



TE WHARE WĀNANGA O  
AWANUIĀRANGI

# Annual Report 2019





## Our Vision

Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga. Whakakiiā 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 ki, ko wai āno tātou, me te mōhio ko wai tātou, kia mōhio ai nō hea tātou, me pēhea hoki tātou e anga whakamua. Parau ana tēnei ara whaingā, hei whakapūmau āno i te tino rangatiratanga, hei taketake ai te ihomatua Māori me ōna tikanga kia ōrite ai te matū ki ngā mātauranga kē. Koia rā ka tū pakari ai, tū kotahi ai hoki me ngā iwi o te ao tūroa. Koia nei te ia o te moemoeā me ngā tūmanako o Te Whare Wānanga o 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 present and future. It is grounded in working with and for each other in the spirit of reciprocity and demands a high standard of behaviour toward each other. We acknowledge that upholding the wairua and mana of others supports our own wairua and mana. We accept our responsibility to demonstrate manaakitanga through aroha, tika and pono, and to always act with dignity and in the spirit of generosity with staff, our students and our knowledge.



## Kaitiakitanga

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

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



## Whanaungatanga

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

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



## Pūmautanga

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

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



## Tumu whakaara

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

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

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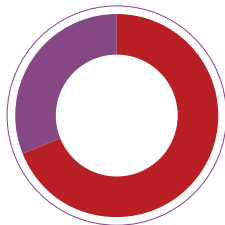




# AT A GLANCE

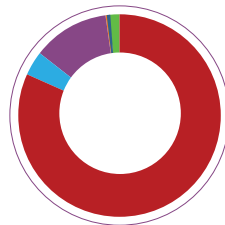
## STUDENT POPULATION

(Total Population = 5,977)



**Gender**

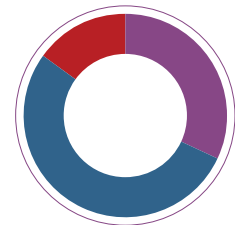
- 69% - Female
- 31% - Male



**Ethnicity\***

- 87% - Māori
- 4% - Pasifika
- 13% - European/Pākeha
- 0.6% - Asian
- 0.1% - Middle Eastern/Latin American/African
- 1.6% - Other

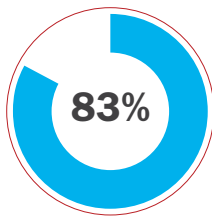
\* total response methodology



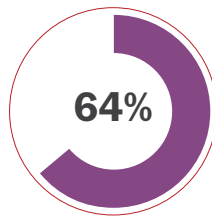
**Age**

- 15% - 15-24 years
- 32% - 25-39 years
- 53% - 40 years and over

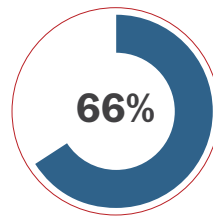
## EDUCATION PERFORMANCE



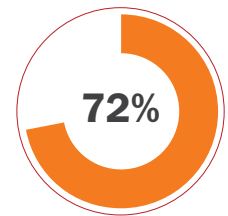
83% of students **retained** after their first year of study in Te Ohanga Mataora Paetahi: Bachelor of Health Sciences (Māori) Nursing



64% of students studying Te Reo at Level 1 and Level 2 **progressed** to higher level study

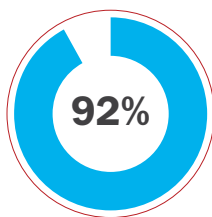


66% **course completion** rate across Levels 1-10

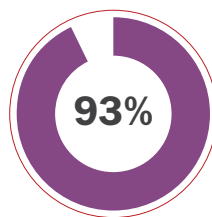


72% of students enrolled at Levels 1 - 4 **completed** their qualification on time

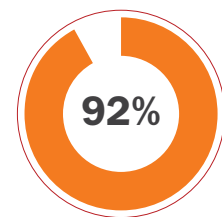
## STUDENT SATISFACTION



92% of students surveyed reported that their programme **improved** their understanding of Te Ao Maori and Matauranga Maori



93% of students surveyed reported that their programme **improved** their ability to contribute to their whānau, hapu, iwi or wider community

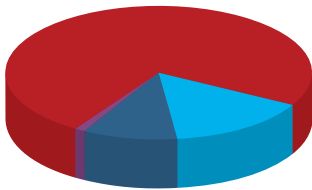


92% of students surveyed were **satisfied** with their programme

TOTAL EFTS = 2,384

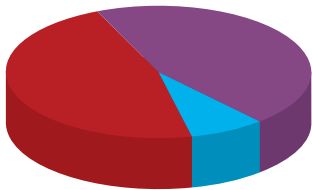
### EFTS BY SOURCE OF FUNDING

- 74% - SAC
- 15% - L1 and L2
- 10% - ACE
- 1% - International and Domestic Fee-Paying Students



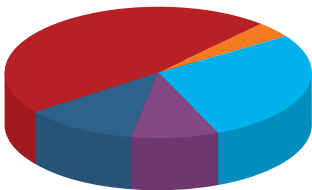
### EFTS BY SCHOOL

- 47% - School of Iwi Development
- 45% - School of Undergraduate Studies
- 8% - School of Indigenous Graduate Studies



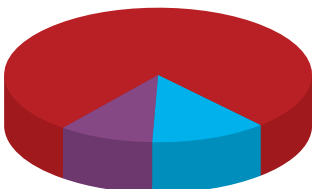
### EFTS BY LEVEL OF STUDY

- 12% - Level 1/2
- 47% - Level 3/4
- 4% - Level 5/6
- 28% - Level 7/8
- 9% - Level 9/10



### REVENUE

- 78% - Government funding
- 12% - Tuition fees
- 10% - Other revenue





Tēnā koutou nga Minita o Te Mātauranga tae atu ki a koutou nga mema o Te Pāremata o Aotearoa. Ka horahia atu ki mua i o koutou aroaro te Ripotata-tau a Te Whare Wānanga o Awanuiārangi mo te tau 2019. Kei roto i tenei pūrongo nga mahi huhua a te Wānanga, ērā i tutuki pai me ērā kāore i eke ki nga taumata i wawatatia e Te

Mana Whakahaere. Koia tonu te āhua o nga mahi i roto i te ao o te mātauranga I ēnei wā. Ka piki, ka heke. Ka puta katoa mai i tēnei pūrongo hei whakatakoto atu ki mua i a koutou. No reira e rere e te pūrongo. E rere ki Te Ūpoko-o-te-Ika, e rere ki te ao.



# COUNCIL CHAIR'S REPORT

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This is the 2019 report of Te Mana Whakahaere o Awanuiārangi. Te Whare Wānanga o Awanuiārangi is now in its twenty seventh year of operation. From modest beginnings in 1992, under the aegis of Te Rūnanga o Ngāti Awa, with two prefabricated classrooms on a shared education site, with funding channelled through Waiariki Polytechnic, offering certificates to our first group of students, the Wānanga has grown considerably. Over that almost three decades, many have passed through our doors contributing to the story of Awanuiārangi, increasing our knowledge base and our shared experiences. Each of those experiences has also added to our primary purpose of uplifting our communities through transformative education in this, our own space, where mātauranga, tikanga and Te Reo Māori are fundamental. Our original vision of 'Rukuhia te Mātauranga ki tōna hōhonutanga me tōna whānuitanga' - pursue knowledge to the greatest depths and its broadest horizons – remains as relevant then as it does now.

The tertiary education environment continues to change. The impacts of the governments reforms of the tertiary sector, as well as increasing market competition and low unemployment, will continue to have an influence on our own responsiveness over the next several years. The sector remains in a state of flux and so we must anticipate where the changes will take us and adapt our own strategies to ensure the ongoing viability of Awanuiārangi for our future generations.

In 2019, the council welcomed Ministerial appointee Natalie Coates (Ngāti Awa, Ngāti Hine, Ngāti Tuwharetoa, Tūhourangi, Tūhoe, Te Whānau a Apanui), adding legal and governance experience to the wānanga as well as enhancing gender diversity. Adrienne Von Tunzelmann retired from the council and continues to provide advice as a consultant given her significant governance and institutional knowledge. The Finance Audit and Risk Committee appointed a new chairperson, Brian Tunui, an accountant with important business and financial experience. We also resolved to expand the membership of the Academic Board by seeking to include external members to add to our existing strengths. Further changes to the council membership are anticipated as retirements continue, underscoring our commitment to institutional stability, diversity and succession planning.

## Graduation

As our Chief Executive, Professor Wiremu Doherty, mentions in his report, some 3,000 students received their certificates, diplomas and degrees in March 2019 with 300 graduating in person at Te Mānuka Tūtahi Marae, Whakatāne. Graduands completed their qualifications across more than 20 programmes, including teaching, nursing, Te Reo Māori, performing arts, Māori Studies and Indigenous Studies. The Hon. Nanaia Mahuta, Minister of Māori Development, returned as guest speaker and highlighted the need to celebrate diversity and resilience on the pathway of positive change for our communities. The graduation ceremony also included recognition of inter-generational whānau achievement with both a local and an international indigenous flavour.

## Teaching, learning and innovation

While we have made more limited progress with our vision for Sciences centred around an Imaginarium, we remain committed to the concept that is intended to create an innovate means of teaching science related subjects to create an environment for a new generation of mātauranga Māori informed scientists. The relaunch of enhanced environmental sciences programmes in 2019 Te Pūtake Taiao and Wai Ora, affirms our commitment to Science. We need to ready our students to aspire to innovation leadership working within a global village to be able to compete internationally.

In 2019, we initiated a new residential immersion programme consistent with our five-year strategy, Ngā Parirau o Te Reo Māori, which aims to strengthen and expand the use of Te Reo Māori in everyday situations. In August, we launched the delivery of Te Reo Māori to staff of the Bay of Plenty District Health Board, which was designed to grow Te Reo proficiency within their organisation. This has been expanded to include the Auckland, Waitemata and Counties-Manukau DHBs.

We reviewed our mātauranga Māori programmes in 2019 to ensure their ongoing responsiveness to our stakeholders and communities. It is intended that enhanced diploma and degree courses in mātauranga Māori will be offered in 2020-2021. We also held a mātauranga Māori symposium at Te Mānuka Tūtahi and to also acknowledge the lifelong achievements of our chairman, Tā Hirini Mead, as one of the foremost exponents of Māori academic

thought and research, with an incomparable career spanning seven decades. Justice Joseph Williams of the Supreme Court, Deputy Chief Judge Caren Fox of the Māori Land Court and Professor Pou Temara of Waikato University, former students of Tā Hirini, kept the audience enthralled throughout the symposium with their life experiences and insights in the mātauranga Māori space.

### **Relationships**

We continue to nurture and value all our relationships with iwi and hapū, local businesses and schools and our wider stakeholder group. They include Te Wānanga o Aotearoa, Te Wānanga o Raukawa, Te Mātāwai, Te Matatini, the Bay of Plenty District Health Board, the Bay of Plenty Tertiary Partnership with Waikato University and Toi Ohomai and our Treaty based relationships with the Ministry of Education, the New Zealand Qualifications Authority and the Tertiary Education Commission. In December 2019, we met again with the Ministers of Education, the Hon. Chris Hipkins and the Hon. Kelvin Davis, to further discuss changes to the structure of the Council, protected terms under the Education Act 1989, the ongoing issues surrounding Performance Based Research Funding, and our proposed Imaginarium as a centre piece for the study of Sciences, Technology and Mathematics. We have continued our dialogue with Ministers and their officials over the inequities with existing funding models. With the precedent now established with Te Wānanga o Raukawa over support for research, we remain optimistic that a sensible set of outcomes can be negotiated that acknowledge the unique place of Wānanga.

In July 2019, we were also privileged to host the Governor General, the Rt Hon Dame Patsy Reddy. August saw the commencement of a new and exciting dimension to the relationship with the Waikato Tainui College for Research and Development at Hopuhopu when the first cohort of doctoral students commenced their research. In December, our Chief Executive was appointed to Te Taumata Aronui, a group to assist with the development of tertiary education policy and for enhancing cohesion between Māori, employer and government aspirations to improve its alignment with community needs.

### **Research and International outreach**

In 2019, we continued to enhance and develop key relationships with our international indigenous communities and partners in North America, Oceania, the Asia-Pacific region and at the Rhodes Trust at Oxford University. Our international students continue to contribute to our research base via their doctoral studies focused on topics directly relevant to their local communities while our staff support their teaching and learning both in person and online. In 2020-2021 we plan to increase our international collaboration in the teaching, research and staff and student exchange space.

In the context of Te Reo Māori, we are privileged to be leading the largest study of the language using data retrieved from an internationally recognised longitudinal study 'Growing Up In New Zealand' which will provide critical information to inform future policy decisions to support the revitalisation of Te Reo Māori. Our research capacity continues to expand with the securing of important new project funding and contracts in 2019, despite the ongoing effects of the current funding model.

### **Organisational performance and infrastructure**

We report, for the second consecutive year, an operating loss. The Chief Executive outlines the reasons for this in his overview. Once again, our educational performance outcomes were also affected. Despite this, our balance sheet remains sound and we anticipate that in the medium term our financial performance will return to a surplus position. In both financial performance and educational outcomes, we need to continue to improve, despite the ongoing challenges of an increasingly changing landscape. We have continued to raise the issue of inequities that affect the wānanga sector, both in terms of EFTS funding and the value attributed to Te Reo and mātauranga Māori based programmes, as well as the problems inherent in the performance based research funding model or PBRF. As foreshadowed, we continue to be disadvantaged by a framework that fails to recognise sufficiently the value of Māori knowledge and learning in the context of appropriate funding mechanisms and are committed to the pursuit of equitable outcomes.

Consistent with our campus development strategy, Awanuiārangi acquired 15 Francis Street Whakatāne, with plans in place to purchase an adjacent property in 2020. This underscores the importance of growing our footprint to facilitate future development at our principal campus site. We also reconverted some of our motel units from offices back to residential accommodation in response to students completing courses away from home. In 2019 we also completed our capital assets management review which included careful consideration of risk management issues.

### Conclusion

2019 also was a year of change, with retirements and resignations of several key staff. We wish them well in their retirements or new pathways. We also suffered the loss of staff including lecturer Linda Jones after a brief illness and our first international Doctoral graduate Malcolm Naea Chun. March 2019 also witnessed the massacre at Christchurch and much closer to home, the Whakaari eruption on 9 December 2019. We grieve with the many whānau who were affected by all these events and losses of family and friends in a manner that affected all of Aotearoa in some way.

Awanuiārangi also suffered the passing of the Lady June Mead on the eve of graduation 2019. From the inception of the Wānanga in 1987 as an idea, to its modest beginnings in 1992, to its eventual expansion from certificate level courses to the offering of PhD degrees and postdoctoral fellowships, Lady June's impact across every aspect of Awanuiārangi was unmistakable. From the colours of our branding and logo, to the contents of the library, to the correct graduation gowns and etiquette, to the nature of the courses that she considered needed to be offered to our communities, Lady June always had a view on every dimension of the wānanga's operations and activities. For over three decades, supporting Tā Hirini's vision for this institution, Lady June left an indelible and permanent influence on Awanuiārangi and her loss will be felt by us all in the many long days yet to come. Kei te mokemoke tonu mātou, kei te tangi tonu.

In conclusion, once again, we acknowledge the commitment of our students, their families and extended whānau for their ongoing support of Awanuiārangi. Collectively, as the council, management, staff and students, we also remember our tipuna Awanuiārangi, his ancestors and descendants. The role of our iwi authority, Te Rūnanga o Ngāti Awa, is also recognised for the support that they continue to affirm as we journey toward our next set of destinations together. We also acknowledge the efforts of Professor Doherty and our staff for their commitment to quality educational outcomes for our tauira, to developing a credible research base from which to build increased capacity and income, and in maintaining our reputation as a Wānanga. Lastly, to the members of the Council, their dedication to Awanuiārangi during a period of sometimes tumultuous change, is also appreciated, as we look to carefully navigate the road ahead into 2020 and beyond.



**Judge Layne Harvey**

PhD (AUT)  
Deputy Chairperson  
Ngāti Awa, Rongowhakaata, Te Aitanga a Māhaki,  
Te Whānau-ā-Apanui and Ngāti Kahungunu ki Te  
Wairoa

# GOVERNANCE

Wānanga were constituted as tertiary education providers in 1997, under s162 of the Education Act 1989. The Act states that Wānanga are distinguished through the provision of teaching and research that:

*maintains, advances and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding āhukatanga Māori (Māori tradition) according to tikanga Māori (Māori custom).*

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

Chair of Council

Distinguished Prof. Sir Sidney  
(Hirini Moko) Mead

Deputy Chair of Council

Judge Layne Harvey





## TE WHARE WĀNANGA O AWANUIĀRANGI COUNCIL 2019



**Distinguished Professor  
Sir Sidney (Hirini Moko) Mead**  
- Te Rūnanga o Ngāti Awa  
Ngāti Awa, Ngāti Tūwharetoa,  
Ngāi Tuhoe and Tūhourangi



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



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



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



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



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



**Ms Adrienne von Tunzelmann**  
- Ministry of Education



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



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



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



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



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



**Ki te ngāwekitanga o te aumanea, Horokau ana te tangi o ngā kamo Ai, e, i, e... Whītikihia Te Reo ki a eke i te karamata o te taea E Te Reo patu hōrera E Te Reo whakairi rau E te rau tinei i te kino E te rau mārama hai tākai i te po E te rau kawakawa Ka tāupetia nei te korowai o te parekawakawa Kai te matikara haehae tonu te**

**kiri toto e kai kini nei mo o tātau mate; e te maraikura Te Rina, takoto mai. Kore mutu whenu ake i te rere o te hūpe mo koutou ma. No reira kāti ake anei tātau e waha nei i o tātau mate huri noa i te motu. Tēnā koutou kātoa**

# CEO REPORT

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## TĒNĀ KOUTOU KĀTOA

It is my pleasure to present the 2019 Annual Report for Te Whare Wānanga o Awanuiārangi – my fifth report as Chief Executive. As I reflect on highs and lows for Awanuiārangi over the past year, I continue to be both humbled and excited to lead an organisation such as this. One that seeks to better engage our people in tertiary education and to create opportunities for them and their whānau, hapu, iwi and communities.

### **Distinctive approach to tertiary education**

Our vision in education is to promote, grow and sustain Māori language, knowledge, culture, and tikanga Māori practice. We achieve this by providing a range of Māori educational opportunities designed to positively impact the social, economic and cultural growth of Māori communities. The Wānanga sector is unique in that we do not take a “one size fits all approach” to tertiary education. This is reflected in our student profile, which includes learners who have struggled to achieve in the conventional system. Likewise, learners who might not normally be engaged in tertiary education or a skill-based training. The educational challenges presented to us by our communities requires our institution to continually explore educational opportunities for our students. Those who are seeking relevant qualifications and skills for employment, for cultural competencies, for professional development, and as contributors to society and the world.

