composers or mentors.

Awanuiārangi was a festival sponsor of the biennial event which saw 1800 performers in 45 kapa haka groups competing at Hagley Park from March 4 to 8 for the title of national champion. The festival was hosted by Waitaha Cultural Council, Te Rūnanga o Ngāi Tahu and Christchurch City Council. Awanuiārangi CEO, Distinguished Professor Hingangaroa Smith, said "hospitality from the tangata whenua was outstanding which was built around the theme He ngakau aroha".

Many staff, students and graduates hold leadership roles within their kapa, including School of Iwi Development lecturer Tamati Waaka, who was Manukura Tane (male leader)

for the 2015 champion Te Whānau-a-Apanui. He took third place as Manukura Tane. TechPā co-ordinator Thomas Mitai is a member of Ōpōtiki Mai Tawhiti, the kapa named second-equal in the championship alongside Te Matarae i Orehu, and Bachelor of Māori Performing Arts lecturers Tapeta and Annette Wehi lead renowned Auckland-based group Waka Huia. Distinguished Professor Smith said kapa haka is a celebration of mātauranga Māori (knowledge), performance excellence and literary arts.

"Educational and cultural revitalisation are expressed within the realm of kapa haka, as is the Māori world view, both traditional and contemporary – and this was demonstrated by the breadth of the subjects aired on stage this year, including mining and oil exploration, TPPA, environmental issues, poverty, politics, child abuse, the media and cultural issues," Distinguished Professor Smith said. "Te Matatini is an opportunity to showcase world-class talent and all the skill, knowledge, hard work and commitment it takes for a kapa to qualify for the national event. Awanuiārangi is proud of the level of attainment of its staff and students in this arena." Te Matatini 2017 will be held in Hawke's Bay.



Polyfest Māori stage 2015.

## Wānanga supports Māori stage at Polyfest

31 MARCH 2015

Te Whare Wānanga o Awanuiārangi was a major supporter of this year's ASB Polyfest, the biggest Polynesian festival in the world. Formerly known as the Auckland Secondary Schools Māori and Pacific Islands Cultural Festival, the annual event is the biggest youth performance showcase of New Zealand's diverse cultures.

Te Whare Wānanga o Awanuiārangi Māori stage took the theme **Ka mārama i te aho o Mātauranga** (Enlightenment through Education), and Awanuiārangi had a strong presence over the four days, with staff providing information on the wānanga kaupapa and programmes. Almost 90,000 people attended the ASB Polyfest 2015, which marked the festival's 40th year.

Secondary school students competed on five stages, performing traditional items from Aotearoa, the Cook Islands, Niue, Samoa and Tonga. A sixth Diversity stage featured performances from Africa, India, Fiji, Indonesia, Sri Lanka, Philippines, China, Korea, Japan, Malaysia, Thailand, Mongolia, The Middle East, Tuvalu and Serbia.



Professor Wiremu Doherty.

## New Appointment for CEO

31 MARCH 2015

Professor Wiremu Doherty was appointed Acting Chief Executive of Te Whare Wānanga o Awanuiārangi. Professor Doherty has been a valued member of the management team since 2009 and has held various executive roles including Deputy Chief Executive. He is demonstrably dedicated to the staff, students and the success of Awanuiārangi. Professor Doherty has a PhD from the University of Auckland and has extensive links to iwi across Aotearoa. He has also held leadership roles in both the education and commercial sectors in New Zealand.

## Wānanga hosts Māori tertiary advisers

03 APRIL 2015



Māori Liaison Advisers.

Takawaenga Māori (Māori Liaison Advisers) from tertiary education institutions throughout New Zealand gathered in Whakatāne for their annual conference. The three-day conference was hosted by Te Whare Wānanga o Awanuiārangi with 18 delegates representing two wānanga, three institutes of technology, six universities and one other tertiary provider. The conference from 31 March to 2 April aimed to provide professional development directly relevant to Māori student recruitment and retention aspects of the takawaenga role. The conference offered the opportunity to network, collaborate and share ideas and strategies.

## Awanuiārangi honours graduate achievement in two-day celebration

01 MAY 2015

More than 1300 certificates, bachelor, master and doctoral degrees were awarded by Te Whare Wānanga o Awanuiārangi at Graduation 2015 in Whakatāne. Graduation is one of the most anticipated events of the academic calendar for Te Whare Wānanga o Awanuiārangi and the communities it serves, and for the first time this year formalities were held over two days, beginning on Thursday, April 30, when graduands, whānau, friends, and representatives of the wider community were formally welcomed by Ngāti Awa and Te Whare Wānanga o Awanuiārangi Council and staff onto Te Mānuka Tūtahi Marae.

Three honorary doctorates and a series of special awards were presented before a large crowd on the marae ātea. Honorary Doctorates in Māori Development D.MD (Honoris Causa) were presented to Ann (Mereana) Selby (Ngāti

Raukawa [Ngāti Pareraukawa, Ngāti Huia], Ngāti Porou [Te Whānau-a-Ruataupare]); Te Ariki Mei, QSM (Ruapani, Tūhoe); and Judge Layne Harvey (Ngāti Awa, Rongowhakaata, Te Aitanga a Māhaki, Te Whānau a Apanui, Ngāti Kahungūni ki Wairoa). The honorary doctorates recognise life-long commitment to enabling others to achieve excellence.

On May 1, Te Whare Wānanga o Awanuiārangi Council members, dignitaries, senior management, staff and graduands paraded through Whakatāne on the Gown and Town graduation hikoi. As in previous years, enormous support was shown by the community, with many people, including groups of school children, acknowledging the procession with karanga, waiata and haka as it passed by. Later, at Whakatāne War Memorial Hall, several hundred graduands were formally capped.



Te Whare Wānanga o Awanuiārangi graduation 2015.

In his address as Acting Chief Executive, Professor Wiremu Doherty congratulated the success of the 1377 graduands. The two days of ceremony and celebration represented, in many cases, the culmination of years of effort and dedication by students seeking to progress to higher levels of achievement. "These graduands have worked hard to attain their qualifications and we honour their achievements with pride," Professor Doherty said. "Their knowledge and expertise must now be put to work not only for themselves and their whānau, but also for the good of all our people and for society at large. In the years ahead, we will look to them to exercise leadership and to seize every opportunity to work creatively and collaboratively to address the challenges that lie ahead for our communities."

A special presentation was also made to Materoa Dodd, who was awarded a Distinguished Fellow in the Humanities. Robin Hapi, MBA, was the guest speaker and Te Tohu Paetahi Ako: Bachelor of Education (Teaching) graduand Te Ikanui Joseph Horiana Kingi-Waiaua was the 2015 Valedictorian. Acting Deputy Chief Executive Evie O'Brien said the occasion was humbling and it was an honour to witness students graduating from Level 1 through to doctorates at Level 10. "The graduands came from all parts of New Zealand and the Whakatāne community can be proud that their wānanga is making a profound difference to students and their whānau throughout the land," she said.

## Graduation Special Awards

### School of Undergraduate Studies – Top Scholar Award (Toyota Financial Services)

– Rachel Hana Kiri Kiri Jacks

### Emeritus Professor Roger Green, ONZM Award for Top Thesis (Angell Sound Vision)

– Moana Margaret Eruera

### Excellence in Te Reo Māori Award (Fairfax Group) – Ngawaiata Linette Turnbull

### Te Whare Wānanga o Awanuiārangi Contribution to Iwi Development and Advancement Award (Pak 'n Save) – Uiraroa Marae

### Te Ira Wairua – School of Iwi Development

Top Scholar Award (BNZ) – David Timoti

### Te Onehou Phillis Award for Outstanding Iwi

Research (ANZ) – Phyllis Gwen Callaghan and Lee Rukingi Richards

### School of Indigenous Graduate Studies Top Scholar Award (Sea Breeze)

– Kahurangi Phyllis Maxwell

### The Rotary Club of Whakatāne Award 'Most Improved Student in a degree programme in Te Reo Māori' (Whakatāne Rotary Club) –

Chanelle Marie Kelly-Waihirere

## Pueblo doctoral group visits Awanuiārangi

6 MAY 2015



Acting CEO Professor Wiremu Doherty (middle) with doctoral students and staff from Arizona State University.

Indigenous leaders, doctoral students and staff from Arizona State University were hosted for two days by Te Whare Wānanga o Awanuiārangi. The Pueblo doctoral group was welcomed at Mātaatua, Te Mānuka Tūtahi, on May 6 before meeting with Awanuiārangi staff on May 7. Acting CEO Professor Wiremu Doherty presented an overview of

Awanuiārangi and its history, followed by a series of presentations from other executives and senior staff.

In the afternoon, the visitors were guided on a field trip to Kapu-te-Rangi and other significant sites, and the exchange ended with a dinner hosted by Awanuiārangi executives and staff.

## Tauranga CBD campus a step closer with signing of Heads of Agreement

22 MAY 2015

A tertiary campus in the centre of Tauranga is a step closer. The University of Waikato-led campus will be shared with the three other parties in the Bay of Plenty Tertiary Education Partnership: Bay of Plenty Polytechnic, Te Whare Wānanga o Awanuiārangi, and Waiariki Institute of Technology.

This week an agreement was made between Waikato University, the Bay of Plenty Regional Council, Tauranga City Council, and the Tauranga Energy Consumer Trust. The parties have agreed on the conditions under which the regional contributions towards the project are to be provided: land from Tauranga City Council; \$15 million from the Bay of Plenty Regional Council; \$15 million from the Tauranga Energy Consumer Trust.

The Tauranga CBD campus will be developed by the University of Waikato on behalf of the Bay of Plenty Tertiary Education Partnership to enhance the existing network of tertiary campuses in the

region. The University-led facility will provide purpose-built space for leading academics and researchers, postgraduate and undergraduate students, and for industry and community collaborations and commercialisation activities.

The new campus in Durham St is expected to open to students in 2020. It will focus on programmes that relate to areas of regional activity, including marine, ICT and logistics. Further courses will be developed over time to support areas of economic and industry need in the Bay of Plenty. It is expected that following the development of the campus, 8000 tertiary students will study in the Bay of Plenty over a 17-year period and it is hoped that over its two stages of construction, the tertiary shared campus will provide more than \$49 million in direct construction expenditures, \$47 million in flow-on effects for suppliers and households, an estimated 427 construction jobs, and 272 tertiary operations jobs.

## In the Bay, for the Bay

A unique tertiary partnership offering world class diplomas, degrees and research





Nursing Council, Awanuiārangi staff and nursing students

## Nursing Council CEO visits student nurses

22 MAY 2015

International Nurses Day was celebrated with a visit by the Nursing Council of New Zealand to Te Whare Wānanga o Awanuiārangi in Whakatāne. International Nurses Day is celebrated on 12 May to honour the contributions nurses make to societies around the world.

Nursing Council chief executive officer Carolyn Reed and Education Manager Maureen Kelly spent the day at Awanuiārangi with nursing programme students and staff. Awanuiārangi launched its Bachelor of Health Science Māori Nursing (Te Ōhanga Mataora Paetahi) in Whakatāne this year with a full class of 33, backed by a waiting list. The three-year degree programme has attracted students seeking a career in nursing or health service delivery within Māori communities, and is accredited by the Nursing Council New Zealand and the New Zealand Qualifications Authority (NZQA).

Nurse practitioners from Ngāti Awa Social and Health Services and members of the nursing programme advisory group joined Awanuiārangi students and staff in welcoming the Nursing Council leaders. The visitors also met with the acting CEO Professor Wiremu Doherty and the acting Head of the School of Undergraduate Studies, Te Tuhi Robust.

Awanuiārangi nursing programme co-ordinator Ngaira Harker said the visit by the CEO of the Nursing Council demonstrated support for the new nursing programme. "Taura (students) would rarely get the opportunity to speak directly with the Nursing Council CEO in that kind of forum, and for her to come and support us in this way is fantastic. It gave our taura a good insight into the Nursing Council and its support for improved Māori health outcomes and Māori nursing."

## Integrated approach needed for Māori economic development

27 MAY 2015

Business and asset development, employment opportunities and wealth creation must contribute to Māori wellbeing, according to iwi at the launch of a Māori economic development research report in Whakatāne.

*He Mangōpare Amohia: Strategies for Māori Economic Development* details the findings of Te Tupunga Māori Economic Development Research Programme, undertaken by Te Whare Wānanga o Awanuiārangi in partnership with Te Rūnanga o Ngāti Awa and Ngā Pae o te Māramatanga with the aim of transforming Māori/iwi economic development. The report was launched at Mātaatua, Te Mānuka Tūtahi, in Whakatāne on Thursday, 21 May, with guests representing iwi, the Ministry of Māori Development, local authorities, and noted academics.

The research identified the power to self-develop as a key strategy. An important issue for Māori and iwi was greater self-determining influence over the models of development that they utilise, and ensuring that these models appropriately reflect both their economic interests and their social and cultural development aspirations. Awanuiārangi Research Manager Rāwiri Tinirau said attendees were pleased to hear that new economic development frameworks incorporating social, cultural and economic imperatives were being developed at whānau, hapū and iwi levels, and acknowledged that Māori economic development requires an integrated approach.

He said launch attendees endorsed the view that each iwi circumstance necessitates different and innovative ways of advancing social, cultural and economic imperatives. "The view was that we can learn much from other iwi experiences, and that relationships and collaboration with others is critical. Also identified was a need to further develop our own iwi capacity and capability, to recruit and mentor talented iwi members, and to increase iwi member participation."



PHOTOGRAPH BY SIMONE MAGNER.

*He Mangōpare Amohia: Strategies for Māori Economic Development* was launched at Mātaatua, Te Mānuka Tūtahi on Thursday May 21, 2015. Photo from left to right: Te Makarini Temara, Assoc. Prof. Virginia Warriner, Prof. Annemarie Gillies, Dist. Prof. Hingangaroa Smith, Dr Marilyn Brewin, Dr Daniel Hikuroa, Rawiri Tinirau

## Environment students attend geospatial conference

25 JUNE 2015

A group of third-year students of the Bachelor of Environment Studies – Te Ahu Taiao immersed themselves in the world of Geographic Information Systems (GIS) at a national conference. The three-day Māori GIS conference is held every two years, and was attended in Paihia by a large number of government and science agencies, institutions, practitioners and iwi managers. It is organised by Te Kahui Manu Hokai with the aim of unifying the Māori geospatial community.

Keynote speaker Tā Tipene O'Regan spoke from an iwi perspective on uses for GIS. Information was also shared by a large group of agencies, iwi and companies. Presentations covered marine and terrestrial resources, asset development, and software and project management. Te Whare Wānanga o Awanuiārangi Environmental Science lecturer Liliana Clarke said GIS is a system designed to visually record areas of significance to people, landscapes, assets, communication and education.

"It is a multi-disciplinary approach, using IT tools, mātauranga, and science among others, and can be used to capture, store, present, analyse and manage data including environmental, historical, scientific and iwi development data." Liliana said speakers outlined their geospatial journey and how they used GIS in a diverse range of applications, from archival projects to scientific testing in areas of significance.

## Forum spotlights Māori nursing development

09 NOVEMBER 2015

The Chief Nurse of the Ministry of Health, Dr Jane O'Malley, attended a national nursing workforce development forum in Whakatāne on 5 November.

Nurses, health professionals and nursing students attended the one-day forum to look at Māori nursing development within the Eastern Bay of Plenty. The national forum was hosted by Te Whare Wānanga o Awanuiārangi, which delivers a bachelor degree in nursing and a bridging course to the nursing degree at its Whakatāne campus.

Dr O'Malley provides advice on nursing to Government and helps to develop, implement and evaluate Government health policy. She also provides professional leadership to the nursing profession and works with nurse leaders, professional statutory bodies, professional and staff associations and unions, DHB Chief Executives and managers, and the voluntary and independent sectors.



Nursing students and wānanga staff, with invited guests



Professor Armetha Ball, from Stanford University, addresses NZARE conference attendees.

## Emancipation the theme of research conference

25 NOVEMBER 2015

Educational researchers gathered in Whakatāne for the annual New Zealand Association for Research in Education conference.

The three-day conference was hosted by **Te Whare Wānanga o Awanuiārangi**. NZARE aims to foster excellence in educational research in Aotearoa New Zealand.

**The theme was Emancipation Through Education – Te Toroa titiro tawhiti: The albatross is one of the largest flying seabirds and is known for its dynamic soaring ability to cover great distances. This builds the connection and sharing of multi-layered engagement with indigenous voices.**

The 2015 NZARE conference theme was a call to contemplate the meaning of culture, language and heritage in education research and praxis, with the aim of advancing pedagogies that give voice to our communities. The conference was an opportunity to define, discuss and develop research praxis and pedagogies and connect with knowledge communities in Whakatāne.

