



Annual Report 2017

**RUKUHIA TE
MĀTAURANGA**



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 Maori intellectual tradition alongside the knowledge base of others. Thus, we can stand proudly together with all people of the world. This is in part the dream and vision of Te Whare Wānanga o Awanuiārangi.

Ngā Uara

TIKA · PONO · AROHA

MANAAKITANGA

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

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

KAITIAKITANGA

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

Kaitiakitanga acknowledges in the first instance the unique obligations and responsibilities that Ngāti Awa have as kaitiaki of Te Whare Wānanga o 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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Our History

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

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

The establishment of the three wānanga was an important step forward in recognising the role of education in providing positive pathways for Māori development, and an acknowledgement that conventional tertiary education was not meeting the learning needs of Māori students and communities. Since Awanuiārangī was established 25 years ago, programme delivery has grown from four qualifications in 1992¹ to 27 in 2017² – ranging from community education programmes to Certificates and Diplomas, Bachelor, Master and Doctoral degrees.

25 YEARS ON...

The idea to establish a wānanga was first suggested at a hui in 1987 as a tribal initiative of Ngāti Awa and subsequently written into its Development Plan. On 27 September 1991, a resolution was passed by Te Rūnanga o Ngāti Awa under the authority of the Māori Trust Board Act to establish a Whare Wānanga in Whakatāne. Five months after the resolution was passed, a dawn ritual carried out by tohunga Te Hau Tutua, Pou Temara and Pumi Taituha formally opened Te Whare Wānanga o Awanuiārangī in Whakatāne on 10 February 1992.

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

To celebrate the organisation's 25 years of service to the education community, a professorial lecture series was delivered over the course of the year.



LECTURE 1

Professor Alan Parker,
Evergreen State College, Washington

Strategies of resistance and self-determination

This presentation covered aspects of Professor Parker's research on integrating cultural revitalisation, governance and sustainability through tribal self-determination.



LECTURE 2

Professor Joseph E. Ciotti,
Windward Community College, University of Hawaii

Science Imaginarium – a Hawaiian experience

This presentation shared Professor Ciotti's experience as founder and director of the Center for Aerospace Education and Hōkūlani Imaginarium, a 12-metre full-dome digital planetarium at Windward Community College in Hawaii.



LECTURE 3

Professor Hinemoa Elder,
Post-Doctorate Fellow at Te Whare Wānanga o Awanuiārangī

He moana pukepuke, e ekengia e te waka Bringing tikanga Māori forward in traumatic brain injury, and beyond

This presentation covered aspects of Professor Elder's internationally published research on a Māori theory of traumatic brain injury and Māori approaches to cultural needs assessment and recovery.



LECTURE 4

Distinguished Professor Sir Hirini Moko Mead,
Chair of Council at Te Whare Wānanga o Awanuiārangī

Mātauranga Māori: te mahi, te mohio, te māramatanga Mātauranga Māori: doing, knowing and understanding

The presentation discussed a range of ideas about mātauranga Māori, exploring its meanings and developing the concepts more fully.

¹ Te Whare Wānanga o Awanuiārangī Annual Report 1992, page 9

² Artna Student Management System, Te Whare Wānanga o Awanuiārangī

1992 1997 1998 2002 2003 2007 2008 2012 2013 2017

1992 - 1997

- Formally opened on 10 February 1992. Facilities comprised two relocatable classrooms, a small administration building and toilet block. Programmes delivered included Certificate in Māori Studies and a one year diploma in Māori Leadership. Ruhi Richards appointed Lecturer in Charge and then Acting CEO, with support from six full-time and 11 part-time staff.
- First graduation at Kokohinau Marae in December 1992.
- First graduate students in the Masters of Indigenous Studies in 1995.
- Himiona Nuku appointed the first CEO in 1996.
- Awanuiārangī officially recognised as a Wānanga on 1 January 1997, signalling the end of conduit funding and the beginning of direct funding from the Ministry of Education.
- The Establishment Committee hands authority to newly formed Council on 17 December 1997.

1998 - 2002

- In collaboration with the other two Wānanga, Awanuiārangī prepares a case to present to the Waitangi Tribunal regarding Capital Funding in 1998.
- Awanuiārangī receives a cash injection of \$1.6 million from the Government in 1999 for immediate capital needs.
- Commencement of the Bachelor of Environmental Studies in 2001.
- Opening of Matirerau, wharekai and student area in 2001 and acquisition of the Manor Inn in 2002.
- Delivery of over 1,000 EFTS in 2002.
- Changes in leadership during this period – CEOs were Himiona Nuku, Te Ururoa Flavell, Ruakere Hond and Professor Gary Hook.

2003 - 2007

- Delivery of over 2,000 EFTS in 2003.
- Delivery of two new degrees in 2003 – Bachelor of Media Studies and Bachelor of Arts and Visual Culture.
- Gains accreditation for the Doctor of Philosophy (PhD) in Environmental Studies, Education, Māori Studies and Indigenous Studies in 2005.
- Campuses created in Wellington and Tāmaki in 2006.
- Professor Graham Hingangaroa Smith appointed CEO in 2007.
- Under new TEC requirements, Awanuiārangī negotiates and completes its first investment plan in 2007.

2008 - 2012

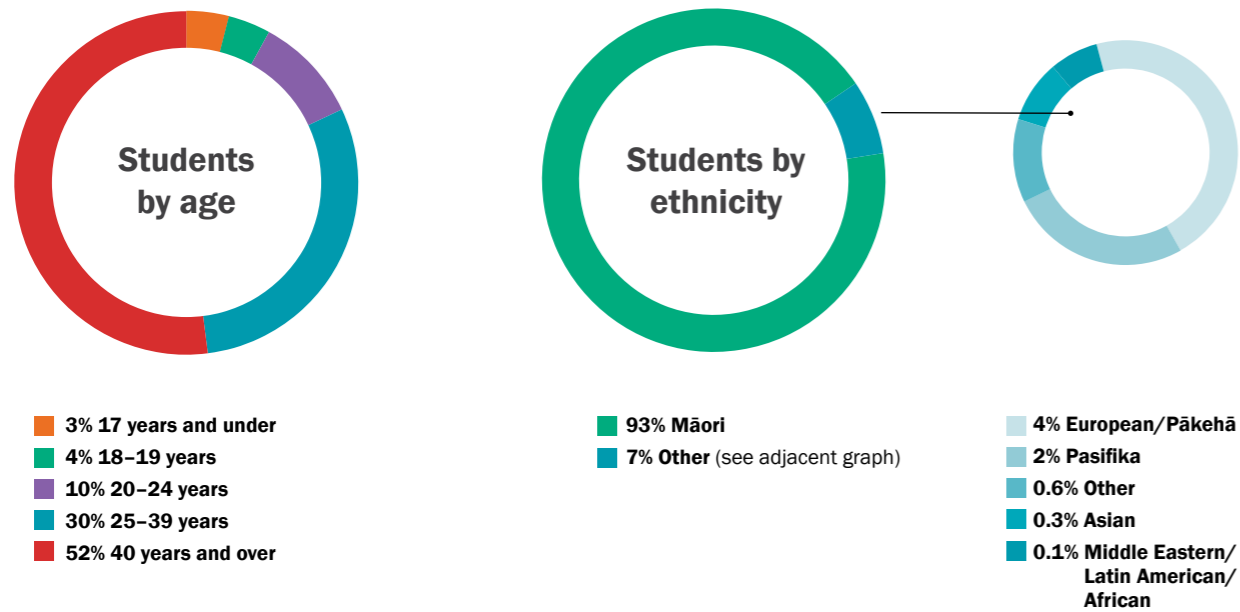
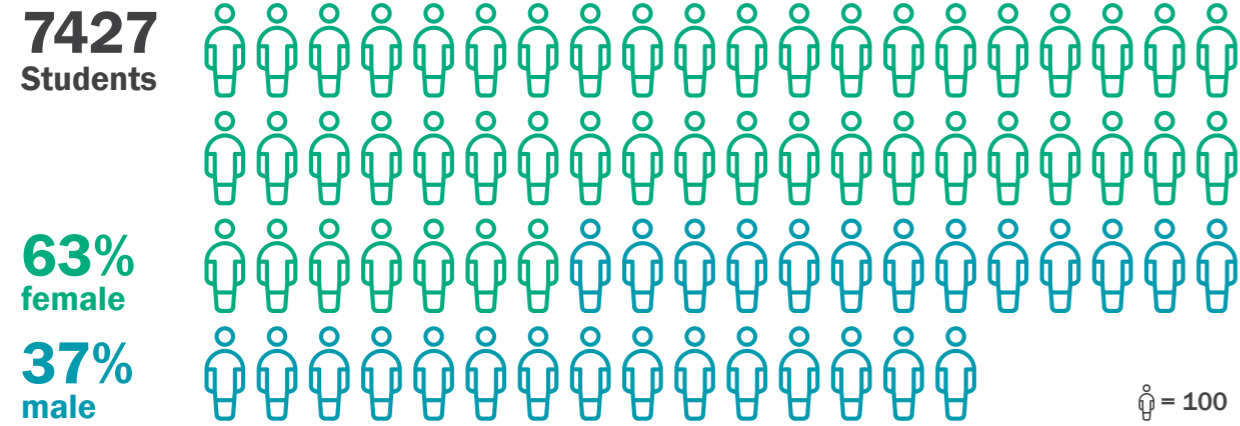
- Approval of three new degrees in the School of Undergraduate Studies in 2009 – Bachelor of Humanities, Bachelor of Education (Teaching), and Bachelor of Māori Performing Arts.
- Signs Deed of Settlement on 4 October 2010 that ends the Treaty of Waitangi Case (WAI 718) against the Ministry of Education and the Crown.
- Delivery of over 3,000 EFTS in 2011.
- Redeveloped Whakatāne campus officially opens on 7 December 2012 - new library, an information common, teaching spaces, staff offices, new registry, front office and an innovative noho centre.
- In 2012, Awanuiārangī celebrates the graduation of our first Doctors of Philosophy – Dr Sheryl Ferguson, Dr Betty-Lou Iwakau and Mr Malcolm Naea Chun.

2013 - 2017

- In 2013, Awanuiārangī begins delivery of post-graduate studies to the first cohort of indigenous students in Washington State, USA.
- Bachelor of Health Sciences Māori (nursing) relaunches and relocates to Whakatāne in 2014.
- Signs MoU to join the Bay of Plenty Tertiary Partnership in 2014.
- Two new campuses open in Tāmaki and Whangarei to meet growing student demand in 2015.
- First Doctorate in Te Reo Māori conferred in 2015 – Dr Hiria Hape.
- Professor Wiremu Doherty appointed CEO in 2016.
- New constitution for Council approved in 2016.
- In 2016, 17 new qualifications and programmes approved by NZQA – a suite of te reo qualifications, career preparation programmes, a suite of new Te pouhono programmes, two qualifications in adult education and training, and two qualifications in Māori tourism.



2017 at a glance



HIGHLIGHTS

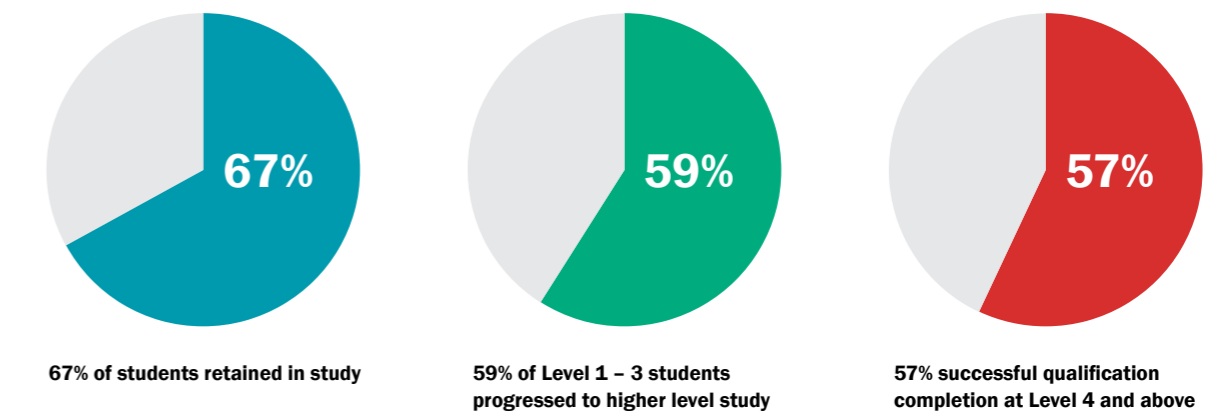
- *Improving access to te reo Māori* - 926 enrolments in our new suite of Te Reo Māori programmes (Levels 1 - 6)
- *Strengthening educational learning pathways* - increase in the number of learners at Level 1 and 2, as well as Level 5 and 6 qualifications - 189 and 131 respectively
- *Growing our international outreach* - increase in the number of international postgraduate students based overseas, from 7 in 2016 to 27 in 2017



STUDENT SATISFACTION

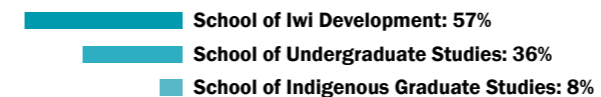


EDUCATIONAL PERFORMANCE

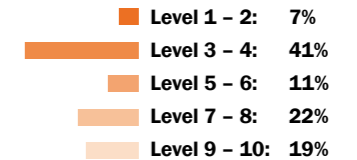


TOTAL EFTS³: 2,702

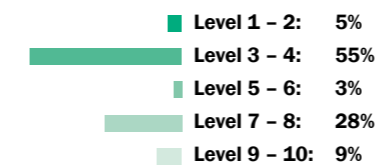
EFTS by school



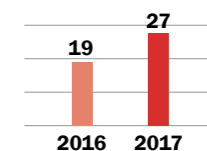
Programmes by qualification level



EFTS by level of Study



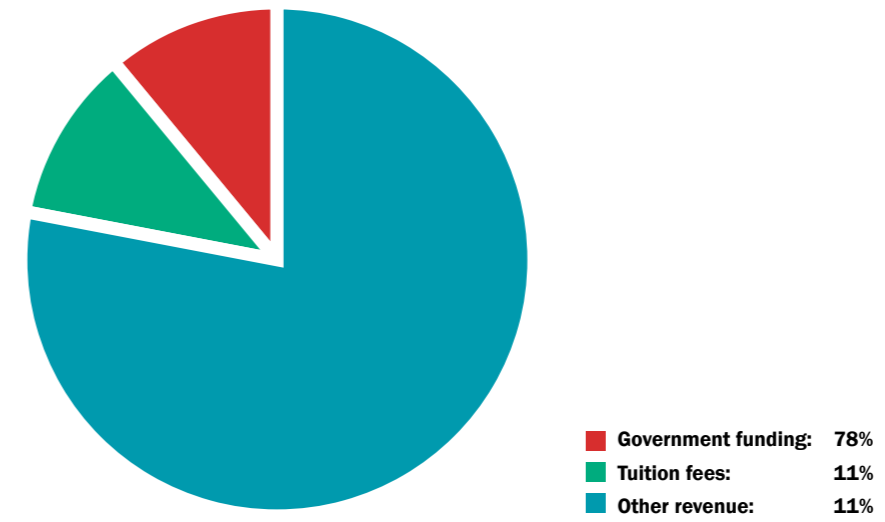
Increase in the number of qualifications offered



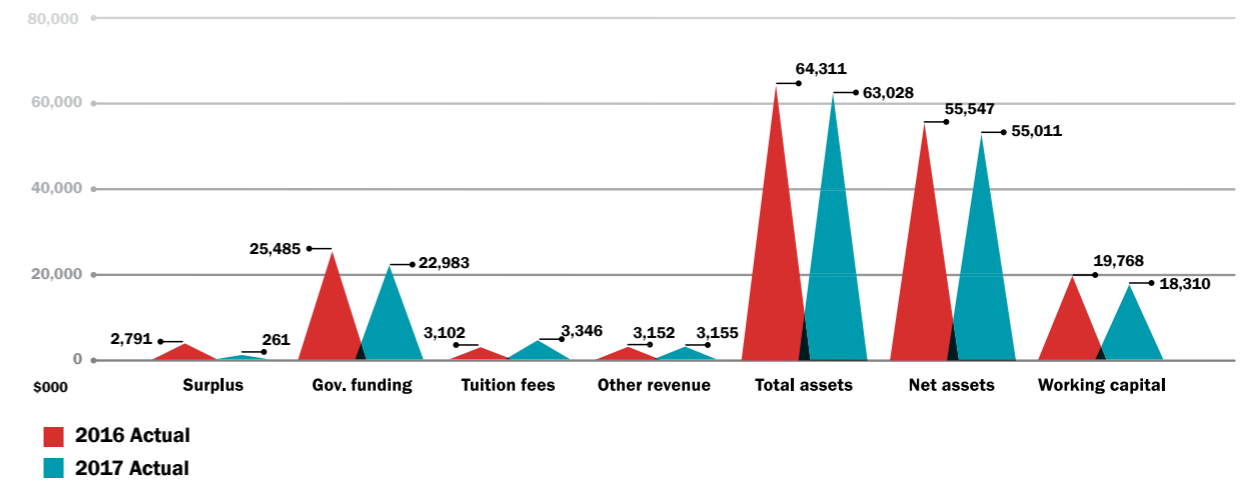
³ It should be noted that the EFTS and revenue referred to in the At a Glance section are calculated under the Public Benefit Entity (PBE) accounting standards that were introduced in 2015. These EFTS will therefore be different to those disclosed in the Statement of Service Performance which are based on the TEC rules.



