



EASTERN INSTITUTE OF TECHNOLOGY

ANNUAL REPORT

2016



THE EXPERIENCE YOU NEED
& THE SUPPORT TO SUCCEED



E I T

Te Aho a Māui





OUR MISSION

EIT's Mission is to provide high quality, relevant and accessible tertiary education for the well-being of our students, whānau and communities.



OUR VISION

- ENGAGE STUDENTS ▪ INSPIRE COMMUNITIES
- TRANSFORM WORLDS



OUR VALUES

- ACT WITH INTEGRITY ▪ INSPIRE SUCCESS
- BE COMMITTED ▪ NURTURE WHANAUNGATANGA

HIGHLIGHTS

10,222 students
studying at EIT in 2016

Dr Patrick Lander promoted
to Principal Academic Staff
Member (PASM)

Appointment of Jennifer
Roberts to Head of School of
Nursing



The Atrium on Hawke's Bay campus won the 2016 Gisborne/
Hawke's Bay Education Category at the New Zealand Architecture
Awards

797 international students
from 49 different countries
studying at EIT in 2016, a 30%
increase on 2015

Growing Māori student
participation (42% in Hawke's
Bay and 75% in Tairāwhiti)

2016

New \$1m veterinary nursing facilities opened on the Hawke's Bay campus

Dr Susan Jacobs farewelled as Executive Dean, Faculty of Education, Humanities and Health Science after a 30 year career at EIT



Appointment of Executive Dean, Professor Natalie Waran to Faculty of Education, Humanities and Health Science

In 2016 EIT received approval and accreditation for 45 new New Zealand Qualifications and two new Postgraduate Programmes



CONTENTS

Key Activities and Performance	1
Statement of Responsibility	3
Acknowledgements	3
Council Membership	4
EIT Executive	4
2016 Council Chair and Chief Executive's Report	6
Faculty Highlights	12
School of Primary Industries and Regional Learning Centre Highlights	31
Advisory, Consultative Committees and Reference Groups	36
Statement of Performance	42
Additional Annual Reporting Information	52
Academic Outcomes	53
Research Office Report	56
Research Outputs	57
EIT Representation on National/International Organisations, Prizes, Awards and Grants	69
Statement of Resources	77
Financial Statements	80

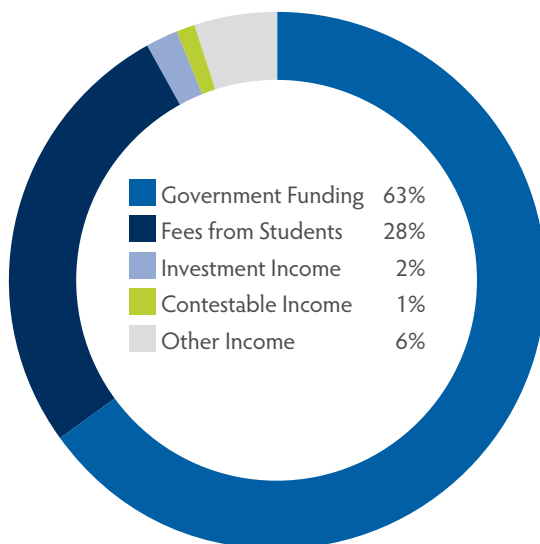
KEY ACTIVITIES & PERFORMANCE

10,222 students studied at EIT in 2016.

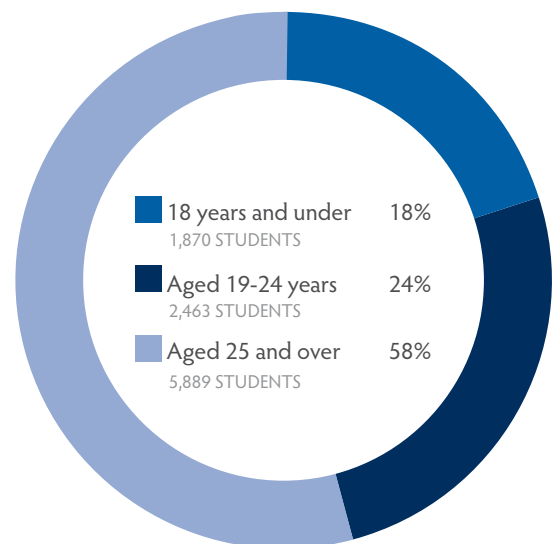
This translates to 4,597 EFTS (Equivalent Full-time Students).

The following graphs relate to the parent organisation only and exclude merger funding and expenditure.