Te Reo and mātauranga Māori are fundamental to our approach to teaching and learning, consistent with our focus on inter-generational, marae-centred learning which best resonates with the cultural expectations of Māori. This is what makes wānanga different from other tertiary education providers, and which has created our unique position within the tertiary landscape.

### **Impact of lower than expected enrolments**

Awanuiārangi enrolled 2,384 EFTS in 2019, below our SAC allocation and expectations. As a result of lower than expected enrolments – decreased enrolments in some programmes, not realising expected growth in other programmes and delayed starts for new programmes – we are reporting an operating deficit of \$2.1M for the year. While we were able to make savings in course-related expenditure and reduce costs in non-income generating parts of the organisation, this was not enough to fully offset the revenue shortfall.

While many tertiary education organisations have experienced a decline in participation in recent years, the financial impact is more acute for the Wānanga sector who derive most of their income from government funding (80% sector average in 2018). This creates significant challenges for Awanuiārangi as we attempt to meet the demonstrated needs of our communities against a backdrop of rising costs and insufficient funding.

It is important to note that many of the ongoing challenges faced by Awanuiārangi stem from inequities inherent in the policy settings and funding mechanisms of the tertiary education system itself. These inequities are evident in the current approach to measuring educational performance which fails to recognise the aligned indicators of success understood and prioritised by Māori; the fact that most of our programmes attract the lowest funding rates (i.e. classified as society and culture); and not acknowledging the fact that our learners often require higher levels of sustained support which is not accounted for within existing funding rates.

On a positive note, Awanuiārangi has sufficient cash reserves to absorb the deficit in 2019, as well as development plans to attract future enrolments. We are also encouraged by the upward trend in external research funds secured over the last three – four years.

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### **Improving educational performance but more work to do**

Educational performance is an important indicator of our success. Our 2019 results show positive outcomes across most performance measures, as well as highlighting areas for improvement and growth. Low course completions in high-EFTS attracting programmes continue to impact on our institutional result – 66% in 2019. While delays in processing results is a contributing factor, Awanuiārangi is keen to invest in raising student achievement.

To this end, we are pleased to note that course completion rates have improved for our Kai Oranga Level 3 programme – from 48% in 2018 to 61% in 2019. We are also heartened by the fact that almost three-quarters of students (72%) enrolled at Level 1 to Level 4 completed their qualification on time i.e. within 2 years. This suggests that while it may take some students longer to complete, many of our students are committed to attaining a qualification.

### **Planning for success**

Following approval of Te Rautaki 2022 in 2018, management and staff have focussed on aligning operational plans and projects with the strategic goals and priority actions outlined in this document. This focus has been key to achieving greater visibility of activity across the organisation, better co-ordination of limited resources, and increased confidence that our collective efforts as an organisation are driving towards the picture of success as described in our Outcomes Framework.

Assisted by our corporate support teams and Academic Registry, our three Schools are responsible for the delivery of teaching and learning outcomes. The Schools of Iwi Development, Undergraduate Studies, and Indigenous Graduate Studies have had a busy year implementing the priority actions and strategies relevant to their respective programmes and student profile – see Strategic Directions and Teaching and Learning sections for details. The redevelopment of our portfolio of programmes continues to be a priority action for Awanuiārangi. The focus here has been on ensuring that these programmes are co-constructed with our stakeholders and that seamless pathways into our existing and related discipline areas like mātauranga Māori, mātauranga ā iwi, education, applied sciences, and research, are provided.

At an international level, Awanuiārangi continues to play a key role in nurturing indigenous knowledge in the tertiary education space. Moreover, the application of this knowledge in developing innovative, durable solutions that are informed by local values and aspirations. Awanuiārangi has strong relationships with tertiary education organisations and scholars from around the world, both academic staff and students. In 2019, we hosted a number of visiting scholars from Washington State, as well as two students involved in the Cross Cultural Indigenous Knowledge Exchange programme. We also continue to support a small but growing number of international doctoral students through our professional doctorate programme, with cohorts based in Hawaii, Fiji and Washington State.

### **Operating in a context of significant change**

The opportunities and challenges noted throughout our 2019 Annual Report should be viewed in the context of significant reform within the tertiary education sector. Te Whare Wānanga o Awanuiārangi has continued to work closely with Government agencies to ensure that our views are expressed and considered – especially when proposed changes have the potential to negatively impact on our students and the communities we serve. In this regard, we have accountabilities not only to meeting Government expectations but also to meet iwi expectations. In 2019, our work with Te Taihū o ngā Wānanga saw several submissions prepared in response to the Reform of Vocational Education (ROVE) and Tomorrow Schools, as well as the draft National Education Learning Priorities (NELP) and Tertiary Education Strategy.

### **Celebrating success**

Graduation is always a personal highlight of our academic year – a day where we stand alongside our graduates to celebrate their achievements. In 2019, we recognised the academic achievements of nearly 3,000 graduands receiving degrees and certificates in more than 20 programmes, including teaching, nursing, Te Reo Māori, performing arts, Māori Studies and Indigenous Studies.

The ability to not only learn but succeed in tertiary education as whānau was a theme of our graduation ceremony in 2019. Our First Nations whānau from the Confederate Tribes of the Chehalis people of Washington State travelled to Whakatāne to celebrate



the graduation of international doctoral student Mary Dupuis. Mary graduated with a Doctorate of Indigenous Development and Advancement, following in the footsteps of her twin sister Dr Marla Conwell, who graduated in 2018 - the first international student to do so.

We also graduated a father and his two daughters. Hori Ahomiro and his daughter Kirimatao graduated with their Masters in Indigenous Studies and Māori Studies respectively, while his other daughter Birney was conferred with a PhD. A milestone, not only for Hori and his family, but a first for Te Whare Wānanga o Awanuiārangi.

#### **Reflecting back, looking ahead**

Finally, I would like to acknowledge the Council of Te Whare Wānanga o Awanuiārangi and our staff for their continued passion and dedication to our students and the communities we serve. As an institution, the combined efforts of Council, management and staff have been critical to navigating the challenging environments we often find ourselves in. Effecting positive change through transformative education takes both time and sustained effort. I remain confident, however, that we have the right people and strategy in place to navigate our way forward without compromising our vision – Rukuhia te Matauranga ki tona hohonutanga me tina whanuitanga.



#### **Professor Wiremu Doherty**

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



# LEADERSHIP

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The Executive Leadership Team is charged with ensuring that Te Whare Wānanga o Awanuiārangi is meeting our strategic and operational obligations, while maintaining compliance with internal and external academic, research and quality systems within the Wānanga.

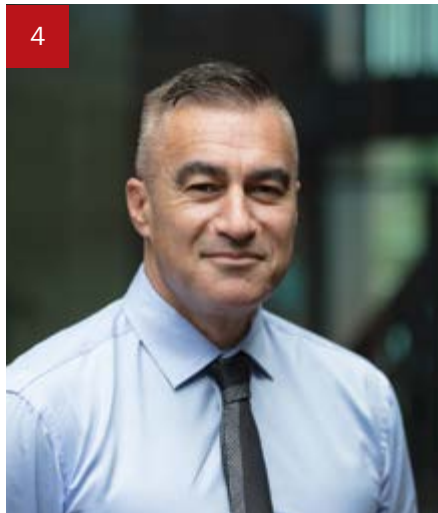
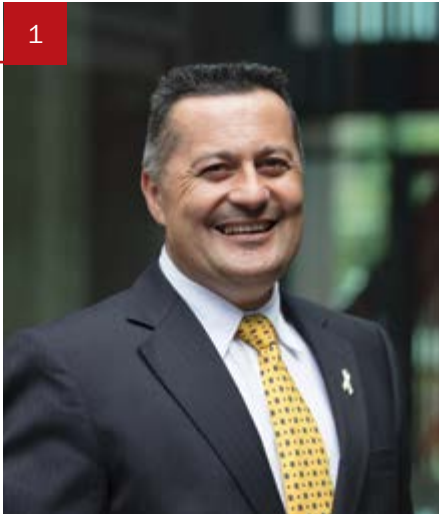
With the departure of Deputy Chief Executive Evie O'Brien at the end of 2018, Associate Professor Vaughan Bidois (Acting Head of School, Undergraduate Studies) was asked to provide academic leadership support to the Executive Leadership Team. Following a formal recruitment process, Associate Professor Bidois was appointed to the new role of Executive Director – Academic in November.

2019 presented both opportunities and challenges for our Executive Leadership Team. Many of the ongoing challenges faced by Awanuiārangi stem from inequities inherent in the policy settings and funding mechanisms of the tertiary education system itself. These inequities are evident in the current approach to measuring educational performance which fails to recognise the aligned indicators of success understood and prioritised by Māori; the fact that most of our programmes attract the lowest funding rates (i.e. classified as society and culture); and the lack of recognition that our learner profile often require higher levels of sustained support which is not accounted for within current funding formulas.

Opportunities progressed by the Executive Leadership Team in 2019 included:

- ongoing discussions with the Ministry of Education and Tertiary Education Commission, as part of Te Tauihu o ngā Wānanga, to co-design Wānanga-specific solutions to long-standing inequities in areas including funding, research, quality assurance systems and processes, and governance arrangements.
- aligning operational plans and projects with the strategic goals and priority actions outlined in our strategic plan - *Te Rautaki 2022*. Part of this work included developing data collection tools for new performance indicators outlined in our 2019 – 2021 Investment Plan.
- implementing a new programme delivery model to provide Te Reo Māori programmes to staff at three Auckland District Health Boards (DHBs) - Waitemata, Counties Manukau, and Auckland, as well as the Bay of Plenty DHB. This opportunity forms part of our strategic approach to meeting the distinct educational needs within Tāmaki Makaurau.
- redeveloping our website, with the aim of delivering a digital experience that encourages people to connect with our purpose and identify a pathway to the future through education.

## EXECUTIVE LEADERSHIP TEAM FOR 2019



**1. Professor Wiremu Doherty** Chief Executive, **2. Laurissa Cooney** Chief Financial Officer, **3. Helen Cook** Human Resources Manager, **4. Professor Te Kani Kingi** Director of Research and Innovation, **5. Associate Professor Vaughan Bidois** Executive Director Academic, **6. Huia Haeata** Executive Officer – Strategy and Organisation Success



# STRATEGIC DIRECTIONS

Approved in July 2018, Te Rautaki 2022 identifies a set of strategic goals and priority actions for Te Whare Wānanga o Awanuiārangi. Te Rautaki 2022 describes our unique contribution as a Wānanga to Māori achieving educational success as Māori, and clearly articulates our response to supporting the current and future aspirations of students and the communities we serve.

Te Rautaki 2022 has an outcomes framework based on four indicators of success. The table below provides an overview of progress against some of our performance measures and as they align to our indicators of success. A full set of results can be found in the Statement of Service Performance section on page 98.



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



72% of students at Level 1 – 4 completed their qualification on time



92% of students reported an increased understanding & confidence in engaging with Te Ao Māori

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



Programmes were delivered on 180 marae across Aotearoa



93% of students reported that the skills and knowledge gained through study are making a positive difference to their whānau, hapū, iwi and communities

## Research excellence that accelerates Maori development



More than 80% of student research outputs are on topics of relevance to whānau, hapū, iwi and communities



\$466,000 of external research income



11 research degree completed

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



92% of students satisfied with their study experience at Awanuiārangi



50% of students at Level 1 – 3 progressed to higher level study



SAC EFTS target not achieved (75%)



Net surplus as a % of revenue target not achieved (-7.6%)

Indicates achievement

Indicates partial achievement



## Financial position

Awanuiārangi is reporting an operating deficit of \$2.1M for 2019 due to lower than expected enrolments – decreased enrolments in some programmes, not realising expected growth in other programmes and delayed starts for new programmes. While we were able to make savings in course-related expenditure and reduce costs in non-income generating parts of the organisation, this was not enough to fully offset the revenue shortfall.

While other tertiary education institutions are also experiencing declining enrolments, the financial impact is more acute for the Wānanga sector who derive the majority of their income from government funding (80% sector average in 2018). This creates significant challenges for Awanuiārangi as we attempt to meet the needs of our communities against a backdrop of rising costs and insufficient funding. On a positive note, Awanuiārangi has cash reserves to absorb the deficit in 2019, as well as development plans to attract future enrolments. We are also encouraged by the upward trend in external research funds secured over the last three – four years.

## Educational Performance

Educational performance is an important indicator of our success in delivering high-quality learning programmes that are underpinned by āhuatanga and tikanga Māori. Our 2019 results show positive outcomes in some performance measures, as well as areas for improvement for other measures. Low course completions in high-EFTS attracting programmes continue to skew our institutional result – 66% in 2019. While delays in processing results is a contributing factor, Awanuiārangi is aware that improvements are needed to raise student achievement.

We are pleased, however, to see that course completion rates have improved for our Kai Oranga Level 3 programme – from 48% in 2018 to 61% in 2019. As noted previously, many of our students present with unique challenges, including arriving at Awanuiārangi with no formal qualifications as a result of poor experiences at secondary school. We are also heartened by the fact that almost three-quarters of students (72%) enrolled at Level 1 to Level 4 completed their qualification on time i.e. within 2 years. This suggests that while it may take some students longer to complete, many of our students are committed to attaining a qualification.





# TEACHING AND LEARNING



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

**We will achieve this by:**

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



## Highlights

Two new science-focused programmes commenced delivery in 2019. Te Putake Taiao, a level 4 certificate that provides graduates with a solid grounding in Te Ao Māori, sustainable living theory and practice; and Wai Ora, a level 3 certificate that provides the skills and knowledge to understand and apply sustainability practices to coastal and freshwater bodies based on mātauranga Māori within local environments. These programmes provide an opportunity for students to gain the requisite skills and knowledge for entry into our redeveloped Bachelor of Environmental Studies – expected to commence in mid-2020.

In August, the first cohort of students enrolled in the Doctor of Indigenous Development and Advancement were welcomed to Waikato Tainui College for Research and Development at Hopuhopu. Director of Research and Innovation Professor Te Kani Kingi and Associate Professor Mera Penehira (Programme Co-ordinator) addressed the students as part of the launch, with Council member Sir Harawira Gardiner also in attendance. In her opening address to students, Dr Cheryl Stephens – Chief Executive of the College – challenged them to consider what impact their study will have for their iwi, hapū, marae and whānau.

Graduate and practicing nurse Aroha Ruha-Hiraka and third-year student Tracy Black were recognised in the Tapuhi Kaitiaki Awards held in August. The Tapuhi Kaitiaki Awards are in two categories, with winners sharing a \$10k prize in each category. Aroha was a winner in Category 1: Nurse Practitioner/ Nurse Prescriber – acknowledges Māori nurses who are on a professional development journey to become a nurse prescriber to advance their clinical practice and expertise; while Tracey was a winner in Category 2: Māori Nurse Mātauranga – acknowledges nurses and taura who wish to further their study and/or develop an innovative way to help whānau, hapū and iwi to access and understand their medicines.

Incorporating the use of new learning technologies into our unique Wānanga pedagogy is an integral part of enhancing the student experience. VoiceThread, an online interactive presentation tool, was trialled by staff of Te Tohu Paetahi Ako: Bachelor of Education programme in 2018 and included in the curricular delivery in 2019. VoiceThread promotes critical thinking, communication, collaboration and creativity skills through a platform that enables students to present and defend their work amongst their peers.

## Two Masters and a PhD

It's a day Henare (Hori) Ahomiro will never forget. A milestone, not only for Hori and his family, but a first for Te Whare Wānanga o Awanuiārangi. A father who graduated with a Masters of Indigenous Studies alongside his daughters Kirimatao, with a Master of Māori Studies, and Ruahuihui, with a Doctor of Philosophy.

“Yes, quite proud as a father to graduate with my two daughters,” Hori says.

It was the culmination of years of study and learning how to balance the load with full-time work, family and other commitments. Still, they are floored by the impact that their collective success has had on the wider family.

**“ I didn't realise the magnitude of our triple graduation until I saw all our whānau and friends, who had travelled from near and far, at the Graduation ceremony, ”**  
Kirimatao said.

Hori and his daughters had not anticipated the pebble-in-a-pond effect as the good news rippled out across their communities.

“So many whānau members and even people that I don't really know that well seem to feel inspired by the three of us graduating together and are now seeking higher education,” Ruahuihui Birney Ahomiro-Robinson says.

Their triple accomplishment shone light on an emerging phenomenon at Awanuiārangi – the power of inter-generational learning, as increasing numbers of parents, children and siblings complete their degree qualifications alongside each other. As young girls, Ruahuihui and Kiri watched their parents tackle tertiary study to gain social work degrees. Hori says this instilled a drive in all his children to gain degrees of their own.

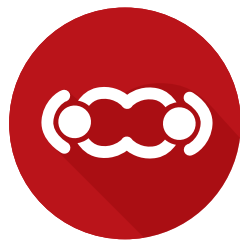
For Ruahuihui, having her Dad and sister alongside her completing their Master's degrees while she worked toward her doctorate was one of the biggest and most positive learning impacts.

“They became my instant support system. Dad and Kiri understood my struggles when I couldn't write or just wanted to give up as they, too, were having similar struggles. Having both of them there highlighted the importance of whānau but more so it was about recognising and acknowledging our struggles as one and overcoming them together.”



## RELATIONSHIPS

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

**We will achieve this by:**

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



## Highlights

- Awanuiārangī continued to provide sponsorship for a range of local, regional and national community events – with a focus on supporting kaupapa of importance to our strategic partners and the communities we serve. Key events sponsored in 2019 included:
  - Te Matatini ki te Ao - our relationship with Te Matatini also spanned across other aspects of the event including Te Matatini board members, judges, kapa haka leaders, and competitors.
  - ASB Polyfest - Awanuiārangī was the platinum sponsor of the event, with exclusive naming rights of the Māori stage. The event attracts approximately 100,000 visitors.
  - Regional Kapa Haka and Manu Kōrero Competitions – Mataatua Primary and Secondary Schools Kapa Haka Competitions, Tāmaki ki Waitemata Manu Kōrero
  - Ngāti Awa Te Toki – in recognition of our enduring relationship with Ngāti Awa, Awanuiārangī continued to support Te Toki, a biennial event focussed on promoting the unity of the iwi.
- Our delivery of programmes on marae through Kai Oranga, Te Pou Hono suite of programmes and some Te Reo programme offerings provide opportunities for whānau, hapū and iwi to engage with tertiary education and connect with each other. Despite declining enrolments, we are pleased that delivery of educational programmes took place on 180 marae across Aotearoa – from Hokianga in the Far North to Invercargill in the South Island. The School of Iwi Development also fielded several requests for a Te Pou Hono type programme from organisations such as New Zealand Police, New Zealand Army, and St John’s – organisations that sit outside of the traditional marae environment. In this regard, staff are investigating a delivery model that reaches a wider range of Māori community interests.
- Strategic alliances with our partners across the tertiary education sector are important, especially those working on kaupapa that align with our vision and strategic goals and which provide platforms for Awanuiārangī to address future needs and aspirations of our students. Te Tauihu o ngā Wānanga – a collective representing the Wānanga sector - is one of our key strategic relationships. In this regard, several submissions were prepared on behalf of Te Tauihu o ngā Wānanga in response to the Reform of Vocational Education and Tomorrow Schools, as well as the draft National Education Learning Priorities (NELP) and Tertiary Education Strategy.