REVENUE (\$000)



FINANCIALS



Surplus of
▲ **261k**

Decrease in Total Liabilities of
▼ **747k**

Increase in Tuition Fees of
▲ **244k**

I te tīmatanga ko te kore. I roto i te kore ka tipu ake he whakaaro. Nā te whakaaro ka korikori te iwi. Nā te iwi ko te māramatanga. Kātahi ka tū mai ko Te Whare Wānanga o Awanuiārangī e mihi nei ki te ao. E te ao tēnā koe.



Council Chair's Report

In 2017 we commemorate our twenty fifth anniversary as a wānanga. To acknowledge that milestone this report includes a brief history of our journey to this point.

OUR BEGINNINGS

Thirty years ago, in March 1987 a hui was held at Poroporo Marae in Whakatāne to consider the establishment of a Whare Wānanga. Seen as a response to the trauma of raupatu it was intended that through education, the hapū of Ngāti Awa might rebuild our cultural knowledge base, reconnect to our past and, by doing so, uncover a pathway toward a more certain future. We were going to be called Te Whare Wānanga o Ngāti Awa but, after taking advice, changed this to the more inclusive name Awanuiārangī. We also conferred with the founders of the two existing wānanga, Whatarangi Winiata and Rongo Wetere, to gain their insights. Then on 27 September 1991, Te Rūnanga o Ngāti Awa passed an enabling Act to establish Awanuiārangī and appointed an Establishment Committee: Hohepa Mason, Peter McLay and myself as Chairman. In 1994 Harawira Gardiner and Layne Harvey were added to the committee. It is important to reflect on the reality that Ngāti Awa have been at the centre of developing Awanuiārangī as a wānanga and have maintained a key role at the governance level to ensure that our original vision is sustained and enhanced to meet the needs of our students, their whānau and hapū, and our wider communities.

A campus of two surplus pre-fab buildings from Whakatāne High School was developed where we delivered our first programmes: Certificate in Māori Studies, Tohu Manutaki (Diploma in Māori Leadership), Diploma in Māori Health Studies and a foundation course in business

and computing. The Chief Executive of Te Pūni Kōkiri, Harawira Gardiner, opened the campus on 10 February 1992 after a dawn ceremony led by Te Hau Tutua, Pou Temara and Pumi Taituha. Four years later, on 29 July 1996, the Minister of Education Wyatt Creech, confirmed that we had met the legal requirements of a Wānanga and became registered on 1 January 1997. Over time, Awanuiārangī became a stimulus to develop graduates with a cultural and community consciousness; to enable them to positively utilise their skills and talents to work for the transformation of their communities; and to thereby assist in the intervention of the social, cultural and economic underdevelopment experienced by those communities.

OUR PEOPLE

The first meeting of the Council was held on 17 December 1997 where Professor Graham Hingangaroa Smith was appointed the inaugural Chairperson. Later, when he left to take up an international posting, the Council decided that I should take on the role of chairperson once more. From time to time Sir Harawira Gardiner has also acted as Chairperson of the Council. Our first Chief Executive was Himiona Nuku who served from 1996 - 1998. Over time, several permanent and acting Chief Executives have all contributed to the development of Awanuiārangī: Te Ururoa Flavell (1998-2000); Ruakere Hond and Cheryl Stephens (Acting); Professor Gary Hook (September 2001-February 2006), Professor Kuni

Jenkins and Sir Harawira Gardiner (Acting); and Professor Graham Hingangaroa Smith (August 2007-March 2015). Our current Chief Executive is Professor Wiremu Doherty (from April 2015). We started with one paid staff member and many volunteers. Now we have 227 staff (201 full-time and 26 part-time/casual); 56% are academic staff and 65% are female.

This year many regions bore nature's fury in the form of floods and earthquakes. The Rangitāiki stop bank breach and flooding devastated Edgumbe when cyclone Cook wreaked havoc across the region. Members of council, staff and students were impacted but once again, their resilience to adapt and support our communities is a testament to their dedication.

OUR CHALLENGES

Crown underfunding

In 1998 the Council made the decision to pursue, along with Raukawa and Aotearoa, a claim against the Crown to the Waitangi Tribunal for underfunding. For decades the universities and polytechnics had their buildings and facilities paid for by the Crown but the three wānanga had to use our operating grants to fund capital expenditure. The Tribunal agreed with us that this treatment was unjust and a breach of the principles of the Treaty of Waitangi. Following that, three deeds of settlement were signed with the Crown. The 2001 agreement included compensation for capital expenditure and reimbursement of costs. The 2003 deed acknowledged our mutual commitment to the development of a partnership and the cost of improving our facilities up to an appropriate standard. The 2010 agreement sought to address our business case and investment plan agreed with the Tertiary Education Commission. In addition, redress was made by the Crown to contribute to the Whakatāne Campus Development Project including the building of a library, noho centre, student common room, enrolment centre and academic registry, marketing and exhibition centre, site works and landscaping. Overall, we received \$30 million since 2001 to address educational disparities for Māori. However, this is minimal compared to the funding and the Crown Disposal of Assets that have been bestowed on Universities and other tertiary institutes. Awanuiārangī cannot be complacent when monitoring the ongoing tensions that Crown actions and policies inflict on us.

Protected Terms and Performance Based Research
The Council submitted a response to the Education (Tertiary Education and Other Matters)

Amendment Bill in consideration of the Protected Terms, and the right to use the term 'University'. In 2003, the Crown acknowledged the aspirations of Awanuiārangī to describe itself as a "tribal university". We remain convinced that, as we are held to the same standards as Universities, the integrity of educational outcomes will be maintained. In 2017, the government proposed amendments to the Education Act 1989 of which this will be completed in 2018. We also continue to pursue the barriers concerning Performance Based Research Funding. In 2011, Awanuiārangī met with the government to discuss the 97% funding that went to eight universities and the remaining 3% funding spread across all other TEs including Wānanga. We are still awaiting details of a review that may provide us with improved opportunities and more equitable treatment.

OUR TWENTY FIFTH ANNIVERSARY LECTURES

As part of our twenty fifth anniversary, Professor Alan Parker of the Chippewa Cree Nation addressed Strategies of Resistance and Self-Determination. Professor Joseph Ciotti from the University of Hawai'i discussed a Science Imaginarium. Professor Hinemoa Elder discussed Applying Tikanga Māori to Traumatic Brain Injury, and Beyond. I presented a lecture to explore the meaning of Mātauranga Māori (Māori Knowledge): Te Mahi (the doing), Te Mohio (the knowing), Te Māramatanga (the understanding). These activities are also highlighted within this annual report.

OUR GRADUATION

In 1992, we had 81 EFTs and now in 2017 we have 2,702. Our first graduands received their qualifications in 1992. This year, on 26 May over 1,300 individuals were awarded their credentials at Te Mānuka Tūtahi Marae, Whakatāne. During 2017, 2,935 students completed their studies and will be conferred their qualifications on 23 March 2018. The PhD (Doctor of Philosophy) programme was approved by the New Zealand Qualifications Authority in 2004 with our first intake in 2005. The first graduands were capped in May 2012, Dr Sheryl Fergusson (Doctor of Philosophy in Education) and Dr Malcolm Naea Chun (Doctor of Philosophy in Indigenous Studies). In 2013, our two Professional Doctorates, in Māori Development and Advancement and in Indigenous Development and Advancement, were approved and the first group will be capped in 2018. The celebration of a Hīkoi through Whakatāne is just one feature of connecting our community. The waiata and haka performed by the many schools is a highlight for those who join with us to celebrate graduation.

MĀTAURANGA MĀORI AND THE SCIENCES

The Council's vision for a Science Centre began when we became aware of the Hokulani Imaginarium dedicated in 2001 at Winwood Community College in Hawai'i under the leadership of Professor Joseph Ciotti. In 2010, we created Te Whare Taiao: The Institute for Indigenous Science, which had a focus on enabling the development of science-based teaching programmes, collaborative research and strategic development in science within national and international contexts. Much has changed since then and we are planning to relaunch our Science offerings in 2018. To support this, the Council intend to establish a Science Centre in Whakatāne that will recover our mātauranga Māori (Māori Knowledge) through Science. The Centre will feature an Imaginarium that will provide an exciting way of teaching navigation by the stars, science subjects such as astronomy, marine biology, environmental studies, mātauranga Māori subjects such as Matariki, notions of te kore, te pō and te māramatanga. The developing relationship with secondary schools, kura kaupapa Māori and education providers generally, is aimed at encouraging students to become physicists, chemists, biologists, geologists, environmentalists, meteorologists, ecologists, engineers, architecture, hydrologists, historians, food scientists and more. This initiative is one way to ensure science subjects are informed by mātauranga Māori and mātauranga Māori courses are assisted by science and technology. That is, our scientists will be comfortable in a bi-lingual and bi-cultural world, able to walk in Te Aō Maori (Māori World) and Te Aō Pākehā (Western World). In 2018, we will also revise our mātauranga Māori programmes to ensure their continuing relevance to our communities.

CONCLUSION

The significance of our journey, despite the challenges we continue to face, is that we do not have to wait for others to define our future. We have the power to imagine and achieve our own aspirations. I thank our students, their whānau, hapū, iwi and communities for their continued confidence in our Wānanga. Our stakeholders, including the marae and community groups who deliver programmes, are also acknowledged. I also acknowledge the tipuna Awanuiārangī, his descendants and our tribal authority Te Rūnanga o Ngāti Awa whose continued support of our Wānanga is immeasurable. Awanuiārangī, was and remains, a Ngāti Awa initiative. Yet its success is grounded in the outreach we continually strive to achieve into our Mātaatua tribal confederation and beyond that into the diversity that is te iwi Māori while embracing all our communities seeking to participate in our journey of education. That quest remains encapsulated in our whakatauki:

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

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

I commend our Chief Executive and staff for another successful year of teaching and research in assisting our students in the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom). Finally, I acknowledge all the members of the Council for their wisdom to ensure good governance prevails within our institution.

Distinguished Professor Sir Hirini Mead

KNZM, FRSNZ, PhD (Southern Illinois)
CHAIRPERSON
Te Whare Wānanga o Awanuiārangī

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

**Whitikihia 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 mōu e Māka.**

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

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



CEO Report

TĒNĀ KOUTOU KĀTOA

It is my pleasure to present the Annual Report for Te Whare Wānanga o Awanuiārangī for 2017 - a year characterised by organisational change as we steadily embed new quality systems, processes and leadership expectations as a result of the reviews of 2014-2015. I am incredibly proud of how our staff have responded to the challenges of recent years. In 2017 we saw the tangible outcomes and successes of these changes which provides a strong foundation for the organisation to move forward to achieve the aspirations of our founders and the communities we serve.

These achievements are significant when we consider the challenges that our organisation has faced and the changing tertiary education environment. Despite these challenges, Te Whare Wānanga o Awanuiārangī has continued to grow, achieve financial surpluses and improved student performance and satisfaction ratings. We continue to focus on self-review and continuous improvement while at the same time ensuring that our students achieve success and progress to higher qualifications. Given the starting point

for many of our students (little to no formal secondary school qualifications), this success is due to the extraordinary commitment from our staff who view their work as a calling rather than a job. This commitment is unique to the culture of wānanga and I am incredibly proud of our staff especially as this has been achieved during profound organisational change.

The highlights of 2017 built on from the progress made in the previous year, with our programme development and alignment strategy resulting in the roll-out of new programmes approved and accredited by NZQA. The development of these programmes has focused on ensuring that they are co-constructed with our stakeholders and that they provide seamless pathways in our existing and related discipline strength areas like mātauranga Māori, mātauranga ā iwi, applied sciences, leadership and research. As a result, we expect to see significant improvements in our progression performance moving forward, particularly as the rest of our programmes are rolled out in the next few years. Ultimately our

vision is to see more Māori students' pathway seamlessly through our programmes to PhD.

Another highlight is the continued review of existing programmes to ensure that they respond to demonstrated need. The focus of these reviews has been ensuring that meaningful needs analyses are completed which has involved a number of important conversations with iwi leaders across New Zealand. These conversations have been humbling and testament not only to the continued support we have but most importantly to the unique role that Awanuiārangī has in privileging iwi knowledge and iwi cultural, social and economic transformation. To this end, we are developing a new undergraduate qualification that has been co-created with a number of iwi organisations. This qualification will be the first of its kind in New Zealand and will be an example of innovative resistance against the status quo of tertiary provision.

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

2017 was the second year of operation for our new Tāmaki campus in Lambie Drive, Manukau City. Enrolment targets were once again exceeded, with enrolments growing from approximately 150 EFTS to 750 EFTS in the past two years across our Tāmaki and Te Tai Tokerau campuses. The key drivers for this success were new leadership and a focus on ensuring that our provision filled a unique need in Auckland and Northland. Moving forward, an additional focus will be growing the

capacity and capability of our staff in Tāmaki and continuing to respond to the distinct needs of communities in both regions.

Overall in 2017, we enrolled 2,702 EFTS and while some of these enrolments rolled over into 2018, this represents a decrease on the previous year. The key factors that contributed to this decrease in EFTS were unplanned delays in the commencement of new programmes and lower than expected enrolments in some programmes. The challenges facing Awanuiārangī are not unique, with many tertiary education organisations experiencing a decline in participation in recent years, at the same time as responding to significant system change across the sector as a whole. On a positive note, Awanuiārangī continued to deliver a surplus in 2017 – for the 6th consecutive year. The ongoing challenge for our organisation is to support students to achieve qualifications and progress to higher levels of study, while remaining agile and responsive to the needs of our communities. We can only achieve this by continuing to be innovative and responsive in the way we deliver programmes with an equal focus on quality.

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

Our relationships within the local context are multifaceted, with programme delivery on marae, sponsorship of local and national events and direct engagement with iwi and other groups used as a platform to identify opportunities to support their educational aspirations, including research. Awanuiārangī has also formed strategic alliances with a range of Māori and non-Māori groups and organisations that enable us to look beyond current issues facing Māori to include a focus on building a platform to address future needs and aspirations. In this regard, Awanuiārangī has continued to grow our strategic relationship with Ngāti Awa and other Mātaatua iwi, as well as with the other two wānanga – Te Wānanga o Aotearoa and Te Wānanga o Raukawa. Formalising our relationship with Te Matatini Society, which includes the provision of a post-graduate scholarship to support research into Māori Performing Arts, is another example of our commitment to meeting the current and future needs of our students and the communities we serve.

At an international level, Awanuiārangī continues to play a key role in promoting the legitimacy of indigenous knowledge in the tertiary education space and more importantly the application of this knowledge in developing innovative, durable solutions informed by the values of the local context. As shown in the International Outreach section of the report, Awanuiārangī has strong relationships with tertiary education organisations and scholars from around the world, both academic staff and students. Staff also attended conferences, presented papers and worked collegially with other indigenous scholars from around the world. We also continue to support a growing number of international doctoral students through our professional doctorate programme, with cohorts based in Washington and Seattle, Hawaii and Fiji.

The achievements of 2017 should be viewed in the context of the changing tertiary education environment with continued policy shifts that have implications for Awanuiārangī. We work closely with all Government agencies not only to be certain that we continue to make a valued contribution to the Tertiary Education Strategy but, as always, to ensure that our voice is heard when there are changes that impact negatively on Awanuiārangī. We have dual accountabilities to meet both government and iwi expectations. We are also mindful of the inequities that exist, for example, in Performance Based Research Fund allocations. We are committed, however, to finding solutions that ultimately ensure that we are fairly resourced for research that meets international benchmarks and makes a difference to the communities we serve.

Finally, I would like to acknowledge all of the staff at Awanuiārangī for their continued passion and dedication to our students and our communities. A strong foundation has been re-built in 2017 and I look forward to the future with a continued focus on our students and their success as Māori. 2018 is an exciting time for Te Whare Wānanga o Awanuiārangī. As an institution, the combined efforts of Council, management and staff have ensured that we are well-placed to accelerate our strategy to effect positive change through transformative education.

Professor Wiremu Doherty

PhD (Auckland)
CHIEF EXECUTIVE OFFICER
Tūhoe (Ngāti Tāwhaki), Ngāti Awa

Governance

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

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

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

In this regard, Te Whare Wānanga o Awanuiārangī is governed by a Council with the knowledge, skills and experience to ensure that we deliver quality education provision in accordance with our distinct role and responsibilities as a wānanga. Moreover, the membership of Council recognises our special and enduring relationship with Ngāti Awa and Mātaatua iwi.

TE WHARE WĀNANGA O AWANUIĀRANGI COUNCIL FOR 2017



Distinguished Professor Sir Sidney (Hirini Moko) Mead
- Te Rūnanga o Ngāti Awa
 Ngāti Awa, Ngāti Tuwharetoa, Ngāi Tūhoe and Tūhourangi
 Chair of Council, Appointments and Remuneration Committee



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
 Deputy Chair of Council, Appointments and Remuneration Committee



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
 Chair of Finance Audit and Risk Committee



Ms Materoa Dodd
- Te Rūnanga o Ngāti Awa
 Ngāti Awa, Ngāi Te Rangī
 Finance Audit and Risk Committee, Academic Board, Appointments and Remuneration Committee



Ms Adrienne von Tunzelmann
- Ministry of Education
 Finance Audit and Risk Committee, Appointments and Remuneration Committee



Mr Rauru Kirikiri
- Ministry of Education
 Te Whānau-ā-Apanui
 Task Force Committee, Appointments and Remuneration Committee



Mr Charles Tawhiao
- Ministry of Education
 Ngāi Te Rangī
 Task Force Committee, Health and Safety Committee



Mrs Tuihana Pooks
- Ministry of Education
 Te Whānau-ā-Apanui
 Academic Board



Mr Aubrey Temara
- Co-opted
 Ngāi Tūhoe

Leadership

Following the appointment of staff into several leadership positions in the previous year, Awanuiārangī was well-positioned in 2017 to progress a number of key strategic developments, including:

- growing our presence in Tāmaki and Te Tai Tokerau, including the purchase of an additional building
- rolling out delivery of our new suite of te reo Māori programmes (Levels 1 – 6) in Whakatāne, Tāmaki and Te Tai Tokerau
- developing a proposal to develop an Imaginarium at our Whakatāne campus, with a focus on inspiring greater interest by Māori youth in Science and Technology.