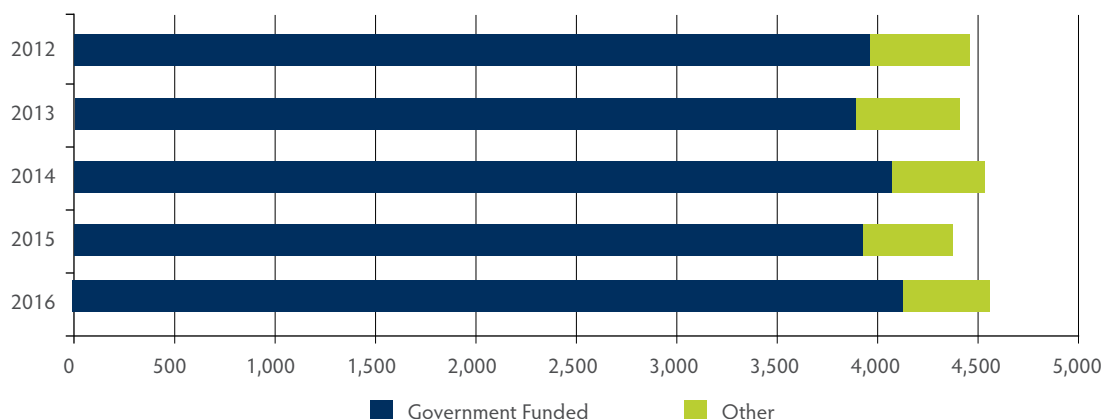
Money was received in 2016 from



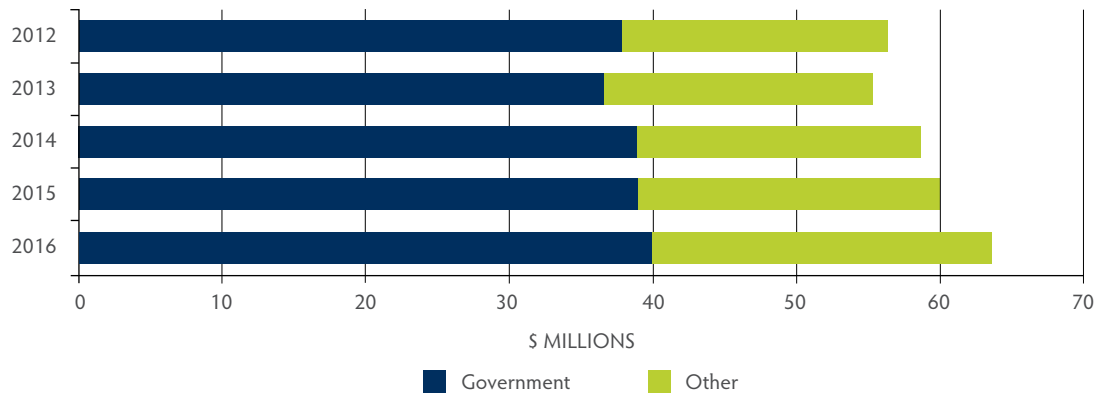
Age Composition of EIT Students in 2016



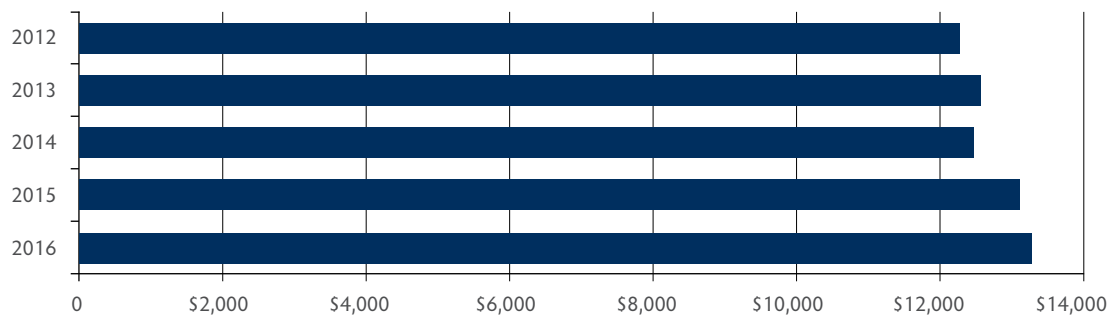
EFTS Growth 2012 - 2016



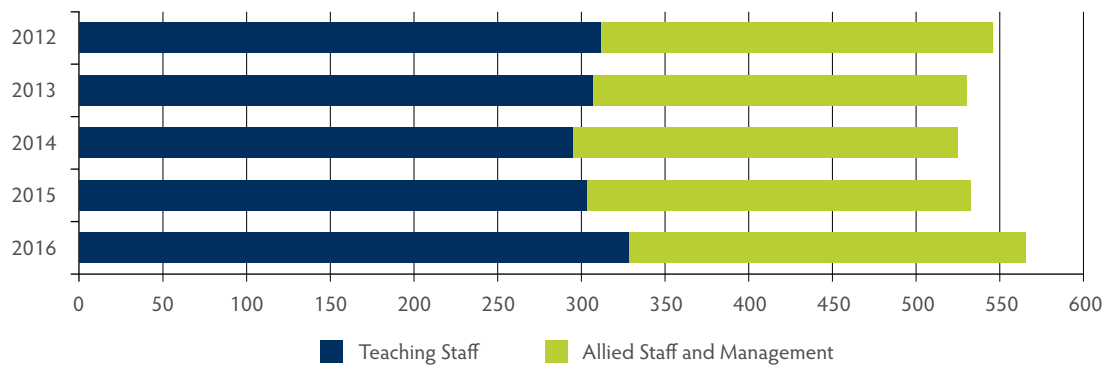
Income 2012 - 2016



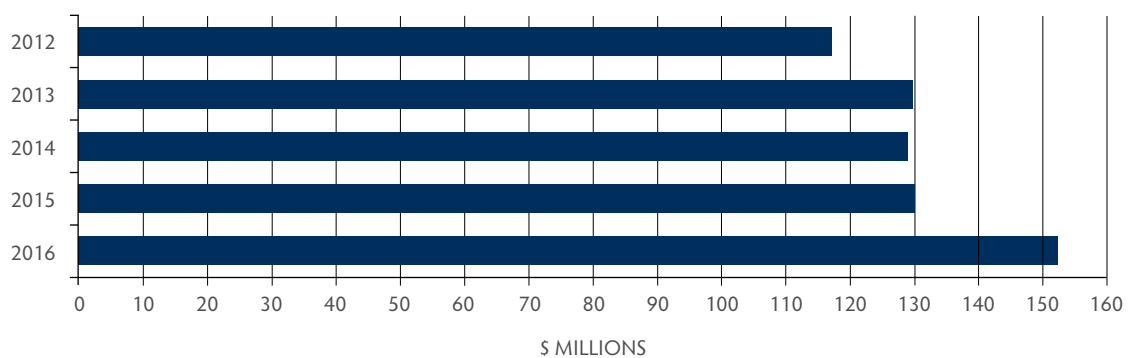
Cost per EFTS 2012 - 2016



Staffing Numbers FTE 2012 - 2016



Net Asset Value 2012 - 2016



STATEMENT OF RESPONSIBILITY

Annual Financial Report for year ended 31 December 2016

In terms of Section 220 of the Education Act 1989 and Section 155 of the Crown Entities Act 2004, we hereby certify that:

1. we have been responsible for the preparation of these financial statements and Statement of Performance and the judgements used therein; and
2. we have been responsible for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting; and
3. we are of the opinion that these financial statements and Statement of Performance fairly reflect the financial position and operations of this institution for the year ended 31 December 2016.



David Pearson
Council Chairman



Ross McKelvie
Audit Committee Chair



Chris Collins
Chief Executive



Victor Saywell
Corporate Services Director

7 April 2017

ACKNOWLEDGEMENTS

EIT gratefully acknowledges grants received from the following organisations during 2016.

Ōtātara Trust



COUNCIL MEMBERSHIP

David Pearson
Chair
Ministerial

Michael Morgan
Deputy Chair
Community

Hilton Collier
Community

Ross McKelvie
Ministerial

Jacoby Poulain
Ministerial

Sheryl Smail
Community

Tracee Te Huia
Community

Geraldine Travers,
MNZM
Ministerial

Karen Coutts Secretary to Council

KAUMATUA (Hawke's Bay) **Matiu Eru**

KAUMATUA (Tairāwhiti) **Taina Ngārimu**

KUIA (Hawke's Bay) **Pauline Tangiora** QSM, QSO, JP

EIT EXECUTIVE

Christopher Collins
Chief Executive

Mark Oldershaw
Deputy Chief Executive

Jo Blakeley
Director - Academic
and Student Services

Brenda Chapman
Director - Marketing

Susan Jacobs, MNZM
(until 27 May 2016)
Executive Dean - Faculty
of Education, Humanities
and Health Science

Patrick Jones
Director - Policy
and Planning

Philippa Jones
Director - International

Tuhakia Keepa
Director - Māori

Bill Kimberley
Director - Human
Resources

Fred Koenders
Executive Dean - Faculty
of Commerce and
Technology

Jan Mogford
Campus Director -
Tairāwhiti

Victor Saywell
Director - Corporate
Services

Natalie Waran
(from 3 October 2016)
Executive Dean - Faculty
of Education, Humanities
and Health Science



David Pearson
COUNCIL CHAIR



Chris Collins
CHIEF EXECUTIVE

EIT continues to Be positioned and widely regarded as one of New Zealand's leading institutes of technology.

2016 COUNCIL CHAIR & CHIEF EXECUTIVE'S REPORT



It is pleasing to report that 2016 proved to be another strong year for EIT both in terms of educational developments and performance and with regard to our financial performance and end of year position. Student recruitment remained strong, both domestically and internationally; student educational success remained high; outreach into the wider regional areas of Hawke's Bay and Tairāwhiti continued to grow; priority learner group participation and success remained high; and EIT's educational programme portfolio continued to develop with new postgraduate, graduate, diploma and certificate offerings. EIT continues to be positioned and widely regarded as one of New Zealand's leading institutes of technology. The performance across 2016 further enhances that.



In 2016:

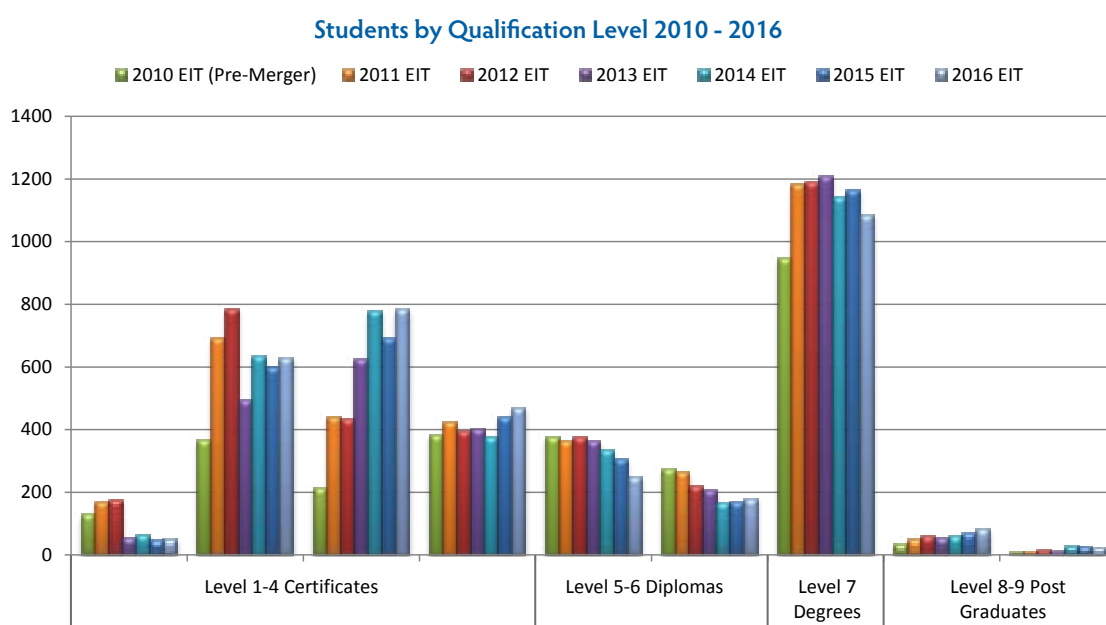
- EIT received approval and accreditation for 45 new New Zealand Qualifications and two new Postgraduate Programmes.
- EIT continued to host one of New Zealand's largest Schools Trades Academies and remains one of the largest Youth Guarantee providers in New Zealand across the ITP sector.
- Māori participation in Tairāwhiti is the highest of any institute of technology or polytechnic in New Zealand.
- Enhancing student success remains a key institutional priority and strategies are being pursued to further that goal.
- Approximately 800 students came to study at EIT from some 49 different countries around the world.
- During 2016 a key highlight was the completion and opening of the new expanded veterinary nursing facilities in Hawke's Bay.
- The financial position of the Institution (parent) remains strong with a positive working capital of \$18.2M, giving a ratio of 150%, and a sound cash flow operating surplus with solid cash reserves in hand.

EDUCATIONAL PORTFOLIO

2016 was a particularly challenging year with regard to academic programme and qualification development. The NZQA Mandatory Review of Qualifications has meant that, along with the wider tertiary sector, significant resources were applied to exiting retiring qualifications and developing new programmes of study that lead to newly developed qualifications across a wide range of fields of study. The amount of change on this front in a single year has been unprecedented. Staff across the Institute are to be commended for the commitment and work on this.