Keynote speakers included NZ anthropologist, historian, artist, teacher, writer and Māori leader Sir Hirini Moko Mead. Other keynote speakers were:

- Professor Armetha Ball, from Stanford University. Professor Ball is a leading scholar in educational linguistics, urban education and marginalised students in trans-national contexts.
- **Roberta (Bobbie) Hunter**, who has developed a system aimed at raising maths achievement in low-decile schools with predominantly Pasifika students.
- **Bentham Ohia**, whose presentation described whānau transformation through education.

The Herbison Lecture was delivered by Joce Jesson, scholar, mentor, academic critic and Life Member of NZARE. She is a strong proponent of life-long learning and vocational learning. A new book in te reo Māori on educational research was launched during the conference, which featured multiple strands, broadly aligned with its **Special Interest Groups**.

## Wānanga welcomes indigenous knowledge exchange student

25 NOVEMBER 2015

Te Whare Wānanga o Awanuiārangi welcomed the first recipient of a new international programme for indigenous knowledge exchange. Roxanne Umpherville was with Awanuiārangi for four weeks under the Cross-Cultural Indigenous Knowledge Exchange. She is a fourth-year student with the University of Northern British Columbia, which partners with Awanuiārangi in this exchange programme.

The Cross-Cultural Indigenous Knowledge Exchange is made possible through Canadian Queen Elizabeth II Diamond Jubilee Scholarships, which are awarded to some 2000 students from Canada and other Commonwealth countries to fund academic study and internship programmes at home and abroad. Te Whare Wānanga o Awanuiārangi has an MOU partnership programme with the University of Northern British Columbia.



Professor Wiremu Doherty, Acting Chief Executive Officer, and Roxanne Umpherville (Cross-Cultural Indigenous Knowledge Exchange Programme Student).



Laurentian University staff and students and Awanuiārangi staff.

## First Nations visitors share indigenous research findings

04 DECEMBER 2015

A group of First Nations staff and students from Laurentian University, Sudbury, Ontario, Canada, presented their research at a Symposium hosted by Te Whare Wānanga o Awanuiārangi in late November. Hosted by the School of Indigenous Graduate Studies and the Research Office, the international visitors made their presentations to the Whakatāne and Mātaatua community, and to Awanuiārangi staff and students.

The research had a strong focus on indigenous health and wellbeing, utilising traditional and customary knowledge, language, relationship to environments, and indigenous practices, and how these are relevant and applicable in a contemporary local, national, and global context.

The group was led by Associate Professor Dr Taima Moeke-Pickering (Ngāti Pukeko and Tūhoe), who is Director of the School of

Indigenous Relations (formerly Native Human Services) at Laurentian University. She is also an Adjunct Professor with Awanuiārangi, and is a Co-Principal Investigator of a New Zealand Health Research Council (NZHRC) grant entitled "Engaging communities in strategies aimed at improving food security and food sovereignty with iwi and hapū in Eastern Bay of Plenty". This \$200,000 research grant is a collaborative research project with REKA Trust, Whakatāne, and a number of research professors from across four universities in NZ and Canada.

With the group was Dr Sheila Cote-Meek, the inaugural Associate Vice President of Academic and Indigenous Programs at Laurentian University. Six masters students, studying indigenous relations, and an elder were also part of the group.

## Awanuiārangi opens new Tāmaki campus

12 DECEMBER 2015

More than 150 dignitaries, staff and well-wishers attended the opening of a new Te Whare Wānanga o Awanuiārangi campus in Manukau on Friday the 11th of December.

Awanuiārangi Acting Chief Executive, Professor Wiremu Doherty said he was pleased to announce the new campus which would see the Whakatāne-based education provider expand its offerings in the country's largest market – a move expected to result in 1000 full-time equivalents studying at the campus within five years.

Awanuiārangi would look to develop targeted programmes in partnership with South Auckland communities and to work with a number of existing education providers to help ensure the delivery of programme options that meet the needs of the region's learners.

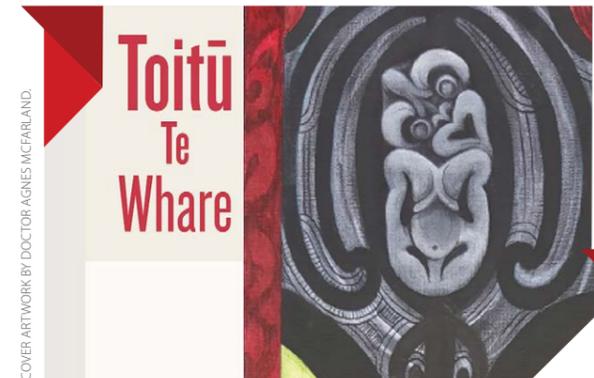
The Lambie Drive campus will open for students in 2016.

Professor Doherty said the Auckland expansion capped off a year of refinement and improvement for the tertiary institution as it moved to strengthen its systems and processes and to expand its presence.

He also acknowledged the skill in the institution's senior leadership team, especially Acting Deputy Chief Executive Evie O'Brien, who were instrumental in identifying the right location and in ensuring the Auckland expansion achieved its milestones.



Te Whare Wānanga o Awanuiārangi Tāmaki (Auckland) campus.



*Toitū Te Whare*, edited by Agnes McFarland and Tairahia Black.

## Reo academics launch new book

15 DECEMBER 2015

A new book in te reo Māori on educational research was launched by Te Whare Wānanga o Awanuiārangi academic staff. **Toitū Te Whare**, edited by Dr Agnes McFarland and Professor Tairahia Black, was launched in November at the annual New Zealand Association for Research in Education (NZARE) conference hosted in Whakatāne by Awanuiārangi. The publication comprises contributions from 10 Te reo Māori academics at Te Whare Wānanga o Awanuiārangi.

**Toitū Te Whare** explores the meeting house and the marae as sites of ancestral knowledge, insight and practice. It is the third in a series edited by Dr McFarland and the second with Professor Black in which contributing authors provide a storehouse of explanation, interpretation and discussion as a resource for those interested in Māori issues, education, practice and knowledge.



Dr. Jelena Porsanger

## Awanuiārangi hosts Sámi scholar

15 DECEMBER 2015

Sámi scholar Dr Jelena Porsanger was hosted by Te Whare Wānanga o Awanuiārangi while on sabbatical in Aotearoa for several months. Dr Porsanger is an Associate Professor at Sámi University College, Guovdageaidnu, in Samiland/Norway. She has a doctoral degree in the history of religion and Sámi research from the University of Tromsø, Norway, and a Licentiate in Philosophy degree from the University of Helsinki, Finland.

She was Vice-Chancellor of Sámi University College from 2011-2015. One of the biggest achievements of Sámi University College during this period was the development of a PhD programme in Sámi Language and Literature. This programme was recently approved by the Norwegian Agency for Quality Assurance in Education and the Norwegian Ministry of Education, and will start in 2016.

Dr Porsanger has visited Awanuiārangi in Whakatāne on a number of occasions, and hosted Awanuiārangi academic staff in Norway. She joined Awanuiārangi te reo classes, was a guest lecturer and exchanged information, insights and experiences in indigenous education with staff.



Charles Sturt university students, with wānanga staff and invited guests.

## Charles Sturt students visit

17 DECEMBER 2015

A group of indigenous First Nations students from Charles Sturt University in Australia spent two weeks with Te Whare Wānanga o Awanuiārangi. Seven students and a faculty member were welcomed to the Whakatāne campus on 2 November to experience an environment that values language culture and identity. The students came from different areas of Australia but were all undertaking the same course in Wiradjuri language, culture and identity.

A busy itinerary included participating in the International Seminar Series, along with other international indigenous visitors Dr Jelena Porsanger (Norway) and Roxanne Umpherville (Canada). The group also learnt waiata, sat in on a te reo (Māori language) class, and presented a lesson in the Wiradjuri language. The students

attended the Tūhoe Armistice Remembrance Day and visited a gallery in Ruatoki, meeting with Tame Iti and Tamati Kruger.

In Tauranga Moana, the team visited a tā moko studio and a Māori-owned horticulture venture, and walked Mauao. Other visits were arranged to culturally significant sites in the Mātaatua rohe before the group returned to Australia on November 13.

The CSU exchange celebrates the close relationship with Awanuiārangi established over the past five years. In February 2013, a Memorandum of Understanding was signed between the institutions to further the strategic alliance. CSU has eight campuses in New South Wales, Victoria and the Australian Capital Territory and a campus in Ontario, Canada.

## Link forged with Southern Institute

21 DECEMBER 2015

The Southern Institute of Technology (SIT) and Te Whare Wānanga o Awanuiārangi are investigating ways of working together to create new opportunities for students and staff of both institutions. SIT chief executive Penny Simmonds signed a Memorandum of Understanding with Awanuiārangi acting CEO Professor Wiremu Doherty during a visit to Whakatāne by representatives of the Invercargill-based institution in December.

Professor Doherty said the MOU will allow the two institutions to develop collective strategies and share opportunities to benefit both organisations, including programme alignment, pathways development, collaboration over teaching/learning tools and other development opportunities.



Southern Institute of Technology, Te Whare Wānanga o Awanuiārangi staff and invited guests.

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

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

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

*“The Government’s Leadership Statement for International Education sets out goals aimed at doubling the economic value of these services, including by:*

- *increasing revenue from providing education services offshore, including the sale of education expertise and intellectual property;*
- *increasing the number of international students, including doubling the number of international postgraduate students and increasing the number of international students enrolled with New Zealand providers offshore;*
- *retaining more skilled international students in New Zealand after study” (p.18).*

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

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

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

## International Engagements and Visiting Scholars

### Arizona State University (US)

In 2015 Professor Bryan Brayboy (Arizona State University, US) and 12 of his newly completed Pueblo doctoral students were hosted by Te Whare Wānanga o Awanuiārangi. A symposium was organised for Bryan and his colleagues to share their research with our students and staff. Interestingly, Bryan’s students are required to have published a journal article, a book chapter, and a policy statement for submission to government before graduating with their PhD. While they operate their PhD programmes under a different model in the US, our students and staff were very impressed with the outputs and dissemination of each student’s research.

### Warm Springs Community (Oregon State, US)

In semester two, 2015, one of our international professional doctorate students joined us for six weeks. Ervanna Little Eagle is from the Warm Springs Community (Oregon State, US). She is a practising teacher, has an education background and focuses on her community. Ervanna participated in the PhD and Professional doctorate noho while she was here, joining her equivalent year group and peers in all noho activities including sharing her own cultural protocols and karakia with staff and students. We were privileged to have her present her work back to staff and students and especially enjoyed learning about her tribal community. Professor Patricia Johnston hosted Ervanna while in NZ and Whakatāne.

### University of Hawai’i at Manoa

After the He Manawa Whenua Conference from 29 June to 1 July 2015, a group of seven students from the University of Hawai’i at Manoa (UHM) led by Te Raukura Roa of Waikato-Tainui descent, who is now the Māori Programme Co-ordinator at UHM, visited Te Whare Wānanga o Awanuiārangi and were hosted by Research Office staff Professor Annemarie Gillies and Rawiri Tinirau, and Professors Graham and Linda Smith, Waldo Houia, Professor Tairahia Black, and Te Makarini Temara (2-5 July). The aim of the visit was to share in the knowledge and wisdom that is offered at Te Whare Wānanga o Awanuiārangi, with kōrero tuku iho about Awanuiārangi, Mātaatua marae, Mātaatua waka, Mātaatua iwi. Discussions were held with Professor Pi’ikea Clark, who came to talk with the students as their fellow Kānaka Māoli.

Te Makarini Temara provided a tour and kōrero of Kapū-te-rangi, where he shared the histories and stories of the rohe of Whakatāne, and the people of Mātaatua waka. He named the waahi pana (sacred places) surrounding the Bay of Plenty. At Te Mānuka Tūtahi Marae, Te Makarini and Pouroto Ngaropo hosted the group and provided the kōrero around the whare. Te Makarini again shared kōrero pertaining to the carvings in the Noho Centre, and the histories of Mātaatua waka and iwi.

The group also visited Rangataua Marae (Te Pāhou Pā) at Poroporo, to see first-hand the REKA programme (maara kai), the people involved and the passion for the kaupapa. They acknowledged the seriousness of food security in Hawai’i and globally. Therefore, to see the REKA programme in action on a marae was uplifting and encouraging for them.

### Charles Sturt University (Bathurst, Australia)

Rosina Taniwha was kaitiaki for a group of 10 tertiary students and staff from Charles Sturt University (CSU) who were hosted in Whakatāne for two weeks. Their programme included classroom visits, hui with staff, experiences in the local community and with connected stakeholders. With the Research Office, Rosina organised a seminar in which they presented their ideas and work in Aboriginal language revitalisation, culture and identity.

### Laurentian University (Ontario, Canada)

A group of First Nations staff and students from Laurentian University, Sudbury, Ontario, Canada visited Te Whare Wānanga o Awanuiārangi in late November, led by Dr Sheila Cote-Meek, the inaugural Associate Vice President of Academic and Indigenous Programs at Laurentian University, and Associate Professor Dr Taima Moeke-Pickering (Ngāti Pukeko and Tūhoe), who is Director of the School of Indigenous Relations (formerly Native Human Services) at Laurentian University. Dr Moeke-Pickering is also an Adjunct Professor with Awanuiārangi, and is a Co-Principal Investigator of a New Zealand Health Research Council (NZHRC) grant entitled *"Engaging communities in strategies aimed at improving food security and food sovereignty with iwi and hapū in Eastern Bay of Plenty"*. This research project is a collaborative research project with REKA Trust, Whakatāne, and a number of research professors from across four universities in NZ and Canada.

The First Nations group had attended the Healing Our Spirit Worldwide Conference in Hamilton and were then hosted for a week by the School of Indigenous Graduate Studies and the Research Office, Te Whare Wānanga o

Awanuiārangi. A symposium was organised in which they were provided opportunity to present their research. The international visitors made their presentations to the Whakatāne and Mātaatua community, and to Awanuiārangi staff and students. Their research had a strong focus on indigenous health and wellbeing, utilising traditional and customary knowledge, language, relationship to environments, and indigenous practices, and how these are relevant and applicable in a contemporary local, national, and global context. Future relationships and potential parallel research and exchange could be beneficial to students and staff of the Bachelor of Health Sciences Māori (Nursing) programme at Awanuiārangi and Mātaatua Māori health providers.

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

The University of Northern British Columbia (UNBC) as part of UNBC's Queen Elizabeth II Jubilee Scholarship and Internship Programme are supporting the Cross-Cultural Indigenous Knowledge Exchange Programme (CCIKE) for undergraduate and postgraduate students. Discussions on the programme between Te Whare Wānanga o Awanuiārangi and UNBC began in 2014 and a proposal was developed to access the Queen Elizabeth II Jubilee Scholarship. The internship provides a student with the opportunity to engage with an indigenous community. Initially the exchange is between three and six months. As the programme progresses, the length of study and the numbers of exchange students can increase. The opportunity for an international indigenous dimension (case study) as part of a doctoral thesis is significant for our doctoral students. Students will be financially supported through the scholarship and at the same time remain connected to noho and classes through ZOOM.

In 2015 Te Whare Wānanga o Awanuiārangi hosted one of UNBC's students and has another student scheduled to arrive in Whakatāne in January 2016, and a further student in May 2016. Roxanne Umpherville was based in New Zealand for three months and undertook an internship in Whakatāne for one month. Her specific area of interest was food security and food sovereignty. She was placed with REKA Trust during her time in Whakatāne. She attended and participated in a range of events, including the Doctor of Philosophy and Professional doctorate noho, and events/classes involving visiting Aboriginal students from Australia. Roxanne is contemplating a further trip and study at TWWOA. The role of the Research Office alongside the CE Office in this programme is to identify potential organisations as sites for internships for UNBC students, provide opportunities for engagement in Awanuiārangi activities and seminars, provide accommodation and general manaakitanga. In semester two of 2016 one of our students will be travelling to UNBC to participate in the programme.

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

From October 2015 to February 2016 Te Whare Wānanga o Awanuiārangi hosted Dr Jelena Porsanger, a visiting international scholar from Sámi University of Applied Sciences (Norway/Samiland). Sámi University College has an MOU with Te Whare Wānanga o Awanuiārangi (2012), and an additional agreement about collaboration on PhD programmes (2013). Dr Porsanger has been influential in establishing the first Sámi language PhD programme which gives scientific research and work eligibility in the areas of Sámi language and literature and corresponding sectors in which high levels of linguistic and cultural qualifications are needed.