Another key piece of work driven by the Executive Leadership Team in 2017 was updating our institutional strategic plan, Te Rautaki 2020. The Executive Leadership Team and senior managers participated in a two-day Strategic Planning Retreat in June to revisit where we are headed as an organisation, what our goals and priorities should be for the next five years, and what actions are required to achieve these. Topics for discussion throughout the planning retreat centred on recognising our unique role and responsibilities as a wānanga and ensuring that our strategic direction aligns with the current and future aspirations of the communities we serve.

It is important to note that the update of our strategy plan coincided with work being undertaken by our Council to refresh the overarching vision of Te Whare Wānanga o Awanuiārangī. This work was timely as we celebrated 25 years of development as a wānanga, reflecting on the visionary thinking behind the establishment of Awanuiārangī in 1992 as a house of higher learning. It is from this vantage point that Council engaged in conversations about the place of Awanuiārangī moving forward, with considerable time spent on discussing our impact on cultural, social and economic outcomes in the next 25 years. The launch of our refreshed vision and strategic plan is expected in the first half of 2018.

EXECUTIVE LEADERSHIP TEAM FOR 2017:



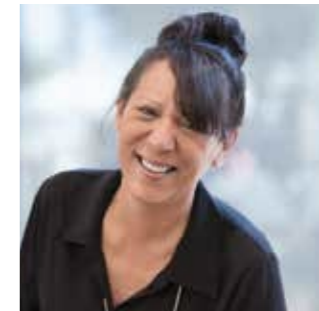
Professor Wiremu Doherty
Chief Executive



Laurissa Cooney
Chief Financial Officer



Professor Te Kani Kingi
Executive Director of Research and Innovation



Yvonne O'Brien
Deputy Chief Executive



Helen Cook
Human Resources Manager



Strategic Directions

Te Rautaki 2020, our institutional strategic plan, identifies a set of strategic drivers and goals designed to ensure that Te Whare Wānanga o Awanuiārangī is well-positioned to deliver quality educational outcomes for Māori.

OUR STRATEGIC DRIVERS ARE:

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

THESE STRATEGIC DRIVERS GUIDE THE SHAPE AND FOCUS OF A SET OF SIX INTERRELATED STRATEGIC GOALS:

1. Teaching & Learning Quality
2. Programmes
3. Relationships
4. International & Research
5. Staff
6. Organisational performance & viability

Operating within this strategic context, 2017 was a year characterised by positive gains centred on four key themes – Growth; Innovation; Responding to the communities we serve; and Celebrating success and excellence.





GROWTH

Since 2015, Awanuiārangī has engaged in the largest programme development strategy since the organisation was established. This strategy is driven by four key objectives:

- replacing Level 1 – 6 qualifications that are to expire as part of the NZQA's Tertiary Review of Qualifications (TRoQ).
- developing a suite of new qualifications to ensure a seamless pathway for students from certificate to PhD.

- aligning our curriculum and the technology used across our programme provision to community aspirations and priorities.
- developing programmes in new and emerging Māori knowledge and employment areas, ensuring we maintain a leading edge in the delivery of transformative education.

In 2017, Awanuiārangī experienced growth in a number of key areas as a result of our investment in enhancing the relevance and viability of our programme offerings, as illustrated below.

UNIQUE DOCTORATE PROGRAMME DRAWS INTERNATIONAL STUDENTS

Post-graduate students from Washington State in the United States of America experienced their first visit to Awanuiārangī in November as part of the Professional Doctorate in Indigenous Development and Advancement. The four-year doctoral programme consolidates doctoral study for professionals working in areas relating to indigenous development and is offered in partnership with the University of Washington Tacoma. The students are members of Native American tribes in Washington State, and are largely funded by their tribes to undertake the programme.

Professor Nathan Matthews, Head of the School of Indigenous Graduate Studies, said the international cohort's research is similar to research being undertaken by Māori doctoral students.

"It will focus on the tribal, community or indigenous areas in which they are working, providing increased opportunities for positive impacts across their communities at a professional level. The research generated will

have direct benefits for their communities, in a range of areas including cultural and language revitalisation, relationships with the federal government, and tribal economy, and will augment the already significant body of research resulting from masters and doctoral studies at the School of Indigenous Graduate Studies."

At an international level, Awanuiārangī plays a key role in promoting the legitimacy of indigenous knowledge and its application in developing innovative, durable development solutions informed by the values of the local context. It is pleasing to note, therefore, the increase in the number of international students choosing to study with Awanuiārangī.

"As a Wānanga, we recognise our role in contributing to broader indigenous development aspirations and priorities and are excited by the opportunity within the tertiary education space to facilitate social, economic and cultural advancement for whānau, hapū, iwi and communities both nationally and internationally," Professor Matthews said.



CATERING TO THE GROWING INTEREST IN TE REO MĀORI

In 2017, Awanuiārangi rolled out delivery of a new suite of te reo programmes ranging from Level 1 through to Level 6 on the qualifications framework. Interest in learning te reo Māori exceeded expectations, with a total of 33 cohorts of students engaged in study across our Whakatāne and Tāmaki campuses, accounting for approximately 326 EFTS. Delivery on our Tāmaki campus experienced exceptional growth, with the majority of cohorts being delivered from this location. While enrolments were highest at Levels 3 and 4, we also had a large number of students engaged at Level 1.

A contributing factor to the level of growth during 2017 was the willingness of staff to accommodate students' existing commitments by offering day and night class options.

A highlight for the Level 1 and Level 2 students based at our Tāmaki campus was travelling to Whakatāne for a weekend wānanga in November.

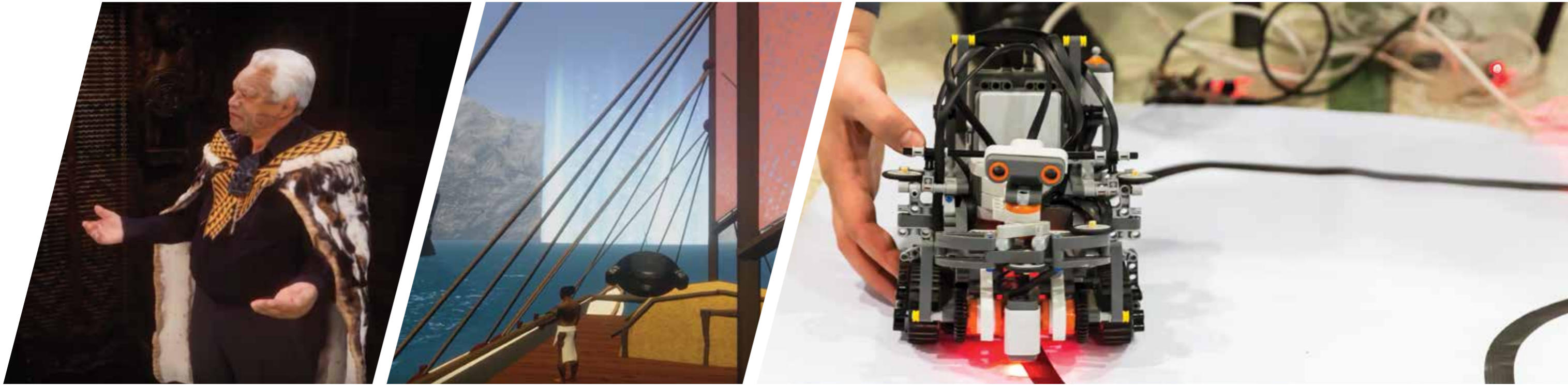
The Kaiako who organised the wānanga said:

The raranga workshop was awesome, the students were so attached to the mahi that they created, and it was nice that they could take away something that they had made from Ngāti Awa

The wairua shared by the tangata whenua of Wairaka Marae, as well as the Bachelor of Māori Performing Arts students during first pōwhiri, was moving and an experience the tauira will never forget

Tauira also acknowledged the knowledge and korero our guest speakers shared about the hītori and whakapapa of the Whakatāne area.





INNOVATION

TE TAHI O TE RANGI – BRINGING LIFE TO MĀORI MYTHS AND LEGENDS THROUGH VIRTUAL REALITY

In 2017, Creative video and VR agency, Wrestler and Te Whare Wānanga o Awanuiarangi secured funding from the New Zealand Film Commission to develop a virtual reality (VR) experience. The VR experience, titled Te Tahī o te Rangī, will be a visually stunning journey and interactive kōrero purākau (story) made in association with Ngāti Awa and the Mātaatua Wharenuī.

Renowned storyteller Joe Harawira will bring to life Māori myths and legends as the viewer is immersed inside Ngāti Awa's Mātaatua Wharenuī, where the old world and new world collide. It will be a carefully crafted, co-constructed interactive experience where audiences will explore ancient Māori stories brought to life in VR.

Professor Te Kani Kingi, Executive Director of Research and Innovation said "Te Whare Wānanga o Awanuiarangi is incredibly excited about this collaboration. The initiative builds on our current interest in technology and innovation and signals our intention to further engage in cutting-edge, world-class research. The project will provide significant opportunities for our staff and students as well as strengthening our relationship with Te Rūnanga o Ngāti Awa. The potential to drive local economic activity through this initiative is something we are also keen to explore."

IMAGINARIUM

Te Whare Wānanga o Awanuiarangi has developed a proposal to construct an Imaginarium in Whakatāne as a hub servicing the wider Bay of Plenty and Waikato Districts. The Imaginarium will focus on engaging primary and secondary school students in core areas of STEM (science, technology, engineering and mathematics) and provide transitional pathways into tertiary study. This unique facility will also bring economic and developmental opportunities to the Eastern Bay of Plenty, and significant options for training and employment within the science, technology and innovation sectors.

Facilities and spaces to inspire interest in science and technology have existed for thousands of years. Observatories, for example, were constructed as early as 3000 BC. They were initially designed to contribute to our understanding of the world and have since been used to excite the imagination and to facilitate positive engagement in education. Imaginariums are more recent and have developed over the past three decades. Only three exist (worldwide)

with the first established at Windward Community College in Hawaii. Imaginariums have most typically taken the form of a facility or centre - a physical space where scientific or mathematical concepts can be examined and scholarly endeavour explored.

Their appeal is in part linked to their tactile and interactive mode of engagement. Students can view science and technology in action, to consider how scientific principles function in real-world settings. These types of environments are especially successful at engaging students in deep and active learning.

In 2017, Awanuiarangi established a working group to investigate, review, and describe the issues and opportunities associated with the concept of an Imaginarium. The next steps will be to investigate what level of interest exists and to move forward based on this. Moreover, the focus in 2018 will be to provide the necessary detail through which a more comprehensive investment plan can be prepared, including designs for the building structure.

ROBOPA AWARDED UNLOCKING CURIOUS MINDS FUNDING

Professor John Clayton and the team from Tokorau – Institute of Indigenous Innovation and Design were awarded \$30,000 as part of the Ministry of Business, Innovation and Employment’s (MBIE) Unlocking Curious Minds contestable funding to run RoboPa, a robotics initiative designed to engage Māori students.

RoboPa is a portable maker space where Māori youth engage with modern technologies, software and equipment they might not otherwise have access to. Practical tasks are designed to challenge the learners to solve increasingly complex computational tasks in a supported team environment. Participants are shown how to break down large abstract problems to more manageable and comprehensible concepts. They are encouraged to construct, test, re-test and reflect on collaborative solutions.

An exciting part of the RoboPa initiative was a two-day Regional Scrummage held in September, where 12 teams from primary schools across the Eastern Bay of Plenty competed in the first robotics competition of its kind in the Eastern Bay. Thomas Mitai, a member of the Tokorau team, said the competition was developed to actively engage young Māori in learning and help them improve and test their skills in programming and engineering.

“Competitive robotics brings a whole lot of opportunities to engage with our rangatahi in a collaborative, fun and challenging environment. It’s about learning by doing. Robotics is a great educational tool for experiential learning and our programme aims to encourage achievement in STEM subjects.”

A unique aspect of the programme was that much of it was taught in te reo Māori, an acknowledgement that many RoboPa learners from locations such as Ōpotiki, Whakatāne, Kawerau, Edgumbe, Ruatoki, Poroporo and Paroa identify firstly as Māori.

“The skills, knowledge and experience acquired throughout the event will help equip our young people to be innovators and creators in digitally driven environments, rather than just passive consumers,” Mr Mitai said.



RESPONDING TO THE NEEDS OF THE COMMUNITIES WE SERVE

Te Whare Wānanga o Awanuiārangi is committed to contributing to broader Māori development aspirations and priorities, using education as a catalyst to achieve these development goals. In 2017, Awanuiārangi continued to sponsor local and national community events, supporting kaupapa of importance to the communities we serve. We also increased the delivery of programmes on marae through new programmes such as Kai Oranga and Te Pou Hono ki Marae Atea, providing an opportunity for whānau, hapū and iwi to engage with tertiary education and connect with each other. Strategic alliances with our partners across the tertiary education sector and organisations working on kaupapa that are consistent with our strategic goals provided important platforms for Awanuiārangi to address future needs and aspirations.

While not an exhaustive list, the table below highlights some of our strategic alliances as well as the events we supported during the year:

STRATEGIC ALLIANCES

- Te Tau Ihu o ngā Wānanga
- Bay of Plenty Tertiary Education Partnership
- Eastern Bay of Plenty Chamber of Commerce
- Te Taura Whiri – Māori Language Commission
- Te Mātāwai
- Te Puni Kōkiri
- Te Puna Ora o Mātaatua
- Southern Institute of Technology
- Te Omeke Marae Trust
- Fiji Higher Commission
- Te Kōhanga Reo National Trust
- Te Matatini Society
- Tāmaki, Waitemata and Counties Manukau DHBs
- Iwi Leaders Forum

EVENTS

- Te Kupenga o Taramainuku 152nd Commemorations, Te Teko
- Te Reo ki Tua – Ngāti Kahungunu Language Revitalisation Symposium, Hastings
- Te Haka a Toi – Mātaatua Secondary Schools Kapa Haka Competition, Tauranga
- Kei a Tātou te Ihi Programme, Auckland
- Te Pūtaka o te Riri Symposia, Whakatāne
- Te Toki - Ngāti Awa, Te Teko
- Armistice Commemorations, Ruatoki
- ASB Polyfest



EDGECUMBE FLOODS - SUPPORTING OUR COMMUNITIES IN TIMES OF NEED

In April, following the breach of a flood wall, the township of Edgecumbe (approximately 2000 residents) was evacuated. The Eastern Bay of Plenty community rallied with relief efforts and support. Local marae provided emergency accommodation and support, and were headquarters for the support organisations such as Red Cross. Awanuiārangi nursing students and staff provided medical and trauma support for hundreds of evacuees at the Rautahi Marae welfare centre in Kawerau.

In the days immediately following the event, Chief Executive Professor Wiremu Doherty visited an evacuation centre accommodating local families displaced by the flooding and advised Civil Defence co-ordinators that the wānanga could provide emergency accommodation in its purpose-built student and visitor accommodation units.

Some 65 evacuees and support services workers were housed at the Whakatāne campus.

“We immediately had a family of 12 and a dog that needed housing, then another family of three which quickly grew into 11, and another family shortly after that,” Professor Doherty said. “We went shopping for them and set them up in our accommodation centre, and subsequently worked with Red Cross support services to take in others who needed a place to stay.”



HĪKOI TE HAUORA – LET'S GET MOVING

Te Whare Wānanga o Awanuiārangi was successful in securing support from Te Puni Kōkiri through the Moving the Māori Nation Fund to develop an initiative to facilitate improved health and wellbeing of staff and the wider community. The initiative was designed to encourage staff and the wider community to exercise by walking in groups, with pedometers used to monitor progress and create positive competition between teams. The initiative ran for 10 weeks across Whakatāne, Auckland, and Whāngarei with more than 150 walkers enrolled on the programme.

At the end of the programme, the project team analysed key results from the initiative – finding that collectively participants had lost more than 800lbs in weight in 10 weeks. Lead data analyst Dr Paul Hirini (School of Nursing) estimated that more than 20,000 data entries were collected as part of the research.

The Minister for Māori Development, The Hon Te Ururoa Flavell attended a celebration of the participants' achievements in July.

CELEBRATING SUCCESS AND EXCELLENCE

BECOMING CULTURALLY AND CLINICALLY COMPETENT

2017 was a significant year for Te Ōhanga Mataora Paetahi, the Bachelor of Health Science Māori taught in Whakatāne, with the first intake of students finishing their final year of study and preparing for graduation in 2018.

Te Ōhanga Mataora Paetahi: Bachelor of Health Science Māori (Nursing) is the first Māori nursing degree programme delivered within a wānanga. Launched in 2015, it aims to produce culturally and clinically competent nurses who are responsive to the needs of Māori.

Director of Nursing Ngaira Harker said 34 students began the degree programme in 2015, with 25 remaining in the third year – an 83 per cent retention rate.

“Given that Māori nursing student attrition rates are traditionally quite high, the school is proud of this achievement,” Ms Harker said.

“We aim to deliver a quality course and for that we need very strong candidates. We also provide a very supportive environment to help them achieve. But in the end, public safety is paramount and we want to do the best for the nursing profession as a whole. This means that not every student who begins the programme will complete it.”

The majority of students sat their state finals in November.