In 2016 EIT received approval and accreditation for 45 new New Zealand Qualifications and two new Postgraduate Programmes. New areas of qualifications were approved during 2016, such as the New Zealand Diploma in Addiction Studies [Level 6]; New Zealand Certificate in Baking [Level 4]; New Zealand Certificate in Forestry Harvest and Operations [Level 4]; Mahinga Kai - Te Hoata New Zealand Certificate in Māori Traditional Food Production, Harvest and Management [Level 3]; Postgraduate Diploma in Professional Practice [Level 8] and Master of Professional Practice [Level 9].

EIT's depth and range of qualification provision is extensive - from Level 1 through to Level 9 - as can be seen in the associated qualification graph below. Degree level qualifications [Level 7] continue to remain the single highest area of qualification enrolment at EIT, followed by Levels 2 and 3. This qualification mix reflects the needs of our region for access to quality higher education from foundation level education programmes through to degree and postgraduate level provision.



STUDENT PARTICIPATION AND SUCCESS

Recruitment remained strong with EIT achieving strongly against its various plan targets (achieving 99% through to 102%). Recruitment remained sound into Level 1-2 programmes, Level 3 and above, Youth Guarantee, Māori and Pacific Trades Training, and the Hawke's Bay and Tairāwhiti Schools Trades Academies. EIT continues to host one of New Zealand's largest Schools Trades Academies and remains one of the largest Youth Guarantee providers in New Zealand across the ITP sector.

As has been noted in previous years, we are concerned around the increasing complexity involved in managing and monitoring performance across the wide range of different funding categories, and the trend of moving towards further competitive tendering processes for different programme areas only compounds this further. Nonetheless EIT has performed strongly, but this is only because of the extensive commitment of staff across the Institute who relentlessly pursue opportunities that align with regional needs and for which there is demand.

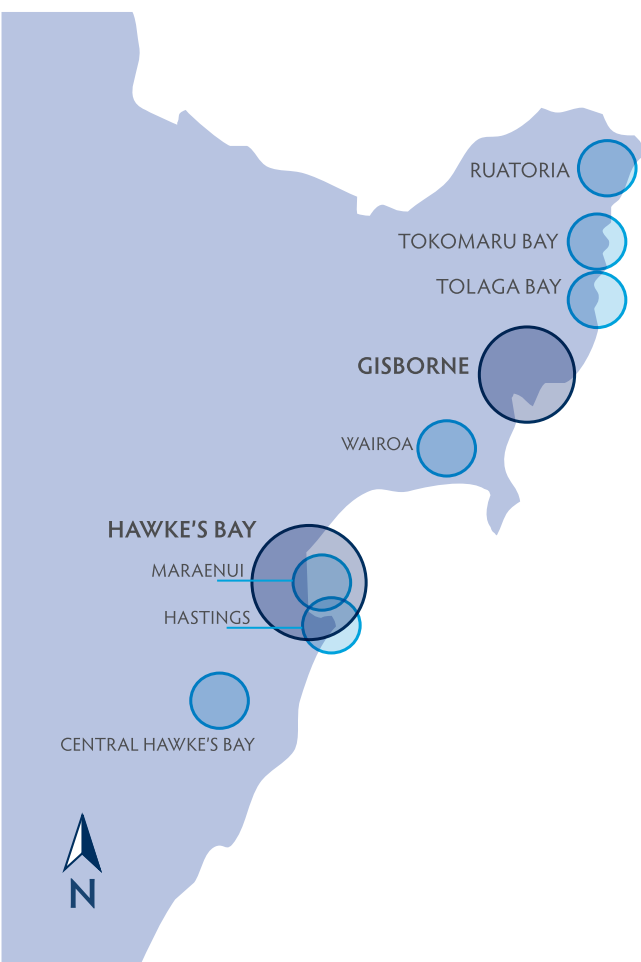
Relative to the rest of New Zealand, Māori represent a significant proportion of our regional populations (23% in Hawke's Bay and 45% in Tairāwhiti). It is pleasing to see that Māori participation in EIT programmes

is well above regional population demographics and sector averages, and it continues to grow at 42% in Hawke's Bay and 72% in Tairāwhiti. Māori participation in Tairāwhiti is the highest of any institute of technology or polytechnic in New Zealand. During 2016 Herea Te Rā, the Institute's Māori Capability Development Framework, was developed and launched, and this aims at strengthening the capability of staff across the Institute to further enhance Māori student success.

Student success across the Institute continues to remain a key area of priority. We are committed to our students being successful, while at the same time hold fast to maintaining rigorous quality standards. Research studies clearly indicate that the single most significant variable around student success is that of prior educational achievement. Hence, institutions such as EIT, with a significant commitment in lower level programme delivery, will confront greater challenges around ensuring student success.

It is worth noting that over 70% of EIT's student cohort fall within the 'Priority Learner' categories identified by Government. In this context student performance across the range of qualifications continues to be sound, though pursuing further improvements remains a priority for the Institute. It was encouraging to see a lift in overall Māori student success (74% completion) and also of Māori success at higher levels (Level 4 and above at 78%) and in Pasifika student success (75% overall and 77% at Level 4 and above). Trades Academy student success was also strong at 80%, up from 75% in 2015. Enhancing student success remains a key institutional priority and strategies are being pursued to further that goal.

REACHING OUT INTO OUR COMMUNITIES



EIT remains committed to its network of provision across our two regions with the provision of a number of regional learning centres in addition to our main campuses in Hawke's Bay and Gisborne, as well as reaching out into communities across the regions. Linking with marae was important, and teaching occurred on various marae, such as at Te Pahou, Pukemokimoki, Omahu, Nuhaka, Kihitu, Rangiahua, Tangoio, Petane, Whangara, Uawa, Hiruharama, Parihimanihi and Whareponga Marae. Programme delivery also occurred into more remote locations such as Ruatahuna, Waikaremoana, and Tuai, in addition to remote locations up the East Coast.

It is important to note the significance of our active partnerships with iwi on a number of different fronts, particularly with Ngāti Porou and Ngāti Kahungunu around Māori and Pacific Trades Training (MPTT), and we thank and acknowledge them for their ongoing leadership and support. Many other activities are also underway, such as, supporting Ngāti Kahungunu around their hosting of the 2017 Te Matatini national Kapa Haka festival, with a wide number of staff engaged in work assisting activity around the festival.

Similarly, EIT has been active around the development of the Regional Economic Development Strategies (REDS) in both Hawke's Bay and Tairāwhiti at both the governance level and also with operational project activities. These government supported strategies provide significant opportunities to strengthen and advance our regions and EIT is committed to active engagement in supporting the strategies and actions that flow from the REDS plans.

INTERNATIONAL

International student recruitment also continued to grow with EIT focused on achieving sustainable growth into higher level programmes, particularly graduate and postgraduate level qualifications. EIT's international graduate school in Auckland and its Hawke's Bay campus both experienced growth in international student numbers, with approximately 800 students coming to study at EIT from some 49 different countries around the world. International student success remained strong at 88% course completion.

EIT's international graduate school in Auckland is focused on continuing to grow graduate and postgraduate level programmes for international students and the range of graduate and postgraduate offerings at that campus continues to increase. Having a graduate campus in Auckland has also enabled EIT to grow its international student base on the Hawke's Bay campus. Strategies are being pursued to also achieve international student growth in the Tairāwhiti region. International partnership activity with off-shore institutions has also been growing as part of our internationalisation activity, with active and new partnerships underway in a number of countries, particularly in China and Europe.



Dr Susan Jacobs, MNZM

Business lunch held at Scholars in June



EIT Auckland staff with Chief Executive Chris Collins at the Auckland graduation

STAFFING

EIT is fortunate to have a high calibre of staff across the institution. In 2016 time was taken to recognise and celebrate the significant contribution of Dr Susan Jacobs, Executive Dean of the Faculty of Education, Humanities and Health Science who retired during the course of the year. Dr Jacobs was a key education leader in the development of nursing, health and sports-related programmes here at EIT. More recently as her faculty scope widened she also ably guided development in social work, visual arts and design and Māori studies programme areas as well. Dr Jacobs is widely respected as an educationalist, most particularly with regard to nurse education, and she was recognised nationally for this in 2015 when she became a Member of the New Zealand Order of Merit in the New Year Honours of that year. We thank and wish her all the very best in the next phase of activity in her life. Following Dr Jacobs' departure we were very pleased to welcome Professor Natalie Waran into the role of Executive Dean here at EIT. Professor Waran has a strong reputation in her field of animal welfare, holding a professorship and leading an animal welfare centre at the University of Edinburgh, prior to taking up her appointment here at EIT.

FINANCE

2016 proved to be a strong year financially, though the results were significantly distorted by the impact of accounting reporting standards for Public Benefit Entities, which has increased revenue and the surplus now with respect to contracted activity and cash flows in future years. The end of year surplus was ahead of budget at \$2.5M (3.9% of revenue). The financial position of the Institution (parent) remains strong with a positive working capital of \$18.2M, giving a ratio of 250%, and a sound cash flow operating surplus with solid cash reserves in hand. As in previous years, staff across the Institute are to be commended for the sound and prudent management of resources across the institution, together with a focus on growing non-government revenue that has led to this result.