The PhD and Sámi studies programmes include language research, socio-linguistics, onomastics and research of indigenous literature.

Dr Porsanger attended the te reo Māori writing retreat in December 2015, and is interested in taking this model of support back to Norway. She found that the kaupapa was empowering for the students, whose aim was to write a chapter or have their doctoral proposals drafted. Dr Porsanger noted that, while her organisation has doctoral students practicing and writing in their own language, this workshop style is unique and beneficial.

### University of Arizona (USA)

Dr Sheilah Nicholas also joined the writing retreat, providing feedback and discussions. She was eager to take her experience back to her University. Professor Nicholas is of the Sunforehead clan from the village of Songoopavi on Second Mesa, the Hopi Reservation. She is an Assistant Professor in the College of Education, Department of Teaching, Learning and Socio-cultural Studies (TLSS), Language, Reading and Culture (LRC) Program and also Affiliate Faculty in the American Indian Studies Program (AISP) and Second Language Acquisition Teaching (SLAT). Professor Nicholas' scholarly work focuses on indigenous/Hopi language maintenance and revitalisation. Her current writing draws on her PhD dissertation *Becoming 'Fully' Hopi: The Role of the Hopi Language in the Contemporary Lives of Hopi Youth – A Hopi Case Study of Language Shift and Vitality*. Her consultant roles with the Hopi tribe and local schools have provided professional relationships resulting in the establishment of an on-site Hopi Language Summer Institute for teacher-training, offering university courses and transfer to LRC degree programmes as well as ongoing professional development in language teaching.

Research at Te Whare Wānanga o Awanuiārangi reflects the richness and diversity found in whānau, hapū, iwi/Māori communities and organisations.

In particular, our research is driven by common aspirations for social, cultural, environmental, political and economic development and advancement. A key emphasis from several projects has been the promotion and enabling of a range of self-development initiatives in communities focusing on marae, schools, iwi and also at Awanuiārangi. However, access to external research funding continues to be a challenge for Te Whare Wānanga o Awanuiārangi.

## MAI Ki Awanuiārangi

The Māori and Indigenous programme (MAI), funded through Ngā Pae o te Māramatanga (Māori Research Centre of Excellence) has been particularly focused at Awanuiārangi on the enhancement and capability building of Māori and indigenous Professional Doctorate and PhD students. MAI has enabled outreach and support to our students who live and work in regions across Aotearoa.

At Awanuiārangi in the delivery of MAI options for students there is recognition of the need to nurture and support prospective PhD and Professional Doctorate candidates (that is, those people who are near completion of masters degrees or have completed a master degree and might be thinking of doctoral study in the near future). Therefore, there is focused mentoring of prospective PhD and Professional Doctorate students by senior academic staff.

The mentoring through MAI also extends to new PhD qualified staff in doctoral supervision roles, given the increasing number of enrolments into both doctoral programmes. To this end doctoral supervision/examination and ethics workshops have been undertaken during 2015 and will continue in 2016. The aim of these is to ensure that Awanuiārangi provides a quality learning environment and enables student access to astute and competent staff.

MAI Ki Awanuiārangi activities include writing workshops and other student support events which occur when it suits students, often at weekends and in the evenings. Staff are available for students on these occasions. A further tool utilised to engage with research students locally, nationally and internationally is video-linked teaching offered by this and partner institutions.

## Staff Research

Almost all academic staff teaching bachelor degrees and upwards at Awanuiārangi are committed to increasing their level of qualifications to masters or doctoral levels either through Awanuiārangi or other tertiary institutions. The range and diversity of the research being undertaken by staff is quite broad but is also discipline focused, thereby enhancing and informing teaching, and advancing practice. This factor bodes well for the 2018 PBRF round in that staff are becoming more conscious of the need to participate in the process not just for the institution but for their own aspirations and future career opportunities in research, teaching, and engagement with communities.

Opportunities have been and will continue to be sought in relation to appropriate avenues for publishing. For example, staff are proactive in the publishing of books and book chapters. In 2015 two books in te reo Māori were published providing opportunity for staff to edit and write chapters for inclusion in the books. One was launched at the New Zealand and Australia Research in Education (NZARE) Conference. Earlier in the year another, *Ka hoki tāua ki te whare huri ai ē!*, edited by Dr Agnes McFarland and Professor Taiarahia Black, was shortlisted for the Ngā Kupu Ora Aotearoa Māori book awards, Te reo Māori section.

Conferences are a major outlet for staff research and therefore research output for Awanuiārangi staff research dissemination. The major conferences in 2015 were:

- American Educational Research Association (AERA) annual meeting in Chicago, Illinois, US (16-20 April 2015).

- He Manawa Whenua Indigenous Research Conference 2015, hosted by Waikato University in Hamilton (29 June-1 July 2015).
- Native Land Title Conference 2015, Port Douglas, Queensland, Australia (16-18 June 2015).
- Healing Our Spirit Worldwide: The Seventh Gathering, Hamilton (15-19 November 2015).
- New Zealand and Australia Research in Education (NZARE) Conference 2015, Te Whare Wānanga o Awanuiārangi, Whakatāne (17-20 November 2015).

At the NZARE Conference in 2015 Awanuiārangi supported doctoral students and staff to attend and present papers, and supported a doctoral student breakfast at which the guest speaker was Dr Jelena Porsanger, a visiting Sámi scholar. Doctoral students found the opportunity to present their research very rewarding.

Immediately after the He Manawa Whenua Conference, the Research Office and Awanuiārangi staff hosted a group of native Hawai'ian students and staff. During their few days in Whakatāne, visits were arranged to local iwi, hapū and whānau marae. Among the marae visited were Rangataua marae, Pahou Pā, which through Rapua E te iwi ngā Kai o ngā Atua (REKA) Trust hosts a Health Research Council of New Zealand (HRC) food security project and maara kai for the community. Distinguished Professor Hingangaroa Smith is an advisor on the project.

## Performance-Based Research Funding (PBRF)

While there is not a huge amount of internal or external research funding available, Awanuiārangi does offer a number of scholarships for bachelor, masters doctoral, and post-doctoral students. We understand that we cannot compete with other universities in terms of the numbers of research students nor the dollar amounts in scholarships provided to students in those universities. Our students choose this institution for specific reasons. The reasons are often varied as well, for instance the mode of delivery might suit (eg. noho/block mode), the type of support provided, or their supervisor of choice may work at Awanuiārangi. Whatever the reason for their enrolment the research degree completion (RDC) component of PBRF at Awanuiārangi is steadily growing. The inequities of previous PBRF rounds in relation to this component in particular have been identified and while compensation has not yet been forthcoming changes have been made to weightings for the RDC in the coming round. However, PBRF income for the institution is still heavily reliant on individual staff research activity and participation in the process. Accordingly, in December 2015 academic staff, especially those who had participated in the previous PBRF round in 2012, were formally acknowledged and provided with support for further research activity and publishing.

In September 2015 Professor Robert Jahnke from Massey University was invited to facilitate four PBRF workshops for staff at Te Whare Wānanga o Awanuiārangi. His experience as a Head of School of Māori Studies plus his participation in all of the PBRF rounds as a panel member assessing evidence portfolios proved to be invaluable for staff. Feedback to the Research Office and to Professor Jahnke personally was very positive. Our discussions with Professor Jahnke in 2015 have indicated his willingness to help facilitate a mock PBRF for Te Whare Wānanga o Awanuiārangi in 2016.

## Post-Doctoral Fellows

In 2015 no new post-doctoral fellowships were awarded. Our current post-doctoral fellow is Dr Hinemoa Elder, who is one of a very small number of child and adolescent psychiatrists with experience working with Māori whānau in the context of focusing on insult and injury to the brain. She is the only Māori specialist physician working in this area and the only Māori child and adolescent psychiatrist working in NZ currently. Dr Elder has a continued interest in questioning how Western approaches to research and practice work for Māori and how Māori approaches to leadership models are helpful to all New Zealanders. She has a longstanding relationship with all levels of stakeholders related to Māori health and wellbeing, from tangata whaiora (consumers) and whānau, Māori communities, marae, treatment providers and researchers, particularly in regard to vulnerable tamariki/ mokopuna and whānau.

Dr Elder's professional roles and expertise enable her to maintain connections at the complex interface of this broad area of work. This includes with those in the areas of youth forensics, policy, service development, education, care and protection, police, courts, Judges and primary care.

Dr Elder's current research projects include:

- Co-investigator of study exploring the ehealth needs of remote and rural communities, with one partnership community being Muriwhenua. This project is coming to an end in early 2016.
- Research Associate of National Institute for Stroke and Neuroscience (AUT).
- Research Associate Person Centred Research Centre (AUT).

There are five research institutes at Te Whare Wānanga o Awanuiārangi, which currently sit within the purview of the Research Office.

Some of these are in abeyance and others are in the process of revival:

- **The National Institute for Māori Education (NIME)**

Has three projects that were due to complete in 2015, one of which has been extended to the end of March 2016.

- **Tokorau – the Institute for Indigenous Innovation**

In 2015 three Ngā Pae o te Māramatanga summer studentships were applied for but were unsuccessful. A proposal for an innovation evaluation was discussed to be submitted to the Ministry of Education in 2016. Another development is likely to be a Professorial appointment to Tokorau in 2016.

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

Distinguished Professor Graham Smith is the Director of the Institute. As part of the Ngā Pae o te Māramatanga re-alignment, Te Pourewa Arotahi was notified in 2015 that a proposal for research on Post-Treaty Settlement Futures has been successful. This project will be in collaboration with the Centre for Indigenous Governance, University of Waikato, with interactions with scholars from University of Otago, Manaaki Whenua, University of Auckland, and a range of international indigenous groups including from Canada, USA, Australia and Saamiland.

- **The Institute for Indigenous Science**

In December 2015 Geological and Nuclear Sciences (GNS) indicated they would like to start dialogue for collaborations in research with Te Whare Wānanga o Awanuiārangi. There has been a relationship with GNS in the past through an MOU and this needs to be reviewed and renewed. Future collaborations with GNS are probable.

- **The National Institute for Māori and Indigenous Performing Arts**

Given the focus of the reviews of the past two years this institute has been in abeyance. However, in 2015 the programme was re-written and new staff have been appointed. Current staff are interested in undertaking research and in participating in PBRF. The Research Office has fully supported their efforts and in 2015 initiated PBRF workshops which will continue into 2016 and beyond. The goal is to ultimately re-launch the institute by 2018.

## Māori Economic Development – Te Tupunga Māori

This project was completed in 2015 and a comprehensive report is publicly available. The project funded through Ngā Pae o te Māramatanga was led by Distinguished Professor Hingangaroa Smith and has been described in previous Annual Reports. The findings from the research were:

- Definitions of Māori economic development from participating iwi
- Characteristics distinct to Māori economic development from iwi participants
- Strategies and opportunities for Māori economic development
- Description of the interface of tikanga and economic development
- Opportunities for collaborations in economic development for iwi groups
- Critical success factors identified by iwi for economic development
- Suggestions for capability and capacity building
- Discussion around relationships versus collaborations
- Decision making and knowledge systems
- Strategies for business and asset development
- Employment
- Wealth creation

The project has generated interest in a new and emerging area of research and teaching and the report/research forms the basis of bachelor and masters papers at Te Whare Wānanga o Awanuiārangi. Iwi groups not part of the original research have expressed interest in the work and it has generated new work for Te Whare Wānanga o Awanuiārangi. For example, a Tairāwhiti consortium of 11 iwi groups has approached the researchers to undertake work in their region in both an advisory capacity and as researchers. Distinguished Professor Smith is leading this activity in his capacity as Director of Te Pourewa Arotahi – Institute for Post-Treaty Settlements. Funding for projects is likely to be forthcoming in 2016.

## Building on Success (BOS) Professional Learning and Development

This project is a collaboration between University of Waikato, University of Auckland and Te Whare Wānanga o Awanuiārangi. While this is not specifically a research project, staff on the project are often required to present their work at conferences (e.g. NZARE and AERA). The project teams work with schools and aim to contribute to sustained system performance and improvement, and the capacity-building agenda of the Ministry of Education. The project focuses on the following:

- Leadership conditions for continuous improvement at all levels of the schools involved;
- Individual, peer-led, and collaborative productive enquiry, and use of evidence and data and knowledge-building for professional learning within and across subjects and year levels;
- Effective pedagogy for outcomes for diverse learners (Māori learners);
- Activation of educationally powerful connections.

2015 was a busy and productive year for Kia Eke Panuku research schools as they have embraced and embedded the kaupapa, giving life to Ka Hikitia the Ministry of Education Policy document. The focus of Ka Hikitia is on addressing the aspirations of Māori communities by supporting Māori students to pursue their potential. For the first time since the contract began, the cohort of schools has been relatively stable, allowing Kia Eke Panuku to concentrate on the drive toward building coherency, spread and ownership within the 94 schools. 2015 has seen an unrelenting focus on supporting schools on their simultaneous success trajectories: Māori students enjoying and

achieving educational success as Māori and 85% of Māori students achieving NCEA Level 2 and pathways to tertiary qualifications.

Highlights of the implementation of the kaupapa have provided critical learning points for the project team and for schools throughout this year. These have included two wānanga attended by almost all schools; the input of the two advisory groups (Te Kāhui Whakaako: the Communities of Success schools' advisory group and the Expert Advisory Group); ongoing and prolific resource and tools development and, most recently, the preparation of the Kia Eke Panuku website launched in late December.

Schools are using an increasing evidence base to report on the influence of Kia Eke Panuku on each school's culture, their institutional praxis and on student outcomes. They report their progress on an Intensity Matrix – a 'broad brush' reporting tool. Schools that joined Kia Eke Panuku as Tranche 1 (early 2014) or Tranche 2 (later 2014) have reported their perceptions against the six domains on the Intensity Matrix in 2014 and 2015. Depending on their context, a positive change or a negative change in these ratings may indicate a growth of understanding and willingness to challenge the status quo within the school. Within this caution, we are pleased to report that 18 out of 60 schools show a positive change in the domains of transformative leadership and evidence-informed inquiry, and 17 schools show a positive change in the domains of literacy, numeracy and te reo Māori. Five schools show a positive change in culturally responsive and relational pedagogy and 11 for educationally powerful connections.

**This project is due to be completed in 2016.**

## Retention Pilot Programme

This project is a combined PLD and evaluation research collaboration between Te Whare Wānanga o Awanuiārangi and the Massey University Centre for Educational Development, Massey University. Originally due to complete in 2015 the project has been extended to the end of 2016. The aim of the project – *The Retention Pilot Programme for Māori Medium Beginning Teachers* – has links to *Ka Hikitia – Accelerating Success 2013-2017* and *Tau Mai te Reo*. The project aims to contribute to the following Ministry of Education strategies and developments:

- Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori.
- Māori medium workforce work programme research initiative: *Evaluation of Professional Learning and Development for Provisionally Registered Teachers and Overseas Trained Teachers in Māori Medium Settings*.

- Iwi and Māori Education Relationships (MER).
- Medium-term strategy for schooling.
- Strengthening the education workforce: response to the Education Workforce Advisory Group's (WAG) recommendations.
- Redesign of professional learning and development (PLD).

Participants in the project are recent graduates of Te Whare Wānanga o Awanuiārangi Bachelor of Education who are teaching in Māori medium schools. Project team members provide mentoring and PLD to provisionally registered teachers to assist in full registration. Pania Te Maro and Rosina Taniwha have presented their work in a number of forum especially at NZARE conferences each year.

## Hei Manaaki Achievement and Success

This project was extended and due to complete in 2015 but has been extended to April 2016. The project intention was to evaluate the achievement and success of students in the Hei Manaaki programme currently offered at Te Whare Wānanga o Awanuiārangi. The project is also a collaboration between Te Whare Wānanga o Awanuiārangi, led by Dr Vaughan Bidois and Pania Te Maro, and the Ministry of Education, led by David Earle. While the audit in 2013 and 2014 identified issues around administration of the programme and compliance with Tertiary Education Commission and NZQA requirements, the Ministry of Education had no substantial concerns about the intended quality of education delivered through the

programme. Further, the sites of concern to TEC and NZQA were not the sites where the research was taking place in terms of the Hei Manaaki evaluation of student achievement and success. In 2015 the Ministry of Education indicated its satisfaction with the required completed deliverables.

Dr Bidois, Pania Te Maro and David Earle and his team have attended various conferences and hui to present their findings. The final report is due for completion at the end of March 2016. The Ministry is pleased with the outcome of the project and findings will be of interest to teachers and learners.