AWANUIĀRANGI RESEARCH RECOGNISED WITH NATIONAL AWARDS

In late November, Dr Agnes McFarland was named the inaugural recipient of the New Zealand Association for Research in Education (NZARE) Ranginui Walker Te Reo Māori Doctoral Award. This new award for doctoral research in education written in te reo Māori is awarded to a member of NZARE who has completed a high-quality doctoral thesis in te reo. Announced at the NZARE annual conference at the University of Waikato in November, the honour acknowledged Dr McFarland's doctoral research and her other high-quality research produced in te reo Māori.

In early November, Dr McFarland and Awanuiārangī colleague Professor Tairahia Black won the Te Reo Māori section of the 2017 Ngā Kupu Ora Māori Book Awards. Run by Massey University, the awards celebrate Māori writing, publishing and journalism. Dr McFarland and Professor Black won the award for Te Mauri o Te Whare, a collection of essays written by Awanuiārangī staff and postgraduate students pertaining to Māori teaching, learning, place, history and literature, published by NZCER Press. The Awanuiārangī research partnership has received nominations for Ngā Kupu Ora awards for two previous books in their series of academic publications in te reo Māori, which focus on mātauranga Māori.

Another Awanuiārangī research collaboration was published in 2017. The book by Dr McFarland and Professor Nathan Matthews, Head of the School of Indigenous Graduate Studies, focuses on Māori research methodologies and is written in te reo Māori. Published in December, the book is the first publication of its kind. It includes contributions from experienced Māori research academics from universities and wānanga across the country, including Dr McFarland, Professor Matthews, Professor Black and Chief Executive Professor Wiremu Doherty. It aims to provide a new resource for students writing their masters and doctoral theses in te reo Māori.

Professor Matthews said Awanuiārangī has a growing number of students writing doctoral and masters theses in te reo Māori and there is also an increasing need across the tertiary sector as more Māori students seek to write their higher degrees in their own language.

"This phenomenon reflects the decades of work to validate mātauranga Māori by Māori academics such as Sir Hirini Moko Mead, Mason Durie, Hugh Kawharu and Ranginui Walker, and of the likes of Wharehuia Milroy, Pou Temara and Timoti Karetu, who pushed te reo Māori as a vehicle for the transmission of that knowledge. Now our current students are combining the two approaches."

Graduation 2017

More than 200 Te Whare Wānanga o Awanuiārangi graduands received their degrees and certificates during a formal graduation ceremony held in Whakatāne on Friday, 26 May. The graduands in attendance were a small representation of the more than 1300 students from throughout Aotearoa who graduated from Te Whare Wānanga o Awanuiārangi in 2017.

Chief executive Professor Wiremu Doherty said the ceremony was a major highlight for the institution, the community and especially for the whānau and friends supporting their loved ones.

More than 600 iwi representatives, staff, students, whānau and supporters, academics and national and regional government officials attended the day-long celebrations at Te Mānuka Tūtahi Marae in Whakatāne. Graduation began with a pōwhiri, followed by the annual Gown and Town Hikoi from Mitchell Park Reserve through the centre of Whakatāne to Te Mānuka Tūtahi Marae. The now-traditional procession along The Strand has become a highlight of the day, with hundreds of well-wishers lining the street to perform haka and cheer on the formal parade

of students, academic staff and Te Whare Wānanga o Awanuiārangi Council members in academic regalia.

A number of special awards were presented, including an Honorary Doctorate of Philosophy (Honoris Causa) in Māori Development to master navigator and waka builder Hekenukumai Puhipi (Hector Busby) of Te Rārawa, Ngāti Kuri and Ngāti Kahu. The honorary doctorate acknowledges outstanding academic achievement and endeavour over a lifetime.

Hekenukumai Busby is recognised internationally as a leading figure in the revival of ancient Polynesian navigation and ocean voyaging techniques, using the movement of the elements, stars, moon and birds as navigational tools. He has built more than 30 vessels and continues to make a significant contribution to waka construction, voyaging, and navigation throughout the Pacific.

Special Awards 2017

Emeritus Professor Roger Green, ONZM
Award for 'Top Thesis' and Valedictory

Phyllis Callaghan
Rongomaiwahine, Ngāti Porou

Sponsored by: Acquire

Te Onehou Eliza Phillis Award for
'Outstanding Iwi Research'

Te Reinga Chase
Te Whānau a Apanui, Ngāti Mahuta,
Ngāti Pūkeko

Sponsored by: OfficeMax

School of Indigenous Graduate Studies,
Top Scholar Award

Te Moanaroa Ngatoko Togo
Ngāti Ranginui, Ngāiterangi

Sponsored by: Nova Energy

School of Undergraduate Studies,
Top Scholar Award

Rebecca Jaram
Te Whānau a Apanui, Ngāti Awa,
Whakatōhea

**Sponsored by: Seabreeze Souvenir and
Tourist Boutique**

'Te Ira Wairua' School of Iwi
Development, Top Scholar Award

Tania Faulkner-Gear
Ngāti Awa, Ngāti Ranginui, Ngāpuhi

Sponsored by: Spark NZ

Excellence in Te Reo Māori

Fabian Mika
Tūhoe, Whakatōhea

Sponsored by: Ipo's Café

Contribution to Iwi Development and
Advancement, Marae Award

Kahuranaki Marae

Sponsored by: Toyota Finance Ltd

The Rotary Club of Whakatāne Award
for 'Most Improved First-Year Student
in Te Reo Māori'

Tilly Tipene
Te Whānau a Apanui, Tainui

**Sponsored by: The Rotary Club of
Whakatāne**



Teaching and Learning

Core administration and service operations support programme delivery through three schools: the School of Iwi Development, the School of Undergraduate Studies and the School of Indigenous Graduate Studies.⁴

School of Iwi Development

EFTS	1,543
Students	5,294
Levels of study	1 – 7
Delivery across multiple sites	Whakatāne, Tāmaki, various marae
7 qualifications offered	Certificate in Te Pou Hono National Certificate in Seafood Māori (Customary Fishing) Certificate of Te Wai Māori (Freshwater Management) Te Pou Hono ki Marae Ātea Te Pou Hono ki Taiao Kai Oranga Bachelor of Mātauranga Māori

School of Undergraduate Studies

EFTS	969
Students	1,760
Levels of study	1 – 7
Delivery across multiple sites	Whakatāne, Tāmaki, Whāngarei, various marae
10 qualifications offered	Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1 – 6) Ako ki te Wānanga: Bridging to Teaching/Bridging to Nursing New Zealand Certificate in Tourism Māori New Zealand Certificate in Study and Career Preparation National Certificate in Adult Education and Training Te Ahu Taiao: Bachelor of Environmental Studies Te Tohu Toi Tangata: Bachelor of Humanities Te Tohu Paetahi Ako: Bachelor of Education (Teaching) Te Ōhanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing) Ngā Mana Whakairo a Toi: Bachelor of Māori Performing Arts

School of Indigenous Graduate Studies

EFTS	208
Students	373
Levels of study	9 – 10
Delivery across multiple sites	Whakatāne, Tāmaki, Whāngarei, International
5 qualifications offered	Master of Māori Studies Master of Indigenous Studies Doctor of Māori Development and Advancement Doctor of Indigenous Development and Advancement Doctor of Philosophy

⁴The EFTS shown here include domestic and international full fee-paying students, and therefore differ slightly from the EFTS shown in the At a Glance section.



SCHOOL OF IWI DEVELOPMENT

In 2017, the School continued to undergo significant change both in terms of quality improvement in systems and processes and in programme redevelopment and new programme roll-out. The second of five new Te Pou Hono qualifications was offered in 2017 in partnership with hapū and iwi. This staged roll-out of newly developed and accredited programmes is a deliberate part of our contribution to the community and to transforming those communities socially, culturally and economically. This development occurs through students who graduate and return to their communities or through the inter-generational transfer of knowledge through Māori-centred programmes offered at marae locations. Students gain knowledge and qualifications focused on social, economic and cultural transformation. Our networks and relationships developed with hapū and iwi nationally mean that a large number of iwi and marae have access to these developmental possibilities.

Kai Oranga, our new food sustainability programme (developed in partnership with He Waka Kai Ora – The Māori Organics Authority) continued to be popular especially with rural Māori communities wishing to reclaim Māori principles of food production for family sustenance and also for the validation of Māori ‘food science’ practices. The roll-out of this programme has been exciting and is phase one of a wider strategic goal to graduate Māori food scientists at doctoral level.

In 2017, we also reviewed three other programmes delivered through the School of Iwi Development: the Bachelor of Mātauranga Māori, Certificate in Customary Fishing and Certificate in Te Wai Māori. These reviews involved significant

consultation with hapū and iwi across Aotearoa and we were humbled by iwi support and most importantly the clear and consistent need identified by iwi leaders. Moreover, a resounding message was the need for higher qualifications that privileged iwi knowledge and iwi pedagogy complemented by western knowledge. As a result of this consultation we are currently in the process of developing an innovative undergraduate iwi qualification that will be the first of its kind in New Zealand.

In addition to new programme development, the school has focused on building leadership capability, with the appointment of staff who are passionate about quality programme delivery and who have the character to lead with integrity and accountability. A unique aspect of leadership within the school is having staff who are leaders in their communities, with many holding senior governance roles on iwi boards and trusts. This means our staff ‘walk the talk’ and are obligated across all aspects of their work-life to serve their students and communities in a way that is transformative.

Finally, in 2017, many of the staff in the school have completed higher qualifications and/or are enrolled in doctoral study. It was heartening to see the emerging research culture across the school with PBRF rateable research outcomes that make a meaningful contribution to practice and transformation for whānau, hapū and iwi.





SCHOOL OF UNDERGRADUATE STUDIES

2017 was a year of many highlights – amongst them marriages, graduations, new programmes, a pinning ceremony and increased use of newer technologies.

The delivery of a range of new sub-degree programmes from the New Zealand Qualifications Authority (NZQA) framework was a significant development for the School in 2017, with a focus on strengthening learning pathways from certificate to degree qualifications. These new programmes included Pōkaitahi Reo Levels 1 to 6, replacing the Awa Reo and Awa Tuapapa programmes; the New Zealand Certificate in Tourism Māori Levels 3 and 4, replacing the Hei Manaaki programme; and the replacement of the Ako ki Te Wānanga Bridging to Nursing and Education programmes with the New Zealand Certificate in Study and Career Preparation Levels 3 and 4. With the exception of the Pōkaitahi Reo programmes, which experienced strong enrolments particularly in Tāmaki, these new

programmes did not generate the expected enrolments. Strategies to improve awareness of these programmes have been identified for 2018.

Our first Whakatāne intake of student nurses on the Bachelor of Health Sciences nursing programme completed their third year and sat State Final Exams to become Registered Nurses. Some have already received job offers. In the pinning ceremony at the conclusion of their three-year journey the students were presented with a certificate and badge by Hemaima Hughes (past president of the Kaunihera o ngā Neehi Māori) and Donna Foxall (current president), and a Te Whare Wānanga o Awanuiārangi badge was presented by Director of Nursing Ngaira Harker. The pinning ceremony was a significant and emotional milestone for the students, and also Ms Harker, who has overseen the programme through its first three years. She leaves the wānanga early in the New Year for a new position in the Hawke's Bay.

The Bachelor of Education (Teaching) degree continues to see increased enrolments which is pleasing given the need to increase the numbers of Māori primary and early childhood teachers. The programme also welcomed Angela Karini, previously employed by NZQA, as the new National Programme Co-ordinator.

The Bachelor of Humanities saw the graduation of the first group of students from this revised degree, a milestone well celebrated.

This year three School staff – Dr Brian Tweed, Dr Miriama Postlewaite and Dr Les Jones – graduated with the degree of Doctor of Philosophy. We congratulate them on their achievement. All three teach on the Bachelor of Humanities

degree, along with Professor Patricia Johnston and Associate Professor Vaughan Bidois.

This year also saw increased integration of technology with teaching, especially the use eWānanga to facilitate online learning supported by video conferencing for tutorials and one-on-one learning. The technology also allows students who cannot attend in person to participate as a class member via video conference. Some taura found this method of learning challenging, which in turn challenges the School to examine how best, in this digital age, to facilitate learning and to ensure that our students can participate fully in the current and future digital world.



SCHOOL OF INDIGENOUS GRADUATE STUDIES

Our vision and philosophy in the School of Indigenous Graduate Studies is to provide academically and culturally relevant programmes that meet the needs of our communities. Driven by this vision, and guided by our institutional ūara, staff are committed to providing quality teaching and supervision that allows students to reach the highest possible levels of scholarship.

The School continued to see steady growth in 2017, particularly in our Doctor of Philosophy programme and the professional doctorate programmes – Doctor of Māori Development and Advancement, and Doctor of Indigenous

Development and Advancement. Part of this growth includes the enrolment of five staff from the Southern Institute of Technology into our PhD programme. Key highlights for the School continue to centre around the commitment shown by students to engage in research that contributes to positive outcomes for their whānau, hapū, iwi and communities. The increasing number of these produced in te reo Māori is a tangible reflection of this commitment and illustrates the sense of ownership on the part of students to grow the body of knowledge about Māori and indigenous perspectives, pedagogies, theories and frameworks.

INTERNATIONAL STUDENTS

Our work in supporting international indigenous students into higher levels of study was an area of significant growth for the School in 2017, as described below:

- Maui, Hawaii - we began a new cohort of students on our Doctor of Philosophy programme based on the island of Maui. The students were predominantly teaching faculty at Maui College, with two additional students (a Charter School principal and a Hawaiian language teacher) joining the programme during the year. Professor Nathan Matthews taught three block sessions in Hawaii, with students also able to engage through our online teaching and learning system.
- Washington State, USA - we commenced our 2nd cohort of students in the Doctor of Indigenous Development and Advancement programme. All of the students are active tribal members of Washington State Native American tribes, with many fulfilling leadership roles or work in tertiary education. We also enrolled one new student onto our Doctor of Philosophy programme. Our first cohort of students are nearing completion of their theses with one currently in examination, and the remainder due for completion in 2018.
- Fiji – As a result of our work with the Fiji Higher Education Commission (FHEC), we welcomed a group of their staff onto our PhD programme. The FHEC staff are currently engaged in a higher education improvement programme supported by the New Zealand Ministry of Foreign Affairs and Trade.

An exciting development during 2017 was formalising our agreement with the University of Washington Tacoma to support the ongoing provision of our Doctor of Indigenous Development and Advancement programme in Washington State, USA. As a result of the agreement, students are able to enrol onto our programme through the University of Washington Tacoma and have full access to facilities and support services at the University for the duration of their study.

Looking forward to 2018, a key piece of work for the School will be reviewing and redeveloping both of our masters programmes with a focus on improving access and relevance for our students - both in terms of structure and content. A key part of this redevelopment work will include a change from a 2-year Masters to a Post Graduate Diploma and a 1-year Masters thesis - post-graduate study options already available through many other institutions. This change is expected to significantly improve both retention and completion.



TĀMAKI AND TE TAI TOKERAU

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

In two short years, our commitment to meeting the needs of students and communities in Tāmaki and Te Tai Tokerau is producing positive outcomes, with enrolments growing from approximately 150 EFTS in 2015 to 750 EFTS in 2017. While we saw an increase in enrolments across most programmes over the past two years, enrolments in our new suite of te reo programmes (Level 1 to 6) were responsible for 32% of the overall EFTS delivered across Tāmaki and Te Tai Tokerau in 2017.

Pivotal to the growth experienced to date has been the focus on developing meaningful relationships with communities of high need and demand, employers and industry leaders. The time spent establishing and growing these relationships is a critical part of our strategy, ensuring that the programmes currently delivered in both regions reflect the unique needs and aspirations of their communities. These relationships will also play an important role in the next few years, as we engage in discussions about the potential to co-construct new programmes to improve the existing network of education provision across Tāmaki and Te Tai Tokerau. Awanuiārangī has an important part to play in this regard, as evidenced by the current demand for tertiary education provision informed by āhuetanga and tikanga Māori. Our ability to be agile and respond to current and future needs sees Awanuiārangī well positioned to make a significant contribution to the educational outcomes of those living in the Tāmaki and Te Tai Tokerau regions.

Other highlights from our Tāmaki and Te Tai Tokerau campuses in 2017 were an increase in staff resourcing to cater to the growing student population and exploring options to expand our presence in Tāmaki through securing an additional building. These two developments are exciting in that they reflect our long-term commitment to education delivery in Tāmaki and Te Tai Tokerau. Attracting high calibre staff with extensive connections to the communities we serve is a key focus for Awanuiārangī, with an emphasis on high-quality teaching and learning. Key appointments made in Tāmaki and Te Tai Tokerau during 2017, including an Academic Manager and National Programme Co-ordinator in Te Reo Māori, are aligned with our institutional focus on building a culture of excellence and innovation across the whole organisation.

However, the most powerful piece of evidence about the progress made across the two campuses in 2017 is the impact that participating in tertiary education has had on our students. The following story was shared by a staff member based at our Te Tai Tokerau campus:

A student enrolled in the New Zealand Certificate in Study and Career Preparation was initially reluctant to participate in tertiary education study due to poor experiences in education previously. The student not only successfully completed the programme but gained the confidence to apply to enrol in a Bachelor of Nursing programme in 2018.

Equal Opportunities

EQUAL EDUCATION OPPORTUNITIES

Te Whare Wānanga o Awanuiārangī is committed to ensuring that all students have the same opportunities to access, participate in and succeed in educational programmes. This commitment is reflected in the range of support services available to assist students throughout their educational journey toward a successful outcome.

SUPPORTING TAUIRA SUCCESS

Awahi Taurira

- provides targeted learning support and input into all programmes. Kanohi ki te kanohi (face to face) and e-Wānanga (online) support programmes are available to suit all needs.