CAPITAL EXPENDITURE

During 2016 a key highlight was the completion and opening of the new expanded veterinary nursing facilities in Hawke's Bay. Other significant work included the completion of planned building weather-tightness projects across several buildings in both Tairāwhiti and Hawke's Bay, together with further seismic strengthening work. Capital investments to renew and improve facilities and services, meet changing requirements and improve efficiencies generally were also made across the institute in IT, vehicles, plant and equipment, library, furniture and fittings, systems and refurbishments.

HEALTH AND SAFETY

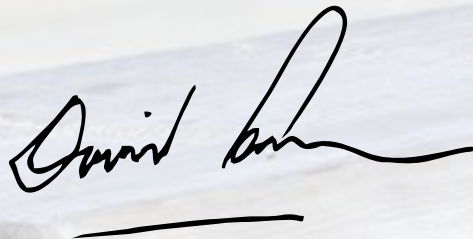
Building on increased work over the last three to four years, over the last year or so, even more time and resource has been committed to enhancing and improving the health and safety management, reporting and monitoring across the Institute. New reporting and monitoring systems have been put in place, which continue to be refined, and additional resources have been committed to underpin these developments. We are thankful for the committed leadership many have given to bringing about these developments. EIT is a place where we want our students, staff, contractors and visitors to be safe and we are committed to working towards that being achieved.



Carving completed by Professor Derek Lardelli and Toihoukura students as part of the Oneroa Walkway development project

CONCLUSION

As we have stated in previous years, it is a continuing privilege to serve in our respective roles as Chair and Chief Executive here at EIT. We are fortunate to have a strong and active Council and such committed staff across the Institute. We acknowledge and thank these colleagues for making EIT such a success. We also thank the many members of the wider community, industries, social agencies, businesses and iwi for their support, leadership, and advocacy. EIT cannot do what it does without that active support, partnership, leadership and guidance from our regions' many leaders. There is still much to achieve. There are things that EIT can strive to do better. It is our commitment to continue to strive to do better, and to continue to position EIT as one of New Zealand's leading institutes of technology.



David Pearson
Council Chair



Chris Collins
Chief Executive

FACULTY HIGHLIGHTS

Te Manga Kaupapa Tauhokohoko, Hangarau Faculty of Commerce & Technology

TE WHARE TIAKI KARAREHE THE CENTRE FOR VETERINARY NURSING

Programme Highlights

The new Vetcare Building, opened with a blessing conducted by Matiu Eru, EIT Hawke's Bay's kaumatua, on 1 March 2016, is where the new New Zealand Certificates in Animal Technology, Veterinary Nursing Strand [Level 5] and the New Zealand Diploma in Veterinary Nursing [Level 6] programmes were taught for the first time.

The New Zealand Certificate in Animal Management [Level 4], Companion Animals Strand, approved by NZQA, replaces a previous Level 3 programme.

Staff Achievement

Emma Steiner, Programme Coordinator, Veterinary Nursing, received the Chief Executive's Teaching Excellence Award.



Emma Steiner with a student in the new Vetcare building

TE KURA KAUPAPA KAIPAKIHI - THE SCHOOL OF BUSINESS

Programme Highlights

During the year almost all the programmes in the school have been changed due to either the Mandatory Review of Qualifications or the internal five-year review of the Bachelor of Business Studies. The result is that the following new qualifications have been approved by NZQA for delivery in 2017:

- New Zealand Certificate in Project Management [Level 4]
- New Zealand Certificate in Business (Introduction to Team Leadership) [Level 3]
- New Zealand Certificate in Business (First Line Management) [Level 4]
- New Zealand Certificate in Retail (Customer Service and Sales Support) [Level 2]
- New Zealand Certificate in Retail [Level 3]
- New Zealand Certificate in Business (Accounting Services Support) [Level 4]
- New Zealand Certificate in Business (Small Business) [Level 4]
- New Zealand Certificate in Business (Introduction to Small Business) [Level 3]
- New Zealand Diploma in Business (Accounting and Leadership and Management) [Level 5]



The Bachelor of Business Studies (BBS) underwent a five-year review. Key outcomes of the changes to the degree and associated graduate diplomas in business and professional accounting are a change from a two-semester to a four-term year; the New Zealand Diploma in Business (Accounting and Leadership and Management Strands) being integrated into the first year of the degree and all double majors, apart from Management and Marketing, have been discontinued.

Changes were also made to the Master of Applied Management to strengthen the course offerings and provide a Level 9 pathway focused on practice and applied research. This involved the approval of two new Level 9 courses, the Capstone and Independent Scholarly Project courses.

The school has been heavily involved in supporting the development of TANZ eCampus courses. Staff are involved as subject matter experts and/or facilitators in the programmes taught by distance on the eCampus. This work has been in collaboration with other ITPs, particularly NMIT, where the bulk of the work has been in developing the New Zealand Diploma in Business for the online environment.

Changes were made to the Postgraduate Diploma in Applied Management to aid International Marketing by developing a range of specialisations using existing Level 7 and 8 courses.

The number of international students on the Auckland campus doubled during the year to 75.7 EFTS, spread across graduate and postgraduate programmes.

External Relationships

The relationship with the Hawke's Bay Chamber of Commerce was enhanced when the school agreed to convene the judging panel for the annual Hawke's Bay Business Awards.

A number of staff worked with School of Business students as mentors for the Young Enterprise Scheme.

The school also launched its App and there has been good uptake from students.

Research

Two external research grants were received in 2016. One was for the Ministry of Business, Innovation and Employment and Business Hawke's Bay on the *Growth Industries in Hawke's Bay: Demand for skill and capabilities required for growth* and is well underway. The other is a review of the Hua Project, undertaken for the Ministry of Social Development. The project is a training collaboration between Government, non-profit and industry partners to provide a pathway for Māori to sustainable employment in the pipfruit and horticulture industries.

Staff Achievement

Robbie Field was awarded his PhD.

TE KURA PŪKENGA ROROHiko - THE SCHOOL OF COMPUTING

Programme Highlights

During the year, five programmes were changed due to the Mandatory Review of Qualifications. This led to the following new programmes being approved by NZQA for delivery in 2017:

- New Zealand Certificate in Business (Administration and Technology) [Level 3]
- New Zealand Certificate in Business (Administration and Technology) [Level 4]
- New Zealand Certificate in Computing (User Fundamentals) [Level 2]
- New Zealand Certificate in Computing (Intermediate User) [Level 3]
- New Zealand Certificate in Computing (Advanced User) [Level 4]

A sixth new programme in the computing suite, the New Zealand Certificate in Computing (IT Essentials) was approved by NZQA in early 2017.

In April the Institute of IT Professionals publicly announced that EIT's Bachelor of Computing Systems is an accredited and industry-endorsed computing degree. The comprehensive degree accreditation programme, run by the institute and aligned with similar accreditations in many other countries around the world, recognises computing and IT degrees that provide the best pathway to industry in New Zealand and abroad.

The number of international students on the Auckland campus grew modestly by 25% to 50.8 EFTS spread across graduate and postgraduate programmes.

External Relationships

John Jamieson did some training with Pan Pac employees on a new production management system (INCA).

Paul Dechering and Ish Lengyel were involved in the Science Camp, an initiative that received funding from the Royal Society of New Zealand. Four groups of students spent half a day each on the Hawke's Bay campus learning about Vex Robotics and programming. Students from 15 local schools attended and feedback from students and teachers was excellent.



Research

Kathryn MacCallum's major research project with Ako Aotearoa successfully concluded at the end of 2016. Her paper *A Theory-ology of Mobile Learning: Operationalizing Learning Theories with Mobile Activities*, co-authored with another member of the research project team, was accepted for the MLearn conference in Sydney. Several other papers have also resulted from this project, a number of which were collaborations with staff from other tertiary education providers.

Emre Erturk was appointed as Chair of the EIT Research Ethics and Approvals Committee.

At the CITRENZ Conference in August the Collaborative Research Award - where authors were at different institutions when research was conducted - was won by Dobrila Lopez and Mike Lopez for their paper *University student expectations of NZQA levels*. They received a commendation in the Best Paper Award category. A commendation was also received in the Educational Innovation Award (evaluation of innovative educational approach) by Stephanie Day and Michael Verhaart for their paper *Beyond Wi-Fi: Using mobile devices for glearning in the field*.

Student Achievement

Caleb Jackson completed an exchange with Regensburg University in Germany, where he undertook an IT internship at Krones, a large manufacturer in Bavaria.

Three Bachelor students and one Master's student came to EIT from Germany's Furtwangen University to study on respective programmes.

Also one Bachelor and one Master's student from OTH Regensburg studied at EIT towards their double degrees as part of the partnership agreement. These students resulted from David Skelton's teaching secondment to OTH Regensburg in 2015 where he taught eBusiness for three weeks.

TE PUNA REO INGARIHI THE ENGLISH LANGUAGE CENTRE

Programme Highlights

An English Language Centre was established on the Auckland campus with the offerings of New Zealand Certificates in English Language [Levels 3 and 4] with the intent that these programmes facilitate pathways into mainstream graduate and postgraduate programmes. In 2017 English Language training schemes will also be offered in Auckland.

Five versions of the EIT English Language Proficiency test have been developed with a sixth under development. Of the 144 tests that were administered in 2016, 94 candidates (65%) obtained the score they needed for English language entry into an EIT programme.