## The joy of connecting to learning through Mātauranga Māori

During a visit to Te Whare Wānanga o Awanuiārangī in July, Governor General Dame Patsy Reddy was introduced to two flagship programmes that engage Māori students with education by integrating Mātauranga Māori and other knowledge systems. Dame Patsy shared her day at the Whakatāne campus with primary school students in the RoboPā computational thinking programme and nursing students in the Bachelor of Health Science Māori Nursing.

Awanuiārangī chief executive Professor Wiremu Doherty said the Governor-General was able to experience for herself the vibrancy of the learning environment and the deep engagement that happens across all age groups when Māori knowledge systems provide the foundation for learning.

“Our RoboPā and Nursing programmes are both outstanding examples of how Mātauranga Māori and other knowledge systems coalesce to positively inform teaching the STEM disciplines of science, technology, engineering and maths,” Professor Doherty said.

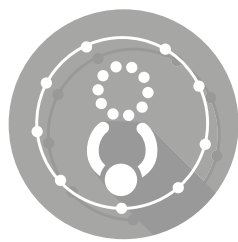
During her visit, the Governor-General also took the opportunity to experience augmented reality (AR) technology being used to train student nurses. The Bachelor of Health Science Māori nursing degree programme uses holograms to teach critical assessment and care, and virtual humans in the study of anatomy and physiology.

“Dame Patsy tried out the AR experience herself and seemed to enjoy not only the amazing technology but also the energy and positivity of the students. Awanuiārangī was honoured that she personally made the request to spend the day with us, and humbled to have the opportunity to show her what we achieve here. She moves in a unique community and her time with us may help to widen insight into the unique elements of education here at Awanuiārangī,” Professor Doherty said.





# RESEARCH AND INTERNATIONAL



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

**We will achieve this by:**

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

## Highlights

- Research income, research diversity, and research engagement has increased significantly over the past three years. In 2019, Te Whare Wānanga o Awanuiārangī achieved a major milestone having secured more than \$1M of externally funded research projects. Quite apart from simple income generation, these investments provided our organisation with an opportunity to better engage our staff and students in research, to offer scholarships and support programmes, to publish and present, and to likewise build our academic profile and reputation.
- Awanuiārangī continued to host international visiting scholars, with Associate Professor Jane Compson and Dr Jutta Heller from the School of Interdisciplinary Arts and Sciences at the University of Washington, Tacoma visiting in February; Jonathan Ketler and Kainoa Higgins who serve as co-directors of three high schools and a non-profit organisation (Elements of Education) in Tacoma Washington also visited in April. Two students from the Cross Cultural Indigenous Knowledge Exchange programme (CCIKE) - Mandy Cormier and John Mainville were likewise hosted in 2019.
- A number of staff are involved in a major Te Reo Māori evaluation study funded by Te Mātāwai. This research, while led by Awanuiārangī, involves partnerships with several key partners and evaluation specialists. The research aims include contributing to the design of more effective language revitalisation strategies. The investigation also provides an opportunity for staff to develop their understandings of evaluation methodology and apply this within a Māori context.
- Findings from our longitudinal investigation into Te Reo Māori are due to be released in 2020. The study, led by staff member Hannah Simmonds, is the largest and most complex investigation into Te Reo Māori ever undertaken. This was largely due to the significant amount of peripheral and contextual data used as part of the analysis. The study revealed that past policies aimed at language revitalisation were beginning to take effect. Moreover, that children (both Māori and non-Māori) were better positioned to embrace Te Reo Māori than their parents. Positive predictors include living in high Māori population communities and attendance at Kōhanga Reo. Having a mother who could speak Te Reo Māori and who is herself culturally connected was also a positive predictor. Negative predictors of language proficiency included excessive screen time. This issue, while concerning, was a modifiable predictor and likewise an important consideration for the development of effective language revitalisation strategies.

## Rongoa Māori scholars' study traditional health system in India

A multi-disciplinary team of senior scholars, practitioners and members of the community undertook a six-week indigenous health and entrepreneurship programme in India, supported by the Prime Minister's Scholarships for Asia.

Based in the foothills of the Western Ghats in Tamil Nadu, Southern India, the inaugural scholarship programme focused on Ayurveda, a traditional Indian system of science, health and medicine. The aim of the programme was to advance scholarship and research in Māori and indigenous health, wellbeing and knowledge, and give rise to insights that support the resurgence of Rongoā Māori in New Zealand.

The Rongoā Māori and Ayurveda scholarship programme was a collaboration between Te Whare Wānanga o Awanuiārangī, the Giles Brooker Academy, the Arya Vaidya Pharmacy Training Academy, and the Prime Minister's Scholarships for Asia programme.

Associate Professor Mera Penehira leads Te Whare Wānanga o Awanuiārangī international indigenous doctoral programme. She said scholarships were awarded to 10 senior students, graduates, researchers, faculty members and Rongoā Māori practitioners representing hapū, iwi and community networks across Aotearoa.

“ Each recipient has a connection to Māori or indigenous wellbeing and knowledge. Our unique interest in this field as a Whare Wānanga – and what we bring uniquely to the Prime Minister's programme – is exploring the synergies between mātauranga Māori (Māori knowledge) and other fields of indigenous knowledge, in this instance Ayurvedic medicine, ”  
said Dr Penehira.

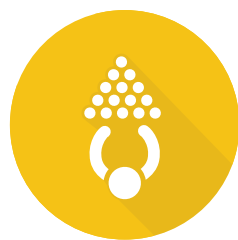
“As an institution, we are interested in the potential for cultural and educational collaboration and exchange, particularly in the area of indigenous approaches to cultural, physical and emotional wellbeing. There is also significant opportunity for wider collaboration with India in social, economic and business research and development, including supporting Māori business success internationally and the sustainable growth of international education, trade and tourism.”







# ORGANISATIONAL PERFORMANCE



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

**We will achieve this by:**

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



## Highlights

- Te Whare Wānanga o Awanuiārangī provides staff with the opportunity to apply for professional development funding aimed at increasing qualification levels of staff across the institution every year. In 2019, 33 staff received professional development funding to undertake higher level study relevant to their position at Awanuiārangī. Of these 33 staff, 75% were enrolled in postgraduate study. A total of 230 training applications were also approved during the year, with the main categories for training consisting of Job Skills, Health and Safety, and Leadership.
- Following a restructure of our operations in Tāmaki and Te Tai Tokerau, Awanuiārangī farewelled Regional Director Edith Chaney, with Rachel Wetere appointed to the newly established role of Regional Manager from the end of November. Rachel joined Te Whare Wānanga o Awanuiārangī in 2015 as Executive Assistant to the Chief Executive Officer. She subsequently led a collaborative research project with the Fijian Higher Education Commission and Ako Aotearoa; and more recently was instrumental in developing Te Pōkaitahi Reo (Rangai Hauora) – a unique model for delivering Te Reo programmes to the DHB sector.
- Following an internal review of our EFTS forecasting process, Awanuiārangī introduced standardised EFTS Recruitment Plans. To this end, two workshops were held in January to support Programme Co-ordinators prepare recruitment plans for their respective programmes. During these sessions, staff had the opportunity to complete a SWOT analysis, explore the enrolment and student data available to them and complete the EFTS recruitment plan template designed as part of the review.
- As part of a broader strategy to improve internal communications, a monthly CE Pānui was introduced to ensure staff are kept informed of developments across the organisation as well as any upcoming events that may be of interest. In this regard, each monthly pānui provides a brief update on activities aligned to our strategic goals from Te Rautaki 2022. Staff feedback has been positive, with some commenting that they appreciate receiving regular updates about the work happening at a strategic, and organisation-wide level.

## Success at the New Zealand Tertiary Teaching Excellence Awards

Associate Professor Mera Penehira, School of Indigenous Graduate Studies was announced as one of 10 tertiary teachers recognised in this year's Tertiary Teaching Excellence Awards. The finalists celebrated at parliament on the 30th October, with guests from across the tertiary sector, at a ceremony hosted by Hon Chris Hipkins, (Minister of Education). Associate Professor Mera Penehira was one of two outstanding teachers to receive a Kaupapa Māori category award, alongside Dr Ngarino Ellis from the University of Auckland.

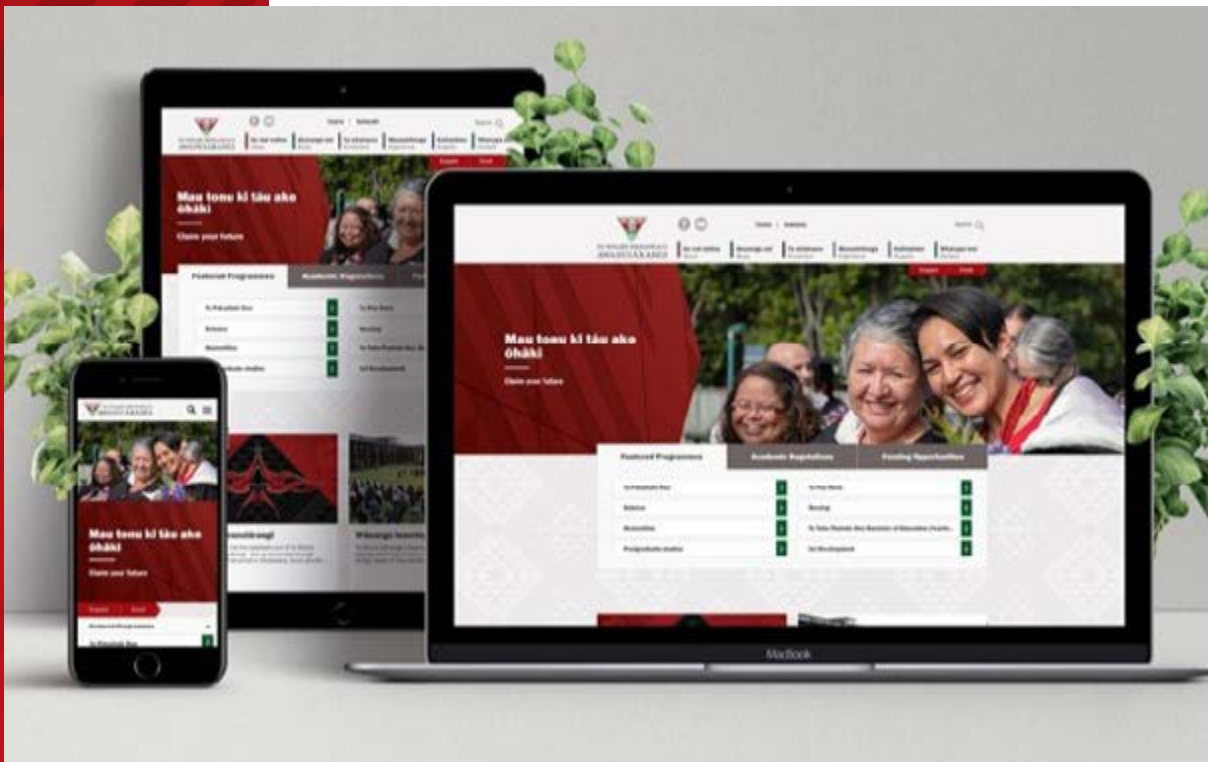


## Whakaari (White Island) Eruption

*Kai te tangi nei te ngākau ki ngā whānau kua pākia nei i te parekura inanahi nei. Kai konei te whānau o Te Whare Wānanga o Awanuiārangī e tuku nei ōna whakaaro, karakia hoki ki ngā whānau katoa.*

Te Whare Wānanga o Awanuiārangī was deeply saddened by the tragic events at Whakaari (White Island) on Monday 9 December. We offer our sympathies and prayers to the whānau impacted by this tragedy. We also acknowledge the devastating impact for Ngāti Awa, as kaitiaki (stewards) of Whakaari.

As part of the Whakatāne community, Awanuiārangī committed to supporting the official emergency response in the days following the eruption. Our Noho Centre provided accommodation (and catering) to whānau affected by the tragic event, as well as emergency response staff. We also hosted conferences between officials and whānau on campus - providing a safe, secure environment for them to receive updates and for the whānau to communicate any concerns. While the effects of this tragedy will be felt for a long time, the compassion and generosity shown by Ngāti Awa and the Whakatāne and Eastern Bay of Plenty communities was both recognised and appreciated by those directly affected.



## ASSETS AND INFRASTRUCTURE



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

**We will achieve this by:**

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

## Highlights

- TEC requires all tertiary education institutions to submit an independent review of their management of capital assets every two years. Our CAM Review was completed in May, with the final report noting that Awanuiārangi had continued to make iterative improvements in the overall level of maturity observed during the 2014 and 2017 reviews. The report also commented that there was evidence of ongoing investment in asset management and asset management improvement activities, including the release of Te Rautaki 2022, which includes Assets and Infrastructure as one of its six strategic goals. The organisational review of risk management and implementation of associated enhancements was again the most significant area of improvement since the last review.
- A decision was made to reconvert some office spaces back to motel units for the purposes of student accommodation. This decision was motivated by the growing demand from students enrolled in programmes delivered on campus that currently reside outside the rohe (area) e.g. nursing. The reconversion involved 12 units - most are studio units but there are several 1-bedroom units. The accommodation units will be available during the academic year.
- In early 2019, the opportunity arose for Awanuiārangi to purchase 15 Francis Street, Whakatāne. The property is adjacent to other properties on Francis Street that form part of the Whakatāne campus. The purchase of 15 Francis Street aligns with our long-term strategy to own or lease the entire block between Francis Street and McAlister Street, and redevelop this land and buildings at some future point.
- Awanuiārangi engaged Cybersmart to conduct a technical security review in January and February of the hardware and software solutions in place to protect our environment. The report clearly established where the technical gaps in our approach to security were and identified practical and meaningful improvements that will reduce business risk. Our Information Technology Team completed a major security upgrade in November, which closed out most action points identified in the technical security review. As a result of this work, our security rating is likely to improve considerably - from 5.5/10 following the security review to 9/10 at the completion of the security upgrade.

## Taking the story of Te Whare Wānanga o Awanuiārangi into a digital context

On 1 August, Awanuiārangi was pleased to launch our new website. With the support of our website development providers Cucumber Ltd and Law Creative, our aim was to deliver a digital experience that welcomed people, encouraged them to connect with our purpose, celebrate the history of Awanuiārangi and pave a way to the future through education.

A key focus of the website is positioning our people and their stories are at the heart of the new website. Weaved throughout the story telling is a focus on providing relevant, accurate and timely information to support those considering enrolment, trying to better manage expectations and anxieties of studying, or wanting to learn more about how programmes are delivered and where they could take students.

Empathy research played a critical role in ensuring that the architecture of the new website was aligned to the needs and aspirations of our students and reflected the priorities of the communities we serve. In this regard, Cucumber used empathy research to better understand Awanuiārangi as an organisation, as well as our students and stakeholders. The project team were overwhelmed by the amazing stories of overcoming adversity and experiencing both spiritual and academic transformation. This is best illustrated in a comment from one of our postgraduate students,

“ I have struggled in my life and I have changed and I believe this change happened when I undertook my Masters. Awanuiārangi is more than a book education, it's a spiritual journey. ”



# CULTURE OF EXCELLENCE AND INNOVATION



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

**We will achieve this by:**

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



## Highlights

- Professor John Clayton developed a proposal for a micro-credential focused on the Cultural-Self – based on a framework that integrates the theories of cognitive load, social cognition, transformative learning and the processes of holistic assessment, the Ranga Framework, personal learning planning and noho delivery. This integration of theory and process provides the foundation for a unique cultural-self learning design platform, based on the concepts of feedforward, feedback, assessment and reflection. NZQA and Education NZ have shown interest in the proposal, with a working party established to explore broader opportunities for the qualification.
- Laurissa Cooney, Chief Financial Officer, was appointed to the Air NZ Board of Directors in late 2019. In addition to her role as Chief Financial Officer at Awanuiārangi, Laurissa is a professional independent director with several iwi affiliated entities. In the media release about Laurissa's appointment, Air New Zealand Chairman Dame Therese Walsh noted that Laurissa brings a strong regional tourism and iwi perspective to the Board.
- In December, Chief Executive Professor Wiremu Doherty was appointed to Te Taumata Aronui – a new group to work with the Government on tertiary education policy incorporating Māori community and employer perspectives. Te Taumata Aronui is described by the Minister of Education Chris Hipkins as an opportunity for Māori and the Crown to work more closely on changes to the tertiary education system, including through the Reform of Vocational Education, so that it better supports the aspirations, and reflects the needs, of Māori learners, communities and employers.

## Mātauranga Māori 2020 and Beyond

In September, Te Whare Wānanga o Awanuiārangi hosted the Mātauranga Māori 2020 and Beyond Symposium to acknowledge the lifetime contribution of Council Chair, Professor Tā Hirini Moko Mead. The 92-year-old scholar served as a moderator for the symposium, which featured some of his former students namely Supreme Court Justice Joe Williams and Māori Land Court Deputy Chief Judge Caren Fox. Tā Hirini is often noted as being a visionary for his iwi and for Māoridom. He also credited with providing the vision and drive, alongside other establishment members Dr Joseph Mason and Peter MacLay, that led to the establishment of Te Whare Wānanga o Awanuiārangi. The symposium also acknowledged the role of Tā Hirini's late wife, June Te Rina Walker, in his success.

## Community backs live-in total-immersion Reo Māori strategy

Four Māori language students were immersed for three months in a ground-breaking full-time live-in programme in the Eastern Bay of Plenty. The initiative included not only formal teaching and learning, but, significantly, the involvement of the local community.

As part of the pilot programme, launched in Whakatāne in September, students studied in formal classes at Te Whare Wānanga o Awanuiārangi during the day and live, supported by tutors in the total-immersion whare, in the evening.

The three-month pilot was part of the five-year strategy Ngā Parirau o Te Reo Māori developed by Te Whare Wānanga o Awanuiārangi to strengthen the use of the Māori language in everyday life. Focusing on fresh approaches over the next five years, the strategy was developed with input from strategic partners, Te Reo Māori experts, and iwi. Likewise, the support of Te Tohu o te Ora o Ngati Awa who donated the use of a whare.

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

Professor Kingi said the immersion initiative is unlike anything else currently on offer. It would support accelerated learning by creating an environment where Te Reo Māori is used naturally in everyday life, such as at the supermarket or local sports clubs.