Library & Information Services

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

Student Services

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

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.

HIGHLIGHTS

- \$163,000 distributed through student scholarships
- Deployed support services module in Artena to improve our ability to track the support services students are accessing
- Awahi Taurira Academic Adviser available in the Library to improve taurira access to academic learning support
- 440 new items catalogued and 23,617 walk-ins to the Library and Information Commons
- Advanced Voting Services (National Elections) available from the Library and Information Commons during September. This service was well-received by the community, with many taking the opportunity to look around the Library at the same time.
- Trial of new applications (Moodle application – offline mobile; and eAorangi – extended online campus) to increase student engagement with te reo Māori and engage the wider community and stakeholders.

Over the past year and a half Awahi Taurira has provided me with a welcoming environment within which to study and focus; printing, computer and internet resources to enable me to complete my studies; cups of tea and a fridge to cool my lunch keeping me refueled for the long days I would spend studying. Working independently as a masters student without regular classes can feel isolated at times. One of the benefits I valued therefore in having Awahi Taurira was that I was able to find peers on a similar kaupapa of learning and aspiration. Rather than study alone, I was able to feel a part of Awahi Taurira and have met and made friends with students from bridging through to PhD level.

I am writing this letter in support of the wonderful work the team from Awahi Taurira have provided to the taurira of Te Ōhanga Mataora Paetahi – over the last three years. Their involvement and input into the inception of the programme through to its first group of graduates has been pivotal in the sustainability and success of the programme thus far.



EQUAL EMPLOYMENT OPPORTUNITIES

A focus on equal employment opportunities ensures that Te Whare Wānanga o Awanuiārangī provides a supportive, safe and healthy environment conducive to quality teaching, research and community service. As an organisation, we have a range of policies and processes designed to provide equal employment opportunities for the recruitment, appointment, development and promotion of staff members. Key areas of focus in 2017 included:

HEALTH AND SAFETY: With the appointment of a Health and Safety Officer in 2016, significant progress has been made on establishing a health and safety framework that aligns with the Health and Safety at Work Act 2015. This includes governance documents, policies and procedures, work place engagement, monitoring and reporting. Key highlights for 2017 were:

- Implementation of BWARE Safety Manager - an online health and safety system and app that incorporates all incident reporting, training and refresher dates, risk/hazard identification and management for any sites, equipment and vehicle checks, contractor management, etc.
- Delivery of Marae Health and Safety Workshops - developing resources and information to support our marae communities.
- Development and implementation of comprehensive staff training programme - including bullying and harassment, critical incident management, fire warden, vehicle check, online driver safety.

RECRUITMENT AND SELECTION: A continued focus on recruiting new staff members with higher qualifications and the appropriate experience to enhance the quality delivery of programmes and service to students.

PROFESSIONAL DEVELOPMENT: Offered to staff yearly, under a published set of criteria aimed at increasing the qualification levels of staff in their respective fields of expertise. As a wānanga, staff are also encouraged to take up opportunities to improve their understanding of te reo Māori me ona tikanga. In 2017, 39 staff received professional development funding to undertake higher-level study and/or training relevant to their position at Awanuiārangī. Of these 39 staff, over 60% were enrolled in postgraduate study (20 at masters level and five at doctoral level).



As at 31 December 2017, Awanuiārangī had a total headcount of 227 staff and 214.06 full time equivalent staff.

The ethnic makeup of staff was predominantly Māori (87%), with the other 13% self-identifying with the following ethnic groups: NZ European - 11%, Pasifika - 0.5% and Other - 1.5%.

- 87% Māori
- 11% NZ European
- 0.5% Pasifika
- 1.5% Other

Staff	Headcount	FTE
EMPLOYMENT STATUS		
Number of casual staff	1	1
Number of Full-time staff	201	201
Number of Part-time staff	25	12.06
EMPLOYMENT GROUP		
Academic Staff	126	115.82
General staff	101	98.23
GENDER		
Female	147	138.2
Male	80	98.23

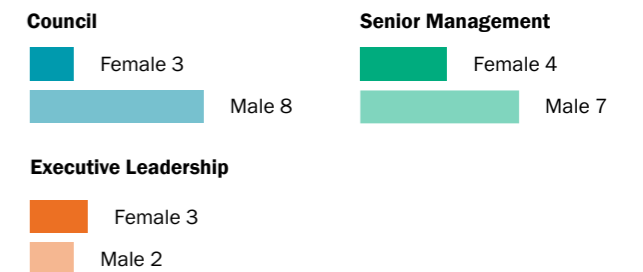
AGE PROFILE OF STAFF



- 7% Under 30 years
- 43% 30-49 years
- 33% 50-59 years
- 10% 60-64 years
- 7% Over 65 years

COUNCIL AND SENIOR MANAGEMENT

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



Research and Innovation

Te Whare Wānanga o Awanuiārangī has maintained its focus on extending our research activity and interests. Part of this process has been to increase externally funded research endeavour as well as raising our research profile and reputation. As in the past, we have deliberately engaged in translational research – studies that are based on the needs of our communities and that will measurably contribute to Māori development, student teaching and learning, as well as supporting research that is able to integrate kaupapa Māori and western modes of inquiry.

While Awanuiārangī has been successful in growing our participation in externally funded research in 2017, it is important to note that we still rely heavily on government funding – specifically the Wānanga Research Capability Fund and PBRF – to provide for the basic research infrastructure of the wānanga. This infrastructure includes costs associated with resourcing our research office; growing staff capabilities to engage in research activity (with a focus on PBRF) e.g. participating in research projects and attending conferences; and, as in previous years, offering post-doctoral fellowships to encourage research activity in areas that align with the research priorities of the wānanga and the communities we serve.

PLATFORMS OF RESEARCH ENDEAVOUR

Te Whare Wānanga o Awanuiārangī is unique to the extent that it employs large numbers of Māori who are PhD credentialed. Moreover, it is an organisation that offers PhD qualifications as part of a broader programme delivery. As a consequence, Awanuiārangī staff and students are engaged in a range of research endeavours across a broad spectrum of interests.

In the past year, a number of staff have been supported by AKO Aotearoa to investigate teaching and learning opportunities for our students. Three relatively diverse projects have been supported. Each has a common theme of identifying ways in which student outcomes can be enhanced through the design of more innovative teaching pedagogies.

Research into Māori language use and revitalisation has also been a focus. Staff have continued to explore ways in which te reo Māori can be nurtured and sustained and have been especially active in creating repositories of language discourse. Staff have participated in national language forums, such as Te Mātāwai, presented at conferences, and developed oral, written, and digital resources. Participation in the National Science Challenges has been particularly exciting and as we look to explore how Te Reo Māori and notions of resilience intersect.

We will also be leading a major collaboration between Te Whare Wānanga o Awanuiārangī, Auckland University, Waikato University, Otago University, and the Auckland Museum. This investigation will be unique in that it utilises sophisticated statistical techniques to identify strategies for Māori language revitalisation. Data for this study will be drawn from the Growing Up in New Zealand Longitudinal Research Programme and from a sample of more than 6,000 tamariki.

Research into technology and innovation will become a major focus of our organisation as we seek to better position our communities for future opportunities. Our Tech Pa and RoboPa initiatives have been key to achieving these goals and we have in the past year received research and development funding to support these types of initiatives. We are also involved in a collaboration with Wrestler which will see the development of novel 3D, augmented and virtual reality experiences within a kaupapa Māori frame. This will be a world first, which signals our intention to further develop our profile within the technology and innovation space.

A number of staff have also been involved in environmental research. This has further highlighted our desire to become more actively engaged in STEM-related programmes and to provide staff and student opportunities in these areas. A collaboration between Te Rūnanga o Ngāti Awa and Te Whare Wānanga o Awanuiārangī on bio-remediation provides a useful example of how science and mātauranga Māori are able to intersect without conflict or compromise. Other studies into disaster research and tsunami preparedness have also received external research funding, which has enabled us to further build our research collaborations.

Over the past several years our investments in the health area have grown, which is perhaps best illustrated in the growth and development of our nursing programme. We are fortunate that Te Whare Wānanga o Awanuiārangī now employs significant numbers of clinical staff and this is now reflected in our current research activities. To this end, staff are presently engaged in a number of externally funded health research programmes. These range from research into ear infections and neurology, to studies into dementia and mental health. Into the future, it is likely that our interest and success in health research will continue as we explore more innovative ways to improve health outcomes for Māori.





COLLABORATION

Collaboration with other tertiary providers will continue to be a focus for our organisation as will maintaining our links with our communities, iwi, and other Māori organisations. As noted previously, we are currently engaged in a number of collaborative research endeavors including work with Auckland University, Waikato University, Otago University, Auckland University of Technology, Massey University and Victoria University. We are also exploring collaborative opportunities with other wānanga and especially research that supports outcomes for Māori students. We are working with Māori health providers to better meet their workforce needs and have actively sought to build research activity in this space.

Internationally, we have maintained our existing relationships with indigenous researchers in the Pacific, Australia, Canada, and the United States. New partnerships have also been established in Taiwan as we look to extend our international research collaborations.

As we seek to ensure that our research informs both policy and Māori development we have worked to engage Government and strategy organizations in our research platforms. This will ensure that our research is able to inform existing national initiatives and guide future policy developments. To this end, we have formal research arrangements with Te Puni Kōkiri, the Māori Language Commission, Te Mātāwai, the Ministry of Education, the Ministry of Health, the Joint Centre for Disaster Research, and Te Whānau o Waipareira Trust.

PBRF AND STAFF DEVELOPMENT

A new PBRF manager was appointed last year to ensure that we are well positioned for the upcoming PBRF round. We are confident in our staff's ability to perform well in this process and look forward to extending our past PBRF results. Into the future, we will look to better formalise our existing PBRF systems to ensure that our research outputs and investments are able to take full advantage of the PBRF processes and requirements. Part of this process will be to ensure that opportunities to publish (in particular) are provided and that contributions to the research environment are identified and afforded appropriate recognition.

INCREASING RESEARCH INVESTMENT

Staff at Te Whare Wānanga o Awanuiārangī have done much to profile the organisation through their research - to provide opportunities for our students, to contribute to national and international policy and strategy, and to align our activities with the needs of our communities. Into the future, we are likely to build on this success and to reorganise our internal processes and investments to ensure that we are able to take full advantage of the current and future research environment.

Part of this process will be to invest more into our collaborations with other institutions and organisations, to increase our current levels of grant writing support, and to encourage staff to explore opportunities for external research investment.

International Outreach

International education is recognised in the Tertiary Education Strategy 2014 – 2019 (TES) as providing an important opportunity to improve the value delivered by tertiary education. More specifically, the TES promotes the role of international education in helping to enhance teaching and research, share knowledge, build human capital, and realise other wider benefits to New Zealand's international relationships and trade.

Albeit small in comparison to other institutions, Te Whare Wānanga o Awanuiārangī is engaged in providing education services offshore – Hawaii, USA and Fiji - with a focus on contributing to the increasing number of indigenous students participating in post-graduate study. A key strategy in developing our international presence has been to activate our long-standing relationships with other indigenous communities to develop global solutions for the opportunities and challenges facing Māori and other indigenous peoples. The growth in our international student EFTS in the past year is an encouraging sign of our credibility with our international partners in providing quality, relevant programmes that align with their own cultural values and aspirations.



CROSS CULTURAL INDIGENOUS KNOWLEDGE EXCHANGE PROGRAMME

In the past year, Awanuiārangī hosted four students as part of the Cross Cultural Indigenous Knowledge Exchange, made possible through the Queen Elizabeth II Diamond Jubilee Scholarships awarded to students from Canada and other Commonwealth countries. The aim of the exchange programme is to facilitate community engagement across the Commonwealth, with scholars encouraged to learn about different cultures and create projects and actions that impact the world.



Danielle Hohnisch – a Metis student in the Bachelor of Arts in First Nations Studies at the University of British Columbia.

Interests: decolonizing praxis and pedagogy, cultural regeneration and integration, and traditional aboriginal medicine and healing.

Danielle spent time exploring the experiences of indigenous students in various educational settings during her time in Whakatāne, including Whakatāne High School.



Chris Severight – a Cree/Sioux student from Muskowekwan First Nation, Masters of Social Work at the University of Northern British Columbia.

Interests: cultural revitalisation, indigenous youth in care

Chris undertook work experience with Ngāti Awa Social and Health Services during his time in Whakatāne.



Devin Russell - from Gitsegukla in British Columbia, Canada from the house of Luuxhon. He is a chief within his house group, named Sait ihlee'etkw (The Red Fur of the Wolf) and studying a Bachelors of First Nations studies.

Interests: language and cultural revitalisation.

Devin spent time doing work experience at Whakatane High School.



Barbara Armstrong - graduate student in First Nations Studies from the University of Northern British Columbia, Canada.

Interests: transforming health care for Indigenous Elders, with an emphasis on how health can be promoted through traditional ways of knowing and reconnecting with the land.

Barbara spent time with various Māori health providers during her time in Whakatāne.



UNIVERSITY OF WASHINGTON, TACOMA

In March, we received a contingent from the University of Washington Tacoma including the Chancellor, Dr Mark Pagano and his Senior Academic Leadership team. The visit was a reciprocal trip, with Awanuiārangī having visited in 2016 to investigate a relationship between the two institutions centred around post-graduate studies. During his 2017 visit, Chancellor Pagano signed a Memorandum of Understanding with Awanuiārangī, signalling an intention to formalise arrangements to support students accessing our International Professional Doctorate (Prof Doc) and PhD programmes.

In October, Chief Executive Professor Wiremu Doherty and Professor Nathan Matthews visited the University of Washington Tacoma to finalise the agreement. The main benefit of the agreement is that native students will be able to enrol onto our Prof Doc programme through the University of Washington, making it easier for the tribes to fund their students. The agreement

will also give our students access to University of Washington facilities and support services while they study. It greatly improves access to the programme which should result in an increase in numbers in subsequent intakes. Further meetings were held with academic staff around potential teaching and research collaborations, with a focus on sustainability.

In 2017, Awanuiārangī also commenced a second cohort of the Doctor of Indigenous Development and Advancement in Washington State. The seven students come from the Makah, Lummi, Tulalip, Yakama, Puyallup, Suauamish, Chowanoke and Snohomish tribes and all have leadership roles within their tribes, communities and professions. Three teaching block sessions were held in Washington State over the year, and the students travelled to Whakatāne to attend the fourth teaching block in October alongside the domestic Professional Doctorate students.

MAUI COLLEGE, UNIVERSITY OF HAWAII

In June, Professor Nathan Matthews delivered the first block teaching session to the inaugural Professional Doctorate cohort from Maui Community College, University of Hawaii. Chief Executive Professor Wiremu Doherty was in attendance for this historic occasion, which resulted from meetings held with Chancellor Lui Hokoana in October of the previous year. Following the June visit, Professor Matthews travelled to Hawaii in October and December to deliver the second and third teaching blocks to the six students enrolled in the Hawaii cohort.



DR DOSEENA FERGIE, 2016 CHURCHILL FELLOW

In September, Te Whare Wānanga o Awanuiārangī hosted Aboriginal and Torres Strait Islander nurse, researcher and teacher Dr Doseena Fergie. Dr Fergie, who is of Wuthathi, Mabuiag Island and Ambonese descent, visited Awanuiārangī as part of her 2016 Churchill Fellowship, a research fellowship to support her work in networking, sharing and exchanging knowledge with elders from indigenous nations around the world, including Finland, UK, Canada, USA and New Zealand.

Dr Fergie gave a presentation to students of Te Ōhanga Mataora Paetahi, Bachelor of Health Science Māori (Nursing), based on her experience as a nurse, midwife, maternal and child health nurse and in management and clinical services.

She coordinated the Aboriginal Health Team in Melbourne's Outer Eastern Metro Region for 11 years and built up the Aboriginal workforce team, and now lectures in Aboriginal health at the Australian Catholic University in Fitzroy. She has a PhD in Aboriginal Women's Business and was recently inducted into the prestigious 2016 Victorian Women's Roll of Honour.

Awanuiārangī Director of Nursing Ngaira Harker said it was valuable for nursing students to have the opportunity to learn first-hand about indigenous health issues from internationally respected indigenous nurses. Dr Fergie was also interested to learn more about the Awanuiārangī nursing degree, and was left inspired by both the programme and the kaupapa.

A Year at Awanuiārangi



January

Awanuiārangi hosted a group of international students from Frontiers Abroad, a United States undergraduate programme focused on geological, environmental and biological science. The key focus for the group during their time in New Zealand was learning about kaitiakitanga and how Māori ensure the viability of land and resources for future generations.



February

February saw the establishment of Te Āwheonui: Centre for Professional Learning and Development, a Ministry of Education accredited provider of Professional Learning and Development. Te Āwheonui's focus is to support principals, teachers, boards of trustees, and whānau to address the educational challenges facing our rangatahi and communities, ensuring a better future for all.



March

Tokorau – Institute of Indigenous Innovation and Design was successful in securing \$30,000 as part of MBIE's Unlocking Curious Minds Contestable Fund to run RoboPa, a robotics initiative designed to engage Māori students in Science, Technology, Engineering and Maths (STEM). RoboPa is a portable maker space where students engage with modern technologies, software and equipment designed to challenge them to solve increasingly complex computational tasks in a supportive team environment.



April

Three nursing students were awarded Eastern Bay Primary Health Alliance Janet Maloney-Moni Nursing and Medical Scholarships, in honour of New Zealand's first Māori nurse practitioner – the late Janet Maloney-Moni of Whakatōhea. Full scholarships were awarded to first year student Tina Black and third year student Aroha Hurkman, with a partial scholarship awarded to third year student Kaysea Cronin.