# Financial Review

FOR THE YEAR ENDED 31 DECEMBER 2015

In line with the financial strategy of lifting performance and delivering sustainable surpluses, Awanuiārangi has recorded an operating surplus for yet another year and, as can be seen in much greater detail in the financial report, this leaves the Wānanga in very sound financial health.

Revenue for 2015 is \$8.0 million (23%) less than budget mainly due to the unplanned delays in commencing three of our key programmes. During 2015, we continued to address the challenges that were identified in 2014 which have impacted on our ability to deliver on our planned commitments and outcomes for our communities. These delays also contributed to actual equivalent full-time student (EFTS) delivery being 883 (27%) less than budgeted.

This decrease in revenue was partially offset by a \$6.6 million (21%) decrease in expenditure as a direct result of lower delivery costs and a focus on enacting efficiencies and cost savings early in the year when the likelihood of reduced EFTS was identified.

Despite the lower enrolments and revenue, Awanuiārangi was able to return a surplus of \$0.4 million.

Awanuiārangi continues to maintain the “Low” risk rating and this is a reflection of the ongoing commitment to provide sustainable surpluses and enhance our financial controls. Awanuiārangi’s position is reinforced by a strong asset and cash-backed balance sheet.

The 2014 comparative information in the financial summary has been amended to reflect the new accounting standards being applied to public benefit entities for the first time.

## Laurissa Cooney

BMS (Hons), CA

CHIEF FINANCIAL OFFICER

Te Whare Wānanga o Awanuiārangi

## 2012-2015 Financial Summary

	2015 Actual \$'000	2015 Budget \$'000	2014 Actual \$'000	2013 Actual \$'000	2012 Actual \$'000
Equivalent Full-Time Students	2,363 EFTS	3,246 EFTS	3,038 EFTS	3,497 EFTS	3,409 EFTS
Revenue	25,524	33,523	28,789	28,049	28,469
Expenditure	25,101	31,725	26,486	26,212	25,310
Surplus	423	1,798	2,303	1,837	3,184
Total Assets	55,714	55,688	55,473	55,993	51,749
Total Liabilities	7,062	4,600	6,308	10,337	8,082
Equity	48,652	51,088	49,165	45,656	43,667
Working Capital	16,240	18,678	16,148	13,030	9,435
Cash and Other Financial Assets	20,043	21,269	20,738	21,570	16,166

# Audit Report

FOR THE YEAR ENDED 31 DECEMBER 2015

AUDIT NEW ZEALAND  
Mana Arotake Aotearoa

## 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 2015

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

#### Opinion on the financial statements and the statement of service performance

We have audited:

- the financial statements of the Wānanga on pages 64 to 100, that comprise the statement of financial position as at 31 December 2015, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Wānanga on pages 101 to 114.

In our opinion:

- the financial statements of the Wānanga:
  - present fairly, in all material respects:
    - its financial position as at 31 December 2015; and
    - its financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with the Public Benefit Entity Reporting Standards.
- the statement of service performance presents fairly, in all material respects, the Wānanga's performance measured against the proposed outcomes described in the investment plan for the year ended 31 December 2015.

Our audit was completed on 29 April 2016. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Council and our responsibilities, and explain our independence.

#### Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements and the statement of service performance are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements and the statement of service performance. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements and the statement of service performance. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and the statement of service performance, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of the Wānanga's financial statements and statement of service performance 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.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Council;
- the adequacy of the disclosures in the financial statements and the statement of service performance; and
- the overall presentation of the financial statements and the statement of service performance.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and the statement of service performance. Also, we did not evaluate the security and controls over the electronic publication of the financial statements and the statement of service performance.

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

### Responsibilities of the Council

The Council is responsible for preparing financial statements that comply with generally accepted accounting practice in New Zealand and Public Benefit Entity Reporting Standards and present fairly the Wānanga's financial position, financial performance and cash flows.

The Council is also responsible for preparing a statement of service performance that presents fairly the Wānanga's service performance measured against the proposed outcomes described in its investment plan.

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

The Council is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements and statement of service performance that are free from material misstatement, whether due to fraud or error. The Council is also responsible for the publication of the financial statements and the statement of service performance, whether in printed or electronic form.

### Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and the statement of service performance and reporting that opinion to you based on our audit. Our responsibility arises from the Public Audit Act 2001.

### Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

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



Clarence Susan  
Audit New Zealand  
On behalf of the Auditor-General  
Tauranga, New Zealand

## Statement of Responsibility

FOR THE YEAR ENDED 31 DECEMBER 2015

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

The Council of Te Whare Wānanga o Awanuiārangi have the responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In our opinion, these financial statements and statement of service performance fairly reflect the financial position and operations of Te Whare Wānanga o Awanuiārangi for the year ended 31 December 2015.

### Signed by:



**Distinguished Professor Sir Sidney Moko Mead**  
Chairman of Council

29 April 2016



**Professor Wiremu Doherty**  
Chief Executive Officer

29 April 2016

## Statement of Comprehensive Revenue and Expense

FOR THE YEAR ENDED 31 DECEMBER 2015

	Note	Actual 2015 \$000	Budget 2015 \$000	Actual 2014 \$000
<b>Revenue</b>				
Government grants	2(i), 22	18,550	25,825	21,903
Tuition fees	2(ii), 22	3,328	4,383	3,361
Other revenue	2(iii), 22	3,646	3,315	3,525
<b>Total revenue</b>		<b>25,524</b>	<b>33,523</b>	<b>28,789</b>
<b>Expenditure</b>				
Personnel costs	3	14,700	16,754	12,819
Depreciation expense	8	1,434	1,541	1,555
Amortisation expense	9	201	179	266
Other expenses	4	8,766	13,251	11,846
<b>Total expenditure</b>		<b>25,101</b>	<b>31,725</b>	<b>26,486</b>
<b>Surplus for period</b>		<b>423</b>	<b>1,798</b>	<b>2,303</b>
<b>Other comprehensive revenue and expense</b>				
<i>Item that will not be reclassified to surplus</i>				
Impairment of leased land	13	(1,005)	0	0
Property revaluations		0	0	1,508
<b>Total other comprehensive revenue and expense</b>		<b>(1,005)</b>	<b>0</b>	<b>1,508</b>
<b>Total comprehensive revenue and expense</b>		<b>(582)</b>	<b>1,798</b>	<b>3,811</b>

Explanations of major variances against budget are provided in note 21.

The accompanying notes form part of these financial statements.

## Statement of Financial Position

FOR THE YEAR ENDED 31 DECEMBER 2015

	Note	Actual 2015 \$000	Budget 2015 \$000	Actual 2014 \$000
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash and cash equivalents	5	1,996	1,000	2,152
Receivables from non-exchange contracts	6, 22	1,651	1,948	1,010
Receivables from exchange contracts	6	1,478	0	929
Other financial assets	7	18,047	20,269	18,586
Inventories		42	0	0
Prepayments		88	28	65
<b>Total Current Assets</b>		<b>23,302</b>	<b>23,245</b>	<b>22,742</b>
<b>Non-current Assets</b>				
Property, plant and equipment	8	31,843	32,006	32,562
Intangible assets	9	569	437	488
<b>Total Non-current Assets</b>		<b>32,412</b>	<b>32,443</b>	<b>33,050</b>
<b>TOTAL ASSETS</b>		<b>55,714</b>	<b>55,688</b>	<b>55,792</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Payables under non-exchange contracts	10	2,953	0	2,309
Payables under exchange contracts	10	2,905	2,378	1,982
Deferred Revenue	11, 22	0	0	929
Employee entitlements	12	1,204	2,189	1,374
<b>Total Current Liabilities</b>		<b>7,062</b>	<b>4,567</b>	<b>6,594</b>
<b>Non-current Liabilities</b>				
Employee entitlements		0	33	33
<b>Total Non-current Liabilities</b>		<b>0</b>	<b>33</b>	<b>33</b>
<b>TOTAL LIABILITIES</b>		<b>7,062</b>	<b>4,600</b>	<b>6,627</b>
<b>NET ASSETS</b>		<b>48,652</b>	<b>51,088</b>	<b>49,165</b>
<b>EQUITY</b>				
General funds	13, 22	45,898	46,809	45,356
Property revaluation reserves	13	2,226	3,350	3,350
Restricted reserves	13, 22	528	929	459
<b>TOTAL EQUITY</b>		<b>48,652</b>	<b>51,088</b>	<b>49,165</b>

Explanations of major variances against budget are provided in note 21.

The accompanying notes form part of these financial statements.

## Statement of Changes in Equity

FOR THE YEAR ENDED 31 DECEMBER 2015

	Note	Actual 2015 \$000	Budget 2015 \$000	Actual 2014 \$000
Balance at 1 January	13, 22	49,165	49,290	45,866
Total comprehensive revenue and expense	13, 22	(582)	1,798	3,811
<i>Non-comprehensive revenue and expense items</i>				
Movement in restricted reserves	13, 22	69	0	(512)
Total non-comprehensive revenue and expense items		69	0	(512)
<b>Balance at 31 December</b>	<b>13, 22</b>	<b>48,652</b>	<b>51,088</b>	<b>49,165</b>

Explanations of major variances against budget are provided in note 21.

The accompanying notes form part of these financial statements.

## Statement of Cash Flows

FOR THE YEAR ENDED 31 DECEMBER 2015

	Note	Actual 2015 \$000	Budget 2015 \$000	Actual 2014 \$000
<b>Cash flows from operating activities</b>				
Receipts from government grants		17,761	24,941	22,093
Receipts from tuition fees		3,185	4,504	3,481
Interest revenue received		1,033	950	1,003
Receipts from other revenue		2,042	2,364	1,688
Payments to employees		(14,862)	(15,793)	(12,678)
Payments to suppliers		(7,854)	(12,896)	(9,599)
Adjustment of funding from TEC		0	0	(5,933)
Goods and services tax (net)		(82)	0	(185)
<b>Net cash flow from operating activities</b>		<b>1,224</b>	<b>4,070</b>	<b>(130)</b>
<b>Cash flows from investing activities</b>				
Receipts from sale of property, plant and equipment		21	0	4
Purchase of property, plant and equipment		(1,659)	(641)	(420)
Purchase of intangible assets		(281)	(470)	(286)
(Acquisition) / disposal of Term deposits		539	(4,111)	621
<b>Net cash flow used in investing activities</b>		<b>(1,380)</b>	<b>(5,222)</b>	<b>(81)</b>
<b>Net (decrease)/increase in cash and cash equivalents</b>				
		<b>(156)</b>	<b>(1,152)</b>	<b>(211)</b>
Cash and cash equivalents at beginning of the year		2,152	2,152	2,363
<b>Cash and cash equivalents at the end of the year</b>	<b>5</b>	<b>1,996</b>	<b>1,000</b>	<b>2,152</b>

Explanations of major variances against budget are provided in note 21.

The accompanying notes form part of these financial statements.

## Statement of Cash Flows (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

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

	2015 \$000	2014 \$000
<b>Surplus</b>	<b>423</b>	<b>2,303</b>
<b>Add/(less) non-cash items:</b>		
Depreciation expense	1,434	1,555
Amortisation expense	201	266
Transfers from/(to) restricted reserves	23	(302)
Other non-cash expenses	(66)	2
<i>Total non-cash items</i>	1,593	1,521
<b>Add/(less) items classified as investing or financing activities:</b>		
(Gains)/losses on disposal of property, plant and equipment	(5)	(4)
<i>Total items classified as investing or financing activities</i>	(5)	(4)
<b>Add/(less) movements in working capital items:</b>		
(Increase)/decrease in receivables	(1,190)	(191)
(Increase)/decrease in inventories	(42)	0
(Increase)/decrease in prepayments	(23)	(49)
Increase/(decrease) in payables	1,567	(3,648)
Increase/(decrease) in deferred revenue	(929)	(113)
Increase/(decrease) in current employee entitlements	(170)	51
<i>Net movement in working capital items</i>	(787)	(3,950)
<b>Net cash flow from operating activities</b>	<b>1,224</b>	<b>(130)</b>

The accompanying notes form part of these financial statements.

## Notes to the Financial Statements

FOR THE YEAR ENDED 31 DECEMBER 2015

### 1 Statement of accounting policies

#### REPORTING ENTITY

Te Whare Wānanga o Awanuiārangi (the "Wānanga") is a Wānanga established under section 162 of the Education Act 1989. The Wānanga is a Tertiary Education Institution (TEI) domiciled in New Zealand and is governed by the Crown Entities Act 2004 and the Education Act 1989.

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

The Wānanga has designated itself as public benefit entities (PBEs) for financial reporting purposes.

The financial statements of the Wānanga are for the year ended 31 December 2015. The financial statements were authorised for issue by the Council on 29 April 2016.

#### BASIS OF PREPARATION

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

#### Statement of compliance

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

The financial statements have been prepared in accordance with Tier 1 PBE accounting standards.

These financial statements comply with PBE accounting standards.

These financial statements are the first financial statements presented in accordance with the new PBE accounting standards. The material adjustments arising on transition to the new PBE accounting standards are explained in note 22.

#### Presentation currency and rounding

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$'000).

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

##### Not-for-profit enhancements

In May 2013, the External Reporting Board issued a new suite of PBE accounting standards for application by public sector entities for reporting periods beginning on or after 1 July 2014. The Wānanga has applied these standards in preparing the 31 December 2015 financial statements.

In October 2014, the PBE suite of accounting standards was updated to incorporate requirements and guidance for the not-for-profit sector. These updated standards apply to PBEs with reporting periods beginning on or after 1 April 2015. The Wānanga will apply these updated standards in preparing its 31 December 2016 financial statements and it expects there will be minimal or no change in applying these updated accounting standards.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### *Disclosure initiative*

PBE IPSAS 1 *Presentation of Financial Statements* has recently been updated to address perceived impediments to preparers exercising their judgements in preparing financial statements.

These amendments apply to the Wānanga in preparing the 31 December 2016 financial statements. The Wānanga will be considering these amendments and relooking at how its financial statements are presented in preparing the 31 December 2016 financial statements.

### *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.

## **SIGNIFICANT ACCOUNTING POLICIES**

### **Revenue**

Revenue is measured at fair value.

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

#### *Student Achievement Component (SAC) funding*

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

#### *Student tuition fees*

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

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

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

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

#### *Research revenue*

The Wānanga exercises its judgement in determining whether funding received under a research contract is received in an exchange or non-exchange transaction. In determining whether a research contract is exchange or non-exchange, 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.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

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.

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

### *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.

### *Donations, bequests, and pledges*

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

### *Sales of goods*

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

### *Accommodation services*

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

### *Interest*

Interest revenue is recognised using the effective interest method.

### *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.

### *Leases*

#### *Finance leases*

A finance lease is a lease that 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 commencement 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.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

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 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.

### 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 over the lease term as an integral part of the total lease expense.

### Foreign currency transactions

Foreign currency transactions (including those for which forward foreign exchange contracts are held) are translated into New Zealand dollars (the functional currency) using the spot exchange rate prevailing at the date 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.

### Cash and cash equivalents

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

### Receivables

Receivables are recorded at their face value, less any provision for impairment.

### Other financial assets

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.

Purchases and sales of financial assets are recognised on trade-date, the date on which the Wānanga commits to purchase or sell the asset. Financial assets are derecognised when the rights to receive cash flows from the financial assets have expired or have been transferred and the Wānanga has transferred substantially all the risks and rewards of ownership.

Financial assets are classified into the following categories for the purposes of measurement:

- fair value through surplus or deficit;
- loans and receivables; and
- fair value through other comprehensive revenue and expense.

Classification of the financial asset depends on the purpose for which the instruments were acquired.

### Financial assets at fair value through surplus or deficit

Financial assets at fair value through surplus or deficit include financial assets held for trading. A financial asset is classified in this category if acquired principally for the purpose of selling in the short-term or is part of a portfolio that are managed together and for which there is evidence of short-term profit-taking.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

Financial assets acquired principally for the purpose of selling in the short-term or part of a portfolio classified as held for trading are classified as a current asset.

After initial recognition financial assets in this category are measured at their fair values with gains or losses on remeasurement recognised in the surplus or deficit.

### Loans and receivables (including cash and cash equivalents and other receivables)

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. They are included in current assets, except for maturities greater than 12 months after the balance date, which are included in non-current assets.

After initial recognition, loans and receivables are measured at amortised cost using the effective interest method less any provision for impairment. Gains and losses when the asset is impaired or derecognised are recognised in the surplus or deficit.

### Financial assets at fair value through other comprehensive revenue and expense

Financial assets at fair value through other comprehensive revenue are those that are designated as fair value through other comprehensive revenue or are not classified in any of the other categories above. They are included in non-current assets unless management intends to dispose of the investment within 12 months of balance date. The Wānanga designates in this category:

- investments that it intends to hold long-term but which may be realised before maturity; and
- shareholdings that it holds for strategic purposes.