“We’re taking language learning beyond the walls of the institution and into our communities where we will support real language-use opportunities.”

“We expect that this comprehensive approach will take learners with little or no skill in everyday use of Te Reo Māori and transform them into confident speakers.”

Professor Kingi said the programme draws upon community as a reo resource unique to the region.

“There are a significant number of native speakers of Te Reo in the Eastern Bay of Plenty, and in areas such as Ruatoki, Waimana, Taneatua and Poroporo, it is the primary language of social engagement. Our initiative engages our community in the creation of an immersion environment like no other,” said Professor Kingi.

“The focus is on active rather than passive learning. There is less sitting in the classroom taking notes and more of being required to speak. We provide an opportunity that is as wrap-around as possible, allowing students to engage 24 hours a day in learning. It is intensive and they are put on the spot – that’s the component that activates and accelerates their learning.”







# Graduation 2019

Celebrate culture, celebrate difference, celebrate diversity, celebrate resilience – and use your education to make change happen. This was the message from speaker after speaker as Te Whare Wānanga o Awanuiārangī marked the graduation of more than 3,000 students on the day of the national remembrance service for victims of the Christchurch mosque attacks.

Education can liberate the mind, guest speaker Māori Development Minister Nanaia Mahuta said, urging the graduands to grow their mātauranga (knowledge base) and embrace other knowledge bases to meet the challenges of the time. “Education has a purpose,” Minister Mahuta said. “We have to apply the skills we have obtained, the gifts we have been given and all our lived experience to build the type of community, whānau wellbeing and the nation’s wellbeing that means we can stand, as a country, proud of who we are, proud of our cultural acceptance and tolerance.”

Chief executive Professor Wiremu Doherty said that graduation was a celebration of being Māori. But, as people who were no stranger to the ideology of division, Māori understood the need to also celebrate culture, difference, diversity and resilience.

“The whare wānanga is conferring degrees upon graduates who speak their own language; who practise the tikanga handed down to them; who observe their traditions, beliefs and values; who celebrate intellectual independence; and who are cultural specialists across a wide range of disciplines and indigenous research spaces.

Graduates who have forged relationships and built broad professional networks that reach through our communities – our communities at home, nationally, and internationally; who are culturally aware and respectful, ready to hear any idea or opinion or perspective even if it differs from their own. Graduates who celebrate the diversity that difference brings.”

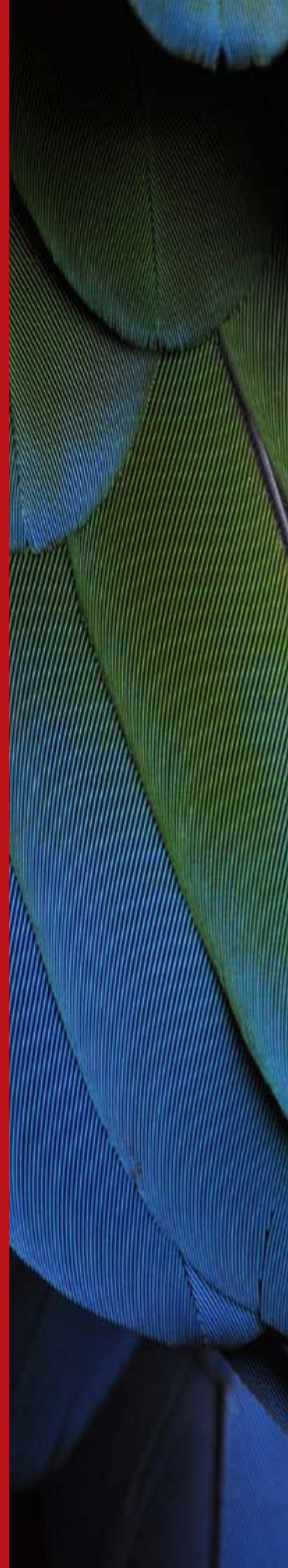
Valedictorian Hauiti Hakopa urged graduates to continue to reframe unfavourable narratives about Māori potential and achievement.

“That is why we are here – to reframe the narratives. We are here to create new footprints for the generations that are not yet born. You have your wings. Now just set the new direction, the flight plan, and take flight.”



# Special Awards 2019

<p><b>Emeritus Professor Roger Green, ONZM Award for 'Top Thesis'</b> Sponsored by: La Vita</p>	<p>Mary DuPuis Confederate Tribes of Chehalis</p>
<p><b>Te Onehou Eliza Phillis Award for 'Outstanding Iwi Research'</b> Sponsored by: Orbit Travel</p>	<p>Hauiti Hakopa Ngāti Tūwharetoa</p>
<p><b>School of Indigenous Graduate Studies, Top Scholar Award</b> Sponsored by: OfficeMax</p>	<p>Murray David Christopher Norris Te Aitanga-ā-Māhaki, Tūhoe</p>
<p><b>School of Undergraduate Studies, Top Scholar Award</b> Sponsored by: Sea Breeze</p>	<p>Jasmine Ruth Pirini Te Rarawa, Ngāpuhi</p>
<p><b>'Te Ira Wairua' School of Iwi Development, Top Scholar Award</b> Sponsored by: Spark NZ</p>	<p>Melissa Savage Ngati Awa, Te Whānau a Apanui</p>
<p><b>Excellence in Te Reo Māori</b> Sponsored by: Air New Zealand</p>	<p>Dick Ata Tūhoe, Ngāti Kahungunu</p>
<p><b>Contribution to Iwi Development and Advancement, Marae Award</b> Sponsored by: Law Creative Group</p>	<p>Te Kopua Marae</p>
<p><b>The Rotary Club of Whakatāne Award for 'Most Improved First-Year Student in Te Reo Māori'</b> Sponsored by: The Rotary Club of Whakatane</p>	<p>Stephanie Maria Service Tainui</p>











## ACADEMIC DELIVERY

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

## SCHOOL OF IWI DEVELOPMENT

<b>EFTS</b>	1,115
<b>Levels of Study</b>	3 – 7
<b>Delivery Across Multiple Sites</b>	Whakatāne, Tāmaki, various marae
<b>8 Qualifications Offered</b>	<ul style="list-style-type: none"> <li>• Adult Community Education (non-formal)</li> <li>• Te Pou Hono ki Marae Ātea</li> <li>• Te Pou Hono ki Mahi Marae</li> <li>• Te Pou Hono ki Taiao</li> <li>• Te Pou Hono ki Wairua</li> <li>• Te Pou Hono ki Toi</li> <li>• Kai Oranga (Kaupae Tuatoru)</li> <li>• Kai Oranga (Kaupae Tuawha)</li> <li>• Wai Ora (Kaupae Tuatoru)</li> </ul>

## SCHOOL OF UNDERGRADUATE STUDIES

<b>EFTS</b>	1,087
<b>Levels of Study</b>	1 – 7
<b>Delivery Across Multiple Sites</b>	Whakatāne, Tāmaki, Whāngarei, various marae
<b>13 Qualifications Offered</b>	<ul style="list-style-type: none"> <li>• Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1 – 6)</li> <li>• New Zealand Certificate in Study and Career Preparation (Level 4)</li> <li>• Pūtake Taiao (Level 4)</li> <li>• Te Aka Putaiao (Level 5)</li> <li>• Te Tohu Toi Tangata: Bachelor of Humanities</li> <li>• Te Tohu Paetahi Ako: Bachelor of Education (Teaching)</li> <li>• Te Ōhanga Mataora Paetahi: Bachelor of Health Sciences (Māori Nursing)</li> <li>• Ngā Mana Whakairo a Toi: Bachelor of Māori Performing Arts</li> </ul>

## SCHOOL OF INDIGENOUS GRADUATE STUDIES

<b>EFTS</b>	182
<b>Levels of Study</b>	9 – 10
<b>Delivery Across Multiple Sites</b>	Whakatāne, Tāmaki, Whāngarei, International
<b>5 Qualifications Offered</b>	<ul style="list-style-type: none"> <li>• Master of Māori Studies</li> <li>• Master of Indigenous Studies</li> <li>• Doctor of Māori Development and Advancement</li> <li>• Doctor of Indigenous Development and Advancement</li> <li>• Doctor of Philosophy</li> </ul>



# SCHOOL OF IWI DEVELOPMENT

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

Key to this transformation is the intergenerational transfer of knowledge that occurs through Matauranga Māori programmes delivered predominantly at marae locations. Students gain knowledge and qualifications that not only enable them to more fully participate in their own communities, in roles that support the practice of kawa and tikanga, but positions them to contribute to the maintenance and enhancement of the bodies of knowledge unique to their own whānau, hapū, iwi and community. The redevelopment of our Bachelor of Matauranga Māori is an example of meeting this dual focus, with plans for a 2020 launch of the new qualification.

An exciting development for the school in 2019 was the commencement of Waiora (Kaupae 3) in Omarumutu and Mangaroa. The first of two new qualifications, Waiora (Kaupae 3) provide the skills and knowledge to understand and apply sustainability practices to coastal and freshwater bodies based on mātauranga Māori within local environments. Until 2017, Te Whare Wānanga o Awanuiārangi delivered the National Certificate in Seafood Māori (Customary Fishing) (Level 3) and Te Wai Māori (Freshwater Management) (Level 4) qualifications in marae, schools and communities across Aotearoa. Both programmes were affected by the Targeted Review of Qualifications (TroQ), at which point the organisation decided that replacement qualifications and programmes should be explored from an ahuatanga Māori perspective.

The needs analysis completed as part of investigating options for replacement qualifications highlighted that the demand for knowledge about sustainability practices to

coastal and freshwater bodies continues to grow throughout Aotearoa, especially within whānau, hapū and iwi groups post treaty settlements. Water status, quality and quantity is increasingly important to whānau, hapū and iwi; at the same time, rapid development in the science, technology and management practices associated with these fields has occurred. This demand is reflected in the positive feedback received from the two cohorts that began delivery in late 2019.

The school's existing programmes continued to attract strong interest from communities around Aotearoa. Kai Oranga Level 3 and Level 4 – our food sustainability programmes – saw a 13% increase in EFTS delivered in 2019. While we are pleased by continued growth in these programmes, it has increased the need for additional resources to maintain quality delivery. Another challenge has been recruiting quality teaching staff in locations aligned with this demand.

Our Te Pouhono suite of programmes experienced a decline in enrolments in 2019. The school is investigating the reasons for the downturn in delivery. However, saturation in some communities and increased quality assurance processes (e.g. NZQA record-keeping rule) are likely to have had a negative impact. On a positive note, the school fielded several requests for a Te Pouhono programme from organisations – such as New Zealand Police, New Zealand Army, St John's and various hauora providers - that sit outside of the traditional marae environment. In this regard, staff are working to develop a model that meets a wider range of Māori community interests.

Ongoing challenges for the school include poor educational performance in Kai Oranga as well as our Te Pou Hono suite of programmes. While delays in processing results contributes to reporting of low completion rates, Awanuiārangi is committed to quality improvement strategies that raise student achievement. Although there is still lots of work to do, it is pleasing to see course completion rates for Kai Oranga Level 3 improve in the last year – from 48% in 2018 to 61% in 2019.





# SCHOOL OF UNDERGRADUATE STUDIES

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**In 2019 the School of Undergraduate Studies consumed just over 1000 EFTS, comprising of around 1,700 students studying across eight programmes,**

with the largest number of students enrolled in our suite of Te Pōkaitahi Reo programmes (Levels 1 – 6) and Nga Mana Whakairo a Toi: Bachelor of Māori Performing Arts. The remaining students are enrolled in degree programmes in Education, Nursing, and Humanities and pre-degree programmes in Taiao and Career Preparation and Study. The school delivers across all three sites and regions in Whakatāne, Tamaki and Te Tai Tokerau, as well as nationally.

The school had just over 667 graduates in 2019, with a little over 500 students graduating from Te Pōkaitahi Reo Levels 1-6 programmes, 197 graduating from degree programmes, 56 from Level 5 Te Aka Pūtaiao programmes and the remainder in Career Preparation and Study.

In striving to become a centre of excellence and innovation in indigenous education, the School has looked to implement processes and initiatives to improve the quality of teaching and learning across its programmes. The document management and collaboration platform SharePoint has been piloted within our Te Pōkaitahi Reo suite of programmes to support compliance and quality assurance processes, with the intention of the platform being rolled out across the school in 2020. This along with the increased use and development of the e-Wānanga student online learning platform across all our programmes, assist teaching teams to provide quality teaching and learning experiences for students.

The increased interest in learning Te Reo Māori across the country has seen steady growth in enrolments in Te Pōkaitahi Reo programmes, particularly, in the Tāmaki region, with many local marae being utilised to deliver programmes

for urban whānau. As well, this increased interest has seen government agencies and private corporations looking for ways to build bi-cultural literacy and Te Reo capability in their organisations. The School has moved quickly to meet this increased demand, with bespoke programmes being developed, approved and delivered within a number of District Health Boards (DHBs) in the wider Auckland region, with plans to engage with other DHBs around the country in 2020 and beyond.

Rapid growth in Te Reo provision has created certain challenges for the school, particularly in terms of recruiting quality teaching staff and ensuring quality of delivery across multiple cohorts and venues. A shortage of Te Reo kaiako has caused some delays in start dates for programmes, and where possible kaiako are sourced from within the communities themselves. Good leadership, robust induction and training processes, and building strong communities of practice within Te Pōkaitahi Reo team is assisting the School to ensure quality teaching and learning experiences for students.

Despite the growth in Te Reo provision in 2019, the school as a whole achieved similar enrolments to 2018. While recruitment plans were put in place to increase overall enrolments, most programmes did not achieve forecasted targets. On reflection, this may be due to the overall decline in enrolments experienced throughout the sector, and the decreasing unemployment rate over the past two - three years. Recruitment plans for 2020 have taken into account the challenges the sector is facing at this time.

The development of new programmes is part of the growth strategy for the organisation and school, and work has been done to re-develop the Bachelor of Environmental Studies and provide pathways for our Level 4 Pūtake Taiao and Level 5 Te Aka Pūtaiao programmes. There has been increased interest from hapū and iwi in these programmes, with cohorts delivered in Whakatāne and Te Tai Tokerau. Strategically the school will continue to build relationships with relevant stakeholders to increase the provision of Taiao programmes in the coming years. The first delivery of the redeveloped Bachelor of Environmental



Studies is planned for Semester 2, 2020, targeting graduates of the Level 5 Te Aka Pūtaiao programme in the first instance.

Highlights for 2019 include Te Ohanga Mataora: Bachelor of Health Sciences Nursing Māori programme hosting the National Māori Nurses Conference in May. The programme also underwent an accreditation and review process with NZQA and the NZ Nursing Council. The programme has a growing reputation for providing clinically and culturally competent nurses for the health workforce and the review acknowledged many positive aspects of the programme, as well as areas for improvement moving forward.

Completions were slightly down in comparison to 2018, with the School averaging slightly above 70%. The Annual Programme, Evaluation and Review (APER) carried out each year, is an important reflective and collaborative process for programmes to analyse course completions and retention rates, student evaluations, and other relevant data, in order to identify and implement initiatives for continued improvement. Building strong communities of practice and enabling critical conversations among teams was a key part of the School's focus on quality teaching and learning in 2019, as is supporting and growing our leadership capacity and capability within the school.

The school continues to explore opportunities to improve what we do, and to provide quality educational experiences for our students.



# SCHOOL OF INDIGENOUS GRADUATE STUDIES

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## Staff engagement in research increased significantly in 2019, in large part due to a deliberate strategy of securing more externally funded research projects.

These projects have provided an opportunity for staff to present, publish, and expand their teaching and learning portfolios. Suffice to say that involvement in research has provided greater opportunities for our staff to better link research to teaching and learning.

Staff in the School of Indigenous Graduate Studies also focused their efforts on developing several new and innovative solutions to better support and engage our students.

- Mangopare: Indigenous Leadership and Tenacity programme was launched mid-year and provides an opportunity for our post-graduate students to digitally connect with indigenous scholars and researchers, to hear presentations from senior academics, and to engage in conversations about their research and studies. Large numbers of students, from across several countries, have connected via this network which has likewise built increased levels of collegiality and scholarship. Planning for 2020 is already underway with several keynote speakers confirmed to participate in this forum.
- Hau Oranga is another new initiative recently developed by Te Whare Wananga o Awanuiarangi and which has been designed to better support and engage our international students. Hau Oranga is designed to promote a better sense of community, to share knowledge, to hear from senior researchers and scholars, to accelerate students writing and levels of scholarship, and to inform them of relevant academic developments, insights and resources. Maryann Lee is leading this initiative and is excited about the prospect of further developing this in 2020.
- Tuhia ki te Ao is another online initiative with a specific focus on collaborative writing time

presently offered across the international doctoral cohorts. It is a weekly opportunity for students to zoom in and spend an hour writing together. The students state their writing goal for the hour at the beginning of the session, 2 x 30 minute sprint-writing bursts with a 5 minute break follow, and the session concludes with feedback from students regarding progress towards their writing goal. These sessions are hosted by Associate Professor Mera Penehira, however in the future may move to being led by the doctoral candidates themselves. It has promoted regular and improved writing patterns and deepened the engagement amongst scholars and faculty between cohort wānanga/noho.

A Doctoral cohort was also started in partnership with the Waikato-Tainui College for Research and Development. This has been an exciting opportunity for collaboration, joint scholarship and research endeavour. All of these students are investigating issues of significance to their iwi and communities and are likewise benefiting from being able to actively share ideas, theories, and opportunities.

Our Post-graduate, Masters, and Doctoral programmes continue to evolve as has our efforts to innovate in areas of student support, student engagement, teaching and learning. In 2020, we will continue to develop, expand, and evaluate our existing efforts to ensure that we remain focused on promoting student outcomes and success. Part of this process will be the introduction of new qualifications which better align with the contemporary needs and expectations of communities.

In recognition of the growing profile and reputation of our school and staff, Associate Professor Mera Penehira was this year awarded an AKO Aotearoa Teaching Excellence Award. These awards are incredibly competitive but likewise underscore her profile as a teacher and scholar. 2020 promises to be another challenging and exciting year for the School of Indigenous Graduate Studies and as we collectively look to explore opportunities for our staff, our students, and our communities. This will necessitate program expansion into new areas of research and teaching and likewise further investments into student support and mentoring.







# TĀMAKI AND TE TAI TOKERAU

Since Awanuiārangi opened new sites in both Tāmaki and Whāngarei in 2015, the focus has been on enhancing our relationships with marae, schools and kura, as well as with a range of industry and community groups.

Four years later, this focus has resulted in a growing network of education provision that provides authentic learning contexts aligned to the aspirations of the communities we serve. While 2019 provided both opportunities and challenges for our organisation, our ability to be agile and respond to current and future needs sees Awanuiārangi well positioned to make a significant contribution to the educational outcomes of those living in the Tāmaki and Te Tai Tokerau regions.