May

Hekenukumai (Hec) Busby of Te Rārawa, Ngāti Kuri and Ngāti Kahu received an Honorary Doctorate of Philosophy (Honoris Causa) in Māori Development for outstanding academic achievement and endeavour in the science of navigation, waka construction and voyaging in the Pacific. Recognised internationally as a leading figure in the revival of ancient Polynesian navigation and ocean voyaging techniques, Hec Busby has built more than 30 vessels and continues to make a significant contribution to waka construction, voyaging and navigation throughout the Pacific.



June

In June, a small delegation of staff from Awanuiārangi travelled with Ako Aotearoa Director Dr Stanley Frielick to Suva to sign a Memorandum of Understanding and contract for services being jointly provided to the Fiji Higher Education Commission (FHEC). The MoU signing was attended by all FHEC staff as well as representatives from the Ministry of Foreign Affairs.



July

Te Whare Wānanga a Awanuiārangī and creative video and virtual reality agency Wrestler secured funding from the New Zealand Film Commission to develop a virtual reality (VR) experience. The VR experience titled Te Tahī o te Rangī will be a visually stunning journey and interactive kōrero pūrākau (story) made in association with Ngāti Awa and the Mātaatua whareniui. Audiences will be able to explore and marvel at ancient Māori stories brought to life in VR.

August

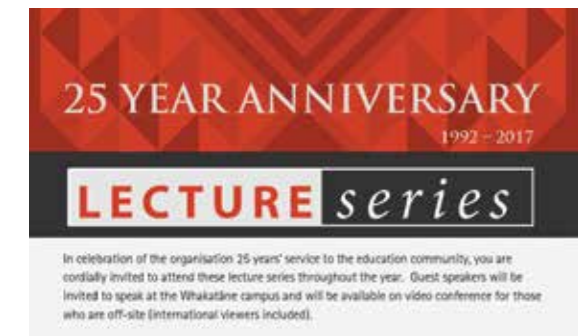
In late August, Sir Hirini Moko Mead presented a lecture entitled Mātauranga Māori: Te Mahi, Te Mōhio, Te Māramatanga - Mātauranga Māori: Doing, Knowing and Understanding at our Public Professional Lecture Series celebrating the 25th anniversary of Awanuiārangī. The lecture was warmly received, with more than 50 people in attendance and approximately 65 watching online.

September

Efforts to get more people speaking te reo Māori were stepped up in Auckland with the help of Te Whare Wānanga o Awanuiārangī. The wānanga assisted the Auckland and Waitemata district health boards to deliver a targeted week-long programme to their 17,000 staff for Te Wiki o Te Reo Māori. The district health boards joined forces with Awanuiārangī as a step toward a wider and more sustained use of te reo Māori across their services.

October

A literacy programme introduced to students in Apanui Primary School's bilingual unit Te Whānau a Awatope improved writing skills and strengthened whānau relationships. Tuhi Atū Tuhi Mai supports students to improve their writing by exchanging weekly letters with a whānau member. Supported by Te Āwheonui: Centre for Professional Learning and Development, the school was delighted with the results, with all the Year 2 to Year 4 students experiencing a marked improvement in their writing skills.



November

Te Kura o Te Teko outshone 56 other primary schools to win Te Mana Kuratahi, the national kapa haka championships in Tūranga Nui a Kiwa (Gisborne) in early November. Awanuiārangī te reo kaiako Haturini McGarvey composed the group's winning haka, while cultural advisor Reremoana Pitau and his son, Awanuiārangī student Tyler Pitau, composed the waiata-ā-ringa. Called to the school for a celebration of the kapa haka achievement, the three were shocked to find themselves the focus of attention at a surprise ceremony attended by the whole school. "When we entered the hall, the winning kapa were on stage, there was a mihi to us and karakia, and the kapa performed the winning items," Mr McGarvey said. "Then we were given the great honour of being gifted the taonga for the haka and the waiata-ā-ringa to look after for two years. We were completely shocked and very humbled and proud to receive such an acknowledgement and to be entrusted with these taonga."

December

Executive Director of Research and Innovation Professor Te Kani Kingi travelled to Taiwan at the invitation of Associate Professor Jolan Hsieh, Director of the Center for International Indigenous Affairs (CIIA) at National Dong Hwa University, to explore opportunities for collaborative research activities and student exchanges. Awanuiārangī hosted a group of faculty members, post-doctoral fellows and graduate students representing the CIIA in October, as part of a wider agenda to deepen existing connections and to promote substantial partnership opportunities between Taiwan and target countries.



Financial Review

FOR THE YEAR ENDED 31 DECEMBER 2017

In line with the financial strategy of lifting performance and delivering sustainable surpluses, Awanuiārangi has delivered an operating surplus for the sixth consecutive year. As can be seen in much greater detail in the financial statements, this continuing success leaves the wānanga in sound financial health.

Revenue was \$4.0 million (12%) less than budget mainly due to the unplanned delays in commencing key programmes and lower enrolments than budgeted, with the actual EFTS claimed in the year being 641 (19%) less than budgeted.

It should be noted that the EFTS and revenue referred to in this review are calculated under the Public Benefit Entity (PBE) accounting standards. These EFTS will therefore be different to those disclosed in the Statement of Service Performance which are based on the TEC rules. Awanuiārangi acknowledges the positive progress made to not only improve on our 2016

result but to achieve our 2017 EFTS target. The growth of 241 EFTS based on the TEC rules from 2016 to 2017 is a positive step to growing the organisation's EFTS base.

This decrease in revenue was partially offset by a \$3.5 million (11%) decrease in expenditure as a direct result of lower delivery costs and a focus on enacting efficiencies and cost savings early in the year when the likelihood of reduced EFTS was identified.

Despite the lower enrolments and revenue, Awanuiārangi was able to return a surplus of \$0.26 million (1% gross margin).

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

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

5 Year Financial Summary

	2017 Actual	2017 Budget	2016 Actual	2015 Actual	2014 Actual	2013 Actual
Equivalent Full-Time Students	2,702	3,343	3,252	2,363	3,038	3,497
Revenue (\$000)	29,484	33,514	31,739	25,524	28,789	28,049
Expenditure (\$000)	29,223	32,684	28,948	25,101	26,486	26,212
Surplus (\$000)	261	830	2,791	423	2,303	1,837
Total Assets (\$000)	63,028	59,179	64,311	55,714	55,473	55,993
Total Liabilities (\$000)	8,017	2,803	8,764	7,062	6,308	10,337
Equity (\$000)	55,011	56,376	55,547	48,652	49,165	45,656
Working Capital (\$000)	18,310	20,715	19,768	16,240	16,148	13,030
Cash and Other Financial Assets (\$000)	19,646	14,879	20,079	20,043	20,738	21,570

Laurissa Cooney

BMS (Hons), CA
CHIEF FINANCIAL OFFICER
Te Whare Wānanga o Awanuiārangi

Audit Report

INDEPENDENT AUDITOR'S REPORT

To the readers of Te Whare Wānanga O Awanuiārangi's financial statements and statement of service performance for the year ended 31 December 2017

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

Opinion

We have audited:

- the financial statements of the Wānanga on pages 81 to 113, that comprise the statement of financial position as at 31 December 2017, 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 114 to 125.

In our opinion:

- the financial statements of the Wānanga on pages 81 to 113:
 - present fairly, in all material respects:
 - its financial position as at 31 December 2017; 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 114 to 125 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 2017.

Our audit was completed on 26 April 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of 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 of service performance.

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

Te Mana Whakahaere is responsible for the other information. The other information comprises the information included on pages 1 to 76, 80 and 126 to 128, 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 engagement, we have no relationship with or interests in the Wānanga.



B H Halford

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

Statement of Responsibility

FOR THE YEAR ENDED 31 DECEMBER 2017

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

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

In our opinion, these financial statements and statement of service performance fairly reflect the financial position and operations of Te Whare Wānanga o Awanuiārangī for the year ended 31 December 2017.

Signed by:



Distinguished Professor Sir Sidney
Moko Mead

Date: 26 April 2018



Professor Wiremu Doherty
Chief Executive Officer

Date: 26 April 2018

Statement of Comprehensive Revenue and Expense

FOR THE YEAR ENDED 31 DECEMBER 2017

	Note	Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
REVENUE				
Government grants	2(i)	22,983	26,369	25,485
Tuition fees	2(ii)	3,346	4,308	3,102
Other revenue	2(iii)	3,155	2,837	3,152
Total Revenue		29,484	33,514	31,739
EXPENSES				
Personnel costs	3	16,751	18,057	16,240
Depreciation expense	8	1,574	1,453	1,301
Amortisation expense	9	177	304	185
Other expenses	4	10,721	12,870	11,222
Total expenses		29,223	32,684	28,948
Surplus		261	830	2,791
OTHER COMPREHENSIVE REVENUE AND EXPENSE				
<i>Items that will not be reclassified to surplus</i>				
Impairment of revalued assets	14	(435)	0	0
Property revaluations	14	0	0	4,118
Total other comprehensive revenue and expense		(435)	0	4,118
Total comprehensive revenue and expense		(174)	830	6,909

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

Statement of Financial Position

AS AT 31 DECEMBER 2017

	Note	Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
ASSETS				
Current assets				
Cash and cash equivalents	5	4,054	3,000	5,210
Receivables	6	6,495	8,335	8,149
Other financial assets	7	15,592	11,879	14,869
Inventories		42	42	42
Prepayments		144	262	262
Total current assets		26,327	23,518	28,532
Non-current assets				
Property, plant and equipment	8	35,812	34,450	35,231
Intangible assets	9	889	1,211	548
Total Non-current Assets		36,701	35,661	35,779
Total Assets		63,028	59,179	64,311
LIABILITIES				
Current Liabilities				
Payables	10	5,122	1,302	6,166
Deferred revenue	11	1,038	0	885
Employee entitlements	12	1,857	1,501	1,713
Total Current Liabilities		8,017	2,803	8,764
Total Liabilities		8,017	2,803	8,764
Net Assets		55,011	56,376	55,547
EQUITY				
General funds	14	48,950	49,517	48,689
Property revaluation reserves	14	5,909	6,344	6,344
Restricted reserves	14	152	515	514
Total Equity		55,011	56,376	55,547

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

Statement of Changes in Equity

FOR THE YEAR ENDED 31 DECEMBER 2017

	Note	Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
Balance at 1 January		55,547	55,546	48,652
Total comprehensive revenue and expense		(174)	830	6,909
<i>Other equity movements</i>				
Movement in restricted reserves		(362)	0	(14)
Balance at 31 December	14	55,011	56,376	55,547

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

Statement of Cash Flows

FOR THE YEAR ENDED 31 DECEMBER 2017

Note	Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from government grants	23,511	26,181	19,787
Receipts from tuition fees	3,284	3,424	2,279
Interest received	776	600	656
Receipts from other revenue	2,405	2,236	3,205
Payments to employees	(16,234)	(18,291)	(14,798)
Payments to suppliers	(11,544)	(17,712)	(10,246)
Goods and services tax (net)	462	0	(28)
Net cash flow from operating activities	2,660	(3,562)	855
CASH FLOWS FROM INVESTING ACTIVITIES			
Receipts from sale of property, plant and equipment	25	0	1
Purchase of property, plant and equipment	(2,596)	(671)	(569)
Purchase of intangible assets	(521)	(967)	(251)
(Acquisition) / disposal of Term deposits	(723)	2,990	3,178
Net cash flow used in investing activities	(3,816)	1,352	2,359
Net (decrease) / increase in cash and cash equivalents	(1,156)	(2,210)	3,214
Cash and cash equivalents at the beginning of the year	5,210	5,210	1,996
Cash and cash equivalents at the end of the year	5	3,000	5,210

Equipment totalling \$nil (2016: nil) was acquired by means of finance leases during the year
 Explanations of major variances against budget are provided in Note 18.
 The accompanying notes form part of these financial statements.

Statement of Cash Flows (continued)

FOR THE YEAR ENDED 31 DECEMBER 2017

RECONCILIATION OF SURPLUS TO THE NET CASH FLOW FROM OPERATING ACTIVITIES		
	2017 \$000	2016 \$000
SURPLUS	261	2,791
Add/(less) non-cash items:		
Depreciation and amortisation expense	1,751	1,486
Transfer to/(from) Restricted Reserves	(363)	(14)
Other non-cash expenses	0	0
Total non-cash items	1,388	1,472
ADD/(LESS) ITEMS CLASSIFIED AS INVESTING OR FINANCING ACTIVITIES:		
(Gains)/losses on disposal of property, plant and equipment	(19)	(3)
(Gains)/losses on disposal of intangible assets	4	87
Total items classified as investing or financing activities	(15)	84
ADD/(LESS) MOVEMENTS IN WORKING CAPITAL ITEMS:		
(Increase)/decrease in receivables	1,655	(5,020)
(Increase)/decrease in inventories	0	0
(Increase)/decrease in prepayments	118	(174)
Increase/(decrease) in payables	(1,044)	308
Increase/(decrease) in deferred revenue	153	885
Increase/(decrease) in current employee entitlements	144	509
Net movement in working capital items	1,026	(3,492)
Net cash flow from operating activities	2,660	855

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

Notes to the Financial Statements

FOR THE YEAR ENDED 31 DECEMBER 2017

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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 2017, and were authorised for issue by the Wānanga on 26 April 2018.

BASIS OF PREPARATION

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

STATEMENT OF COMPLIANCE

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

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

These financial statements comply with PBE Standards.

PRESENTATION CURRENCY AND ROUNDING

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

STANDARDS AND AMENDMENTS ISSUED AND NOT YET EFFECTIVE THAT HAVE BEEN EARLY ADOPTED

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

Impairment of Revalued Assets

In April 2017, the XRB issued Impairment of Revalued Assets (Amendments to PBE IPSASs 21 and 26), which now scopes in revalued property, plant, and equipment into the impairment accounting standards. Previously, only property, plant, and equipment assets measured at cost were scoped into the impairment accounting standards.

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

1. STATEMENT OF ACCOUNTING POLICIES (CONTINUED)

STANDARDS ISSUED AND NOT YET EFFECTIVE AND NOT EARLY ADOPTED

Service Performance Reporting

In November 2017, the XRB issued PBE FRS 48 Service Performance Reporting. The standard is effective for annual financial reports covering periods beginning on or after 1 January 2021, with early application permitted.

This standard applies to the Wānanga in preparing the 31 December 2021 financial statements. The Wānanga has not yet evaluated the impact of this standard, but will be considering the standard when preparing the 31 December 2021 financial statements.

Other amendments

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

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.

1. STATEMENT OF ACCOUNTING POLICIES (CONTINUED)

CRITICAL ACCOUNTING ESTIMATES AND ASSUMPTIONS

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

- Estimating the fair value of land 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, based on the number of eligible students enrolled in the course at that date and the value of the course.

Tuition fees

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

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

Performance-Based Research Fund (PBRF)

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

2. REVENUE (CONTINUED)

Research revenue

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

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

Other grants received

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

Donations, bequests, and pledges

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

Sales of goods

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

Provision of services

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

Accommodation services

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

Interest

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

CRITICAL JUDGEMENTS IN APPLYING ACCOUNTING POLICIES

Distinction between revenue and capital contributions

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

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

2. REVENUE (CONTINUED)

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.

	2017 \$000	2016 \$000
(i) BREAKDOWN OF GOVERNMENT GRANTS		
Student Achievement Component (SAC) funding	19,434	22,006
Adult and Community Education (ACE) funding	2,166	1,899
Other grants	1,383	1,580
Total Government grants	22,983	25,485
(ii) BREAKDOWN OF TUITION FEES		
Fees from domestic students	2,954	3,017
Fees from international students	392	85
Total tuition fees	3,346	3,102
(iii) BREAKDOWN OF OTHER REVENUE		
Research contract revenue	494	186
Interest revenue	643	776
Gain on disposal of property, plant and equipment	15	3
Koha and donations received	9	6
Rent received	71	55
Commercial Contract revenue	1,225	1,855
Transfers from / (to) restricted reserves	363	80
Other revenue	335	194
Total other revenue	3,155	3,152

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

	2017 \$000	2016 \$000
Academic salaries	9,107	8,593
General wages and salaries	6,343	6,047
Research staff salaries	235	84
Employer contributions to Kiwisaver pension scheme	361	313
Other personnel expenses	705	1,203
Total personnel costs	16,751	16,240

Council member remuneration

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

	2017 \$	2016 \$
S. Mead (Chairperson)	26,964	25,479
L. Harvey (Deputy Chairperson)	17,340	15,115
A. Bonne Term ended in June 2016	0	1,920
M. Dickson Deceased 2016	0	640
M. Dodd	13,872	14,812
W. Gardiner	21,964	0
R. Kirikiri	13,872	10,012
J. Mason	13,872	8,092
T. Merito	13,872	9,692
T. Pook	13,872	9,372
C Tawhiao	13,872	8,092
A. Temara	13,872	6,224
B. Tunui New Appointment in September 2017	1,027	0
W. Vercoe Term ended in June 2016	0	1,600
A.von Tunzelmann	13,872	14,492
Total remuneration of Council	178,271	125,542

The 2017 payments to W. Gardiner consists of \$13,872 remuneration for 2017 and \$8,092 settlement of underpayments from 2016.