After initial recognition these investments are measured at their fair value, with gains and losses recognised in other comprehensive revenue, except for impairment losses, which are recognised in the surplus or deficit.

On derecognition the cumulative gain or loss previously recognised in other comprehensive revenue is reclassified from equity to the surplus or deficit.

### Impairment of financial assets

Financial assets are assessed for evidence of impairment at each balance date. Impairment losses are recognised in the surplus or deficit.

### Loans and receivables (including cash and cash equivalents and other receivables)

Impairment of a loan or a receivable is established when there is objective evidence that the Wānanga will not be able to collect amounts due according to the original terms of the loan or receivable. Significant financial difficulties of the debtor, probability that the debtor will enter into bankruptcy, receivership, or liquidation, and default in payments are considered indicators that the asset is impaired. The amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the original effective interest rate. For debtors and other receivables, the carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in the surplus or deficit. When the receivable is uncollectible, it is written off against the allowance account. Overdue receivables that have been renegotiated are reclassified as current (that is, not past due).

### Financial assets at fair value through other comprehensive revenue and expense

For equity investments, a significant or prolonged decline in the fair value of the investment below its cost is considered objective evidence of impairment.

For debt investments, significant financial difficulties of the debtor, probability that the debtor will enter into receivership or liquidation, and default in payments are considered objective indicators that the asset is impaired.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

If impairment evidence exists for investments at fair value through other comprehensive revenue, the cumulative loss (measured as the difference between the acquisition cost and the current fair value, less any impairment loss on that financial asset previously recognised in the surplus or deficit) recognised in other comprehensive revenue and expense is reclassified from equity to the surplus or deficit.

Equity instrument impairment losses recognised in the surplus or deficit are not reversed through the surplus or deficit.

If in a subsequent period the fair value of a debt instrument increases and the increase can be objectively related to an event occurring after the impairment loss was recognised, the impairment loss is reversed in the surplus or deficit.

### Inventories

Inventories held for distribution or consumption in the provision of services that are not supplied on a commercial basis are measured at cost (using the FIFO method), adjusted, when applicable, for any loss of service potential.

Inventories acquired through non-exchange transactions are measured at fair value at the date of acquisition.

Inventories held for use in the production of goods and services on a commercial basis are valued at the lower of cost (using the FIFO method) and net realisable value.

The amount of any write-down for the loss of service potential or from cost to net realisable value is recognised in the surplus or deficit in the year of the write-down.

### Property, plant, and equipment

Property, plant, and equipment consists of the following assets classes: land, buildings, infrastructure, leased land, 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, cultural and heritage assets and infrastructure are measured at fair value less accumulated depreciation and impairment losses. All other asset classes are measured at cost, less accumulated depreciation and impairment losses.

### Revaluations

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

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

Property, plant, and equipment 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 not recognised in other comprehensive revenue and expense but 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.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### Additions

The cost of an item of property, plant and equipment is recognised as an asset if, and only if, 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.

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

In most instances, an item of property, plant, and equipment is initially recognised at its cost. Where an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value as at the date of acquisition.

### Cultural and heritage assets

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

### 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.

### Depreciation

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

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

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

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

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at each financial year end.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### Intangible assets

#### Software acquisition and development

Acquired computer software licenses are recognised as intangible assets 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.

Staff training costs are recognised as an expense when incurred.

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

#### Programme development

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

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

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

#### Website development

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

#### Amortisation

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

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

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

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### Impairment of property, plant, equipment and 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.

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

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

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

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

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

For non-cash generating assets, value in use is determined using an approach based on either a depreciated replacement cost approach, 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.

### Payables

Short-term creditors and other short-term payables are recorded at their face value.

### Employee entitlements

#### Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured at nominal values based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date, and sick leave.

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

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

#### Presentation of employee entitlements

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

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### *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.

### **Provisions**

A provision is recognised for future expenditure of uncertain amount or timing when there is a present obligation (either legal or constructive) as a result of a past event, it is probable that an outflow of future economic benefits will be required to settle the obligation, and a reliable estimate can be made of the amount of the obligation.

Provisions are measured at the present value of the expenditures expected to be required to settle the obligation using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the obligation. The increase in the provision due to the passage of time is recognised as an interest expense and is included in "finance costs".

### **Equity**

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

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

### *Property revaluation reserves*

This reserve relates to the revaluation of land, buildings, 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.

### **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**

Tertiary institutions are exempt from the payment of income tax. Accordingly, no provision for income tax has been made.

### **Budget figures**

The budget figures are those approved by the Council at the start of the financial year. The 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.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### **Critical accounting estimates and assumptions**

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

### *Property revaluations*

Note 8 provides information about the estimates and assumptions exercised in the measurement of revalued land, buildings and infrastructure.

### **Critical judgements in applying accounting policies**

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2015:

### *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.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 2 Revenue

	2015 \$000	2014 \$000
<b>(i) Government grants</b>		
Student Achievement Component (SAC) funding (note 22B)	15,118	18,252
Adult and Community Education (ACE) funding	1,893	2,214
Other grants	1,539	1,437
<b>Total Government grants</b>	<b>18,550</b>	<b>21,903</b>
<b>(ii) Tuition fees</b>		
Fees from domestic students (note 22B)	3,134	3,327
Fees from international students	194	34
<b>Total tuition fees</b>	<b>3,328</b>	<b>3,361</b>
<b>(iii) Other revenue</b>		
Research contract revenue	240	38
Interest	1,051	1,199
Koha and donations received	21	5
Rent received	48	47
Commercial Contract revenue	1,980	1,543
Transfers from / (to) restricted reserves (note 22B)	80	409
Other revenue	226	284
<b>Total other revenue</b>	<b>3,646</b>	<b>3,525</b>

### 3 Personnel costs

	2015 \$000	2014 \$000
Academic salaries	8,092	7,150
General wages and salaries	5,347	4,624
Research staff salaries	72	0
Employer contributions to Kiwisaver pension scheme	290	249
Other personnel expenses	899	796
<b>Total personnel costs</b>	<b>14,700</b>	<b>12,819</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 4 Other expenses

	2015 \$000	2014 \$000
Fees to auditor:		
Fees to Audit New Zealand for audit of financial statements	104	102
Fees to Audit New Zealand for other services	6	0
Operating lease payments	259	247
Repairs and maintenance	110	129
Other occupancy costs	848	834
Information technology	520	592
Grants and scholarships	241	444
Advertising and public relations	367	527
Insurance premiums	165	153
Consultants and contractors	519	1,141
Office costs	576	585
Travel and accommodation	1,062	968
Other course-related costs	3,682	5,778
Impairment of receivables	(66)	21
Gain on disposal of property, plant and equipment	(5)	(4)
Donations and koha	24	6
Bank charges	0	3
Other operating expenses	354	320
<b>Total other expenses</b>	<b>8,766</b>	<b>11,846</b>

Fees paid to Audit New Zealand for other services were for the audit of the declaration to the Ministry of Education on the Performance-Based Research Fund external research income (ERI) for the year ended 31 December 2015 (2014: \$nil).

### 5 Cash and cash equivalents

	2015 \$000	2014 \$000
Cash at bank and on hand	1,757	618
Call deposits	39	1,034
Term deposits with maturities less than 3 months	200	500
<b>Total cash and cash equivalents</b>	<b>1,996</b>	<b>2,152</b>

The carrying value of cash at bank, call deposits, and term deposits with maturities less than three months approximate their fair value.

#### Financial assets recognised subject to restrictions

Included in cash and cash equivalents are unspent funds with restrictions that relate to the delivery of educational services and research by the Wānanga. Other than for trust funds, it is not practicable for the Wānanga to provide further detailed information about the restrictions.

Further information about restricted funds is provided in Note 13.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 6 Receivables

	2015 \$000	2014 \$000
<b>Receivables from non-exchange contracts</b>		
Receivable for current year SAC revenue (note 22B)	1,424	319
Student fee receivables	443	910
Research receivables	7	0
Less: provision for impairment	(223)	(219)
<b>Total receivables from non-exchange contracts</b>	<b>1,651</b>	<b>1,010</b>
<b>Receivables from exchange contracts</b>		
Interest accrued	304	287
Research receivables	60	72
Other receivables	1,233	759
Less: provision for impairment	(119)	(189)
<b>Total receivables from exchange contracts</b>	<b>1,478</b>	<b>929</b>
<b>Total receivables</b>	<b>3,129</b>	<b>1,939</b>

#### Fair value

Student fees are due before a course begins or are due upon enrolment if the course has already begun. For courses that span more than one trimester, domestic students can arrange for fees to be paid in instalments.

Student fee receivables are non-interest bearing and are generally paid in full by the course start date. Therefore, their carrying value approximates their fair value.

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

#### Impairment

The aging profile of non-exchange contract receivables at year end is detailed below:

	2015			2014		
	Gross	Impairment	Net	Gross	Impairment	Net
	\$000	\$000	\$000	\$000	\$000	\$000
Not past due	0	0	0	279	0	279
Past due 1-30 days	0	0	0	333	0	333
Past due 31 -60 days	0	0	0	5	(1)	4
Past due 61-90 days	0	0	0	0	0	0
Past due > 91 days	443	(223)	220	257	(218)	39
Credit balances to be refunded	0	0	0	(72)	0	(72)
<b>Total</b>	<b>443</b>	<b>(223)</b>	<b>220</b>	<b>802</b>	<b>(219)</b>	<b>583</b>

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

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

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 6 Receivables (continued)

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

	Student Fees \$000	Other receivables \$000	Total Impairment \$000
<b>At 1 January 2014</b>	343	166	509
Additional provisions made during the year	(4)	25	21
Provisions reversed during the year	22	0	22
Receivables written-off during the year	(142)	(2)	(144)
<b>Balance as at 31 December 2014</b>	<b>219</b>	<b>189</b>	<b>408</b>
Additional provisions made during the year	122	119	241
Provisions reversed during the year	0	(189)	(189)
Prior Year receivables written-off during the year	(118)	0	(118)
<b>Balance as at 31 December 2015</b>	<b>223</b>	<b>119</b>	<b>342</b>

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

#### Non-exchange transactions

There are no assets recognised in respect of non-exchange transactions that are subject to restrictions (2014:\$nil).

There are no advance receipts in respect of non-exchange transactions (2014:\$nil).

### 7 Other financial assets

	2015 \$000	2014 \$000
<b>Current portion</b>		
Term deposits with original maturities greater than 3 months and remaining duration less than 12 months	18,047	18,586
<b>Total current portion</b>	<b>18,047</b>	<b>18,586</b>
<b>Total other financial assets</b>	<b>18,047</b>	<b>18,586</b>

#### Impairment

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

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

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

Year Ended 31 December 2014

	Cost/ Valuation 1/1/14 \$'000	Accumulated depreciation and impairment charges 1/1/14 \$'000	Carrying amount 1/1/14 \$'000	Additions \$'000	Disposals \$'000	Impairment charges \$'000	Depreciation \$'000	Revaluation movement \$'000	Cost/ revaluation 31/12/14 \$'000	Accumulated depreciation and impairment charges \$'000	Carrying Amount 31/12/14 \$'000
Leased land	1,020	(30)	990	0	0	0	(28)	48	1,010	0	1,010
Owned Land	4,611	0	4,611	0	0	0	0	3	4,614	0	4,614
Buildings	24,823	(865)	23,958	0	0	0	(805)	1,456	24,609	0	24,609
Leasehold improvements	345	(332)	13	0	0	0	(9)	0	344	(340)	4
Library collection	993	(730)	263	20	0	0	(59)	0	1,013	(789)	224
Computer hardware	3,314	(2,775)	539	185	0	0	(317)	0	3,499	(3,092)	407
Furniture and equipment	2,613	(1,721)	892	160	0	0	(210)	0	2,773	(1,931)	842
Motor vehicles	358	(254)	104	0	0	0	(40)	0	253	(189)	64
Heritage and cultural assets	172	(71)	101	50	0	0	(8)	0	223	(80)	143
Network infrastructure	1,124	(431)	693	30	0	0	(79)	0	1,156	(512)	644
Capital Work in Progress	26	0	26	(25)	0	0	0	0	1	0	1
<b>Total Property, plant &amp; equipment</b>	<b>39,399</b>	<b>(7,209)</b>	<b>32,190</b>	<b>420</b>	<b>0</b>	<b>0</b>	<b>(1,555)</b>	<b>1,507</b>	<b>39,495</b>	<b>(6,933)</b>	<b>32,562</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

Year Ended 31 December 2015

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

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

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

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

	Land		Buildings	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Owned by the Wānanga	4,614	4,614	23,808	24,609
Owned by Ngati Awa Properties Ltd	995	1,010	0	0
<b>Total</b>	<b>5,609</b>	<b>5,624</b>	<b>23,808</b>	<b>24,609</b>

#### Valuation

The most recent valuation of land, buildings and infrastructure was performed by a registered independent valuer, effective as at 31 December 2014. An independent impairment review was performed as at 31 December 2015 and revealed no indication of material impairment.

#### Land

Land is valued at fair value using market-based evidence based on its highest and best use with reference to comparable land values. Adjustments have been made to the "unencumbered" land value for 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.

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 (for example campuses) are valued at fair value using depreciated replacement cost because no reliable market data is available for buildings designed for education delivery purposes.

Depreciated replacement cost is determined using a number of significant assumptions. Significant assumptions include:

- The replacement asset is based on the reproduction cost of the specific assets with adjustments where appropriate for obsolescence due to over-design or surplus capacity.
- The replacement cost is derived from recent construction contracts of similar assets and Property Institute of New Zealand cost information.
- For the Wānanga's earthquake prone buildings that are expected to be strengthened, the estimated earthquake strengthening costs have been deducted off the depreciated replacement cost.
- The remaining useful life of assets is estimated.
- Straight-line depreciation has been applied in determining the depreciated replacement cost value of the asset.

Non-specialised buildings (for example, residential buildings) are valued at fair value using market-based evidence. Market rents and capitalisation rates were applied to reflect market value. These valuations include adjustments for estimated building strengthening costs for earthquake-prone buildings and the associated lost rental during the time to undertake the strengthening work.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

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

#### Infrastructure

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

#### Restrictions on title

Under the Education Act 1989, the Wānanga is required to obtain consent from the Ministry of 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 Ministry of 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 (2014: \$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 restrictions over the title of the other tangible Wānanga's assets, nor are any tangible assets pledged as security for liabilities (2014:\$nil).

#### Impairment

The main campus land was originally leased from the Crown on a 50 year lease. The Wānanga considered that it had assumed all of the normal risks and rewards of ownership of the land so that it would have been misleading to exclude the \$1.0 million fair value from the financial statements. The fair value of the land was capitalised as a tangible asset and depreciated over the life of the lease.

Re-negotiating a new 100 year lease for the campus land involved having to surrender the old lease. Surrendering the old lease meant derecognising the asset so that the \$1.0 million carrying value of the leased land was impaired to zero. There was no compensation.

Other than the leased land, no tangible assets were impaired, lost or given up (2014:\$nil).

#### Work in progress

The total amount of property, plant, and equipment in the course of construction is \$35k for leasehold improvements (2014:\$1k).

#### Finance Leases

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

The net carrying amount of land held under a finance lease is \$995,000 (2014:\$nil).

The fair value of the finance lease liability is \$nil (2014:\$nil).

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

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 9 Intangible assets

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

#### Year Ended 31 December 2014

	Cost/ Valuation 1/1/14 \$'000	Accumulated amortization and impairment charges 1/1/14 \$'000	Carrying amount 1/1/14 \$'000	Additions \$'000	Disposals \$'000	Adjustments \$'000	Amortization \$'000	Cost/ revaluation 31/12/14 \$'000	Accumulated amortization and impairment charges 31/12/14 \$'000	Carrying Amount 31/12/14 \$'000
Programme Development	646	(616)	30	0	0	0	(28)	646	(644)	2
Computer Software	1,764	(1,448)	316	167	0	0	(161)	1,930	(1,609)	321
Intellectual Property	938	(861)	77	0	0	0	(77)	938	(938)	0
Website	165	(165)	0	0	0	0	0	165	(165)	0
Work In Progress	46	0	46	119	0	0	0	165	0	165
<b>Total Intangibles</b>	<b>3,559</b>	<b>(3,090)</b>	<b>469</b>	<b>286</b>	<b>0</b>	<b>0</b>	<b>(266)</b>	<b>3,844</b>	<b>(3,356)</b>	<b>488</b>

#### Year Ended 31 December 2015

	Cost/ Valuation 1/1/15 \$'000	Accumulated amortization and impairment charges 1/1/15 \$'000	Carrying amount 1/1/15 \$'000	Additions \$'000	Disposals \$'000	Adjustments \$'000	Amortization \$'000	Cost/ revaluation 31/12/15 \$'000	Accumulated amortization and impairment charges 31/12/15 \$'000	Carrying Amount 31/12/15 \$'000
Programme Development	646	(644)	2	120	0	165	(73)	931	(717)	214
Computer Software	1,930	(1,609)	321	44	0	0	(129)	1,973	(1,737)	236
Intellectual Property	938	(938)	0	0	0	0	0	938	(938)	(0)
Website	165	(165)	0	0	0	0	0	165	(165)	0
Work In Progress	165	0	165	119	0	(165)	0	119	0	119
<b>Total Intangibles</b>	<b>3,844</b>	<b>(3,356)</b>	<b>488</b>	<b>282</b>	<b>0</b>	<b>0</b>	<b>(201)</b>	<b>4,126</b>	<b>(3,557)</b>	<b>569</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 9 Intangible assets (continued)

There are no restrictions over the title of the Wānanga's intangible assets, nor are any intangible assets pledged as security for liabilities (2014:\$nil).