However, the reality of operating in a competitive market did have a negative impact on EFTS in 2019. This was evident in lower than expected enrolments in some of our degree offerings in particular – Te Tohu Paetahi Ako: Bachelor of Education (Teaching) and Te Tohu Toi Tangata: Bachelor of Humanities. We also saw a decline in EFTS in our Te Pōkaitahi Reo suite of programmes, even though delivery increased from six classes to over 20 by the end of the academic year. This was to service the ‘Hāpori Reo’ sector; marae and campus site delivery in Whakatāne, Tāmaki Makaurau and Te Tai Tokerau.

In February, Te Whare Wānanga o Awanuiārangi also launched a new programme delivery model for the workplace environment, named Te Pōkaitahi Reo – Rāngai Reo. The programme was developed with a bespoke delivery model; allowing the corporate sector to engage in professional development that suited their workplace and professional environment. The ‘Rāngai Reo’ programme is:

- customised towards a workplace sector (i.e., hauora – health),
- delivered onsite at that particular work location

- classes are weekly a time that suited the staff and their whānau (onsite timetable)
- contextualised towards the Iwi dialect of that region and embedded into the curriculum and student resources
- a fees-free national qualification

Since the launch of the programme with the Auckland-Waitemata DHB (five classes), the Rāngai Reo programme increased to 13 classes for 2019 academic year across five different stakeholders. In general, student feedback has been positive with many commenting on the benefits of having access to Te Reo Māori on their doorstep.

2019 also saw the departure of Regional Director Edith Chaney and Professor Kuni Jenkins. As a long-standing member of the whānau of Te Whare Wānanga o Awanuiārangi, Professor Jenkins retirement provided an opportunity to reflect on her significant contribution to the organisation, one which saw her fulfil both teaching and senior management roles including CEO. Professor Jenkins impressive service to the academic communities is also well known, with her PhD research into archival study of early Māori written documents and the relationships between Māori and Pākehā of particular note.

Two key appointments made in Tāmaki and Te Tai Tokerau were Ms Rachel Wetere to the new role of Regional Manager and Ms Kelly Henare to the role of National Programme Co-ordinator for Te Pōkaitahi Reo. Rachel has held management roles within Maori tertiary education organisations and has developed her passion for Māori achievement and development that also extends to governance and business strategy. Similarly, Kelly describes her life’s ambition is to be of service; to engage, educate and empower people to become positive agents of change. Coupled with a commitment to connecting these people to their cultural knowledge



Ms Rachel Wetere



and identity that celebrates their whānau, hapu, iwi and their wider communities, Kelly is grounded in Te Reo and Tikanga Māori, confident in leadership, and innovative in developing solutions. These two appointments support a coordinated approach to strategic and programme leadership across both campuses, critical to our institutional focus on building a culture of excellence and innovation across the whole organisation.

An ongoing challenge for management in meeting the educational demands within Tāmaki and Te Tai Tokerau has been recruiting staff with high-

quality teaching and learning credentials and strong community networks. These skillsets are unique and often in high demand across the tertiary education sector. Management is addressing this issue by building the capability of existing staff as well as recruiting experienced staff working in related fields e.g. compulsory education sector. In this regard, it was pleasing to celebrate the achievements of one of our academic staff members Ms Fetu Ane who attained a Masters in Māori Studies (1st class honours).

# EQUAL OPPORTUNITIES

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## Equal Education Opportunities

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

In 2019, our support services continued to focus on providing a high level of advocacy, information and assistance to students - through Awhi Tauira: Student Learning Support, Library and Information Services, Student Services, and e-Wānanga: Learning Management System. Key highlights for the year included:

- \$182,191 distributed to students through internal and external scholarships.
- 26,343 walk-ins recorded at the Library and Information Commons in Whakatāne, A 9% increase on the previous year (24,242 walk-ins recorded in 2018)
- Library staff started gathering statistics to better capture the nature and volume of non-library related queries. In general, the main areas of enquiry were IT/printer issues, e-Wānanga support, and Awhi Tauira. This information will be shared across the support services teams, as part of our focus on taking a collaborative and seamless approach to supporting students during their study with us.
- Our new centralised e-Wānanga Helpdesk is functioning well and has had positive results in terms of streamlining student and staff enquiries, as well as providing team dashboards and advanced reporting features. The e-Wānanga team also developed H5P resources for our Te Pōkaitahi Reo (Rāngai Haoura) programme to meet the unique needs of our students working in the DHB sector. HP5 is a plug-in module that enables staff to create, share and reuse interactive, rich content.
- The relocation of Awhi Tauira to the Library and Information Commons is showing positive results – in terms of greater visibility and access to academic learning support and pastoral care. Moving forward, Awhi Tauira is investigating opportunities to provide a wider range of online support, as well as enhancing assistance to our postgraduate students.



## Student Services

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

## Awahi Taurira

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

## e-Wānanga Learning Management System (LMS)

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

## Library & Information Services

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



## Equal Employment Opportunities

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

### Professional development

On an annual basis, Te Whare Wānanga o Awanuiārangi provides staff with the opportunity to apply for professional development funding aimed at increasing qualification levels of staff across the institution. In 2019, 33 staff received professional development funding to undertake higher level study relevant to their position at Awanuiārangi. Of these 33 staff, 75% were enrolled in postgraduate study.

As a Wānanga, staff are also encouraged to improve their understanding of Te Reo Māori me ōna tikanga. In this regard, Te Pōkaitahi Reo (Kaupae 3) was offered at our Whakatāne campus as a way of supporting staff to build their capability and confidence in engaging in Te Ao Māori. Similar to the delivery model offered to DHBs, the programme will be delivered over 18 months to accommodate people's existing work and whānau commitments.

A total of 230 training applications were approved during 2019, with the main categories for training consisting of Job Skills, Health and Safety, and Leadership. While some training is delivered internally, staff also attended training provided by external providers such as St John's, HRINZ, Promed and Institute of Directors.

## Health and Safety

As an organisation, Awanuiārangi continues to grow our understanding of our statutory health and safety obligations to minimise risk and ensure the health and safety of our students, staff, visitors and stakeholders. In 2019, the focus on providing a safe and healthy environment continued to drive our approach. Key achievements for the year included:

- A second Health and Safety Audit was completed in 2019, with a marked improvement in processes and systems seen across the organisation.
- Comprehensive Health and Safety training programme delivered – Health and Safety Inductions for new staff, Bullying and Harassment, Family Violence First Responder, Fire Warden and First Aid Refreshers. Senior management also completed CIMS (emergency response management) training as part of our business continuity planning.
- Ongoing engagement with marae to complete health and safety inductions, as well as advice on developing their own health and safety guidelines and practices.

## Staff statistics

As at 31 December 2019, Awanuiārangi had a total headcount of 238 staff and 223.22 full-time equivalent staff.

Staff | Headcount | FTE

### Employment status

Number of casual staff	-	-
Number of Full-time staff	209	209.00
Number of Part-time staff	29	14.22

### Employment Group

Academic Staff/Tutorial Staff	119	110.57
Research-only staff	5	3.20
General staff	114	109.45

### Gender

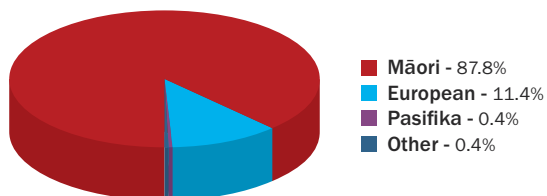
Female	160	151.22
Male	78	72.00

## Council and Senior Management

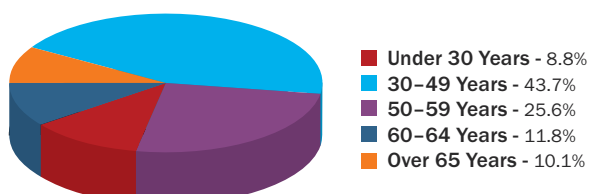
### Gender

	Female	Male
Council	4	9
Executive Leadership	3	3
Senior Management	6	7

### Ethnicity



### Age



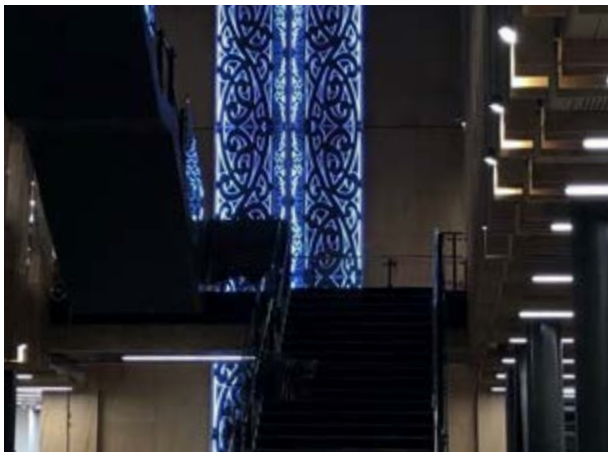


# A YEAR AT AWANUIĀRANGI

## January – March

### Farewell for Professor Graham Smith

On 8 February, Awanuiārangī held a farewell lunch for Professor Graham Smith, who left to take up a new position at Massey University as Deputy Vice-Chancellor Māori. The farewell lunch provided an opportunity for Council, Management and staff to recognise Professor Smith's significant contribution to Awanuiārangī over many years – as the inaugural Chair of Council, former Chief Executive and more recently Director of Te Pourewa Arotahi: Institute of Post Treaty Settlement Futures. A group of about 25 staff also travelled to Palmerston North the following week to support Professor Smith at his powhiri at Massey University and his continued work in advocating for Māori in the tertiary education system.



### Accelerating regional development and business growth

Accelerating regional development and business growth was the focus of a summit held at Te Whare Wānanga o Awanuiārangī in March. Led by Professor Te Kani Kingi, Executive Director of Research and Innovation, the purpose of the summit was to provide an opportunity for regional growth to be discussed within a regional setting - considering issues of importance to our region, our people, and our environment.

A range of highly regarded speakers and commentators presented on growth, business and development opportunities in the Eastern Bay of Plenty including: Nathan York – Chief Executive Officer, Bluehaven Group (Property Development); Shefali Pawar – Senior Researcher, National Institute of Demographic and Economic Analysis (NIDEA) – University of Waikato; Bronwyn Fox, Chief Executive Officer, Disabilities Resource Centre; and Tony Bonne – Mayor, Whakatāne District Council

### University of Waikato

#### – Tauranga Campus opening

On 20 February, a dawn karakia was held for the opening of the Tauranga Campus – University of Waikato to open the way for staff to move in. Chief Executive Professor Wiremu Doherty, Chief Financial Officer Laurissa Cooney, and Executive Officer – Strategy and Organisation Success Huia Haeata attended the karakia and breakfast that followed. Professor Doherty was invited to speak at the breakfast, highlighting the relationship Awanuiārangī has with the University of Waikato as part of the Bay of Plenty Tertiary Education Partnership.





### **Ko Matariki e arau ana – The Gathering of Matariki**

As part of a 20-talk series supported by The Royal Society of New Zealand, Professor Rangī Matamua shared his detailed knowledge about Matariki - highlighting connections between cultural knowledge and science – during a two-hour lecture at our Whakatāne campus on 15 May. The lecture was well-received with a full audience in attendance. Professor Matamua shared that his future aspirations would be to establish a Māori Astronomy Degree programme.



### **April - June**

#### **Nga Kapa Haka o te Pihopatanga**

St Joseph's Whakatāne hosted the inaugural inter-catholic schools kapa haka competition, Ngā Kapa Haka o Te Pihopatanga in Ōhope in May. Eleven teams registered for the event from across the Bay of Plenty, Tairāwhiti and Waikato. Te Whare Wānanga o Awanuiārangī was pleased to be a Bronze Sponsor of this event.



#### **Opportunities for indigenous knowledge exchange**

Awanuiārangī welcomed Mandy Cormier in May, as part of the Cross Cultural Indigenous Knowledge Exchange programme. Born and raised in Northern British Columbia, Mandy graduated with a Social Work Diploma, and began her career by working in homeless and family shelters, before completing a Bachelor of Arts with major in First Nations Studies. Mandy was excited about coming to New Zealand, especially the opportunity to learn new practices and approaches to holistic health and healing for families.







## July - September

### Āpāia Te Reo Māori – Hui Taumata 2019

Ako Tika and the Ministry of Education – Bay of Plenty – Waiariki, invited Awanuiārangī to take part in Āpāia Te Reo Māori – Hui Taumata 2019 held in July to promote our programmes to the Māori-medium sector from across Te Waiariki and Te Moana-ā-Toi. The purpose of the hui taumata was to connect the region's Māori-Medium (Immersion Level 1 and 2) sector from kōhanga reo and puna reo, through to wharekura and wānanga. The audience was a mixture of students (secondary school), teachers, principals, board members, iwi representatives and special guests.

### Te Reo Māori lessons for health staff

In August, a joint initiative was launched between the Bay of Plenty District Health Board (BoPDHB), Te Rūnanga Hauora Māori o Te Moana ā Toi and Te Whare Wānanga o Awanuiārangī to grow the use and quality of Te Reo me ōna tikanga within the DHB and communities. With classes starting in mid-September at both Whakatāne and Tauranga hospitals, Te Pōkaitahi Reo is offered fees-free and designed to build confidence and capability in the Māori language; this bespoke programme has been created within a health context.

Te Whare Wānanga o Awanuiārangī is also running the courses at Auckland, Waitemātā and Counties-Manukau District Health Boards and a corporate version with Marsh Insurances in Auckland.



### Insights into our local environment

In September, Awanuiārangī welcomed science students from Opotiki College to our Whakatāne campus to get an insight into our Level 4 Pūtaka Taiao and Level 5 Te Aka Pūtaiao programmes. Both programmes provide students with a broad range of skills and knowledge to examine models of science related to the environment. Staff from Opotiki College found the visit a valuable opportunity for their students to consider how they can contribute to looking after our environment.



## October - December

### **Taku ara rā, Ko Māhinaarangī: the pathways of our ancestress**

The Marsden Fund 25 Series was established to celebrate 25 years of excellent research through regional lectures, online profiles and video interviews. Grant recipient and Senior Lecturer in the School of Indigenous Graduate Studies Dr Naomi Simmonds presented a lecture on her research retracing the hikoi of her ancestress Māhinaarangī. In recent decades, hikoi has become synonymous as a means of protest and resistance, an expression of Māori identities, histories and sovereignty. Dr Naomi Simmonds has been exploring how the practice of hikoi can also be used to reconnect with ancestral pathways that affirm and celebrate tribal narratives and identities.

With the help of a Marsden Fund Fast-Start grant, Dr Simmonds has reconnected with the journey of a prominent ancestress for many iwi, Māhinaarangī. Māhinaarangī is known to have journeyed some 500kms from the lands of her people in Kahungunu (near Te Aute in the East) to those of her husband, Tūrongo, at Rangīātea (near Te Awamutu) whilst heavily pregnant.



### **Robopa National Scrimmage**

In November, Awanuiārangī welcomed tamariki from 11 local kura, who qualified to compete in the 2019 RoboPā National Scrimmage. Over the year, tamariki engaged in computational tasks designed to challenge them to solve problems in STEM activities. The RoboPā National Scrimmage encourages participants to reflect on their learning experience, design a prototype and compete in a new robotics challenge. With a large number of tamariki involved in the two-day event, it was a great opportunity for them to share the skills developed throughout the year as well as make connections with tamariki from the other schools.

# FINANCIAL REVIEW

## For the Year Ended - 31 December 2019

Due to a combination of factors including lower than expected enrolments, delays in getting new programmes approved and higher compliance costs, Awanuiārangi has delivered an operating deficit for 2019, the second consecutive year after generating operating surpluses for the six previous years.

Revenue was \$6.7 million (19.8%) less than budget mainly due to the unplanned delays in commencing key programmes and fewer enrolments than budgeted. While the actual EFTS claimed in the year were 538 (19.8%) higher than 2018, they were 910 EFTS (21.9%) less than budgeted. Actual EFTS claimed in the year were 174 (6.4%) lower than 2018, and they were 899 EFTS (26.2%) less than budgeted.

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

Cost savings of \$3.8 million (11.4%) against budget were achieved that partially offset the decrease in revenue. Awanuiārangi achieved this reduction in expenditure as a direct result of lower delivery costs and a focus on enacting efficiencies and cost savings during the year when the likelihood of reduced EFTS was identified.

Awanuiārangi continues to maintain the “Low” risk rating and this reflects the ongoing commitment to enhance our financial controls and return to sustainable surpluses. In the current environment where the impact of COVID-19, and other resulting factors are not fully known, the return to sustainable surpluses may not occur in 2020 and may take Awanuiārangi a couple of years to achieve.

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

## 5 Year Financial Summary

	2019 Actual	2019 Budget	2018 Actual	2017 Actual	2016 Actual	2015 Actual
Equivalent Full-Time Students	2,538	3,437	2,712	2,702	3,252	2,363
Revenue (\$000)	27,297	34,065	28,804	29,469	31,739	25,524
Expenditure (\$000)	29,381	33,158	31,764	29,208	28,948	25,101
Surplus/(Deficit) (\$000)	-2,084	907	-2,960	261	2,791	423
Total Assets (\$000)	63,347	68,907	66,789	63,028	64,311	55,714
Total Liabilities (\$000)	9,715	11,687	10,476	8,017	8,764	7,062
Equity (\$000)	53,632	57,220	56,313	55,011	55,547	48,652
Working Capital (\$000)	12,603	16,265	15,294	18,310	19,768	16,240
Cash and Other Financial Assets (\$000)	14,911	13,164	18,224	19,646	20,079	20,043

**Tom Ford**  
BA (Hons), FCCA  
Chief Financial Officer  
Te Whare Wānanga o Awanuiārangi

# INDEPENDENT AUDITOR'S REPORT

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## To the readers of Te Whare Wānanga o Awanuiārangi's financial statements and statement of service performance for the year ended 31 December 2019

The Auditor-General is the auditor of Te Whare Wānanga o Awanuiārangi (the Wānanga). The Auditor-General has appointed me, Leon Pieterse, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the Wānanga on his behalf. The recognition of the EFTS and revenue referred to in this review must comply with the Public Benefit Entity (PBE) accounting standards. The EFTS discussed elsewhere in the Statement of Service.

### Opinion

We have audited:

- the financial statements of the Wānanga on pages 63 to 97, that comprise the statement of financial position as at 31 December 2019, 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 62 and 98 to 106.

In our opinion:

- the financial statements of the Wānanga on pages 63 to 97:
  - present fairly, in all material respects:
    - its financial position as at 31 December 2019; and
    - its financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Reporting Standards; and

- the statement of service performance of the Wānanga on pages 62 and 98 to 106 presents fairly, in all material respects, the Wānanga's service performance achievements measured against the proposed outcomes described in the investment plan for the year ended 31 December 2019.