External Relationships

Last year, the centre hosted two intakes of the English Language Training of Officials programme (ELTO), which is funded by the New Zealand Aid Programme. One was held in January and the other in July. In 2017 there will be three ELTO intakes. ELTO is designed for officials from government departments in Asian countries who need to improve their English in order to perform their job. The officials were at EIT for seven weeks before completing their training at Victoria University.

Associate Professor Zeqing Fang, Vice Director of the International Office and Vice Dean of the College of International Exchange from Qilu University of Technology in Jinan, China began a twelve-month visiting scholarship in June.



TE KURA KAUPAPA TĀPOI, RINGA HORA THE SCHOOL OF TOURISM & HOSPITALITY

Programme Highlights

The New Zealand Diploma in Cookery [Level 5], with strands in Patisserie and Cookery, was taught in Hawke's Bay for the first time in 2016. The Patisserie strand was taught from Heavens Bakery kitchen in Meeanee Road, Taradale.

The New Zealand Certificate in Baking [Level 3] and New Zealand Certificate in Baking (Generalist) [Level 4] achieved NZQA accreditation. These will serve the needs of industry for the skill requirements in bakeries, artisan bakehouses and supermarkets, with teaching to begin in 2017.

A Barista strand was added to the New Zealand Certificate in Food and Beverage (Café and Restaurant Service) [Level 3] programme and the New Zealand Certificate in Food and Beverage [Level 4] programme was amended to include the strand 'Professional Restaurant Service'.

The New Zealand Certificates in Tourism and Travel [Level 3 and 4] have embedded City and Guilds

qualifications. These qualifications, along with the Certificate in International Tourism [Level 1 and 2], were externally verified for compliance. City and Guilds gave 'full approval' for its qualifications.

Six marae cookery programmes were run for the community during the year at Pukemokimoki Marae (Maraenui, Napier), Te Pahou Marae (Manutuke, Gisborne), Omahu Marae (Hastings) and Hinemaurea Marae (Tolaga Bay).

External Relationships

The school sponsored the Outstanding Front of House Team category of the Hawke's Bay Hospitality Awards.

Staff Achievement

Nikki Lloyd, Programme Coordinator, Tourism and Travel, was appointed as a City and Guilds external verifier for Tourism and Travel for the Australia Pacific Region.



International student Masanori Takahashi



EIT Diploma in Travel and Tourism graduate Hayley Paewhenua

Student Achievement

Hospitality students were awarded 29 medals at the Hawke's Bay Regional Salon Culinaire competitions.

International student Masanori Takahashi, who also works at Ten Twenty Four restaurant in Hastings, won the top Cookery Student Award at the Greenmeadows Rotary EIT Trades Awards.

Courtney Russell, a New Zealand Certificate in Cookery [Level 4] student, was awarded the 2017 Noel Crawford Scholarship to cover fees for the New Zealand Diploma in Cookery [Level 5].

TE KURA KAUPAPA RINGA REHE, HANGARAU THE SCHOOL OF TRADES & TECHNOLOGY

Programme Highlights

The New Zealand Diploma in Architectural Technology was taught for the first time with a solid intake of 18 students.

The following programmes achieved NZQA accreditation following the Mandatory Review of Qualifications and will be delivered in 2017:

- New Zealand Certificate in Construction Trade Skills [Level 3] with strands in Allied Trades and Carpentry
- New Zealand Certificate in Electrical Engineering Theory [Level 3]
- New Zealand Certificate in Foundation Skills



The following programmes were delivered in new sites for the first time:

- Building, Construction and Allied Trade Skills [Level 2] was delivered in Tuai with great success, with 14 out of 15 students graduating.
- The Certificate in Foundation Studies - Automotive and Engineering in Wairoa
- The Certificate in Foundation Studies [Level 3] - Plumbing, Plastering and Painting in Tolaga Bay, Tokomaru Bay and Ruatoria. This programme was a huge success with the local communities on the East Coast. A number of marae, kaumatua flats and community buildings had renovation works completed and the local community gained useful sustainable skills.
- The EIT Certificate in Carpentry [Level 3] was delivered in Dannevirke and Waipukurau - in each site a three-bedroom house was constructed and auctioned.

In addition a Training Scheme in Construction Employment Skills was run in Taradale to support the Ministry of Social Development to meet the needs of the horticulture industry which needs skilled staff to build apple bins and pallets.



One of the three-bedroom houses constructed by Certificate in Carpentry students



Wairoa Automotive and Engineering tutor Ben Aldrich hands on with a student

External Relationships

A Memorandum of Understanding (MoU) was signed with Vanuatu's Ministry of Health to reconstruct two cyclone-affected buildings; one in Port Vila and the other on the island of Tanna. Five current and ex staff and one student completed the projects in July.

- A MoU was signed with TUMU ITM for the lease of a workshop and land to construct a three-bedroom dwelling in Dannevirke.

A MoU was also signed with Acklin Developments in Waipukurau so that the EIT Certificate in Carpentry programme run there could build a cottage. This was the first time this programme was run in Waipukurau.

Marae Fit initiative with Hastings District Council allowed the completion of four paepae shelters and a waharoa at Waimarama marae.

The Carpentry [Level 3] students from Dannevirke and the Introduction to Trades (Carpentry) students from Wairoa supported the Marae DIY show from TV3 at Whakaki Marae, Wairoa in February with a project to re-roof and re-clad the hall. The local community and the New Zealand Army supported the initiative.

The School of Trades and Technology maintained the relationship with Waiouru Military Camp, with 19 students deployed to Waiouru for one week of teambuilding, leadership training and completing construction projects in October.

Staff Achievement

Past staff member Ian Beaven's appointment as an Honorary Teaching Fellow was publicly announced at the popular Greenmeadows Rotary awards in May. Mr Beaven's long experience at EIT will continue to be utilised in programme developments and industry connections.

Student Achievement

There was an increased number of enrolments for women in trades with 42 enrolments (predominantly Māori) and an 88% completion rate. The school launched a “Women in Trades” cluster group that met two-monthly to provide a support network.

TE KURA MĀTAI WĀINA - THE SCHOOL OF VITICULTURE & WINE SCIENCE

External Relationships

The School of Viticulture and Wine Science has been working cooperatively all year with Qilu University of Technology (QLUT), in Jinan, China on a joint teaching programme and also articulation of QLUT's Bachelor of Brewing Engineering Technology and EIT's Bachelor of Wine Science for 2017.

Chinese Embassy officials (Second Secretary, Education and an education counsellor) visited the Hawke's Bay and Tairāwhiti campuses in April to familiarise the embassy with EIT's programmes.

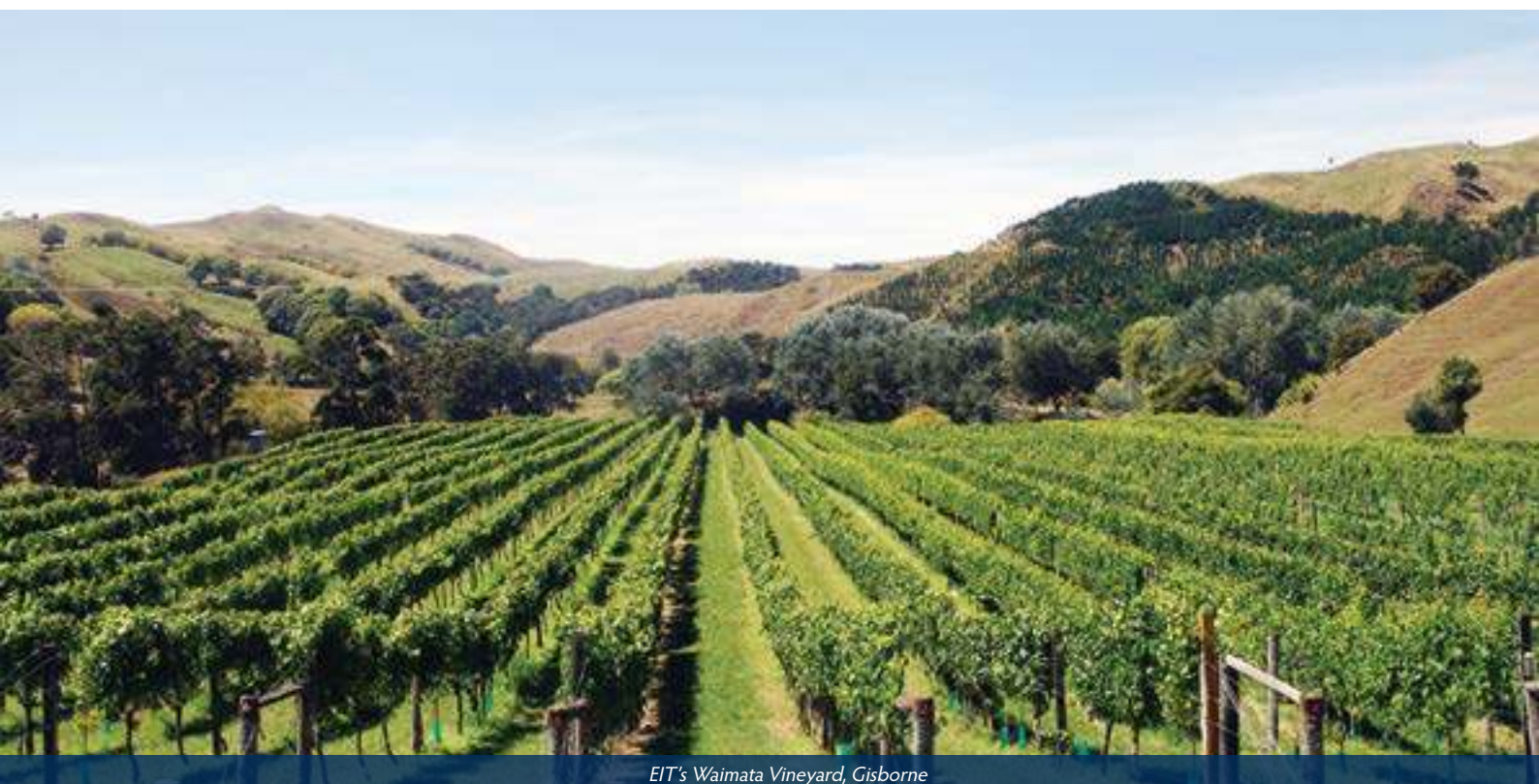
Workshops were run for school groups: Cambridge High School Year 11 annual Viticulture Workshop; two groups of 30 Napier Boys' High School students for winemaking and a workshop for four groups of 15 students over two days on 'Yeast and Fermentation of Grape Juice' for the Royal Society Hawke's Bay Year 7 and 8 Science Camp. Practical workshops on separation of DNA by gel electrophoresis were run for four groups of 20 senior biology students from Napier Girls' High School.