No intangible assets were impaired, lost or given up (2014:\$nil).

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:

	2015 \$'000	2014 \$'000
Programme development	119	163
Software development	0	2
<b>Balance 31 December</b>	<b>119</b>	<b>165</b>

### 10 Payables

	2015 \$000	2014 \$000
<b>Payables under non-exchange contracts</b>		
Amounts due to TEC	2,918	2,192
GST payable	35	117
Total payables under non-exchange contracts	2,953	2,309
<b>Payables under exchange contracts</b>		
Creditors	2,581	1,575
Accrued expenses	312	407
Contract retentions	12	0
Total payables under exchange contracts	2,905	1,982
<b>Total payables</b>	<b>5,858</b>	<b>4,291</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 \$2,918,284 in respect of non-exchange transactions with TEC (2014:\$2,191,636).

### 11 Deferred revenue

	2015 \$000	2014 \$000
Tuition fees - see note 22B	0	929
<b>Total revenue received in advance</b>	<b>0</b>	<b>929</b>

*Further information about deferred revenue items*

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.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 12 Employee entitlements

	2015 \$000	2014 \$000
<b>Current portion</b>		
Accrued pay	168	197
Annual leave	1,030	1,160
Sick leave	6	17
<i>Total current portion</i>	<b>1,204</b>	<b>1,374</b>
<b>Non-current portion</b>		
Retirement gratuities	0	33
<i>Total non-current portion</i>	<b>0</b>	<b>33</b>
<b>Total employee entitlements</b>	<b>1,204</b>	<b>1,407</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 13 Equity

	Note	2015 \$000	2014 \$000
<b>General funds</b>			
Balance at 1 January	22B	45,356	43,053
Surplus for the year	22B	423	2,070
Other Comprehensive revenue and expense		(1,005)	0
Revaluation reserve released on surrender of land lease		1,124	0
Transfers from / (to) restricted reserves	22B	0	233
<i>Balance at 31 December</i>		<b>45,898</b>	<b>45,356</b>
<b>Property revaluation reserve</b>			
Balance at 1 January		3,350	1,842
Revaluation reserve released on surrender of land lease		(1,124)	0
Net revaluation gains		0	1,508
<i>Balance at 31 December</i>		<b>2,226</b>	<b>3,350</b>
<b>Restricted reserves</b>			
Balance at 1 January		459	971
Movement in research accounts		(100)	44
Movement in other accounts	22B	169	(556)
<i>Balance at 31 December</i>		<b>528</b>	<b>459</b>
<b>Total equity</b>		<b>48,652</b>	<b>49,165</b>

The property revaluation reserve consist of:

	2015 \$000	2014 \$000
Land	78	78
Buildings and infrastructure	2,051	2,051
Leased land	0	1,126
Cultural assets	95	95
<b>Total revaluation reserves</b>	<b>2,224</b>	<b>3,350</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 13 Equity (continued)

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

### 14 Capital commitments and operating leases

There are no capital commitments (2014: \$nil).

#### Operating leases as lessee

The Wānanga leases property, plant, and equipment in the normal course of its business. These leases have a non-cancellable term of between 12 and 60 months. The future aggregate minimum lease payments payable under non-cancellable operating leases are as follows:

	2015 \$000	2014 \$000
Not later than one year	804	730
Later than one year but not later than five years	1,737	1,207
Later than five years	0	0
<b>Total non-cancellable operating leases</b>	<b>2,541</b>	<b>1,937</b>

The total of minimum future sublease payments expected to be received under non-cancellable subleases at balance date is \$nil (2014: \$nil).

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

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

#### Operating leases as lessor

The Wānanga leases office space on the main campus to another TEI. This lease has a non-cancellable term of 12 months. The future aggregate minimum lease payments payable under non-cancellable operating leases are as follows:

	2015 \$000	2014 \$000
Not later than one year	22	22
Later than one year	0	0
<b>Total non-cancellable operating leases</b>	<b>22</b>	<b>22</b>

No contingent rents have been recognised in the statement of financial performance during the year.

### 15 Contingencies

The Wānanga has no contingent assets (2014: \$nil).

The Wānanga has no contingent liabilities (2014: \$nil). In 2014 the Wānanga was defending the rights to use the descriptive term "indigenous-university" but due to the uncertainty around the case at that time, it was not practicable to disclose the value of the contingent liability. The case has now been resolved.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 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 on terms and conditions no more or less favourable than those that are reasonable to expect that the Wānanga would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with Government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements with TEIs and undertaken on the normal terms and conditions for such transactions.

#### Key management personnel compensation

	2015	2014
<b>Council members</b>		
Full-time equivalent members	14	15
Remuneration	\$72,780	\$68,170
<b>Executive Management Team, including the Chief Executive</b>		
Full-time equivalent members	8	6
Remuneration	\$1,146,410	\$1,296,364
<b>Total full-time equivalent members</b>	<b>22</b>	<b>21</b>
<b>Total key management personnel compensation</b>	<b>\$1,219,190</b>	<b>\$1,364,534</b>

There were 8 full-time equivalent Executive management team members employed during the year, but there were only 5 remaining at the year end (2014: 6).

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

### 17 Remuneration

#### Councillor remuneration paid or payable during the year was:

	2015 \$	2014 \$
S. Mead (Chairperson)	19,500	19,500
A. Bonne	1,600	1,490
M. Dickson	1,920	2,770
M. Dodd	8,000	6,290
W. Gardiner	0	0
L. Harvey	20,000	10,000
R. Kirikiri	2,240	3,410
J. Mason	0	0
T. Merito	1,920	850
C. Petterson	0	1,810
T. Pook	1,920	2,660
C. Stephens	0	1,600
A. Temara	2,560	2,770
W. Vercoe	6,400	6,180
A.von Tunzelmann	6,720	8,840
<b>Total councillors' remuneration</b>	<b>72,780</b>	<b>68,170</b>

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

No Councillors received compensation or other benefits in relation to cessation (2014: \$nil).

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 18 Events after the balance date

There were no events after the balance date.

### 19 Financial instruments

#### 19A Financial instrument categories

The accounting policies for financial instruments have been applied to the line items below:

	2015 \$000	2014 \$000
<b>FINANCIAL ASSETS</b>		
<i>Loans and receivables</i>		
Cash and cash equivalents	1,996	2,152
Receivables	3,129	1,620
Other financial assets:		
- term deposits	18,047	18,586
- prepayments	88	65
<b>Total loans and receivables at cost</b>	<b>23,260</b>	<b>22,423</b>
<b>FINANCIAL LIABILITIES</b>		
<i>Financial liabilities at amortised cost</i>		
Payables	5,858	4,092
<b>Total financial liabilities at amortised cost</b>	<b>5,858</b>	<b>4,092</b>

#### 19B 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 a series of policies to manage the risks associated with financial instruments. It is risk averse and seeks to minimise exposure from its treasury activities. 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 or future cash flows of a financial instrument will fluctuate as a result of changes in market prices. The Wānanga is not exposed to price risk because it does not invest in bonds influenced by price.

###### Currency risk

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

###### Fair value interest rate risk

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

###### Cash flow interest rate risk

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

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 19 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. Due to the timing of its cash inflows and outflows, surplus cash is invested into term deposits which give rise to credit risk.

In the normal course of business, the Wānanga is exposed to credit risk from cash and term deposits with banks, 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.

The Wānanga limits the amount of credit exposure by limiting the amount that can be invested in any one institution to 50% of surplus funds. The group invests funds only with registered banks that have a Standard and Poor's credit rating of at least AA-.

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

#### Credit quality of financial assets

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

	2015 \$000	2014 \$000
<b>COUNTERPARTIES WITH CREDIT RATINGS</b>		
<i>Cash at bank and term deposits</i>		
AA-	20,043	20,738
Total cash at bank and term deposits	20,043	20,738
<b>COUNTERPARTIES WITHOUT CREDIT RATINGS</b>		
<i>Receivables</i>		
Existing counterparty with no defaults in the past	3,129	1,620
<b>Total receivables</b>	<b>3,129</b>	<b>1,620</b>

#### 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, the availability of funding through an adequate amount of committed credit facilities, and the ability to close out market positions. The Wānanga aims to maintain flexibility in funding by keeping committed credit lines available.

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

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 19 Financial instruments (continued)

#### Contractual maturity analysis of financial liabilities

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

	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>2015</b>							
Payables	5,858	5,858	5,858	0	0	0	0
Accrued pay	168	168	168	0	0	0	0
<b>Total</b>	<b>6,026</b>	<b>6,026</b>	<b>6,026</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2014</b>							
Payables	4,092	4,092	4,092	0	0	0	0
Accrued pay	197	197	197	0	0	0	0
<b>Total</b>	<b>4,289</b>	<b>4,289</b>	<b>4,289</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### Sensitivity analysis

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

	2015 \$'000				2014 \$'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	(10)	0	30	0	(11)	0	32	0
<b>Total sensitivity</b>	<b>(10)</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>(11)</b>	<b>0</b>	<b>32</b>	<b>0</b>

#### Interest rate sensitivity analysis

##### Explanation of interest rate risk sensitivity

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

The sensitivity for interest rate swaps has been calculated using a derivative valuation model based on a parallel shift in interest rates of -50bps/+150bps.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 20 Capital management

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

The Wānanga is subject to the financial management and accountability provisions of the Education Act 1989, which 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 that it effectively and efficiently achieves the goals and objectives for which it has been established, while remaining a going concern.

### 21 Explanations of major variances against budget

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

#### Statement of comprehensive revenue and expense

##### Government grants

Government grant revenue was \$7.4 million less than budget. This unfavourable variance was mainly due to the unplanned suspension of the Hei Manaaki and Bachelor of Māori Performing Arts (BMPA) programmes for the first half of the year, fewer than budgeted students enrolled on these and other programmes, and a new PBE revenue standard.

##### Tuition fees

Student tuition fees revenue was \$0.9 million less than budget, mainly due to having fewer than budgeted students enrolled on fee-bearing programmes.

##### Personnel costs

Savings of \$2.0 million were made on personnel costs due to fewer vacancy appointments in both academic and administration roles as a result of less EFTS delivery.

##### Other expenses

Savings of \$4.5 million were made in other operating expenses. These savings were mainly due to: a reduction in fees paid to course providers on programmes that were delayed, suspended or operated with fewer students; reduced project and consultant costs due to the postponement of planned undertakings and focus on reducing costs in light of less forecast revenue; and a reduction in scholarships awarded.

##### Other comprehensive revenue and expense

The main campus land was originally Crown-owned land that the Wānanga had recognised as an asset in the statement of financial position. The Wānanga considered that it had assumed all of the normal risks and rewards of ownership and that it would have been misleading to exclude the \$1.0 million fair value of this asset from the financial statements. The accounting treatment of re-negotiating the lease for the campus land has been to reduce the book value of the existing asset to zero and recognise the \$1.0 million impairment in Other comprehensive revenue and expense.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

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

#### Statement of financial position

##### Cash and cash equivalents

Cash and cash equivalents are more than budgeted by \$1.0 million. This is mainly due to being overly prudent at the year end with potential payments due, and the ability to earn interest on all cash and cash equivalents reduced the financial penalty of not investing surplus cash into long-term deposits.

##### Receivables

Receivables are greater than budgeted by \$1.2 million, mainly due to the SAC funding that will be recoverable after the year end for the programmes that end after the year end.

##### Other financial assets

Term deposits are less than budgeted by \$2.2 million due to having less spare funds available to invest. This reduction is caused by a decreased in SAC funding determined after the budget had been approved, and fewer students enrolled and therefore fewer available to pay tuition fees.

##### Payables

Payables are greater than budgeted by \$3.5 million. These increase in liabilities are in part due to a return of SAC funding to TEC after the year end as a result of less Efts delivered than forecast

##### Employee entitlements

Employee entitlements are less than budgeted by \$1.0 million. This reduction is due to the lower than budgeted staffing headcount and reduced holiday accruals where staff have been actively encouraged to use their brought-forward holiday entitlement.

##### General equity

General equity funds are less than budgeted by \$0.9 million, mainly due to a reduction in budgeted surplus where lower revenue was only partially offset by savings in expenses.

##### Property revaluation reserve

The property revaluation reserve was less than budgeted by \$1.1 million. This is due to the unbudgeted surrender of the main campus land lease that resulted in the release of the revaluation reserve created when the original lease was capitalised.

#### Statement of movements in equity

The total equity is less than budgeted by \$2.4 million. The explanations provided above for general equity and property revaluation reserves explain this variance.

#### Statement of cash flow

##### Cash flows from operating activities

The cash flows from operating activities are less than budgeted by \$2.9 million, mainly due to less than budgeted number of students enrolled. Lower receipts from TEC and students are partially offset by a reduction in payments to course-related suppliers and lower payments to employees due to not filling budgeted staff vacancies.

##### Purchase of property, plant and equipment

The purchases of property, plant and equipment are greater than budgeted by \$1.0 million, mainly due to the \$1.0 million up-front payment for the new lease which has been capitalised as a finance lease arrangement.

##### Acquisition / (disposal) of Term deposits

The acquisition of term deposits was \$4.7 million less than budgeted due to having less cash available to invest. The shortfall in available cash was mainly due to the reduced cash flow from operations and additional spend on property, plant and equipment.

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 22 Adjustments to the comparative year financial statements

#### 22A Reclassification adjustments

The Wānanga has reclassified Interest revenue to "Other revenue" in the statement of comprehensive revenue and expense. Interest revenue was previously presented as a separate line item in the statement of comprehensive revenue and expense. The effect of this adjustment has been to increase "Other revenue" for the Wānanga by \$1.05 million (2014: \$1.20 million).

The Wānanga has reclassified Research revenue to "Other revenue" in the statement of comprehensive revenue and expense. Research revenue was previously presented as a separate line item in the statement of comprehensive revenue and expense. The effect of this adjustment has been to increase "Other revenue" for the Wānanga by \$0.24 million (2014: \$0.04 million).

#### 22B PBE recognition and measurement adjustments

The table below explains the recognition and measurement adjustments to the 31 December 2014 comparative information resulting from the transition to the new PBE accounting standards.

	Explanatory Note	Declared	Adjustment	PBE
		under NZ IFRS 2014 \$000	for PBE 2014 \$000	Accounting standards 2014 \$000
<b>Statement of comprehensive revenue and expense</b>				
<i>Revenue</i>				
Government grants	1	21,774	129	21,903
Tuition fees (from domestic students)	2	3,155	172	3,327
Transfers from / (to) restricted reserves	3	176	233	409
<b>Statement of financial position</b>				
<i>Receivables from non-exchange contracts</i>				
Receivable for current year SAC revenue	1	0	319	319
<i>Current liabilities</i>				
Deferred revenue	1,2	1,121	(192)	929
<i>Equity</i>				
General funds	1,2,3	44,612	744	45,356
Restricted reserves	3	692	(233)	459
<b>Statement of changes in equity</b>				
Balance at 1 January 2014	1,2	45,656	210	45,866
Total comprehensive revenue and expense	1,2,3	3,277	534	3,811
Total non-comprehensive revenue and expense	3	(279)	(233)	(512)
<b>Balance at 31 December 2014</b>		<b>48,654</b>	<b>511</b>	<b>49,165</b>

## Notes to the Financial Statements (continued)

FOR THE YEAR ENDED 31 DECEMBER 2015

### 22 Adjustments to the comparative year financial statements (continued)

#### 22B PBE recognition and measurement adjustments (continued)

##### Explanatory notes

##### 1 Government grants - SAC funding

The Wānanga previously accounted for SAC funding on a percentage completion basis. A deferred revenue liability was therefore previously recognised at balance date for courses that spanned the balance date. Under the new PBE accounting standards, the Wānanga considers SAC funding to be non-exchange revenue and that the return of funding condition expires when the course withdrawal date passes. Therefore, SAC funding is recognised as revenue in full when the course withdrawal date passes.