Our audit was completed on 30 April 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to the possible effects of COVID-19. In addition, we outline the responsibilities of Te Mana Whakahaere and our responsibilities relating to the financial statements and the statement of service performance, we comment on other information, and we explain our independence.

### COVID-19

Without modifying our opinion, we draw your attention to the disclosures in note 17 on page 92 and 93, which outline the possible effects to the Wānanga as a result of the COVID-19 pandemic. It is difficult to determine the full effect of it on the Wānanga at this time.

### Basis for our opinion

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

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

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



## Responsibilities of Te Mana Whakahaere for the financial statements and the statement of service performance

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

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

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

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

Te Mana Whakahaere's responsibilities arise from the Crown Entities Act 2004 and the Education Act 1989.

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

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

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could



reasonably be expected to influence the decisions of readers taken on the basis of these financial statements and statement of service performance.

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

- the Wānanga's Te Mana Whakahaere approved budget for the financial statements; and
- the investment plan for the statement service performance.

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements and the statement of service performance, including the disclosures, and whether the financial statements and the statement of service performance represent the underlying transactions and events in a manner that achieves fair presentation. We communicate with Te Mana Whakahaere regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

### Other information

Te Mana Whakahaere is responsible for the other information. The other information comprises the information included on pages 2 to 57, 61, 107 to 110, but does not include the financial statements and the statement of service performance, and our auditor's report thereon.

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

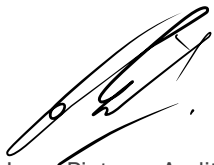
In connection with our audit of the financial statements and the statement of service performance, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements

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

### Independence

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

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



Leon Pieterse Audit New Zealand

On behalf of the Auditor-General Tauranga, New Zealand





# STATEMENT OF RESPONSIBILITY

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

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

In our opinion, these financial statements and statement of service performance fairly reflect the financial position and operations of Te Whare Wānanga o Awanuiārangi for the year ended 31 December 2019.



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**Judge Layne Harvey**  
Deputy Chair of Council

30 April 2020



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**Professor Wiremu Doherty**  
Chief Executive

30 April 2020

# STATEMENT OF THE COSTS OF OUTPUT

## For the year ended 31 December 2019

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

	Actual 2019 \$000	Budget 2019 \$000	Actual 2018 \$000
<b>Teaching &amp; Learning</b>			
Revenue	24,424	31,929	25,571
Costs	27,068	29,819	28,301
<b>Non-teaching</b>			
Revenue (excluding bank interest)	2,357	1,521	2,603
Costs	2,313	3,339	3,463
<b>Total expenses</b>	<b>29,381</b>	<b>33,158</b>	<b>31,764</b>

# STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

For the year ended 31 December 2019

	Note	Actual 2019 \$000	Budget 2019 \$000	Actual 2018 \$000
<b>Revenue</b>				
Government grants	2(i)	21,196	27,816	22,033
Student-derived revenue	2(ii)	3,228	4,113	3,538
Interest revenue		516	615	630
Other revenue	2(iii)	2,357	1,521	2,603
<b>Total Revenue</b>		<b>27,297</b>	<b>34,065</b>	<b>28,804</b>
<b>Expenses</b>				
Personnel costs	3	18,288	19,714	19,849
Depreciation expense	8	1,698	1,742	1,624
Amortisation expense	9	252	446	163
Other expenses	4	9,143	11,256	10,128
<b>Total expenses</b>		<b>29,381</b>	<b>33,158</b>	<b>31,764</b>
<b>Surplus / (Deficit)</b>		<b>(2,084)</b>	<b>907</b>	<b>(2,960)</b>
<b>Other comprehensive revenue and expense</b>				
<i>Items that will not be reclassified to surplus</i>				
Property revaluations	15	0	0	4,244
<b>Total other comprehensive revenue and expense</b>		<b>0</b>	<b>0</b>	<b>4,244</b>
<b>Total comprehensive revenue and expense</b>		<b>(2,084)</b>	<b>907</b>	<b>1,284</b>

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



# STATEMENT OF FINANCIAL POSITION

As at 31 December 2019

	Note	Actual 2019 \$000	Budget 2019 \$000	Actual 2018 \$000
<b>Assets</b>				
<b>Current assets</b>				
Cash and cash equivalents	5	2,588	3,000	2,508
Receivables	6	6,897	14,535	7,293
Other financial assets	7	12,323	10,164	15,716
Inventories		53	47	47
Prepayments		457	206	206
<b>Total current assets</b>		<b>22,318</b>	<b>27,953</b>	<b>25,770</b>
<b>Non-current assets</b>				
Property, plant and equipment	8	39,357	39,053	39,688
Intangible assets	9	1,672	1,902	1,331
<b>Total Non-current Assets</b>		<b>41,029</b>	<b>40,954</b>	<b>41,019</b>
<b>Total Assets</b>		<b>63,347</b>	<b>68,907</b>	<b>66,789</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Payables	10	6,635	9,020	7,012
Deferred revenue	11	685	998	1,086
Employee entitlements	13	2,395	1,669	2,378
<b>Total Current Liabilities</b>		<b>9,715</b>	<b>11,687</b>	<b>10,476</b>
<b>Total Liabilities</b>		<b>9,715</b>	<b>11,687</b>	<b>10,476</b>
<b>Net Assets</b>		<b>53,632</b>	<b>57,220</b>	<b>56,313</b>
<b>Equity</b>				
General funds	15	43,363	46,897	45,990
Property revaluation reserves	15	10,153	10,153	10,153
Restricted reserves	15	116	170	170
<b>Total Equity</b>		<b>53,632</b>	<b>57,220</b>	<b>56,313</b>

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

# STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2019

	Note	Actual 2019 \$000	Budget 2019 \$000	Actual 2018 \$000
Balance at 1 January		56,313	56,313	55,011
PBE IFRS 9 expected credit loss adjustment - through opening accumulated surplus	20	(543)	N/A	N/A
Total comprehensive revenue and expense		(2,084)	907	1,284
<i>Other equity movements</i> Movement in restricted reserves		(54)	0	18
<b>Balance at 31 December</b>	<b>15</b>	<b>53,632</b>	<b>57,220</b>	<b>56,313</b>

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

# STATEMENT OF CASH FLOWS

For the year ended 31 December 2019

	Note	Actual 2019 \$000	Budget 2019 \$000	Actual 2018 \$000
<b>Cash flows from operating activities</b>				
Receipts from government grants		21,027	23,945	24,985
Receipts from tuition fees, including fees-free		3,227	3,027	2,799
Interest received		553	615	787
Receipts from other revenue		2,244	1,521	1,736
Payments to employees		(18,272)	(20,423)	(19,328)
Payments to suppliers		(9,656)	(11,621)	(10,635)
Goods and services tax (net)		(432)	0	95
<b>Net cash flow from operating activities</b>		<b>(1,309)</b>	<b>(2,936)</b>	<b>439</b>
<b>Cash Flows From Investing Activities</b>				
Receipts from sale of property, plant and equipment		2	0	1
Purchase of property, plant and equipment		(1,370)	(1,107)	(1,256)
Purchase of intangible assets		(636)	(1,017)	(606)
Acquisition of term deposits		(22,445)	(36,654)	(38,052)
Receipts from sale or maturity of term deposits		25,838	42,206	37,928
<b>Net cash flow used in investing activities</b>		<b>1,389</b>	<b>3,428</b>	<b>(1,985)</b>
<b>Net (decrease) / increase in cash and cash equivalents</b>		<b>80</b>	<b>492</b>	<b>(1,546)</b>
Cash and cash equivalents at the beginning of the year		2,508	2,508	4,054
<b>Cash and cash equivalents at the end of the year</b>	<b>5</b>	<b>2,588</b>	<b>3,000</b>	<b>2,508</b>

Equipment totalling \$nil (2018: nil) was acquired by means of finance leases during the year.

Explanations of major variances against budget are provided in Note 19.

The accompanying notes form part of these financial statements.



# STATEMENT OF CASH FLOWS CONTINUED

For the year ended 31 December 2019

Reconciliation of surplus to the net cash flow from operating activities	2019 \$000	2018 \$000
<b>Surplus</b>	<b>(2,084)</b>	<b>(2,960)</b>
<b>Add/(less) non-cash items:</b>		
Depreciation and amortisation expense	1,947	1,787
Transfer to/(from) Restricted Reserves	54	18
<i>Total non-cash items</i>	2,001	1,805
<b>Add/(less) items classified as investing or financing activities:</b>		
(Gains)/losses on disposal of property, plant and equipment	0	0
(Gains)/losses on disposal of intangible assets	0	0
<i>Total items classified as investing or financing activities</i>	0	0
<b>Add/(less) movements in working capital items:</b>		
(Increase)/decrease in receivables	295	(798)
PBE IFRS 9 expected credit loss adjustment - through opening accumulated surplus/deficit	(543)	N/A
(Increase)/decrease in inventories	(6)	(5)
(Increase)/decrease in prepayments	(251)	(62)
Increase/(decrease) in payables	(336)	1,890
Increase/(decrease) in deferred revenue	(401)	48
Increase/(decrease) in current employee entitlements	16	521
<i>Net movement in working capital items</i>	(1,226)	1,594
<b>Net cash flow from operating activities</b>	<b>(1,309)</b>	<b>439</b>

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

# NOTES TO THE FINANCIAL STATEMENTS

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For the year ended 31 December 2019

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## 1. Statement of accounting policies

### Reporting Entity

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

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

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

The financial statements of the Wānanga are for the year ended 31 December 2019, and were authorised for issue by the Wānanga on 30 April 2020.

### Basis of Preparation

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

### Statement of compliance

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

The Wānanga is a Tier 1 entity and the financial statements have been prepared in accordance with PBE Standards.

These financial statements comply with PBE Standards.

### Presentation currency and rounding

The financial statements are presented in New Zealand dollars and all values, other than the Council member remuneration disclosures in Note 3 and the related party disclosures in Note 16 are rounded to the nearest thousand dollars (\$000). Council member remuneration and related party transaction disclosures are rounded to the nearest dollar.

### Standards and amendments issued and not yet effective that have been early adopted

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

#### *Financial Instruments*

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

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

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

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

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

#### *Statement of Cash Flows.*

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

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



### **Service Performance Reporting**

PBE FRS 48 Service Performance Reporting replaces the service performance reporting requirements of PBE IPSAS 1 and is effective for annual periods beginning on or after 1 January 2021. The Wānanga is required to prepare its performance information in accordance with generally accepted accounting practice (GAAP) from 31 December 2019 year-ends.

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

### **Other amendments**

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

### **Summary of significant accounting policies**

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

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

#### **Foreign currency transactions**

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

#### **Goods and Services Tax (GST)**

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **Income tax**

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

#### **Budget figures**

The budget figures are those approved by the Council at the start



of the financial year. The declared budget figures have been prepared in accordance with NZ GAAP, using accounting policies that are consistent with those adopted by the Council in preparing these financial statements.

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

In preparing these financial statements, estimates and assumptions have been made concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimates and assumptions are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are on the fair value of land and buildings (including infrastructure) - refer to Note 8.

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

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

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

## **2. Revenue**

### **Accounting Policy**

Revenue is measured at fair value. The specific accounting policies for significant revenue items are explained below:

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

SAC funding is the Wānanga's main source of operational funding from the Tertiary Education Commission (TEC). The Wānanga considers SAC funding to be non-exchange and recognises SAC funding as revenue when the course withdrawal date has passed (which is when a student is no longer entitled to a refund for withdrawing from the course) based on the number of eligible students enrolled in the course at that date and the value of the course.

#### ***Tuition fees***

Domestic student tuition fees are subsidised by government funding and are considered non-exchange in nature. Revenue is thus recognised when the course withdrawal date has passed.

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.

#### ***Fees-free revenue***

The Wānanga considers fees-free revenue is non-exchange revenue and recognises revenue on the same basis as domestic student tuition fees.

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

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

The Wānanga considers PBRF to be non-exchange in nature. PBRF is specifically identified by the TEC as being for a funding period as required by section

159YA of the Education Act 1989. The Wānanga recognises its confirmed allocation of PBRF funding at the commencement of the specified funding period, which is the same as the Wānanga's financial year. PBRF revenue is measured based on the Wānanga's funding entitlement adjusted for any expected adjustments as part of the final wash-up process. Indicative funding for future periods is not recognised until confirmed for that future period.

#### **Research revenue**

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

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

#### **Other grants received**

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

#### **Donations, bequests, and pledges**

Donations and bequests are recognised as an asset and revenue when the right to receive the funding or asset has been established, unless there is an obligation in substance to return the funds if conditions are not met. If there is such an obligation, they are initially recorded as revenue in advance when received and recognised as revenue when the conditions are

satisfied. Pledges are not recognised as assets or revenue until the pledged item is received.

#### **Sales of goods**

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

#### **Provision of services**

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

#### **Student accommodation services**

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

#### **Interest**

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



## Critical judgements in applying accounting policies

### Distinction between revenue and capital contributions

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

Information about capital contributions recognised in equity is disclosed in Note 15.

### Research revenue

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

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

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

## Breakdown of revenue

	2019 \$000	2018 \$000
<b>(i) Government grants</b>		
Student Achievement Component (SAC) funding	18,246	18,541
Adult and Community Education (ACE) funding	1,553	2,048
Other grants (excluding research grants)	1,397	1,444
<b>Total Government grants</b>	<b>21,196</b>	<b>22,033</b>
<b>(ii) Student-derived revenue</b>		
Fees from domestic students	2,717	2,769
Fees-free revenue	80	131
Fees from international students	431	638
<b>Total tuition fees</b>	<b>3,228</b>	<b>3,538</b>
<b>(iii) Other revenue</b>		
Research contract revenue	466	576
Commercial Contract revenue	1,361	1,331
Koha and donations received	15	5
Student accommodation rent	60	60
Transfers from / (to) restricted reserves	55	42
Other revenue	400	589
<b>Total other revenue</b>	<b>2,357</b>	<b>2,603</b>

### 3. Personnel costs

#### Accounting Policy

##### Superannuation scheme

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

#### Breakdown of personnel costs and further information

	2019 \$000	2018 \$000
Academic salaries	8,450	10,004
General wages and salaries	8,250	7,474
Research staff salaries	310	422
Employer contributions to Kiwisaver pension scheme	396	417
Other personnel expenses	882	1,532
<b>Total personnel costs</b>	<b>18,288</b>	<b>19,849</b>

#### Council member remuneration

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

	2019 \$	2018 \$
S. Mead (Chairperson)	26,964	26,964
L. Harvey (Deputy Chairperson)	17,340	17,340
M. Dodd	13,872	13,872
W. Gardiner	13,872	13,872
R. Kirikiri	13,872	13,872
J. Mason	13,872	13,872
T. Merito	13,872	13,872
T. Pook	13,872	13,872
C Tawhiao	13,872	13,872
A. Temara	13,872	13,872
B. Tunui (Independent Chair of Audit, Risk and Finance Committee)	5,650	7,062
N. Coates (New member July 2019)	5,780	0
A.von Tunzelmann	13,872	13,872
<b>Total remuneration of Council</b>	<b>180,582</b>	<b>176,214</b>

No Councillor received compensation or other benefits in relation to cessation (2018: \$nil).

### 4. Other expenses

#### Accounting Policy

##### Scholarships

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

##### Operating leases

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

## Breakdown of other expenses and further information

	2019 \$000	2018 \$000
Fees to auditor:		
Fees to Audit New Zealand for audit of financial statements	116	113
Fees to Audit New Zealand for other services	6	6
Operating lease payments	315	385
Repairs and maintenance	145	111
Other occupancy costs	854	849
Information technology	649	636
Grants and scholarships	208	393
Advertising and public relations	380	386
Insurance premiums	190	174
Consultants, contractors, and legal fees	615	524
Office costs	516	558
Travel and accommodation	1,115	1,028
Other course-related costs	3,548	4,464
Provision for uncollectability of receivables (Note 6)	255	275
Other operating expenses	231	226
<b>Total other expenses</b>	<b>9,143</b>	<b>10,128</b>

Fees accrued to Audit New Zealand for other services in 2019 were for the audit of the declaration to the Ministry of Education on the Performance-Based Research Fund external research income for the year ended 31 December 2019 (2018: \$6,000).

### Operating lease commitments as lessee

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

	2019 \$000	2018 \$000
Not later than one year	650	771
Later than one year but not later than five years	570	1,204
Later than five years	0	0
<b>Total non-cancellable operating leases</b>	<b>1,220</b>	<b>1,975</b>

The total of minimum future sublease payments expected to be received under non-cancellable subleases at balance date is \$nil (2018: \$nil). Leases can be renewed at the Wānanga's option, with rents set by reference to current market rates for items of equivalent age and condition. There are no restrictions placed on the Wānanga by any of its leasing arrangements.

### Operating leases as lessor

The Wānanga leased office space on the main Whakatane campus to another TEI. This lease expired in 2019 and is not being renewed. The future aggregate minimum lease payments collectable under non-cancellable operating leases is \$nil (2018: \$nil).

No contingent rents have been recognised during the year (2018: \$nil).



## 5. Cash and cash equivalents

### Accounting Policy

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

While cash and cash equivalents at 31 December 2019 are subject to the expected credit loss requirements of PBE IFRS 9, no loss allowance has been recognised because the estimated loss allowance for credit losses is trivial.

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

The Wānanga has entered into a number of research contracts that require the funding be spent in achieving the objectives of the research brief. For some of these contracts, there are no conditions to return the funding should the funding not be spent in achieving the objectives of the research brief. The amount of unspent funding for such contracts included within cash and cash equivalents totals \$113,000 (2018: \$nil).

### Breakdown of cash and cash equivalents and further information

	2019 \$000	2018 \$000
Cash at bank and on hand	2,587	2,508
Call deposits	1	0
Term deposits with maturities less than 3 months at acquisition	0	0
<b>Total cash and cash equivalents</b>	<b>2,588</b>	<b>2,508</b>

## 6. Receivables

### Accounting Policy

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

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

### Previous accounting policy for impairment of receivables

For the previous year, the allowance for credit losses was based on the incurred credit loss model. An allowance for credit losses was recognised only when there was objective evidence of impairment that the amount due would not be fully collected.