No Councillor received compensation or other benefits in relation to cessation (2016: \$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

	2017 \$000	2016 \$000
Fees to auditor:		
Fees to Audit New Zealand for audit of financial statements	110	107
Fees to Audit New Zealand for other services	6	0
Operating lease payments	367	314
Repairs and maintenance	165	151
Other occupancy costs	873	880
Information technology	616	571
Grants and scholarships	176	168
Advertising and public relations	278	364
Insurance premiums	169	150
Consultants, contractors, and legal fees	653	547
Office costs	689	642
Travel and accommodation	1,124	1,083
Other course-related costs	5,049	5,803
Provision for uncollectability of receivables (Note 6)	90	45
Other operating expenses	356	400
Total other expenses	10,721	11,225

Fees accrued to Audit New Zealand for other services in 2017 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 2017 (2016: \$nil).

Operating leases as lessee

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

	2017 \$000	2016 \$000
Not later than one year	689	710
Later than one year but not later than five years	1,351	1,203
Later than five years	0	0
Total non-cancellable operating leases	2,040	1,913

The total of minimum future sublease payments expected to be received under non-cancellable subleases at balance date is \$nil (2016: \$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.

4. OTHER EXPENSES (CONTINUED)

Operating leases as lessor

The Wānanga leases office space on the main campus to another TEI. This lease has a non-cancellable term of 24 months which expired in 2017 and is under negotiation. The future aggregate minimum lease payments collectable under non-cancellable operating leases are as follows:

	2017 \$000	2016 \$000
Not later than one year	0	22
Later than one year	0	0
Total non-cancellable operating leases	0	22

No contingent rents have been recognised during the year.

5. CASH AND CASH EQUIVALENTS

ACCOUNTING POLICY

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

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

BREAKDOWN OF CASH AND CASH EQUIVALENTS AND FURTHER INFORMATION

	2017 \$000	2016 \$000
Cash at bank and on hand	3,045	5,210
Call deposits	1	0
Term deposits with maturities less than 3 months at acquisition	1,008	0
Total cash and cash equivalents	4,054	5,210

6. RECEIVABLES

ACCOUNTING POLICY

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

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

6. RECEIVABLES (CONTINUED)

BREAKDOWN OF RECEIVABLES AND FURTHER INFORMATION

	2017 \$000	2016 \$000
<i>Receivables from non-exchange contracts</i>		
Student fee receivables	2,152	2,139
Less: Provision for impairment	(161)	(270)
Receivable for current year SAC revenue	4,051	5,517
Research receivables	94	0
Total receivables from non-exchange contracts	6,136	7,386
<i>Receivables from exchange contracts</i>		
Interest accrued	291	424
Research receivables	0	0
Other receivables	191	451
Less: Provision for impairment	(123)	(112)
Total receivables from exchange contracts	359	763
Total receivables	6,495	8,149

Fair value

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

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

Assessment for uncollectability

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

	2017			2016		
	Gross \$000	Provision for uncollectability \$000	Net \$000	Gross \$000	Provision for uncollectability \$000	Net \$000
Not past due	840	0	840	910	0	910
Past due 1-30 days	0	0	0	2	0	2
Past due 31 -60 days	0	0	0	0	0	0
Past due 61-90 days	0	0	0	0	0	0
Past due over 90 days	1,406	(161)	1,245	1,227	(270)	957
Total	2,246	(161)	2,085	2,139	(270)	1,869

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

6. RECEIVABLES (CONTINUED)

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

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

	Student Fees \$000	Other Receivables \$000	Total Uncollectability \$000
Balance as at 1 January 2016	223	119	342
Additional provisions made during the year	47	0	47
Provisions reversed during the year	0	(7)	(7)
Prior Year receivables written-off during the year	0	0	0
Balance as at 31 December 2016	270	112	382
Additional provisions made during the year	81	9	90
Provisions reversed during the year	(83)	0	(83)
Prior Year receivables written-off during the year	(107)	0	(107)
Balance as at 31 December 2017	161	121	282

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

7. OTHER FINANCIAL ASSETS

ACCOUNTING POLICY

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

Term deposits

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

BREAKDOWN OF OTHER FINANCIAL ASSETS AND FURTHER INFORMATION

	2017 \$000	2016 \$000
Current portion		
Term deposits	15,592	14,869
Total current portion	15,592	14,869
Total other financial assets	15,592	14,869

Impairment

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

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

Non-exchange transactions

There are no assets recognised in respect of non-exchange transactions that are subject to restrictions (2016: \$nil).

8. PROPERTY, PLANT AND EQUIPMENT

ACCOUNTING POLICY

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

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

Revaluations

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

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

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

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

Additions

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

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

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

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

Disposals

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

Depreciation

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

8. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

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

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

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

Impairment of property, plant and equipment held at cost

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

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

Value in use for non-cash-generating assets

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

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

Value in use for cash-generating assets

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

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

CRITICAL ACCOUNTING ESTIMATES AND ASSUMPTIONS

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

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

8. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

CRITICAL JUDGEMENTS IN APPLYING ACCOUNTING POLICIES (CONTINUED)

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 intensively. This adjustment was a reduction of 10% to the leased land.

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

Buildings

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

Depreciated replacement cost is determined using a number of significant assumptions. Significant assumptions used in the 31 December 2016 valuation 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. Construction costs range from \$1574 to over \$6000 per square metre for high quality purpose built buildings. The cost applied was dependant on the nature of the specific asset valued.

- The main buildings are recently completed and there has been no notification of any earthquake 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 31 December 2016 valuation include market values from recent sales of comparable buildings.

An independent impairment review at the year-end found that the carrying value of one of the buildings exceeded the market-based value by \$435,450. The carrying value has been reduced to the market-based value and \$435,450 has been debited to the asset revaluation reserve for buildings.

8. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

CRITICAL JUDGEMENTS IN APPLYING ACCOUNTING POLICIES (CONTINUED)

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

	2017 \$000	2016 \$000
Depreciated replacement cost	23,244	24,071
Market-based value	3,554	2,083
Total carrying value of buildings	26,798	26,154

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

Finance leases

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

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

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

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.

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

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

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

	Land		Buildings	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Owned by the Wānanga	5,199	5,199	26,798	26,154
Owned by Ngati Awa Properties Ltd	1,425	1,440	0	0
Total	6,624	6,639	26,798	26,154

The net carrying amount of land held under a finance lease is \$1,425k (2016: \$1,440k)

8. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

BREAKDOWN OF PROPERTY, PLANT, AND EQUIPMENT AND FURTHER INFORMATION

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

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

8. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

BREAKDOWN OF PROPERTY, PLANT, AND EQUIPMENT AND FURTHER INFORMATION

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

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

8. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

The fair value of the finance lease liability is \$nil (2016: \$nil).

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

Restrictions on title

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

There are also various restrictions in the form of historic designations, reserve, and endowment

encumbrances attached to land. The Wānanga does not consider it practical to disclose in detail the value of land subject to these restrictions.

There were no disposals of property that required consent (2016: \$nil).

There are no tangible assets pledged as security for liabilities (2016: \$nil).

There were building contractual commitments of \$222k relating to refurbishments at the new Manukau building (2016: furniture and equipment commitments of \$74k for the retractable seating project).

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:

	2017 \$'000	2016 \$'000
Furniture and equipment	40	162
Computer hardware	59	0
Buildings (including infrastructure)	38	0
Balance 31 December	138	162

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.

9. INTANGIBLE ASSETS (CONTINUED)

Course development costs

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

Intellectual property development

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

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

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

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

Website development

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

Amortisation

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

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

Class of assets	Useful lives	Rate
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.

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

There are no restrictions over the title of the Wānanga's intangible assets, nor are any intangible assets pledged as security for liabilities (2016: \$nil).

During the year \$4k of intangible assets were impaired (2016: \$34k).

There were contractual commitments of \$386k for the ongoing Programme Development (2016: \$297k).

9. INTANGIBLE ASSETS (CONTINUED)

BREAKDOWN OF INTANGIBLE ASSETS AND FURTHER INFORMATION

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

	Cost/ Valuation 1/1/17 \$'000	Accumulated amortization & impairment 1/1/17 \$'000	Carrying amount 1/1/17 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Adjustments \$'000	Amortization \$'000	Cost/ revaluation 31/12/17 \$'000	Accumulated amortization & impairment 31/12/17 \$'000	Carrying Amount 31/12/17 \$'000
Programme Development	987	(819)	168	233	0	(2)	0	(102)	1,208	(911)	297
Computer Software	1,973	(1,821)	152	0	0	0	0	(75)	1,973	(1,825)	78
Intellectual Property	938	(938)	0	0	0	0	0	0	938	(938)	0
Website	165	(165)	0	0	0	0	0	0	165	(165)	0
Work In Progress	228	0	228	288	0	(2)	0	0	514	0	514
Total Intangibles	4,291	(3,743)	548	521	0	(4)	0	(177)	4,798	(3,909)	889
	Cost/ Valuation 1/1/16 \$'000	Accumulated amortization and impairment 1/1/16 \$'000	Carrying amount 1/1/16 \$'000	Additions \$'000	Disposals \$'000	Impairment \$'000	Adjustments \$'000	Amortization \$'000	Cost/ revaluation 31/12/16 \$'000	Accumulated amortization and impairment 31/12/16 \$'000	Carrying Amount 31/12/16 \$'000
Programme Development	931	(717)	214	56	0	0	0	(102)	987	(819)	168
Computer Software	1,973	(1,737)	236	0	0	0	0	(83)	1,973	(1,821)	152
Intellectual Property	938	(938)	(0)	0	0	0	0	0	938	(938)	(0)
Website	165	(165)	0	0	0	0	0	0	165	(165)	0
Work In Progress	119	0	119	195	0	(34)	(53)	0	228	0	228
Total Intangibles	4,126	(3,557)	569	251	0	(34)	(53)	(185)	4,291	(3,743)	548

9. INTANGIBLE ASSETS (CONTINUED)

Change in Accounting Policy

During the year, Council reviewed the useful life expectancy of a new programme and decided that a 5-year useful was more realistic than the existing 3-year estimate. This decision resulted in the amortisation rates for Programme Development reducing from 33.55% to 20%.

If the amortisation rate had not been amended, the amortization expense would have been \$66,500 higher than has been declared for this year.

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:

	2017 \$000	2016 \$000
Programme development	514	228
Balance 31 December	514	228

10. PAYABLES

ACCOUNTING POLICY

Short-term payables are recorded at the amount payable.

BREAKDOWN OF PAYABLES AND FURTHER INFORMATION

	2017 \$000	2016 \$000
<i>Payables under exchange contracts</i>		
Creditors	1,378	4,029
Accrued expenses	2,893	820
Contract retentions	10	0
Total payables under exchange contracts	4,281	4,849
<i>Payables under non-exchange contracts</i>		
Amounts due to TEC	316	1,254
GST payable	525	63
Total payables under non-exchange contracts	841	1,317
Total payables	5,122	6,166

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 \$316k in respect of non-exchange transactions with TEC (2016: \$1254k).

11. DEFERRED REVENUE

BREAKDOWN OF DEFERRED REVENUE AND FURTHER INFORMATION

	2017 \$000	2016 \$000
Tuition fees	982	885
Research contracts	56	0
Total deferred revenue	1,038	885

11. DEFERRED REVENUE (CONTINUED)

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

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

12. EMPLOYEE ENTITLEMENTS

ACCOUNTING POLICY

Short-term employee entitlements

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

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

Presentation of employee entitlements

Sick leave, annual leave, 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

	2017 \$000	2016 \$000
Current portion		
Accrued pay and PAYE	551	373
Annual leave	1,287	1,305
Sick leave	19	35
Total current portion	1,857	1,713
Total employee entitlements	1,857	1,713

13. CONTINGENCIES

CONTINGENT LIABILITIES

The Wānanga has a contingent liability of \$50k (2016: \$nil) for the potential costs of defending its rights under the proposed Education Amendment Act.

If the Act is passed, it would grant the Wānanga the right to use the word 'university' in its name. However, there may be a legal challenge that the Wānanga would be committed to defend, incurring legal costs that are not expected to exceed \$50k.

CONTINGENT ASSETS

The Wānanga has no contingent assets (2016: \$nil).

14. EQUITY

ACCOUNTING POLICY

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

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

Revaluation reserves

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

BREAKDOWN OF EQUITY AND FURTHER INFORMATION

	2017 \$000	2016 \$000
GENERAL FUNDS		
Balance at 1 January	48,689	45,898
Surplus for the year	261	2,791
Other Comprehensive revenue and expense	0	0
Balance at 31 December	48,950	48,689
REVALUATION RESERVE		
Balance at 1 January	6,344	2,226
Impairment of revalued assets	(435)	0
Net revaluation gain / (loss)	0	4,118
Balance at 31 December	5,909	6,344
RESTRICTED RESERVES		
Balance at 1 January	514	528
Movement in research accounts	1	0
Movement in other accounts	(363)	(14)
Balance at 31 December	152	514
Total equity	55,011	55,547

THE PROPERTY REVALUATION RESERVE CONSISTS OF:

	2017 \$000	2016 \$000
Land (owned)	410	410
Land (leased)	454	454
Buildings (including infrastructure)	4,949	5,384
Cultural assets	96	96
Total revaluation reserves	5,909	6,344

14. EQUITY (CONTINUED)

Capital contributions

Capital contributions received during the year from the Crown were \$nil (2016: \$nil).

Capital management

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

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

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

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

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

15. RELATED PARTY TRANSACTIONS

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

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

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

KEY MANAGEMENT PERSONNEL COMPENSATION

	2017	2016
Council members		
Full-time equivalent members	12.0	15.0
Remuneration	\$178,271	\$125,542
Executive Management Team, including the Chief Executive		
Full-time equivalent members	5.0	4.8
Remuneration	\$1,116,506	\$1,053,731
Total full-time equivalent members	17	19.8
Total key management personnel compensation	\$1,294,778	\$1,179,273

There were 5 full-time equivalent Executive management team members employed during the year (2016: 4.8).

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

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

16. EVENTS AFTER THE BALANCE DATE

There were no events after the balance date.

17. FINANCIAL INSTRUMENTS

17A. FINANCIAL INSTRUMENT CATEGORIES

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

	2017 \$000	2016 \$000
FINANCIAL ASSETS		
Loans and receivables		
Cash and cash equivalents	4,054	5,210
Receivables	6,495	8,149
Other financial assets: - term deposits	15,592	14,869
Total loans and receivables	26,141	28,228
FINANCIAL LIABILITIES		
Payables at amortised cost	5,122	6,166
Total financial liabilities at amortised cost	5,122	6,166

17B. FINANCIAL INSTRUMENT RISKS

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

MARKET RISK

Price risk

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

Currency risk

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

Fair value interest rate risk

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

Cash flow interest rate risk

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

17. FINANCIAL INSTRUMENTS (CONTINUED)

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 contractual undiscounted cash flows.

	Carrying amount \$'000	Contractual cash flows \$'000	Less than 6 months \$'000	6 - 12 months \$'000	1 - 2 years \$'000	2 - 3 years \$'000	More than 3 years \$'000
2017							
Payables	5,122	5,122	5,122	0	0	0	0
Total	5,122	5,122	5,122	0	0	0	0
2016							
Payables	6,166	6,166	6,166	0	0	0	0
Total	6,166	6,166	6,166	0	0	0	0

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.

17. FINANCIAL INSTRUMENTS (CONTINUED)

CREDIT QUALITY OF FINANCIAL ASSETS

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

	2017 \$000	2016 \$000
COUNTERPARTIES WITH CREDIT RATINGS		
Cash at bank and term deposits		
AA-	19,646	20,079
Total cash at bank and term deposits	19,646	20,079
COUNTERPARTIES WITHOUT CREDIT RATINGS		
Receivables		
Existing counterparty with no defaults in the past	6,495	8,149
Total Receivables	6,495	8,149

SENSITIVITY ANALYSIS

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

INTEREST RATE RISK	2017 \$'000				2016 \$'000			
	-50bps		+150bps		-50bps		+150bps	
	Surplus	Other equity	Surplus	Other equity	Surplus	Other equity	Surplus	Other equity
Financial assets								
Cash and cash equivalents	(20)	0	61	0	(26)	0	78	0
Total Sensitivity	(20)	0	61	0	(26)	0	78	0

INTEREST RATE SENSITIVITY ANALYSIS

Explanation of interest rate risk sensitivity

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

18. EXPLANATIONS OF MAJOR VARIANCES AGAINST BUDGET

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

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

Government grants

Government grant revenue was \$3.4 million less than budget because enrolments were lower than anticipated.

Tuition fees

Tuition fee revenue was \$1.0 million less than budget. This variance arose because of lower than expected enrolments plus a change in the mix of programmes that were taken up, with relatively more students enrolled on the fee-free instead of the fee-bearing programmes.

18. EXPLANATIONS OF MAJOR VARIANCES AGAINST BUDGET (CONTINUED)

Personnel costs

Personnel costs were \$1.3 million less than budget because of fewer academic and administrative appointments as a result of reduced student enrolments and delays in programme commencement.

STATEMENT OF FINANCIAL POSITION

Receivables

Receivables are lower than budgeted by \$1.8 million, mainly because of a reduction in the estimated amount of SAC funding due from TEC at the year end. This debt arises because of the timing difference between revenue recognised by the Wananga and cash received from TEC. The actual value at the year-end is lower than budget because of the reduction in EFTS.

Property, plant and equipment

The value of property, plant, and equipment is \$1.4 million higher than budget. This increase is due to the unbudgeted \$2.0 million purchase of the new building in Manukau, partially offset by the \$0.4 million impairment and a postponement of several capital projects.

Payables

Payables are greater than budgeted by \$3.8 million. Several programmes commenced later than budgeted, resulting in \$2.7 million increase in course-related expenses being incurred but not invoiced by the balance date. In addition, there is an unbudgeted \$1.0 million due to TEC at the year end.

STATEMENT OF MOVEMENTS IN EQUITY

The total equity is less than budgeted by \$1.4 million. The explanations provided above for general equity and property revaluation reserves explain this variance.