The previously recognised deferred revenue liability of \$319,499 at 31 December 2014 has been derecognised, and applying the same principles, the previously recognised deferred revenue liability of \$191,001 at 31 December 2013 has also been derecognised. Additional SAC funding revenue of \$128,498 has been recognised for the year ended 31 December 2014.

##### 2 Tuition fees – domestic students

The Wānanga previously accounted for domestic student fees on a percentage completion basis. A deferred revenue liability was therefore previously recognised at balance date for courses that spanned the balance date. Under the new PBE accounting standards, the Wānanga considers domestic student fees to be non-exchange revenue and that the return of funding condition expires when the course withdrawal date passes. Therefore, domestic tuition fees are recognised as revenue in full when the course withdrawal date passes.

The previously recognised deferred revenue liability of \$191,408 at 31 December 2014 has been derecognised, and applying the same principles, the previously recognised deferred revenue liability of \$19,198 at 31 December 2013 has also been derecognised. Additional tuition fee revenue of \$172,210 has been recognised for the year ended 31 December 2014.

##### 3 Other revenue

The Wānanga has reviewed the accounting treatment for all its revenue contracts, both research and non-research. This has included determining whether contracts are exchange or non-exchange, and if non-exchange, whether the contracts include substantive conditions or termination provisions.

The Wānanga has identified some non-exchange contracts as having no substantive conditions or termination provisions, where revenue was previously held in restricted reserves and recognised only when the contract was completed. Revenue funding under these contracts has been recognised under the new PBE accounting standards.

Additional research revenue of \$103,302 has been recognised for the year ended 31 December 2014 and restricted reserves have been reduced by \$103,302 as at 31 December 2014. These adjustments have consequentially affected general funds and total equity.

Additional non-research contract revenue of \$130,118 has been recognised for the year ended 31 December 2014 and restricted reserves have been reduced by \$130,118 as at 31 December 2014. These adjustments have consequentially affected general funds and total equity.

This Statement of Service Performance details Te Whare Wānanga o Awanuiārangi's (Awanuiārangi) 2015 performance against the Investment Plan developed in 2014.

The performance indicators to measure performance outputs meet government outcomes and priorities as outlined in the Tertiary Education Strategy 2010-2015. During 2015, Awanuiārangi continued to develop the Outcomes Framework and strategic goals consistent with government priorities, including the strategies for delivery and recording of activities.

The 2015 targets were set in September 2014 (in the Investment plan 2015-2017) at a time when the institution was undergoing some changes through several review processes. Those reviews were not accounted for in the investment plan and, as a result our targets were set unrealistically high for that time of change and realignment. In the reviewing of the changes in our processes, continuously developing improvement strategies and, in evaluating our student demographics (i.e. the large numbers of Māori who do not have school leaver level education or who are older and require additional support), we now recognise that we had been over ambitious in what Awanuiārangi was capable of delivering to in 2015.

The key activities and targets in the 2015-2017 Investment Plan were derived from our commitment to supporting and lifting learning (through research, education (teaching) and community engagement (public and private sector contribution) within the Māori context and with a Māori view), The development of the Outcomes Framework demonstrates the institution's continual contribution to Māori education and performance for desired changes and outcomes for Māori. Our focus

is on providing quality teaching, relevant programmes, and enrolling students who have not had a successful secondary education, or undertaken tertiary education previously thus enabling tertiary education to be made accessible to these students.

For some of these students this means the need to provide 'more wrap' around services to facilitate success, services well beyond what is expected from other tertiary institutions, which meets the objectives signalled in theuara at the front of this annual report. At Awanuiārangi, our student population is made up from large numbers who have left school early, or, who are returning to study later in their lives. These students require extra support to experience success. Awanuiārangi is addressing this situation by increasing student support services, providing more learning support aligned to programme delivery and enabling more time with lecturers.

Te Whare Wānanga o Awanuiārangi, taura support, quality and teaching systems are therefore subjected to continuous improvement initiatives at all times and are student centric. If a barrier is identified a modification of process is initiated to sure that barrier is eliminated or minimised. Te Whare Wānanga o Awanuiārangi has been working on projects which reduce barriers to student entry to study in the form of an enquiry, application and enrolment process, redesign of the Quality Management System (QMS) and associated policies along with an e-learning platform strategy to enhance face to face and noho activity. Taura Surveys and moderation activities also identify issues or

barriers for our students and Te Whare Wānanga o Awanuiārangi designs, implement and train improvements as a result of feedback from taurā. This is an important process in the elimination of barriers to student success.

The obligation for our staff to provide extraordinary support to students is partly due to our unique cultural wānanga context: staff have dual accountabilities to both the institution (its funding and approval agencies) and also to iwi, hapu and whanau. The latter obligations require our staff to work for their own communities as well as for Awanuiārangi.

During 2015, we continued to address the challenges that were identified in 2014 which have impacted on our ability to deliver on our

planned commitments and outcomes for our communities. We strategically reviewed all of our Bachelor's degree, and the majority of our pre-degree programmes and realigned three programmes to ensure that we were meeting our community needs, so that we continue to contribute to New Zealand society by improving opportunities for our students through education to acquire skills that are relevant to the economy, workforce and society. As we start 2016, we are confident the systems and processes we have implemented during 2015 are starting to make the desired changes required to our programmes, programme delivery and outcomes.

STRATEGIC GOAL 1

# Sustainability and Viability

Awanuiārangi continues to demonstrate its financial viability and sustainability by delivering positive financial returns and working within budgets despite the lower than budgeted enrolments received in 2015.

Overall Revenue is \$7.2 million less than budget. This unfavourable variance is mainly due to the unplanned suspension of the Hei Manaaki and Bachelor of Māori Performing Arts programmes for the first half of the year. In addition, SAC funding and tuition fee revenue suffered from having fewer than the budgeted number of students enrolled on these and other programmes.

This decrease in revenue was offset against a \$6.6 million decrease in expenditure as a direct result of less delivery costs and a focus to identify efficiencies and cost savings early as a result of the forecast position. Despite the

forecast lower enrolments and lower revenue position Awanuiārangi was able to return a surplus of \$0.4 million.

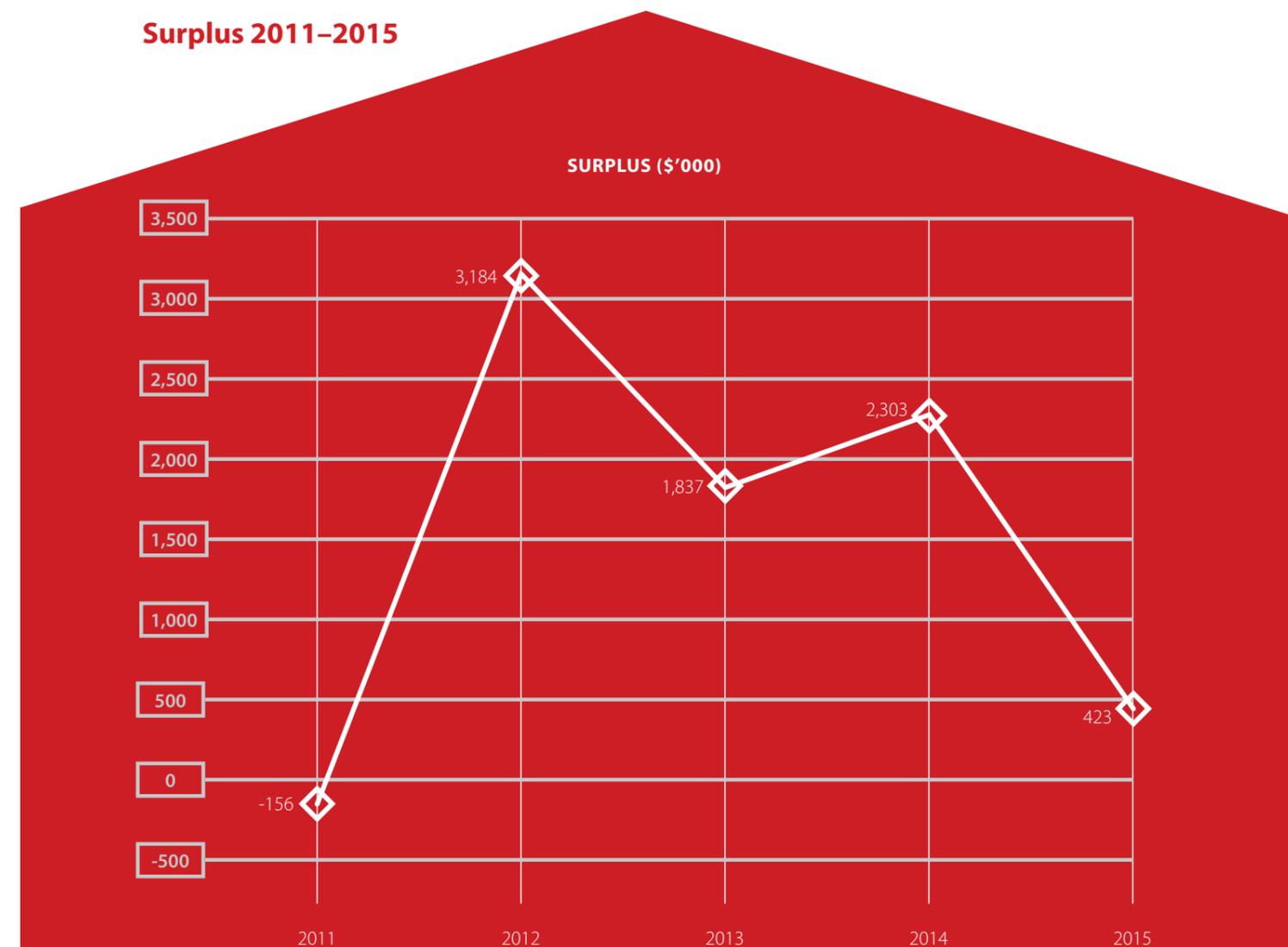
The 2014 comparative information in the current year financial statements has been amended to reflect the new accounting standards being applied to Public sector – Public Benefit Entity standards.

We continue to improve and enhance our financial performance and controls as shown by the continuing Low risk rating from TEC.

## Financial Returns 2015

Financial Indicator	Result 2014	Target 2015 (TEC guidelines)	Result 2015	Achievement
Surplus as % of revenue (before tax and other comprehensive revenue)	8.0%	> 3%	1.7%	Not achieved
Net Cash flow from operations (operating cash inflows / operating cash outflows)	99.5%	111%	105.3%	Not achieved
Liquid Funds (total cash balances / operating cash outflows)	7.6%	8%	8.7%	Achieved
TEO risk rating against the Financial Monitoring Framework (FMF) - Overall	Low	Low	Low	Achieved

## Surplus 2011–2015



# Quality Educational Opportunities and Outcomes

Awanuiārangi has developed a range of programmes and delivery methods that are uniquely positioned to advance Māori students and learners to higher levels of study. These have been developed through the application of innovative pedagogy and curriculum design, an approach that responds to cultural, iwi, rural, socio-economic, learning, marae and vocational aspirations of Māori.

We continue to stress that the approach to programme delivery is wānanga centric which is a crucial element of the tertiary education system as we contribute to advance Māori social and economic development. Until this holistic education model is accepted and understood, Awanuiārangi will continue to face challenges from those who do not understand the cultural aspects embedded in that model.

The table below demonstrates that we have not achieved many of the targets set for 2015 however as identified earlier, the targets were ambitious and had been set prior to the impact of the realignment and process changes had occurred. The realignment of programmes required Awanuiārangi staff to work alongside a number of government agencies which meant that, the institution experienced delays to start dates and approvals of programmes. While we have not met many of our 2015 targets, our results for qualification completion are above the 2014 Wānanga sector averages and for qualification completions level 3 and above there has been a significant improvement on 2014.

## Results for 2015

Educational Performance Indicator – For all students (SAC Eligible EFTS)	*Result 2014	Target 2015	*Result 2015	Achievement
<b>Successful course completion rate for all students</b>				
Level 4 and above	80%	86.5%	69%	Not Achieved
Level 3 and above	82%	86.5%	74%	Not Achieved
Level 1 and 2	82%	70%	35%	Not Achieved
<b>Qualification completion for all students</b>				
Level 4 and above	43%	50%	73%	Achieved
Level 3 and above	52%	55%	78%	Achieved
Level 1 and 2	81%	70%	41%	Not Achieved
<b>Successful retention</b>				
All students Level 1 and 2	63%	70%	85%	Achieved
All students Level 3 and above	60%	60%	52%	Not Achieved
<b>Successful progression</b>				
All students Level 1 and 2	Not measured	64%	80%	Achieved
Levels 1-3 to a higher level	31%	65%	50%	Not Achieved

(2015 actual results are draft as at 31 January 2016)

By improving our quality programme delivery we are now seeing withdraws increase due to the expectations relating to academic rigour and workloads. We continue to support our students and as identified earlier we are aligning our students support services to the delivery of the programme; for example, student learning support staff travel to engage with students alongside the delivery staff for a programme, on four different sites simultaneously.

### Course Completions

As a tertiary institution Te Whare Wānanga o Awanuiārangi is providing educational opportunities to a student population which is: 94% Māori, and 57% is over 35 years of age, and as such we face challenges unique to the wānanga and in comparison the wider tertiary sector. Many of our students are for example working full time while studying, resulting in them taking at least 1-2 years longer than other students (at other tertiary institutions) to complete their degree. This is also compounded by our students having whanau, hapū, iwi, community or family obligations, or, have no previous NCEA level compulsory education, or, tertiary educational experience.

### Qualification completions

The Bachelor of Māori Performing Arts programme course completions have not been included in the qualification completions percentages. The realigned programme recommenced in July 2015 and concludes in April 2016. The decision to align the programme to delivery over this timeframe was due to pedagogical, philosophical and practical rational, which was to articulate during the realignment process and will continue in future years.

The Pouhono level 4 programme is currently delivered on a part-time basis only which can result in students taking up to 6 years to complete – by doing one module a year. The completions and qualifications data for this programme are also not included in the above table. This programme also commenced July 2015, (instead of February 2015) due to improved internal systems and controls, which has also impacted

on both enrolment numbers and completions.

The annual course completion rate for this programme is as low as 48%. During 2016, we are taking steps to identify students who have started the programme and haven't yet met the requirements to graduate and their associated maraes and encourage them to complete the programme during 2016. We are currently looking to renew this programme as part of the Targeted Review of Qualifications (TroQ) and as part of this the wider approach to delivery, and timelines will be considered.

All of masters and doctoral efts have also been excluded from this data as these are currently being examined and as such their qualifications completion data is not included.

We have also excluded those programmes that have yet to have a graduating class, for example Bachelor of Nursing (Māori).

The Masters and doctoral students whose courses 'rollover' into the start of the following year (especially for those students completing thesis) also contribute to the overall lower course completion rates.

The 2015 qualification completions rate is 47% and is a result of a year of extraordinary circumstances; from realignment of two of our largest programmes with delayed starts and reduced enrolment numbers. Tightening of internal control mechanisms around contract managements which resulted in significant delays in the delivery of a number of programmes within the School of Iwi Development. The Bachelor of Environment Studies has been prioritised for redevelopment and consequently no new enrolments were entered into in 2016, with a new cohort expected for 2017; again the numbers of graduates will only recover by 2019, to allow for the 3 year delivery cycle to be completed.

# Raise Educational Standards

The 2015 EFTS was managed (657 EFTS) due to the institutions commitment to increased quality and internal control systems. As a result of these activities the aspirational targets set for 2015 have not been met.

The TroQ review of level 1-6 qualifications will also assist as we relook at our student cohorts, how we deliver, who we enrol while having a student centric quality provision as the goal. Along with a systematic review of all of our degree provisioning, to date all degrees have been reviewed resulting in the Bachelor of Environmental Studies redesign, which will be completed in 2016 for delivery 2017.

One of the more important factors that we have identified is that our graduate profile is not the same as other tertiary organisations and in our planning forward this was missed in the target setting.