The EIT Tairāwhiti winery processed just under 50 tonnes of grapes in the 2016 vintage made up of student wine, EIT commercial wine and contract juicing and winemaking.

Research

Dr Petra King obtained an external grant of \$18,790 from The Cresswell Jackson New Zealand Wine Trust for her project *The use of anti-transpirant sprays to produce lower alcohol Sauvignon blanc*.

Associate Professor Dr Carmo Saunders-Vasconcelos received \$6,000 from Key Industries for her project *Influencing the rate of ripening of wine grapes to target wine styles*.



EIT's Waimata Vineyard, Gisborne

Student Achievement

Alex van der Loos, third-year Bachelor of Wine Science student, was awarded a Bragato Trust scholarship worth \$3,500 for New Zealand undergraduates in wine science or viticulture to enable the students to gain further qualifications or experience.

Tairāwhiti Certificate in Grapegrowing and Winemaking students provided stewarding for the 2016 Gisborne Wine Awards' judging in May and EIT wine, trading as Waimata Vineyards, received two medals - a silver for Cognoscenti Chardonnay 2015 and a bronze for Cognoscenti Syrah 2014.

Sacha Pettit, a Bachelor of Viticulture student, was awarded the Taradale Rotary Club's annual EIT Excellence Award in June at a dinner at Scholars Restaurant.

EIT students and graduates achieved considerable success in regional competitions. Hawke's Bay Young Winemaker winner was Alex Roper with Brad Frederickson coming third. Hawke's Bay Young Viticulturist winner was Cameron Price, Anton Luiten was second and Jascha Oldham-Selak came third. Marlborough Young Viticulturist winner was Brenton O'Riley. In the Wairarapa Young Viticulturist competition Mark Langlands took the top prize with Scott Lanceley-Cockram runner-up.

Three of the five finalists in the National Young Viticulturist competition were EIT students or graduates with the overall winner being EIT Bachelor of Viticulture student, now employed by Villa Maria Wines, Cameron Price.

In the National Young Winemaker competition, of the four finalists, two were EIT graduates and Alex Roper, EIT concurrent Bachelors of Viticulture and Wine Science graduate, employed by Mission Estate, was runner-up.

Ben Richards, concurrent Bachelors of Viticulture and Wine Science student was awarded the Constellation Brands Scholarship for Viticulture. Ben was also selected for the Bragato Student Exchange with the Conegliano School of Viticulture and Oenology, Italy, undertaking a study of Italian wine regions in January 2017.

Two students entered wine in the commercial categories of the Bragato Wine Awards and both gained bronze medals. Douglas Renall with Dark River Kumeu Chardonnay 2015 and Jascha Oldham-Selak with JOS Methode Traditionelle 2015.

At the Hawke's Bay A&P Bayleys Wine Awards held in October, 60% of EIT student entries gained medals. Jascha Oldham-Selak was awarded the Best Student Wine Trophy and Ben Jones, concurrent Bachelors of Viticulture and Wine Science concurrent student, was the recipient of the Hawke's Bay A&P Society Young Vintner Award for 2016.



Jascha Oldham-Selak, third-year Bachelor of Viticulture and Bachelor of Wine Science concurrent student

Te Manga Kaupapa Mātauranga, Ahurea, Hauora Faculty of Education, Humanities & Health Science

Sadly, the Faculty's Executive Dean, Dr Susan Jacobs, retired in May after 30 years working in the School of Nursing and later as Dean of the Faculty.

A special farewell was attended by previous staff members, staff from both campuses and many people from industry and the community. Following Susan's departure the Head of School for Education and Social Sciences, Gwenda Kevern, kindly agreed to step into the role of Acting Dean, pending the arrival in October of Professor Natalie Waran, who joined us from the University of Edinburgh.

Despite all the changes in management, the schools within the Faculty have continued to strengthen and grow. Some significant achievements are outlined below.



TE KURA KAUPAPA MĀTAURANGA, PĀPORI THE SCHOOL OF EDUCATION & SOCIAL SCIENCES

Programme Highlights

It has been another big year for the School, with a number of programme development projects.

The Bachelor of Teaching (Early Childhood Education) underwent a six-year review with the Education Council of New Zealand. The reviewed programme, which elevates the value of the students' two days a week placement in an early childhood setting, will be introduced year by year, having started with Year 1 in 2016. The panel's report was complimentary about relationships with the local early childhood sector and the cohesiveness and openness of the teaching team.

The School was involved with Te Ūranga Waka in the development of two new qualifications, Te Tohu Titohi mō Te Aka Wakaaroaro: Postgraduate Diploma in Professional Practice, and Te Tohu Paerua mō Te Aka Whakaaroaro: Master of Professional Practice. Delivery of these qualifications will commence in 2017, featuring a flexible learning approach grounded in Mātauranga Māori.

The Centre for Veterinary Nursing is an exciting addition to the School commencing in 2017.

2016 was the first year offering the Bachelor of Social Work (BSW), a four-year degree on both campuses. The BSW is an inquiry-based programme, a challenging change for both staff and students.

The Bachelor of Applied Social Sciences (BASS) is being phased out with 2016 being the final year for students in the Counselling stream, and 2017 for students in the Social Work stream.

School staff have been busy in 2016 presenting numerous papers at both Teacher Education and Social Work Conferences. A number of students have also been involved in presenting their work in public forums.



Three programmes, the Certificate in Introduction to Social Services [Level 3], the Certificate in Education and Social Sciences [Level 4] and the Diploma in Tertiary Learning and Teaching have had another year in a holding pattern as we await decisions about the new national qualifications which will replace them in 2018. The National Certificate in Social Services, which was offered on the Tairāwhiti campus for a number of years, was taught for the last time in 2016. For 2017, the Level 3 and 4 Certificates will be offered in Tairāwhiti.

In semester two, the Certificate in Education and Social Sciences (CESS) was offered for the first time at Tairāwhiti and the Wairoa Learning Centre.

Two existing courses were redeveloped for successful summer school offerings in the November/December period: the CESS Study Skills course, offered as Getting Ready for Tertiary Study, and a BASS course, Working with Family Violence.

External Relationships

Two public lectures were held this year to offer professional development opportunities to the professional groups who support our programmes. In June, Dr Jenny Ritchie of Victoria University spoke on *Living in and with a world in crisis: Educational and community responses to climate change* and Dr Glenn Colquhoun presented *Myths and legends of the ancient Pākehā* in November.

The schools' Advisory Committees continue to offer support and guidance for our programmes.

Several staff attended consultation meetings about EDUCANZ's review of initial teacher education programmes. It is anticipated that a requirement for a four-year or postgraduate degree will be announced in 2017, necessitating changes to our programmes.



Primary Teaching graduate Hamish Wedd



Bachelor of Social Sciences Valedictorian Sophia Raroa

Research

Our programmes were well profiled at two important national conferences, the Teacher Education Forum of Aotearoa New Zealand (TEFANZ), and a Massey conference, Social Work in Changing Times. At each conference, lecturers presented research related to the degrees.

At the TEFANZ conference, there were three presentations. The first, *"It's important to know it's not about being on show": Examining mentor teachers and principals' positioning with EIT's practice-based primary teaching degree* by Viv Aitken; second, *Candidate teachers - maths attitudes and anxiety* by Julie Whyte, and lastly *Learning to teach in innovative learning environments: Candidate teachers' perceptions* by Emily Nelson and Leigh Johnson.

At the Social Work conference, two presentations were made. The first, *Riding the Wave: A critical reflection in the use of inquiry-based learning as the underpinning pedagogy for the Bachelor of Social Work* by Raema Merchant, Judy Wivell and Rehia Whaanga, and second *Where angels fear to tread: Teaching Te Tiriti o Waitangi in today's world* by Joan-Ella Ngata and Raema Merchant.