### Fair value

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

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

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

## Breakdown of receivables and further information

	2019 \$000	2018 \$000
<i>Receivables from non-exchange contracts</i>		
Student fee receivables	2,306	2,808
Less: Provision for credit losses on student fee receivables	(918)	(417)
Receivable for current year SAC revenue	4,480	3,698
Research receivables	8	40
<b>Total receivables from non-exchange contracts</b>	<b>5,876</b>	<b>6,129</b>
<i>Receivables from exchange contracts</i>		
Interest accrued	97	134
Other receivables	1,159	1,070
Less: Provision for credit losses on other receivables	(235)	(40)
<b>Total receivables</b>	<b>6,897</b>	<b>7,293</b>

The allowance for credit losses at 31 December 2019 and 1 January 2019 on receivables was determined as follows:

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

1 January 2019	Receivable days past due				
	Current	1 to 30 days	31-90 days	More than 90 days	Total
Expected credit loss rate	0%	0%	29%	54%	
Gross carrying amount (\$000)	5,537	184	398	1,631	7,750
Lifetime expected credit loss (\$000)	5	-	114	882	1,001

The expected credit loss rates for receivables at 31 December 2019 and 1 January 2019 are based on the payment profile of revenue on credit over the previous 2 years at the measurement date and the corresponding historical credit losses experienced for that period. The historical loss rates are adjusted for current and forward-looking macroeconomic factors that might affect the recoverability of receivables. Given the short period of credit risk exposure, the impact of macroeconomic factors is not considered significant.

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

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

	2019 \$000	2018 \$000
Allowance for credit losses as at 1 January calculated under PBE IPSAS 29	457	282
PBE IFRS 9 expected credit loss adjustment - through opening accumulated surplus	544	N/A
Opening allowance for credit losses as at 1 January 2019 under PBE IFRS 9	1,001	282
Revision in loss allowance made during the year	255	274
Receivables written off during the year	-103	-99
<b>Balance as at 31 December</b>	<b>1,153</b>	<b>457</b>

## 7. Other financial assets

### Accounting Policy

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

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

#### Term deposits

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

### Breakdown of other financial assets and further information

	2019 \$000	2018 \$000
<b>Current portion</b>		
Term deposits	12,323	15,716
<b>Total current portion</b>	<b>12,323</b>	<b>15,716</b>
<b>Total other financial assets</b>	<b>12,323</b>	<b>15,716</b>

The Wānanga considers there has not been a significant increase in credit risk for investments in term deposits, because the issuer of the investment continues to have low credit risk at balance date. Term deposits are held with banks that have a long-term AA- investment external grade credit rating, which indicates that these entities have a very strong capacity to meet their financial commitments.

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

#### Non-exchange transactions

There are no assets recognised in respect of non-exchange transactions that are subject to restrictions (2018:\$nil).



## 8. Property, plant and equipment

### Accounting Policy

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

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

### Change in Accounting Policy

During the year, Council reviewed the 50-year cap on the useful life expectancy of buildings (and infrastructure), and decided that a 100-year maximum life expectancy was more realistic. This decision reflected the views of the independent valuer who had identified several newer properties with useful life expectancies in excess of 50 years.

The impact of this decision on the 2019 Statement of Comprehensive Revenue and Expenses was a decrease in depreciation of \$63,098.

### Revaluations

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

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

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

### Additions

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

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

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

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

### **Work in progress**

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

Work in progress is valued on the basis of expenditure incurred up to balance date. Financing costs have not been capitalised during the construction of assets. The total cost of a project is transferred to the relevant asset class on completion and is then depreciated.

### **Disposals**

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

### **Depreciation**

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

Leased land and leasehold improvements are depreciated over the shorter of the unexpired period of the lease or the estimated remaining useful lives of the improvements, whichever is the shorter.

Owned land is not depreciated.

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

<b>Class of assets</b>	<b>Useful life</b>	<b>Rate</b>
Owned land	indefinite	Nil
Leased land	100 years	1%
Buildings (including infrastructure)	5 - 100 years	1%-20%
Leasehold improvements	2 - 10 years	10%-50%
Heritage assets	20 years	5%
Computer hardware	3 - 5 years	20%-33%
Furniture and fittings	10 years	10%
Plant and equipment	5 years	20%
Motor vehicles	5 years	20%
Library collections	10 years	10%
Network infrastructure	5-17 years	6%-20%

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment at each balance date and whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use.

If an asset's carrying amount exceeds its recoverable amount, the asset is considered to be impaired and the carrying amount is written-down to the recoverable amount.

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

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

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

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

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

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

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

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

## **Critical accounting estimates and assumptions**

### ***Estimating the fair value of land, buildings (including infrastructure) and heritage assets***

The Wānanga relies on the services of an independent Registered Valuer to assess the carrying values of land and buildings (including infrastructure). The most recent valuation was performed by Darroch Limited, an independent registered valuer, at 31 December 2018.

#### ***Land***

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

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

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

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

#### ***Buildings***

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

Depreciated replacement cost is determined using a number of significant assumptions. Significant assumptions used in the 31 December 2018 valuation included:

- The replacement costs of the specific assets are adjusted where appropriate for optimisation due to over-design or surplus capacity. There has been no optimisation adjustments for the most recent valuations.
- The replacement cost is derived from recent construction contracts of modern equivalent assets and actual cost information. The cost depends on the nature of the specific asset valued. Costs range from approximately \$1,700 to over \$6,500 per square metre.
- The main buildings are recently completed and there has been no notification of any earth-quake prone buildings.
- The remaining useful life of assets is estimated after considering factors such as the age, life, condition of the asset, future maintenance and replacement plans, and experience with similar buildings.
- Straight-line depreciation has been applied in determining the depreciated replacement cost value of the asset.

Non-specialised buildings (for example, residential buildings) are valued at fair value using market-based evidence. Significant assumptions in the December 2018 valuation include market values from recent sales of comparable buildings.

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

	<b>2019</b> <b>\$000</b>	<b>2018</b> <b>\$000</b>
Depreciated replacement cost	25,448	25,119
Market-based value	2,589	2,743
<b>Total carrying value of buildings</b>	<b>28,037</b>	<b>27,862</b>

### **Infrastructure**

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

### **Cultural and heritage assets**

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

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

### **Leased Land**

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

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

	<b>Land</b>		<b>Buildings</b>	
	<b>2019</b> <b>\$000</b>	<b>2018</b> <b>\$000</b>	<b>2019</b> <b>\$000</b>	<b>2018</b> <b>\$000</b>
Owned by the Wānanga	7,627	7,315	28,037	27,862
Owned by Ngati Awa Properties Ltd	1,524	1,540	0	0
<b>Total</b>	<b>9,151</b>	<b>8,855</b>	<b>28,037</b>	<b>27,862</b>

The net carrying amount of land held under a finance lease is \$1524k (2018: \$1540k). The fair value of the finance lease liability is \$nil (2018: \$nil).

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

Note 12 provides further information about finance leases.



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

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

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

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

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

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

Movements for each class of property, plant and equipment in 2018 are as follows:

	Cost/ Valuation 1/1/18		Accumulated depreciation & impairment 1/1/18		Carrying amount 1/1/18		Additions		Disposals		Depreciation		Revaluation		Cost/ revaluation 31/12/18		Accumulated depreciation & impairment 31/12/18		Carrying Amount 31/12/18	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Leased land	1,440	(15)	1,425	0	0	0	0	0	0	(15)	129	0	0	0	1,540	0	0	1,540	0	1,540
Owned Land	5,199	0	5,199	0	0	0	0	0	0	0	2,116	0	0	7,315	0	0	7,315	0	7,315	
Buildings (incl. infrastructure)	27,743	(945)	26,798	42	0	0	0	0	0	(977)	1,999	0	0	27,862	0	0	27,862	0	27,862	
Leasehold improvements	492	(101)	391	0	0	0	0	0	0	(48)	0	0	0	492	(149)	0	343	0	343	
Library collection	1,070	(915)	155	9	0	0	0	0	0	(35)	0	0	0	1,079	(950)	0	129	0	129	
Computer hardware	4,032	(3,722)	310	44.1	0	0	0	0	0	(256)	0	0	0	4,473	(3,978)	0	495	0	495	
Furniture and equipment	3,315	(2,547)	768	179	0	0	0	0	0	(211)	0	0	0	3,495	(2,759)	0	736	0	736	
Motor vehicles	138	(121)	17	0	0	0	0	0	0	(8)	0	0	0	138	(129)	0	9	0	9	
Heritage and cultural assets	235	(114)	121	0	0	0	0	0	0	(12)	0	0	0	235	(126)	0	109	0	109	
Network infrastructure	1,198	(708)	490	0	0	0	0	0	0	(62)	0	0	0	1,198	(770)	0	428	0	428	
Capital Work in Progress	138	0	138	585	(1)	0	0	0	0	0	0	0	0	722	0	0	722	0	722	
<b>Total Property, plant &amp; equipment</b>	<b>45,000</b>	<b>(9,188)</b>	<b>35,812</b>	<b>1,256</b>	<b>(1)</b>	<b>(1,624)</b>	<b>4,244</b>	<b>48,549</b>	<b>(8,861)</b>	<b>39,688</b>										

## Restrictions on title

Under the Education Act 1989, the Wānanga is required to obtain consent from the Secretary for Education to dispose of land and buildings. For plant and equipment, there is an asset disposal limit formula, which provides a limit up to which a TEI may dispose of plant and equipment without seeking the approval from the Secretary for Education. Detailed information on the asset disposal rules can be found on the Tertiary Education Commission website. There were no disposals of property that required consent (2018: \$nil).

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

There are no tangible assets pledged as security for liabilities (2018: \$nil).

### Capital commitments

There were no building contractual commitments as at 31 December 2019 (2018: \$7k refurbishments at the Manukau site).

### Work in progress

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

	<b>2019</b> <b>\$000</b>	<b>2018</b> <b>\$000</b>
Buildings (including infrastructure)	12	671
Computer hardware	19	48
Furniture and equipment	0	3
<b>Balance 31 December</b>	<b>31</b>	<b>722</b>

## 9. Intangible assets

### Accounting Policy

#### Software acquisition and development

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

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

Staff training costs are recognised as an expense when incurred.

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

#### Programme development costs

Costs that are directly associated with the development of new educational courses are recognised as an intangible asset to the extent that such costs are expected to be recovered. The development costs primarily consist of external consultants used. Capital costs are amortised from the commencement of a particular programme on a straight-line basis over the period of their expected benefits.

### **Intellectual property development**

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

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

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

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

### **Website development**

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

### **Amortisation**

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

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

<b>Class of assets</b>	<b>Useful life</b>	<b>Rate</b>
Programme development	5 years	20%
Computer software	5 years	20%
Intellectual property	5 years	20%
Website	3 years	33.33%

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

There are no restrictions over the title of the Wānanga's intangible assets, nor are any intangible assets pledged as security for liabilities (2018:\$nil).

During the year \$42k of intangible assets were impaired (2018: \$4k).

### **Contractual commitments**

There were contractual commitments of \$400k for the ongoing programme development (2018: \$386k).



## 9. Intangible assets (continued)

### Breakdown of intangible assets and further information

Movements for each class of intangible asset are as follows:

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

	Cost/ Valuation 1/1/18 \$'000	Accumulated amortization and impairment 1/1/18 \$'000	Carrying amount 1/1/18 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Amortization \$'000	Cost/ revaluation 31/12/18 \$'000	Accumulated amortization & impairment 31/12/18 \$'000	Carrying Amount 31/12/18 \$'000
Programme Development	1,208	(911)	297	0	0	0	(112)	1,208	(1,023)	185
Computer Software	1,973	(1,895)	78	0	0	0	(51)	1,973	(1,947)	26
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	514	0	514	606	0	0	0	1,120	0	1,120
<b>Total Intangibles</b>	<b>4,798</b>	<b>(3,909)</b>	<b>889</b>	<b>606</b>	<b>0</b>	<b>0</b>	<b>(163)</b>	<b>5,404</b>	<b>(4,073)</b>	<b>1,331</b>

## Work in Progress

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

	2019 \$000	2018 \$000
Programme development	929	997
Computer hardware	67	116
Website	0	8
<b>Balance 31 December</b>	<b>996</b>	<b>1,120</b>

## Impairment of Intangible assets

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

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

## 10. Payables

### Accounting Policy

Short-term payables are recorded at their face value.

### Breakdown of payables and further information

	2019 \$000	2018 \$000
<i>Payables under exchange contracts</i>		
Creditors	699	654
Accrued expenses	2,350	2,946
Contract retentions	0	8
<b>Total payables under exchange contracts</b>	<b>3,049</b>	<b>3,608</b>
<i>Payables under non-exchange contracts</i>		
Amounts due to TEC	3,398	2,784
GST payable	188	620
Total payables under non-exchange contracts	<b>3,586</b>	<b>3,404</b>
<b>Total payables</b>	<b>6,635</b>	<b>7,012</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 \$3398k in respect of non-exchange transactions with TEC (2018: \$2784k).

## 11. Deferred revenue

### Breakdown of deferred revenue and further information

	2019 \$000	2018 \$000
Tuition fees received in advance	685	1,086
<b>Total deferred revenue</b>	<b>685</b>	<b>1,086</b>

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

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

## **12. Finance leases**

### **Accounting Policy**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased item or the present value of the minimum lease payments.

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

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

#### ***Finance leases as lessee***

Finance leases can be renewed at the Wānanga's option, with rents set by reference to current market rates for items of equivalent age and condition. The Wānanga has the option to purchase the asset at the end of the lease term, but it is likely that the option to purchase will not be exercised because the leased assets are usually technologically obsolete at lease expiry.

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

## **13. Employee entitlements**

### **Accounting Policy**

#### ***Short-term employee entitlements***

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

A liability and an expense are recognised for bonuses where there is a contractual obligation or where there is a past practice that has created a constructive obligation and a reliable estimate of the obligation can be made.

#### ***Presentation of employee entitlements***

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

## Breakdown of employee entitlements and further information

	2019 \$000	2018 \$000
<b>Current portion</b>		
Accrued pay and PAYE	699	496
Annual leave	1,644	1,603
Sick leave	52	23
Provision for restructuring	0	256
Total current portion	<b>2,395</b>	<b>2,378</b>
<b>Total employee entitlements</b>	<b>2,395</b>	<b>2,378</b>

## 14. Contingencies

### *Contingent Assets*

The Wānanga has no contingent assets (2018: \$nil).

### *Contingent Liabilities*

The Wānanga has contingent liabilities of \$90k (2018: \$90k) for miscellaneous legal matters.

## 15. Equity

### Accounting Policy

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

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

### *Revaluation reserves*

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

### *Restricted reserves*

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

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

### *Capital contributions*

Capital contributions received during the year from the Crown were \$nil (2018: \$nil).



## Breakdown of equity and further information

	Note	2019 \$000	2018 \$000
<b>General funds</b>			
Balance at 1 January		45,990	48,950
PBE IFRS 9 expected credit loss adjustment - through opening accumulated surplus	20	(543)	N/A
Surplus /(deficit) for the year		(2,084)	(2,960)
<i>Balance at 31 December</i>		<b>43,363</b>	<b>45,990</b>
<b>Revaluation reserve</b>			
Balance at 1 January		10,153	5,909
Net revaluation gain / (loss)		0	4,244
<i>Balance at 31 December</i>		<b>10,153</b>	<b>10,153</b>
<b>Restricted reserves</b>			
Balance at 1 January		170	152
Movement in other accounts		(54)	18
<i>Balance at 31 December</i>		<b>116</b>	<b>170</b>
<b>Total equity as at 31 December</b>		<b>53,632</b>	<b>56,313</b>

### The property revaluation reserve consists of:

	2019 \$000	2018 \$000
Land (owned)	2,526	2,526
Land (leased)	583	583
Buildings (including infrastructure)	6,948	6,948
Cultural assets	96	96
<b>Total revaluation reserves</b>	<b>10,153</b>	<b>10,153</b>

### Capital management

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

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

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

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

## 16. Related party transactions

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

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

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

### Key management personnel compensation

	2019	2018
<b>Council members</b>		
Full-time equivalent members	13.0	12.0
Remuneration	\$180,582	\$176,214
<b>Executive Management Team, including the Chief Executive</b>		
Full-time equivalent members	6.0	6.0
Remuneration	\$1,130,802	\$1,138,358
<b>Total full-time equivalent members</b>	<b>19</b>	<b>18</b>
<b>Total key management personnel compensation</b>	<b>\$1,311,383</b>	<b>\$1,314,572</b>

There were 6 full-time equivalent Executive management team members employed during the year (2018: 6).

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

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

The amounts in the 2019 column include a \$6,936 payment in advance to Council member M Dodd in 2018 for services provided in 2019.

## 17. Events after the balance date

On March 11, 2020, the World Health Organization declared the outbreak of a coronavirus (COVID-19) a pandemic and two weeks later the New Zealand Government declared a State of National Emergency. From this the country is at Alert Level 4, and in lockdown. As a result, economic uncertainties have arisen which are likely to negatively affect our operations and services.

We describe below the possible effects that we have identified on the Wānanga as a result of the COVID-19 pandemic.

- Government Tuition Funding. The Minister of Education (the Minister) confirmed that 2020 funding for Investment Plans and Fees Free will continue. In addition, the Minister confirmed that TEC will not be required to recover any Investment Plan funding because of either, poor Education Performance Indicators (EPIs), or under-delivery during the 2020 year. All other standard funding conditions still apply. These assurances are designed to ensure that the wananga's 2020 delivery to domestic learners can continue despite disruptions caused by COVID-19. For the avoidance of doubt, there will also be no recovery of funding in 2021 due to under-delivery in the 2020 year, and no consequences for non-achievement of EPIs in 2020. Where TEOs can show increased demand during 2020, TEC will consider additional funding requests as per our usual business processes, subject to funding being available.

- Student fees & charges, including the potential loss of current and prospective students due to the disruption and/or pressures created by COVID-19.
- The impact on other income, including:
  - Government and Non-Government research funding, although PBRF funding is covered by the Crown Funding guarantee.
  - Other contract and grant revenue related to milestone delivery.
- The direct cost impact of the Alert Level 4 lockdown on salaries for staff, leases or other related costs.
- The direct cost for developing alternative methods of delivery to students, etc.
- The impact on ongoing short term business operations and medium-long term business operations as a result of the Alert Level 4 lockdown, in particular how this affects the Wānanga's regional marae delivery, and the delivery of Te Reo to DHB frontline staff (both in progress and planned).
- The value of intangible assets, including those related to course development which can no longer be provided because of the Alert Level 4 lockdown. Course development for Degree programmes and above will be delayed as NZQA are unable to convene and carry out panel reviews during the Alert Level 4 lockdown. Therefore, the planned rollout of these new programmes for Semester 2 in 2020, may likely be delayed to 2021.

At this time it is difficult to determine the full effect of the COVID-19 pandemic, and there could be other matters that affect the Wānanga.

## 18. Financial instruments

### Financial instrument categories

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

	2019 \$000	2018 \$000
<b>Financial assets measured at amortised cost</b>		
Cash and cash equivalents	2,588	2,508
Receivables	6,897	7,293
Other financial assets (term deposits)	12,323	15,716
<b>Total financial assets measured at amortised cost</b>	<b>21,808</b>	<b>25,517</b>
<b>Financial Liabilities measured at amortised cost</b>		
Payables	6,635	7,012
<b>Total financial liabilities measured at amortised cost</b>	<b>6,635</b>	<b>7,012</b>

### Financial instrument risks

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

#### Market Risk

##### Price risk

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

### **Currency risk**

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

### **Fair value interest rate risk**

Fair value interest rate risk is the risk that the fair value of a financial instrument will fluctuate due to changes in market interest rates. The Wānanga is not exposed to fair value interest rate risk as it invests in fixed term interest bearing bank deposits of no more than 12 months duration that are not influenced by changes in market interest rates.