## Māori

Indicator – Māori (SAC Eligible EFTS)	*Result 2014	Target 2015	*Result 2015	Achievement
<b>The proportion of SAC eligible EFTS enrolled who are Māori 2014 Wānanga average 61%</b>				
Levels 1 and 2	1.7%	1.2%	1.2%	Achieved
Level 3 and above	92%	90%	92%	Achieved
Level 4 and above	75%	90%	77.5%	Not Achieved
Level 1 to 4 (2014 calculated as Māori students as a % of total students at this level – not all students)	88%	44%	45.3%	Achieved
Level 5 and above	95%	47%	47.4%	Achieved
<b>Successful course completion 2014 Wānanga average 77%</b>				
Level 3 and above	82%	86%	73%	Not Achieved
Level 1 to 4	92%	95%	82%	Not Achieved
Level 4 and above	80%	86%	68%	Not Achieved
Level 5 and above	73%	78%	64%	Not Achieved
<b>Successful qualification completion 2014 Wānanga average 68%</b>				
Level 3 and above	50%	55%	77%	Achieved
Level 1 to 4	57%	84%	79%	Not Achieved
Level 4 and above	43%	55%	72%	Achieved
Level 5 and above	45%	50%	74%	Achieved
<b>Successful retention</b>				
Level 3 and above	60%	60%	52%	Not Achieved
<b>Successful progression</b>				
Levels 1-3 to a higher level	41%	65%	54%	Not achieved

(2015 actual results are draft as at 31 January 2016)

## Students Under 25

22.5% of our students are under 25 year old students which is a clear indication that our student profile is significantly different to other tertiary providers. Of this 13% studied at certificate level or below. Currently there are no pathways or stair casing for these students as the entry to degree level is too high for many, especially for those returning to education after leaving school with no formal qualifications. As part of the TroQ process the opportunity to implement stair casing of programmes has been identified as a priority.

The majority of our students enrolled in the degree programmes are over 25 years of age

and that the programmes do not appeal to a much younger demographic of student. Most of our degrees are specialised, targeting those students who can contribute back into their own communities. This programmes portfolio appeals to our more mature student base. Again as part of our planned programme development plan we are looking to see what our communities are telling us that they require.

Explanations on course completions and qualification completions have been addressed in strategic goal 2

Indicator – under 25 (SAC Eligible EFTS)	*Result 2014	Target 2015	*Result 2015	Achievement
<b>The proportion of SAC eligible EFTS enrolled who are aged under 25 2014 Wānanga average 16%</b>				
All levels	27%	31%	22%	Not Achieved
Level 4 and above	20%	20%	16.0%	Not Achieved
Level 3 and above	10%	20%	22%	Achieved
Level 1 to 4	26%	11%	13%	Achieved
Level 5 and above	27%	20%	9%	Not Achieved
<b>Successful course completion 2014 Wānanga average 75%</b>				
Level 4 and above	77%	85%	65%	Not Achieved
Level 3 and above	73%	85%	73%	Not Achieved
Level 1 to 4	89%	94%	79%	Not Achieved
Level 5 and above	72%	73%	57%	Not Achieved
<b>Successful qualification completion 2014 Wānanga average 63%</b>				
Level 4 and above	35%	50%	58%	Achieved
Level 3 and above	87%	55%	73%	Achieved
Level 1 to 4	60%	82%	77%	Not Achieved
Level 5 and above	33%	27%	58%	Achieved

(2015 actual results are draft as at 31 January 2016)

**Pasifika**

Indicator – Pasifika (SAC Eligible EFTS)	*Result 2014	Target 2015	*Result 2015	Achievement
<b>The proportion of SAC eligible EFTS enrolled who are Pasifika</b>				
Level 1 and 2	new	0%	0.2%	Achieved
Level 3 and above	new	4.0%	4.2%	Achieved
Level 4 and above	2%	4.0%	3.7%	Not Achieved
<b>Successful course completion</b>				
Level 3 and above	New	85%	73%	Not Achieved
Level 4 and above	81%	85%	72%	Not Achieved
<b>Successful qualification completion</b>				
Level 3 and above	New	60%	74%	Achieved
Level 4 and above	46%	60%	73%	Achieved
<b>Successful retention</b>				
Level 3 and above	New	60%	83%	Achieved
<b>Successful progression from Levels 1-3 to a higher level</b>				
Levels 1-3 to a higher level	New	65%	30%	Not Achieved

**Cultural citizenship**

The uniqueness of Te Whare Wānanga o Awanuiārangi is encapsulated by the cultural imperatives of this institution. Many of our students enrolled not only to gain employment outcomes, but also to learn their own tikanga, language and to be more culturally aware having a greater knowledge of the Māori world/view; so that they can impart this knowledge

to their whanau and especially their tamariki and/or mokopuna. We see this as an integral element to the distinctiveness of Awanuiārangi compared to other tertiary organisations. We will be developing systems to capture and measure the cultural citizenship element so that we are able to report this information. This is still work in progress.

	Target 2015	*Result 2015	Achievement
Number of staff who have a level of pro-fluency in te reo	TBA	83%	New Measure – target was not set until a base measure was known
Number of staff who participate with iwi / marae	TBA	69%	New Measure – target was not set until a base measure was known

STRATEGIC GOAL 4

**Quality Learning Environment**

We set our 2015 targets high as a sign of our aspirations to lift our students learning and knowledge; improve on their contribution to their whanau, hapu, iwi and their economic success.

While not meeting these aspirational goals, we have still contributed to our student body, and as previously discussed it is also reflective of the realignment and quality improvement in our delivery and control systems.

Educational Performance Indicator – For all students (SAC Eligible EFTS)	Result 2014	Target 2015	*Result 2015	Achievement
Total student participation (EFTS):				
SAC Funding	2,463	2,074	1,782	Not achieved
ACE	498	500	426	
Student progression rate for all students (SAC Eligible EFTS) (L1-L4)	23%	40%	32%	Not achieved
Student progression rate for all students (SAC Eligible EFTS) (L1-L3)	31%	60%	50%	Not achieved
Student retention rate for all students (SAC Eligible EFTS)	60%	63%	53%	Not achieved
Successful course completion rate for all students (SAC Eligible EFTS)	82%	87%	73%	Not achieved
Successful course completion rate for all students (SAC Eligible EFTS) L1 -L4	92%	95%	82%	Not achieved
Successful course completion rate for all students (SAC Eligible EFTS) L5 and above	74%	78%	65%	Not achieved
Qualification completion for all students (SAC Eligible EFTS)	51%	70%	41%	Not achieved
Qualification completion for all students (SAC Eligible EFTS) L1 -L4	60%	84%	44%	Not achieved
Qualification completion for all students (SAC Eligible EFTS) L5 and above	46%	55%	39%	Not achieved
NZQA accreditation of relevant programmes	100%	100%	100%	Achieved
New Zealand Qualification Authority (NZQA) – External Evaluation Review Rating (2012)	Highly Confident	Highly Confident	Highly Confident	2016 EER in progress

(2015 actual results are draft as at 31 January 2016)

**Comment**

Awanuiārangi continues to emphasise quality of learning, teaching, knowledge, and experience for our students, in a holistic environment that supports and nurtures the co-relationship of hinengaro, tinana, wairua and whanau, anchored by āhuetanga, tikanga and mātauranga Māori.

We provide a learning environment for our students, that is not reflected by many other tertiary organisations because the heart of Te Whare Wānanga o Awanuiārangi is a cultural one – based around ahuetanga and tikanga Māori.

The resulting work from 2014 has had a major impact on Awanuiārangi in 2015 and beyond. The number of programme reviews, that included documentation, assessments, modes of delivery and so forth, has resulted in major re-writes to programmes and a focus on improving delivery to students. 2015 continued to be a challenging year, as we were constantly realigning and reviewing many of our major programmes, practices, policies and processes. This has had an effect on the staff and students. As previously discussed due to a range of issues from increased academic rigour and improved internal control systems have contributed to a higher than usual staff turnover and student withdrawals.

Moving forward, the lessons learned from the previous two years will provide an opportunity to reflect and make more directional changes where appropriate. Some of these changes are already reflected in the 2016 Investment Plan.

Progression: As the majority of our students do not have NCEA they need to achieve levels three and four literacy and numeracy, to meet the criteria for degree programme entry, and consequently progression rates from pre-degree to degree are low. We intend in 2016 to introduce pre degree level study in the form of tertiary study programmes and an integrated programme development approach to ensure students can staircase from levels 1 through to level 7.

Retention: The Te Pouhono programme has skewed the retention data - (30% retention) and consequently the overall retention rate. If we removed Te Pouhono programme, the retention rate is 72%. During 2016, we are putting an emphasis on encouraging and making it possible for students enrolled in this programme to complete within one to two years. It is important to note this will require a significant redesign of this programme to look at what can be done to increase student experience and completions.

Students who are entering post-graduate programmes are often doing so after having spent a number of years away from study and require 'reintroduction' to study. These students require a high level of support and the organization is as discussed earlier aligning the students support services provisioning to the programme delivery for example at noho, one on one etc.

STRATEGIC GOAL 5

# Research Capability and Capacity

Te Whare Wānanga o Awanuiārangi remains committed to research excellence that is of the highest quality, relevant, meaningful, and transformative for students, communities, Māori, and indigenous people worldwide. Excellent research is that which contributes to capacity and capability building that leads to leadership and advancement in local, national and international indigenous development.

Indicator	*Result 2014	Target 2015	*Result 2015	Achievement
Doctoral graduates	5	9	3	Not achieved
Masters graduates	26	26	13	Not Achieved
Post doc fellows	2	2	0	Not Achieved
International Student EFTs	7	6	7	Achieved
% of research student EFTS	3.3%	4.4%	5.7%	Achieved
Number of research degrees completed	New	35	16	Not Achieved
% of all academic staff actively involved in research and development programmes	59%	75%	60%	Not Achieved
Research Outputs	141	145	145-150	Achieved
ERI as in Financial Statements	\$37,593	\$100,000	\$210,000	Achieved
PBRF Revenue	\$318,066	\$366,268	\$519,000	Achieved
Number of PBRF ranked academics	11	11	11	Achieved

## Comment

The number of doctoral graduates in 2015 was impacted by the payment of fees by international students into New Zealand, especially those who were attempting to access federal grants (US based students). In 2016, we intend to address this situation to enable a more fluid process for fee payments.

We continue to build our research capacity and capability by encouraging and supporting our academic staff to be research active. To that end, in 2015 more support for staff to undertake small projects, attend conferences, and complete publications was provided. PBRF workshops were held in 2015 to raise awareness in relation to the importance of undertaking research and how staffs work can be turned into research outputs. We did not achieve our set target in 2015 for the percentage of our academic staff engaged in research. It has come to light that a large percentage of our staff, especially those involved in teaching certificates and diplomas are considered to be teaching only. A further issue is the number of academic staff in management and administration roles or are contract staff not required to have teaching roles.

Access to external research funding is extremely challenging for Awanuiārangi as an institution and for individuals within the institution. While there are a number of established MOU's and relationships with other tertiary institutions we are often invited to participate as an after-thought or access to our communities is required. Our current focus is in encouraging our staff to participate to build their own confidence in proposal and application writing. Being able to access external funding is important for us because external research income is used by TEC (and in Performance-Based Research Fund PBRF) as a measure of research activity and income diversification. It is a current government strategy that Tertiary Education Institutes diversify and grow their external research income portfolio, which includes Awanuiārangi.

External Research Funding is just one of the approaches to research for this institution as Awanuiārangi engages in the other two levels of funding through the Performance Based Research Funding Rounds. Quality Evaluation Guidelines have stated that "An important aim of the PBRF is to give due regard to research by Māori researchers, and to research into Māori issues and interests. As a result "such research may also acknowledge different approaches to the research process" (2012, pg 17).

Awanuiārangi however, has been successful in gaining a number of contracts that mainly emphasise professional development and support with small components of evaluative research that run alongside the contracts. What is required is that these contracts should have built in support in terms of scholarships for masters and PhD students, summer scholarships and internships. Each contract in reality, should aim to assist in building research capacity and capability in this institution and therefore our communities.

Awanuiārangi work with several tertiary institutions in Washington State, USA, and a range of tribal nations. These relationships are important to ensure that students have ongoing support and mentoring from their own communities.

## International Outreach

Awanuiārangi continues to have a presence in the international arena. The key activities that Awanuiārangi staff engage within the international context include attending conferences, hosting international visitors, supporting Doctoral students and collaborations with international institutions. We use international academics for research supervision and marking of thesis papers. Our graduate programmes are benchmarked against international criteria.

This internationalisation provides opportunities for Māori students to be more competitive both economically and educationally while raising the profile of both Awanuiārangi and New Zealand as a whole.

This first international group of professional doctorate in 2013 was a pilot group, allowing Awanuiārangi to reflect and make changes to the delivery where required. Most of these student's study part time and the first graduations will be in 2016. The building of an international cohort is reliant on building relationships with international and tribal universities and academics and gaining support for students to undertake their doctoral study in their home country. The seven international students are on the doctoral programme and entering their thesis writing stage. These students are aligned to their tribal communities, with their research based on some aspect of their tribes' development and achievement.

## Strategic Alliances

In 2015, we continued to focus on strategic alliances both national and international. Examples of these strategic relationships are reported on in part one of the annual report. That said, the events and challenges of 2014 has meant that the priority focus for the organisation has been on internal quality improvement.

Indicator	Result 2014	Target 2015	Result 2015	Achievement
All MOUs reviewed annually and commitments from all parties met	100%	100%	100%	Achieved
Compliance with the international code of practice for foreign students	100%	100%	100%	Achieved
Staff serving on government advisory boards and committee – national and international	New	15	O/S	Not measured – due to quality priority
Number of marae network – maintain per 3 year period	New	300	300	Achieved
Number of community engagements	New	3/week	4-5 a week	Achieved

### Equal Employment Opportunities

2015 was a continuation of current practice around Equal Employment Opportunities for staff building on strategies implemented in 2015. Recruitment and selection has focussed on higher qualification criteria as well as appropriate experience to further enhance the quality of delivery of programmes and services to students.

### Staff

As at 31 December 2015 the Wānanga had a total headcount of 178 staff and a total full time equivalent staff of 170.63. Below is a breakdown of staff by employment status and gender.

Staff Numbers as as 31 December 2015	Total Headcount = 178	Total FTE = 170.63
<b>Staff Numbers by Employment Status</b>		
Number of Casual Staff	3	3.00
Number of Full Time Staff	158	158.00
Number of Part Time Staff	17	9.63
<b>Staff Numbers by Group</b>		
Academic Staff	92	85.80
General (Non Academic) Staff	86	84.83
<b>Staff Numbers by Gender</b>		
Male	61	57.10
Female	117	113.53

### Council and Senior Management

The information below demonstrates the gender breakdown in the three main decision making groups associated with the Wānanga.

	Council	Executive Management	Senior Management
Female	3	3	10
Male	11	1	9

### Professional Development

Each year Professional Development (PD) is offered to all staff under a published set of criteria. PD is provided to increase the qualification levels of staff in their respective field of expertise. In 2014, 40 applications were received and 38 approved.

	Female	Male
Applied for PD	30	7
Approved	30	7

### Age

There is a normal distribution of ages at the Wānanga with the majority of staff aged between 30 and 59 years. This has shifted slightly since 2015 indicating we have an aging workforce.

Age Groups	2015 %
Under 30	6.8
30-49	39.4
50-59	34.8
60-64	10.8
Over 65	8

### Ethnicity

The ethnic make up of the institution in 2015 was predominantly Māori at 88%. The other 12% of staff considered themselves in the following categories: European – 9.1%, Pasifika – 0.6% or Other – 2.3%.



# TE WHARE WĀNANGA O AWANUIĀRANGI

## TE WHARE WĀNANGA O AWANUIĀRANGI KI WHAKATĀNE

13 Domain Road  
Whakatāne 3120

Private Bag 1006  
Whakatāne 3158

Freephone: 0508 92 62 64 (0508 WANANGA)

**Telephone:** 07 307 1467

**Facsimile:** 07 307 1475

[www.wananga.ac.nz](http://www.wananga.ac.nz)

## TE WHARE WĀNANGA O AWANUIĀRANGI KI TĀMAKI MAKĀURAU

Building 1  
19 Lambie Drive  
Manukau

PO Box 76035  
Manukau  
Auckland 2241

**Freephone:** 0508 92 62 64 (0508 WANANGA)

**Telephone:** 09 260 4107

[www.wananga.ac.nz](http://www.wananga.ac.nz)

## TE WHARE WĀNANGA O AWANUIĀRANGI KI TE TAI TOKERAU

12A Murdoch Crescent  
Raumanga Heights  
Whangarei 0110

Private Bag 9019  
Whangarei 0148

**Freephone:** 0508 92 62 64 (0508 WANANGA)

**Telephone:** 09 430 4901

[www.wananga.ac.nz](http://www.wananga.ac.nz)