Early Childhood lecturers Glynis Cooper and Cheryl McConnell had papers accepted for presentation at next year's International Early Childhood World Forum on Early Care and Education. The EIT-led annual Early Childhood Education Research Symposium was again a huge success with close to 100 attending.

Staff Achievement

Dr Emily Nelson's contribution to the research environment at EIT was recognised with the Chief Executive's Award for Research Excellence.

Student Achievement

A number of students presented their work in public forums this year. Three students presented the findings of their third-year action research projects at the ECE Research Symposium. *Boys and Dramatic Play: "Let's be working police officers"* by Kate Graham; *Engaging children with carpentry* by Brylie Robson; and *A literacy intervention: "I can write my name"* by Jemma Harington.

Two Bachelor of Applied Social Sciences students presented a model of practice they are developing at the Massey Social Work Conference - *He Kotuku: A proposal for a new holistic model of practice* by Rachael Diffey and Tareta Rio.

At examiner's meetings for the Bachelor of Applied Social Sciences and Bachelor of Social Work, the numbers of successful students who have completed the Level 3 and 4 bridging programmes were noted with acclaim.

Eleven out of 16 Bachelor of Applied Social Sciences graduates and two out of 17 Bachelor of Teaching (Primary) graduates in 2016 had completed one or more of the School's Level 3 and 4 pathway programmes prior to undertaking degree-level study.

TE KURA KAUPAPA HAURORA, HĀKINAKINA THE SCHOOL OF HEALTH & SPORT SCIENCE

The School has had a successful year, with the long awaited refurbishment of the hairdressing salon completed in time for students to make good use of it.

External Relationships

Marcus Agnew is working in collaboration with the Hawke's Bay Community Fitness Centre Trust at Hawke's Bay Regional Sports Park, in improving community health and sport performance through various physical literacy programmes. The School is looking forward to developing more projects over the coming year.

Staff Achievement

Theresa Styles and Heidi Smithers completed postgraduate certificates and Head of School Kirsten Westwood completed her Master in Health Science degree. Deputy Head of School Lee-Anne Taylor received a Performance Coach Award from Netball New Zealand and 2016 Hawke's Bay Netball Coach of the Year.

Student Achievement

The Beauty team achieved 100% student success in the International Cidesco exams.



2016 Magpies players Jorian Tangaere and Jason Long (EIT graduates) and Jarvy Aoake (EIT student)



Deputy Head of School, Lee-Anne Taylor, 2016 HB Netball Coach of the Year



The refurbished Hairdressing salon, Salon Elite

Bachelor of Recreation and Sport graduate Hannah van Kampen competed as a guide at the 2016 UCI para-cycling world championships, with two top 10 finishes. She also competed as a guide at the Rio Olympics.

The Magpies front line contains two Bachelor of Recreation and Sport graduates (Jorian Tanagaere and Jason Long) and current Magpie, Jarvy Aoake, studying with us.

Hairdressing student Raelene Johnston placed second in Night Hair at the Hawke's Bay Association of Registered Hairdressers competitions.

Bachelor of Recreation and Sport student Tivaini Fomai was recently appointed to the Pasifika Health Leadership Group (PHLG). This group is chaired by Barbara Arnott and advises the Hawke's Bay District Health Board on strategic matters from a Pasifika perspective.



Hannah van Kampen, Bachelor of Recreation and Sport graduate

TE KURA AHU TAONGA IDEASCHOOL

Students and staff of ideaschool have enjoyed many successes throughout the year.

PROGRAMME, STUDENT AND STAFF HIGHLIGHTS

Honours and Masters Programmes

Te Hono ki Toi (Poutiri-ā-rangi) - Bachelor of Professional Creative Practice (Honours) was delivered for the first time in 2016 with student numbers up 37% on budget. End of year results for the cohort were above expectations.

Student Susan Mabin was accepted into the New Zealand Contemporary Art Awards, the nation's most prestigious award for academic excellence.

Visual Arts and Design

The Bachelor of Visual Arts and Design completion/pass rates were 96% for 2016.

The Level 7 Graduate Exhibition at the Hastings Community Arts Centre was successful. For the first time, two students curated the exhibition and were assessed on the outcome.



Masters student Susan Mabin



Tara Cooney, Bachelor of Visual Art and Design graduate and Valedictorian



Level 7 student, Rory Gannaway, achieved very highly, with his photography published in National Geographic.

The Level 6 exhibition *Methodology* project exceeded expectations in student assessment outcomes. These students were also successfully involved in a Community project *Paihere*, in conjunction with Napier Inner City Marketing, where they were asked to redesign an inner city empty section.

The Level 6 design project student-team worked with Hawke's Bay design company "Band" and the Hawke's Bay Foundation on their Charity profile and had a highly successful outcome.

Fashion

Student success at the Hawke's Bay Racing Fashion in the Field competition saw Victoria Eglinton win the Young Designer/Avant Garde section and also judged the Supreme Winner of the competition. Her prizes included a trip to Hawaii including flights and accommodation.

Victoria Eglinton's winning Hawke's Bay Racing Fashion in the Field entry



Fashion received great press coverage from Hawke's Bay Today before this competition, including a story and images of each student's entry published each consecutive Saturday. Feedback from the public and Hawke's Bay Today was that they loved it and wanted it repeated in 2017.

Although our Level 4 students weren't successful in gaining a placing at the Hokonui Fashion Design competition, 2015 graduate Te Orihau Karaitiana placed third in the Collections section. This was notable, as his collection was up against degree-level students, proving our standard is equal to any Level 6/7 work.

Fashion held a pop-up exhibition "Looking Back Moving Forward" in September, during the third term holidays. This was a selection of past students' work, held in an empty shop in the Ocean Boulevard, Napier. Public reaction was very good and certainly raised the profile of our programme. We intend to repeat this activity.

External moderator Deb Laraman from Toi Ohomai Institute (Waiariki) visited early December and was very impressed with the level of work, mentioning that the Level 3 work was equivalent to Level 5 and the Level 4 equivalent to Level 6. This confirmed our belief that we are ready to move to the new New Zealand Diploma of Fashion [Level 5] in 2017.

Music

The hugely popular high school tour went to Central Hawke's Bay for the first time in 2016.

Dave Dobbyn's manager, Lorraine Barry, gave two guest lectures in conjunction with the Music Managers Forum.

Graduate Kepa Tumai performed a solo set at the Inner Bubble Festival.

Viper records artist 'Trei' and 'Jakob' guitarist Jeff Boyle formed the EP Ian Morris award selection panel.

Screen Production

When assisting an Al Jazeera documentary maker, Taina Reid mentioned that his aim upon graduation was to work for the broadcaster Al Jazeera. So when Naashan Zalk from Al Jazeera returned to shoot a documentary in Hawke's Bay we were pleased to be able to offer him Taina as an assistant. After going on a shoot more than once, gaining valuable experience, the feedback from Naashan was "Taina was an asset".

Dylan Oliver, a 2016 graduate, secured a full-time position as a gear tech with Staples Rentals in Auckland - a cutting-edge screen equipment hire company. Dylan's mother said she has never seen him grow in confidence so much; she put it down to Dylan's time on the Screen Production course.

2016 first-year international student Ashik Chahwalla worked for a week on the Hawke's Bay Arts Festival event 'The Cube' in Hastings. The director of the festival said Ashik was fantastic and Ashik loved doing it.

The short film produced by second-year student Brock Reynolds was picked up by Hawke's Bay Today, The Dominion Post and a local community paper. Brock featured his experience during the 2009 Napier Siege.

All 16 students passed Year 1 with 14 progressing into Year 2. Fifteen of the 16 students passed Year 2.

In 2016 Staples Rentals offered \$1,000 as a prize for our top student, Ellora Maris, winner of our Pania Award.

In 2015 the top Screen Production student was Jiangyan Chen from China. Upon graduation Jiangyan relocated to Auckland. He started an Internship at TV33, the Asian New Zealand Freeview TV Channel, which has now led to a full-time job. A number of self-produced programmes such as News 33, New Zealand Chinese Life, Kids Time, Taste the Wine, Traditional Repertoire, Open Home, Star News, Asian Council on Reduce Crime and Chinese Community Garden.
<http://www.tv33.co.nz/>



Jiangyan Chen (centre) New Zealand Diploma in Screen Production graduate

TE ŪRANGA WAKA (HAWKE'S BAY) AND TE WHATUKURA (TAIRĀWHITI) THE SCHOOL OF MĀORI STUDIES

'Piki ake, kake ake i te toi huarewa, te Ara o Tāwhaki i piki ai ki runga'

One of the highlights of 2016 was the filming of Te Ūranga Waka's promotional video, which not only went viral on Facebook and was showing at local movie theatres, but also aired on Māori TV in January 2017 leading up to the Matatini national competition in February.

As always for Te Ūranga Waka and Te Whatukura, key events included the institutional pōhiri/whakatau each semester and our school/EIT graduation ceremonies. These are always an opportunity to showcase the skills our ākonga have gained. So too with the many hui that staff and students supported throughout the year, many times outside of their study hours and involving travel out of town.