STATEMENT OF CASH FLOW

Cash flows from operating activities

The cash flows from operating activities are lower than budgeted by \$2.7 million. This shortfall is due primarily to the delayed commencement of several programmes which resulted in many course-related expenses being incurred but not settled by the balance date. These savings were partially offset by lower receipts from TEC and student tuition fees caused by a reduction in the number of students enrolled.

Deferred Revenue

Unbudgeted deferred revenue of \$1.0 million existed at the balance date due to invoices being raised during the year for tuition fees on programmes that will not commence until after the balance date.

General funds

General funds are less than budget by \$0.6 million due to the surplus being less than budget.

Property revaluation reserve

Buildings and land were revalued, reducing the carrying value by an unbudgeted \$0.4 million.

Restricted reserves

The value of Restricted reserves fell by \$0.4 million in the year due to an unbudgeted recognition of funds received for research projects but unspent in previous years.

Cash flows from investing activities

There was an unbudgeted \$2.0 million purchase of a property in Manukau. Offsetting this over-spend were several planned capital projects that were postponed or cancelled, resulting in a net \$1.9 million over-spend in the purchase of property, plant, and equipment.

Statement of Service Performance

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

Te Whare Wānanga o Awanuiārangī Investment Plan 2017 - 2018 reflects a continued commitment to promoting, growing and sustaining Māori language, knowledge and culture and having an inherent regard to tikanga Māori practice. In this respect, we provide a range of Māori educational opportunities and advancements designed to positively impact the social, economic and cultural growth of Māori communities and iwi. Importantly, our investment plan also describes our contribution to achieving the tertiary education priorities outlined in the Tertiary Education Strategy 2014 - 2019, and the policy drivers identified by the Government to improve New Zealand's economic performance and support sustainable growth.

The contribution of Te Whare Wānanga o Awanuiārangī to the desired outcomes for New Zealand and the Government's vision and priorities for the New Zealand tertiary education system is captured in our outcomes framework. The framework shows the linkages between the goals in our institutional strategy Te Rautaki 2020 (see Strategic Directions, page), the priorities in the Tertiary Education Strategy 2014 - 2019, the resources used to produce outputs and the impact of these outputs on the desired outcomes for Māori and for New Zealand. Aligned to our point of difference in the tertiary education system, the performance commitments detailed in the following pages demonstrate the progress made in 2017 towards these desired outcomes.

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

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

Note: The 2017 educational performance results are based on data submitted to TEC in our December Single Data Return (SDR) on 31 January 2018. It is important to note that educational performance data is not finalised by TEC until the April SDR, therefore the data shown here should be considered interim.

The 2016 educational performance results are sourced from our 2016 Annual Report.

PARTICIPATION

Indicator	Age	Ethnicity	Level	2016 Result	2017 Plan	2017 Result ⁴
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori at level 3 and above	All	Māori	L03 Plus Register Levels	93%	90%	89%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori at level 4 and above	All	Māori	L04 Plus Register Levels	80%	80%	71%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pasifika at level 3 and above	All	Pasifika	L03 Plus Register Levels	3.6%	4.0%	3%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pasifika at level 4 and above	All	Pasifika	L04 Plus Register Levels	2.8%	4%	2%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25 at level 3 and above	Under 25	All	L03 Plus Register Levels	19%	22%	17%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25 at level 4 and above	Under 25	All	L04 Plus Register Levels	15%	20%	12%
The number of international student EFTS	All	All	All	6	10	15
The amount of External Research Income earned (\$000)	All	All	All	186	150	494
The number of Research Degrees completed	All	All	All	7	25	25

COMMENTARY

Participation – Awanuiārangī did not achieve the 2017 participation targets agreed with TEC. Factors that contributed to these results include:

- Māori participation (Level 3 + and Level 4 +) is calculated as a proportion of total EFTS delivered at Awanuiārangī. An increase in delivery at Level 1 and Level 2 (from 31 EFTS in 2016 to 115 EFTS in 2017) meant that Māori EFTS, particularly at Level 4+, accounted for a smaller proportion of our total SAC eligible EFTS in 2017.
- While EFTS consumed by Pasifika students increased slightly between 2016 and 2017 (from 81 EFTS compared with 88 EFTS), an increase in overall EFTS meant that Pasifika EFTS accounted for a smaller proportion of our total SAC eligible EFTS in 2017.
- Although the total number of EFTS consumed by students aged under 25 years remained steady between 2016 and 2017 (438 EFTS compared with 437 EFTS), an increase in overall EFTS meant that EFTS consumed by students aged under 25 years accounted for a smaller proportion of our total SAC eligible EFTS in 2017.

International Student EFTS – International student EFTS more than doubled in the last 12 months - from 6 EFTS in 2016 to 15 EFTS in 2017. This growth reflects our commitment to supporting the educational aspirations and priorities of other indigenous peoples and communities, by providing access to higher-level qualifications that align with their own values and knowledge systems. As a result, in 2017 we had PhD and Professional Doctorate cohorts based in Washington State (USA), Maui (Hawaii), and Fiji.

External Research Income – Although our external research income is relatively modest compared to much larger institutions, we are pleased with the increase achieved in the last year – from \$186k to \$494k. The appointment of an Executive Director - Research and Innovation, as well as a deliberate strategy to secure external funds to grow our institutional research capability were instrumental in the positive progress made in 2017. This is an encouraging result for Awanuiārangī as we look to expand our research activity and scope in 2018.

Research Degrees – At the time of preparing the 2017 Annual Report, we have confirmed and approved 25 post-graduate students for graduation at our ceremony on 23 March – five PhDs, four Post-Doctorates, and 16 Masters. This result is especially satisfying as it includes the first graduates from our Professional Doctorate programmes, as well as the first graduate from one of our international cohorts (Washington State, Tacoma USA). It is important to note that the increase from seven research degree completions in 2016 to 25 in 2017 is primarily the result of a timing issue rather than an actual increase in completions. At the time the 2016 Annual Report was prepared, there were only seven completions processed through our Student Management System (SMS). In 2017, deadlines for the submission and examination of post-graduate level qualifications were aligned with an earlier graduation ceremony. This has resulted in a larger number of research degree completions being confirmed and processed through our SMS earlier in the year.

⁴ As at 31 January 2018, educational performance results are interim only. Some student results continue to be processed beyond this date and some measures are reliant on final information from other providers. Following submission of our April SDR, final results for 2017 are made publicly available by the Tertiary Education Commission.

COURSE COMPLETIONS

Indicator	Age	Ethnicity	Level	2016 Result	2017 Plan	2017 Result ⁵
The successful course completion rate for all students (SAC Eligible EFTS) at level 3 and above	All	All	L03 Plus Register Levels	78%	80%	71%
The successful course completion rate for all students (SAC Eligible EFTS) at level 4 and above	All	All	L04 Plus Register Levels	76%	80%	73%
The successful course completion rate for Māori students (SAC Eligible EFTS) at level 3 and above	All	Māori	L03 Plus Register Levels	78%	80%	71%
The successful course completion rate for Māori students (SAC Eligible EFTS) at level 4 and above	All	Māori	L04 Plus Register Levels	75%	80%	73%
The successful course completion rate for Pasifika students (SAC Eligible EFTS) at level 3 and above	All	Pasifika	L03 Plus Register Levels	85%	80%	64%
The successful course completion rate for Pasifika students (SAC Eligible EFTS) at Level 4 and above	All	Pasifika	L04 Plus Register Levels	84%	80%	68%
The successful course completion rate for students (SAC Eligible EFTS) aged under 25 at level 3 and above	Under 25	All	L03 Plus Register Levels	73%	80%	73%
The successful course completion rate for students (SAC Eligible EFTS) aged under 25 at Level 4 and above	Under 25	All	L04 Plus Register Levels	68%	80%	74%

COMMENTARY

Awanuiārangī did not achieve any of the course completion targets agreed with TEC. A key factor that has contributed to not meeting these targets is the reliance on interim rather than final results. To meet the Annual Report timeframe, the course completion results shown in the table above are based on our December SDR. Given educational performance is not finalised until the April SDR, we expect our final position for 2017 to be an improvement on the data shown above.

Low completion rates for two new, high-EFTS attracting programmes have also contributed an overall decrease in our institutional course completions result. These two programmes are marae-based (exclusively) and delivered throughout the year i.e. multiple, rolling cohorts. On a positive note, 2017 completion results are still being processed for these two programmes which, as noted above, are likely to have a positive impact on our final institutional course completions rate for 2017.

It is important to note that courses with low completion results are discussed as part of our annual programme evaluation and review process. These discussions occur at both a programme and school level, with a focus on identifying improvement strategies toward quality teaching and learning.

⁵ As at 31 January 2018, educational performance results are interim only. Some student results continue to be processed beyond this date and some measures are reliant on final information from other providers. Following submission of our April SDR, final results for 2017 are made publicly available by the Tertiary Education Commission.

QUALIFICATION COMPLETIONS

Indicator	Age	Ethnicity	Level	2016 Result	2017 Plan	2017 Result ⁶
The qualification completion rate for all students (SAC Eligible EFTS) at level 3 and above	All	All	L03 Plus Register Levels	62%	56%	56%
The qualification completion rate for all students (SAC Eligible EFTS) at level 4 and above	All	All	L04 Plus Register Levels	59%	56%	56%
The qualification completion rate for Māori students (SAC Eligible EFTS) at level 3 and above	All	Māori	L03 Plus Register Levels	61%	56%	56%
The qualification completion rate for Māori students (SAC Eligible EFTS) at level 4 and above	All	Māori	L04 Plus Register Levels	58%	56%	56%
The qualification completion rate for Pasifika students (SAC Eligible EFTS) at level 3 and above	All	Pasifika	L03 Plus Register Levels	53%	56%	67%
The qualification completion rate for Pasifika students (SAC Eligible EFTS) at level 4 and above	All	Pasifika	L04 Plus Register Levels	50%	56%	81%
The qualification completion rate for students (SAC Eligible EFTS) aged under 25 at level 3 and above	Under 25	All	L03 Plus Register Levels	59%	56%	50%
The qualification completion rate for students (SAC Eligible EFTS) aged under 25 at level 4 and above	Under 25	All	L04 Plus Register Levels	53%	56%	54%

COMMENTARY

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

Although our 2017 results were lower than the previous year, we did achieve most of the qualification completion targets agreed with TEC. Moreover, we expect these results to increase following submission of our April SDR with a number of qualification completions processed since our December return was submitted. For example, 25 post-graduate students (five PhD, four Professional Doctorates and 16 Masters) met the requirements and were approved for graduation since our December SDR was submitted to TEC.

PROGRESSION AND RETENTION

Indicator	Age	Ethnicity	Level	2016 Result	2017 Plan	2017 Result
The student progression rate for students (SAC Eligible student count) at level 1 to 3, to a higher level	All	All	L01-03 Register Levels	64%	60%	59%
The student progression rate for Māori students (SAC Eligible student count) from level 1 to 3, to a higher level	All	Māori	L01-03 Register Levels	65%	55%	60%
The student progression rate for Pasifika students (SAC Eligible student count) from level 1 to 3, to a higher level	All	Pasifika	L01-03 Register Levels	39%	55%	26%
The student retention rate for all students (SAC Eligible student count) at level 3 and above	All	All	L03 Plus Register Levels	63%	60%	66%
The student retention rate for Māori students (SAC Eligible student count) at level 3 and above	All	Māori	L03 Plus Register Levels	63%	60%	66%
The student retention rate for Pasifika students (SAC Eligible student count) at level 3 and above	All	Pasifika	L03 Plus Register Levels	64%	60%	69%

⁶ As at 31 January 2018, educational performance results are interim only. Some student results continue to be processed beyond this date and some measures are reliant on final information from other providers. Following submission of our April SDR, final results for 2017 are made publicly available by the Tertiary Education Commission.

COMMENTARY

PROGRESSION:

Students progressing to higher levels of study is a focus for Awanuiārangi, with considerable work done to strengthen existing programme pathways and better align our programme portfolio to the demonstrated needs and aspirations of the communities we serve. Our 2017 results show that we were close to target for all students, and above target for Māori students. Although these results are lower than the previous year, it should be noted that in 2016 we had students progressing from programmes at Levels 1, 2 and 3. In 2017, progression into higher level study was based exclusively on students progressing from programmes at Level 3. This issue has since been addressed with the introduction of new programmes at Levels 1 and 2. The decrease in the Pasifika student progression rate was also affected by the above issue, as well as the impact of a small number of total Pasifika EFTS.

RETENTION:

Our 2017 retention rates not only exceeded the targets but also reflect an increase on our 2016 performance. Retention is an important measure for Awanuiārangi in terms of being able to gauge how well we are doing to support students through to completion. While we are pleased by the steady progress made to date, Awanuiārangi is committed to further enhancing students' educational experiences, with a focus on greater access to online learning opportunities, expanded student learning support and programme provision aligned to the demonstrated need and aspirations of our communities.

TE WHARE WĀNANGA O AWANUIĀRANGI PERFORMANCE COMMITMENTS

Indicator	2016 Result	2017 Plan	2017 Result	Achievement
PARTICIPATION				
EFTS	2,280	2,242	2,521	<i>Achieved</i>
ACE funding	426	500	488	<i>Not achieved</i>
Total	2,706	3,001	3,009	<i>Achieved</i>
% of student with highly rated satisfaction	92 – 93%	80%	96%-98%	<i>Achieved</i>
NZQA accreditation of relevant programmes	100%	100%	100%	<i>Achieved</i>
NZQA EER	Confident	Highly Confident or Confident	Confident	<i>Achieved</i>
FINANCIAL				
Net surplus as % of revenue (before tax)	8.8%	3%	0.9%	<i>Not achieved</i>
Net cashflow from operations (operating case receipts)	103.4%	111%	107.9%	<i>Not achieved</i>
Liquid funds (total cash balances / operating cash outflows)	20.8%	8%	11%	<i>Achieved</i>
3-year average return on PPE and intangible assets	4.2%	4.5%	2.5%	<i>Not achieved</i>
TEO risk rating against the financial monitoring framework	Low	Low	Low	<i>Achieved</i>
CULTURAL				
Number of staff who have a level of fluency in te reo	83%	82%	81%	<i>Not achieved</i>
Number of staff who participate with iwi/marae	58%	68%	Data not collected, refer to comments	
Number of staff who know their marae		82%		
Number of students who participate in leadership roles with their marae/hapū or Iwi		60%		

COMMENTARY

PARTICIPATION

- EFTs and ACE Funding – Awanuiārangī acknowledges the positive progress made to not only improve on our 2016 result but to exceed our 2017 EFTS target. This progress reflects the considerable efforts of our staff to embrace the quality improvement agenda developed following the difficulties experienced in 2014 and 2015. As noted in our 2016 Annual Report, the changes implemented in recent years included the way we deliver community education (ACE) with a focus on improving quality and compliance across all delivery sites. Although we did not achieve the target of 500 EFTS in 2017, we are encouraged by the progress made in the last year - from 426 EFTS in 2016 to 488 EFTS in 2017, an increase of 15%.
- Student Satisfaction – Student surveys provide valuable information about the experiences of our students while they are studying with us. In 2017, students were asked to provide feedback about the organisation and delivery of the course they were enrolled in as well as the quality of the teaching and learning they experienced. Similar to 2016, we continue to be heartened by the positive feedback received from our students – with a 96% agreement rating for course evaluations and a 98% agreement rating for kaiako (teacher/lecturer) evaluations.
- NZQA Accreditation – All programmes delivered at Awanuiārangī in 2017 were NZQA accredited.
- EER Rating - Awanuiārangī underwent an EER by NZQA in 2016, achieving Confident in Educational Performance and Confident in Self-Assessment.

FINANCIAL

- Surplus - Revenue was \$4.0 million less than budget due to the unplanned delays in commencing key programmes and lower enrolments than budgeted. This was partially offset by a \$3.5 million decrease in expenditure due to lower delivery costs and a focus on enacting efficiencies. Despite the lower enrolments and revenue, Awanuiārangī was still able to return a positive gross margin.
- Cash flow ratio - Because of lower student enrolments, the cash inflows from student-related revenue was down. Although there were lower delivery costs and other cost savings, they were not enough to fully offset the reduced cash inflows. The overall impact was that the actual net cash inflow was 3% lower than the target. However, our 2017 result is 4% higher than the previous year.
- Liquid funds ratio - Cash and cash equivalents were higher than budget due to term investments maturing around the balance date and cash outflows were lower due to lower delivery costs and other cost savings. The net result was that the ratio of liquid funds was greater than the target.
- Return on PPE - A reduced surplus plus an unbudgeted \$2 million spend on buildings in the current year adversely affected the average return on PPE.
- TEO risk rating - Achieving a surplus for the sixth consecutive year, maintaining a strong asset base, and ongoing improvements in our control environment is reflected in the “low” TEO risk rating.

CULTURAL

- Staff fluency – While we did not undertake a Staff Survey in 2017, information about staff fluency in te reo Māori is collected through our Performance Appraisal process. Of the 191 staff that provided a response, 155 (81%) indicated that they had some level of fluency. Although we were just short of the 2017 target, we are encouraged that over 80% of our staff self-identified as having some te reo proficiency. As an organisation, we remain committed to ensuring all staff have the opportunity to grow their understanding and proficiency over time.
- Staff and student participation with their marae/hapū or iwi – Data on whether staff or students participated with their marae/hapū or iwi was not collected in 2017. As noted last year, work underway with the other two wānanga and TEC around developing a wānanga outcome framework superseded the development of these measures. Moreover, it was acknowledged that these measures required reworking to better reflect our focus on cultural citizenship. This work is being incorporated into ongoing conversations to refine our institutional outcomes framework.







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