### **Cash flow interest rate risk**

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

## **Credit risk**

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

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

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

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

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

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

	<b>2019</b>	<b>2018</b>
	<b>\$000</b>	<b>\$000</b>
<b>Cash at bank and term deposits</b>		
AA-	14,911	15,716
<b>Total cash at bank and term deposits</b>	<b>14,911</b>	<b>15,716</b>

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

## **Liquidity risk**

### **Management of liquidity risk**

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

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



### Contractual maturity analysis of financial liabilities

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

	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>2019</b>							
Payables	6,635	6,635	6,635	0	0	0	0
<b>Total</b>	<b>6,635</b>	<b>6,635</b>	<b>6,635</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2018</b>							
Payables	7,012	7,012	7,012	0	0	0	0
<b>Total</b>	<b>7,012</b>	<b>7,012</b>	<b>7,012</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 the Wananga's financial instrument exposures at balance date:

Interest Rate Risk	2019 \$'000				2018 \$'000			
	-50bps		+150bps		-50bps		+150bps	
	Surplus	Other equity	Surplus	Other equity	Surplus	Other equity	Surplus	Other equity
<b>Financial assets</b>								
Cash and cash equivalents	(13)	0	39	0	(13)	0	38	0
<b>Total Sensitivity</b>	<b>(13)</b>	<b>0</b>	<b>39</b>	<b>0</b>	<b>(13)</b>	<b>0</b>	<b>38</b>	<b>0</b>

### Explanation of interest rate risk sensitivity

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

## 19. Explanations of variances against budget

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

### Statement of comprehensive revenue and expense

#### *Government grants*

Government grant revenue recognised were \$6.6 million less than budgeted due to fewer enrolments

#### *Personnel expenses*

Personnel expenses were \$1.4 million less than budgeted due to fewer staff being recruited and delayed recruitment as there were fewer enrolments to teach and manage.

#### *Other expenses*

Other expenses were \$2.1 million less than budgeted due to fewer enrolments which resulted in lower course-related expenses and cost-saving exercises to manage expenses.

### Statement of financial position

#### *Receivables*

Receivables were \$7.6 million below budget mainly due to a lower than expected amount of outstanding SAC funding due from TEC at the year end. This debt arises because of the timing difference between revenue recognised by the Wananga and cash received from TEC. The actual amount due from TEC is lower than budgeted because of fewer enrolments.

#### *Other Financial Assets*

Other Financial assets, as represented by short term deposits, were \$2.2 million above budget due to surplus cash at the balance date.

#### *Payables*

Payables were \$2.4 million less than budgeted due to an over-estimate of the level of year-end liabilities

#### *General funds*

General funds were \$3.5 million less than budget due to the \$3 million adverse movement in the trading results for the current year plus the unbudgeted \$0.5 million reduction in the equity brought forward attributable to IFRS9.

### Statement of movements in equity

Total equity was \$3.6 million less than budgeted. The explanations provided above for general equity explain this variance.

### Statement of cash flows

#### *Receipts from government grants*

Receipts from Government Grants were \$2.9 million less than budgeted due mainly to repayments in the current year relating to prior year under-delivery.

#### *Payments to suppliers*

Payments to suppliers were \$2 million less than budgeted due to lower course-related expenses resulting from fewer enrolments.

#### *Acquisition and receipt of term deposits*

The net of acquisition and receipt of term deposits throughout the year were \$2.2 million less than budgeted because of fewer enrolments resulting in less surplus cash available during the year.

## 20. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the Wānanga has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019.

Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 6 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 7 Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

On the date of initial application of PBE IFRS 9, being 1 January 2019, the classification of financial instruments under PBE IPSAS 29 and PBE IFRS 9 is as follows:

Measurement category			Carrying amount		
Original PBE IPSAS 29 category	New PBE IFRS 9 category	Closing balance 31 December 2018 (PBE IPSAS 29)	Adjustment on adoption of PBE IFRS 9	Opening balance 1 January 2019 (PBE IFRS 9)	
		\$000	\$000	\$000	
Cash at bank and on hand	Loans and receivables	Amortised cost	2,508	0	2,508
Call deposits	Loans and receivables	Amortised cost	0	0	0
Term deposits	Loans and receivables	Amortised cost	15,716	0	15,716
Receivables	Loans and receivables	Amortised cost	7,293	(543)	6,750
<b>Total financial assets</b>			<b>25,517</b>	<b>(543)</b>	<b>24,974</b>

The measurement categories and carrying amounts for financial liabilities have not changed between the closing 31 December 2018 and opening 1 January 2019 dates as a result of the transition to PBE IFRS 9.

# STATEMENT OF SERVICE PERFORMANCE

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

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

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

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

## Notes

- 1.** Our 2019 educational performance results are based on Single Data Return (SDR) data submitted to TEC in March and therefore should be considered interim. Educational Performance results are finalised following submission of our April SDR to TEC.
- 2.** 2019 was the first year of reporting against our 2019-2021 Investment Plan – inclusive of the performance measures and targets agreed with TEC. Many of the measures included in the investment plan are new and as such prior year comparative information has not been disclosed. Refer to our 2018 annual report for the 2018 Statement of Service Performance.
- 3.** Data was not collected for several new performance indicators. The reasons for this include: an oversight in the graduation registration process, resourcing issues, delays in project implementation and vacancies in key leadership and management roles.



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

Successful educational achievement, confident in culture, language and identity	Strong self-determining whānau, hapū, iwi and communities	Research excellence and scholarship that accelerates Māori advancement	A distinctive, transformative educational experience that maximises the opportunity for all to succeed
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**Impact – what impact do we want to have? What does success look like?**

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

**Outputs – what priority actions will we deliver to make an impact?**

Teaching and Learning	Relationships	Research and International	Organisational Performance Assets and Infrastructure Culture of Excellence and Innovation
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**Inputs – what resources will we use?**

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

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

Output	Impact	Performance Indicator	2019 Target	2019 Result
Teaching and Learning	Tauira are successfully completing qualifications	Proportion of qualification completions at Level 1-4	40%	72%
	Tauira have the skills and knowledge valued by industry and the economy	Proportion of graduates who report a positive employment-related outcome	55%	Data not collected <sup>1</sup>
	Tauira are competent and confident in engaging with Te Ao Māori – ahuatanga and tikanga Māori, Matauranga Māori, Te Reo Māori	Proportion of students who report an increased understanding and confidence in engaging with Te Ao Māori	70%	92%

Awanuiārangi is committed to providing opportunities that support educational achievement as Māori. In this regard, all our programmes promote academic excellence underpinned by āhuatanga and tikanga Māori. Overall, the results for this outcome are promising - with just over 70% of students successfully completing a qualification at Level 1 to 4. It is also heartening to see that 92% of students reported an increased understanding and confidence in engaging with Te Ao Māori.

Unfortunately, an oversight in the graduation registration process meant that data was not collected on the proportion of all graduates who reported a positive employment-related outcome. However, we are pleased that 100% of our Nursing graduates have gained employment within the health sector, primarily within the Bay of Plenty and Lakes DHBs but also with Counties-Manukau DHB, in the 'new entry to practice' or 'new entry to specialty practice' programmes. Graduates are also working within primary health care and hauora providers.

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

Output	Impact	Performance Indicator	2019 Target	2019 Result
Relationships	Whānau, hapū, iwi and communities are participating in education relevant to their needs and aspirations, in their time and place	Number of marae that Te Whare Wānanga o Awanuiārangi deliver programmes on	>200	180
	Tauira are making positive contributions to their whānau, hapū, iwi and communities	Proportion of students who report that the skills and knowledge gained through study are making a positive difference to their whānau, hapū, iwi and communities	75%	93%
	Relationships are purposeful and demonstrate a positive impact for all parties	Proportion of stakeholders who report a satisfied/very satisfied rating with our programmes and services	70%	Data not collected <sup>2</sup>

<sup>1</sup> Refer to Note 3 on Page 98

<sup>2</sup> Refer to Note 3 on Page 98

Our focus on supporting whānau, hapū, iwi and communities to learn in their own time and place saw Awanuiārangi deliver programmes on 180 marae across Aotearoa in 2019. Although this result is below target, we are encouraged by the continued support of our communities. In this regard, our marae-based delivery extends from Hokianga in the Far North, through to Invercargill in the South Island. On a positive note, 93% of students surveyed reported that their study was making a positive difference to their whānau, hapū, iwi and communities.

Due to resourcing issues, a new survey to collect data on stakeholder satisfaction with our programmes and services was not developed in 2019. We are however pleased to report that this work will now happen in 2020.

### Outcome: Research excellence and scholarship that accelerates Māori advancement

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

Awanuiārangi is unique in that we deliver qualifications across the whole qualification framework – from Level 1 to Level 10. This aligns with our institutional focus on supporting students to progress to higher levels of study. In 2019, research degree EFTS accounted for a larger proportion of SAC Level 3 and above EFTS than the agreed target, although this result is consistent with 2018 (9%). A contributing factor was a decrease in the number of claimable EFTS at Levels 3 – 4, which resulted in research degree EFTS (Level 8 – 10) making up a larger proportion of EFTS delivered at Levels 3+.

The number of research degree completions reported against 2019 fell short of the agreed target. Staff are exploring strategies to encourage students towards a timely completion. On a positive note, more than 80% of student these submitted for examination in 2019 were on topics of relevance to their whānau, hapu, iwi and communities.

We continue to see positive growth in the amount of external research income earned, with our 2019 result of \$466k exceeding the \$250k target. This result is significant as external research funds enable us to grow our institutional research capability and conduct research aligned to the aspirations and priorities of the communities we serve.

Anticipated growth in our international student numbers did not eventuate in 2019. A contributing factor was the inability for students to access local funding to assist with their study costs. We are hoping that recent developments with tribal organisations based in the United States of America will facilitate better financial support for these students moving forward.

**Outcome: A distinctive, transformative educational experience that maximises the opportunity for all to succeed**

Output	Impact	Performance Indicator	2019 Target	2019 Result
<b>Organisational Performance Assets and Infrastructure Culture of Excellence and Innovation</b>	<b>Tauira are positive about their educational experiences at Te Whare Wānanga o Awanuiārangi</b>	% of students satisfied with their study experience at Awanuiārangi	80%	92%
		% of graduates who would recommend Te Whare Wānanga o Awanuiārangi to others	80%	Data not collected <sup>3</sup>
	<b>Tauira are progressing to higher level study</b>	% of students progressing to higher level study (L1 – L3)	45%	50%
	<b>Te Whare Wānanga o Awanuiārangi is financially responsible, operates efficiently and meets performance expectations aligned to our strategic goals</b>	EER capability in self-assessment and educational performance	Confident	Confident
		SAC EFTS targets met	100%	75%
		Net surplus as a % of revenue (before tax)	2%	-7.6%
		Net cashflow from operations (operating case receipts)	108%	95.4%
		Liquid funds (total cash balances/ operating cash outflows)	10%	9.1%
		3-year average return on PPE and intangible assets	3%	-3.1%
		TEO risk rating against the financial monitoring framework	Low	Low
	<b>Te Whare Wānanga o Awanuiārangi provides high quality assets and infrastructure to support outstanding teaching and learning, research and service to our communities</b>	Proportion of students who are satisfied with assets/ infrastructure and services	70%	88%
		Asset Management Capability Assessment (yearly) – all areas of assessment at core or above	Achieved	NA
		CAM Review (every 3 years) – all areas of assessment at core or above	NA	Not achieved

It is always reassuring to receive positive feedback from our students – with 92% of those that responded to our survey indicating that they were satisfied with their study experience at Awanuiārangi. Unfortunately, an oversight in the graduation registration process meant that data was not collected on the proportion of graduates who would recommend Te Whare Wānanga o Awanuiārangi to others. However as noted previously, we are seeing positive employment outcomes for graduates of our Nursing and Teaching programmes.

<sup>3</sup>Refer to Note 3 on Page 98



Our 2019 progression rate of 50% exceeded the target agreed with TEC. Given our focus on supporting students to move into higher level study, this result suggests the ongoing work to align our programme portfolio to the demonstrated need and aspirations of our communities is having a positive impact.

Our EER rating remained unchanged in 2019. Our next EER is scheduled for 2020.

In terms of our financial metrics, the primary reason Awanuiārangi fell short of achieving most the 2019 targets is due to lower than expected student enrolments. More specifically, lower student enrolments meant that student revenue was less than budgeted - SAC funding as well as income from tuition fees. Although course-related costs were lower due to delivering fewer EFTS, and other expenditure was reduced across the institution accordingly e.g. delays in staff recruitment, this was not enough to fully offset the revenue shortfall.

The impact of returning a deficit for a second year adversely affected the average 3-year return. Our operating deficit also had a negative effect on our cash flow position. We were also below target in terms of liquidity, with more funds invested in term deposits at the balance date than was budgeted.

On a positive note, the fact that Awanuiārangi continues to maintain a strong assets base and ongoing improvements in our control environment is reflected in the “low” TEO risk rating.

The majority of students (88%) surveyed reported that they were satisfied with the services and facilities at Awanuiārangi.

Awanuiārangi has adjusted our process for reviewing asset management capability since performance indicators and targets were set in 2018. In this regard, Awanuiārangi has shifted to conducting an external review biennially, with an internal review taking place on the alternate year.

An external review of our Capital Asset Management (CAMS) took place in 2019. In terms of being assessed as “Core or above”, a minimum score of 41 is required. Out of 16 areas of assessment, we met core or above in 13 areas. Two scores were on the cusp of core at 40 (forecasting demand, audit & improvement), while one is unsatisfactory at a score of 30 (Asset Management Plans). The CAMS team is addressing the issues raised, through the Long-Term Investment Plan (LTIP) and looking to implement CAMS software. This will assist with long term planning and go some way to addressing asset management plans and defining levels of service in the future. We hope to see an improvement in these areas reflected in our internal review scheduled in 2020.

Due to vacancies in our Executive Leadership Team, progress was delayed on the development of the Excellence and Innovation Framework. This work is now expected to happen in 2020.

## Investment Plan Performance Commitments

### Expected Graduates

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

2019 is the first year we are reporting information about expected number of graduates (by student headcount). Therefore, we deliberately took a conservative approach to setting targets, especially for non-Māori and Non-Pasifika and Pasifika student groups where actual numbers tend to fluctuate more from year to year. Overall, our 2019 results either met or exceeded the target. Note that the higher number of non-Māori and non-Pasifika graduates is attributable to an overall increase in the number of these students enrolled in our Te Reo programmes.

### Participation

Description	Ethnicity	2019 Target	2019 Result
The proportion of total SAC eligible EFTS enrolled at the TEO at level 1-3	Non-Māori and non-Pasifika	11%	19%
	Māori	85%	79%
	Pasifika	4%	4%
The proportion of total SAC eligible EFTS enrolled at the TEO at level 4-7 (non-degree)	Non-Māori and non-Pasifika	4%	7%
	Māori	93%	90%
	Pasifika	3%	4%
The proportion of total SAC eligible EFTS enrolled at the TEO at level 7 degree	Non-Māori and non-Pasifika	7%	5%
	Māori	89%	93%
	Pasifika	4%	3%
The proportion of total SAC eligible EFTS enrolled at the TEO at level 8-10	Non-Māori and non-Pasifika	6%	13%
	Māori	90%	85%
	Pasifika	4%	5%

2019 participation rates by ethnicity are fairly close to the targets agreed with TEC. The relatively small numbers of non-Māori and Pasifika students enrolled at Awanuiārangī mean that participation rates can fluctuate year to year. The larger proportion of non-Māori and non-Pasifika students enrolled in Level 1 – 3 is due in large part to increased participation in our Te Reo Māori courses, including a Level 3 programme delivered to DHB staff in Auckland and Tauranga. The smaller proportion of Māori students in post-graduate programmes reflects a decrease in EFTS at these levels generally, as well as an increase in the proportion of non-Māori and non-Pasifika students.

## First-Year Retention

Description	Ethnicity	2019 Target	2019 Result
The first-year retention rate for students at level 07 degree	Non-Māori and non-Pasifika	50%	70%
	Māori	50%	61%
	Pasifika	50%	63%

This is the first year that we are reporting against the new measure for retention i.e. students returning for the second year of a multiple year programme. Retention is an important measure in terms of being able to gauge how well we are doing to support students through to completion. Awanuiārangi is pleased that, on average, 60% of students completing the first year of a degree programme are choosing to return in the second year.

## Course Completion

Description	Ethnicity	2019 Target	2019 Result
The course completion rate for students (SAC eligible EFTS) at level 01-10	Non-Māori and non-Pasifika	80%	73%
	Māori	80%	66%
	Pasifika	70%	67%

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

- The 2019 course completion targets were set quite high based on our 2018 results.
- Low completion rates for high-EFTS attracting programmes (marae-based predominantly) contributed to an overall decrease in our institutional course completions result.

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

## Progression

Description	Ethnicity	2019 Target	2019 Result
The progression rate for students at level 01-03	Non-Māori and non-Pasifika	45%	45%
	Māori	45%	53%
	Pasifika	30%	47%

Awanuiārangi is committed to providing opportunities for students to pathway into higher level qualifications. In this regard, staff have focussed on strengthening and aligning programme pathways with the needs and aspirations of the communities we serve. Our 2019 results indicate that this strategy is having positive results, with progression rates at or above target for Māori, Pasifika and non-Māori and non-Pasifika students.

## Other Commitments

Description	Ethnicity	2019 Target	2019 Result
The amount of external research income earned (\$,000)	All	250	466
The number of international student EFTS	All	25	15
The number of Research Degrees completed	All	15	11

As noted earlier, Awanuiārangi continues to experience positive growth in the amount of external research income earned. In this regard, our 2019 result of \$466k far exceeded the \$250k target.

The number of research degree completions reported against 2019, which fell short of the agreed target. Although there are a number of students in the final stages of examination, increasing the number of qualification completions is an area of focus for the School of Indigenous Graduate Studies – particularly from our two Masters programmes. It is important to note that most of our students are in full-time employment and have whānau responsibilities in addition to study. These pressures can often mean that students take longer to complete their qualification. Staff continue to explore strategies to improve academic counselling, supervision, and support mechanisms to encourage students towards a timely completion.

Growth in our international student numbers did not eventuate in 2019. A contributing factor was the inability for students to access local funding to assist with their study costs. We are hoping that recent developments with tribal organisations based in the United States of America will facilitate better financial support for these students moving forward.





















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