Te Whatukura entered a group into the Tairāwhiti Tamararo Regional Kapa Haka Competitions and did EIT proud! As did Te Rerenga Kōtuku and Pareārau which have representation from Te Ūranga Waka.



Dean Dr Susan Jacobs was sadly farewelled in July but fortunately continued to be involved with our schools overseeing the Bachelor of Arts (Māori) review and development of the new Masters/Postgraduate Diploma programmes. New Executive Dean, Professor Natalie Waran, was formally welcomed onto Te Ara o Tāwhaki in October.

It was with John and Materoa's high expectations fixed in our minds, that we picked ourselves up and got on with the mahi! The support from our Chief Executive, our Dean and many other staff was wonderful and while an extremely busy and, at times, difficult year, there was so much to celebrate.

Programme Highlights

The new Bachelor of Arts (Māori Performing Arts) [Level 5] course proved to be a great success and the class attended a number of regional competitions throughout the North Island in 2016.

The annual degree monitor's visit in November was extremely positive.

Key events for both schools included:

- Hosting the February book launch of Dr Joseph Te Rito's (first Dean of Māori Studies) reo Māori teaching resource which a number of Te Ūranga Waka staff were heavily involved in for five years.
- The TEU AGM at Te Whatukura in March.
- Pōhiri and day of activities for 250 boys from Hereworth School and two weeks later the Kahungunu Reo Symposium at Te Ūranga Waka.
- Whakatōhea Treaty Claims hearing at Te Whatukura in May and then in June a hangi and kapa haka bracket to celebrate Matariki.
- A number of staff and students of Te Ūranga Waka worked as volunteers at the National Secondary School Kapa Haka Competitions in July.
- Welcomed and took care of the NZQA panel based on site to approve the new postgraduate qualifications, Te Tohu Titohu mō Te Aka Whakaaroaro (Postgraduate Diploma in Professional Practice) and Te Tohu Paerua mō Te Aka Whakaaroaro (Master of Professional Practice) in November.

Both schools' graduation ceremonies in December were very special celebrations and EFTS targets were exceeded by 122% particularly due to the overall effort by all staff to lift EFTS for the School and the Institute.



Karen Albert Student Support Officer and past Bachelor of Arts (Māori) graduate



A still shot from Te Ūranga Waka's promotional video

External Relationships

The year began with a week-long pilot of a Rangatahi (Youth) Leadership at Tangoio Marae facilitated by Te Ara Kairangi. Very positive feedback from the rangatahi and kaumatua of the marae led to a collaboration with EIT and the development of the training scheme Certificate in Rangatahi Leadership [Level 3].

This was to be the first of many training schemes developed and offered throughout the year. A Level 2 Karanga course ran from Pōrangahau and eight Mōteatea courses from Ruatōria to Tangoio Marae at Levels 2 or 3.

The Level 2 Certificate in Maori Studies was again successfully delivered at the Hawke's Bay Regional Prison taught by Tipene Rangihuna. EIT and the prison have agreed to deliver three offerings of the Level 2 course in 2017 and one of Level 4.

The certificate programmes were delivered to staff of EIT, the Hawke's Bay District Health Board, the Ministry of Education, the Ministry of Social Development, Te Taiwhenua o Heretaunga and the Hastings District Council as well as classes for the local community in Taradale and Gisborne. In Semester One basic reo and tikanga classes were provided at Karamu High School for teaching staff and finished with the group being formally welcomed on to Te Ara o Tāwhaki.

Research

Pare Rohe-Belmont and Margaret Young (staff member and BA Honours student) attended Ngā Pae o te Māramatanga's biennial indigenous conference in Auckland in mid-November; and Maria Wynyard and Angela Tibble attended the Ako Conference - Tuia te Ako in Auckland in early December.

Staff Highlights

Level 7 student Sahn Whiunui was employed as learning facilitator for the night delivery of Level 2. Sahn was able to draw on his own learning experiences to encourage, support and inspire many students.

Angela Tibble, Joe Pihema, Pare Rohe-Belmont, Matewai Timu-Fosio and Jackie Ham competed at their regional kapa haka competitions. Kare Tipa taught at three whānau kura reo at Temuka and Bluff and assisted at a Kura Reo in Christchurch in April. Pare Rohe-Belmont and Jackie Ham were judges at the regional Manu Kōrero speech competition held at Te Ūranga Waka in July. Pare was also a judge at the regional secondary schools' kapa haka competitions in September.

Joe Pihema resigned to take on a significant role with his Ngāti Whatua iwi board. However, Joe is still employed as a part-time wānanga tutor. Nadine McKinnon, graduate of Te Whatukura's degree programme pre-merger, who has expertise in te reo, linguistics and research, replaced Joe. Nadine is also a published author/translator.

TOIHOUKURA - SCHOOL OF MĀORI VISUAL ARTS

He aha te mea nui o te Ao? He tangata, he tangata, he tangata!

Patua ki Tahatū o te Rangi - Strike at the Horizon

This whakatauki (proverb) has provided the theme for Toi Houkura in 2016. Essentially, it has been the platform for staff, students and our community to think, dream and act beyond our limitations to reach common aspirations and goals.

Programme Highlights

Toi Houkura continues to enjoy high retention rates across its programmes, including the newly introduced postgraduate qualification. Additionally, completion and pass rates complement students' desire and willingness to pursue their qualifications through Toi Houkura over several years of study.

Postgraduate Programmes

Te Hono ki Toi (Poutiri-a-Rangi) - Bachelor of Professional Creative Practice (Honours) was delivered for the first time in 2016. Nine students were accepted, with 100% retention by the end of the year. With one exception, all students passed with an overall B average or above.

Te Ara Poutū/Graduate Diploma in Museum and Heritage Studies was delivered for the first time in 2016. Thirteen students were recruited to the programme which equated to 11.50 EFTS. The programme had 100% retention and 97.73% completion and pass rates.

Te Toi o Ngā Rangi - Bachelor of Māori Visual Arts

Thirty-three students were enrolled across the degree programme with 100% rate of retention and 97.4% completion and pass rate.

Students were given opportunities throughout 2016 to exhibit locally and nationally. They were also involved in a number of community projects including:

- Ten Years of Wahakura Kura Celebrations, a weaving-based project for Sudden Unexplained Death in Infants (SUDI) research led by Dr David Tipene-Leach, and launched in 2006 from Toi Houkura.
- Installation of major artworks at Maraenui Marae, Te Kaha, East Coast - this community project involved students and staff in the creation of art panels and painting now erected in the wharekai at Maraenui Marae. The installation coincided with the annual Toi Reo wānanga. All artworks were based on the kaitiaki (guardians) associated with the region.

Certificate in Māori Visual Arts (Foundation)

Nine students were recruited into the programme with three withdrawing and half of the remaining students successfully completing and passing the programme.

Although numbers declined, the remaining students did exceptionally well throughout the year, and all three decided at the end of 2016 that they intended to return as degree programme students.

Certificate in Studio Workshop Studies

This programme is largely practice based, and numbers are traditionally small. Six students enrolled in the programme, with one withdrawal. The five remaining were successful throughout the year which culminated in a group exhibition. Completion and pass rate was 83.3%.

Staff Highlights

Erena Koopu received her Master of Arts - Māori Visual Arts (First Class Honours) from Massey University and Ruth Smith a Bachelor of Arts - Māori (Honours) from EIT.

Three public lectures were held during 2016:

1. *Ongekura - How do institutions like the British Museum protect and care for taonga that don't inherently belong there?* by guest speaker Julie Adams, Curator Oceania, British Museum, London.
2. *Ringihia i te kete - Language of the Stars* by guest speaker Dr Rangi Matamua, Waikato University, Hamilton followed by the opening of *Tau Hou - An exhibition celebrating Matariki*.
3. *Patua ki Tahatū o te Rangi - Strike at the Horizon: A summary of the journey of the 2016 Ship for World Youth Leadership Conference participants aboard the Nippon Maru* by EIT staff member Ruth Smith, Toi Houkura School of Māori Visual Arts, Maia Gallery, EIT Tairāwhiti campus, Gisborne.



Erena Koopu, Toi Houkura lecturer and past Toi Houkura graduate



Hariata Dalton-Reedy and Tipene Thorpe, Toi Houkura Bachelor of Māori Visual Arts students

Māori artist and former staff member and student Dave Cameron received the *Access Art Award* for outstanding achievement and contribution to traditional and contemporary Māori Art. The award was presented by Minister of Arts, Culture and Heritage the Hon Maggie Barry, ONZM, at Parliament in Wellington.

The 2016 Festival of Pacific Arts (FESTPAC), Guam was attended by Toi Houkura staff and artists Erena Koopu, Makarini Solomon, Henare Brooking and Emma Marino.

Student Highlights

The trial Arts Trades Academy was launched with students from Ngata College and Tolaga Bay Area School successfully completing the inaugural programme.

Hariata Dalton-Reedy was the recipient of the Ngarimu VC and 28 Māori Battalion Memorial Scholarship presented by Hon. Hekia Parata at Parliament in Wellington.

Toi Houkura students and staff held three successful exhibitions, *Rukuhia* at the Maia Gallery, Toi Houkura; *Tau Hou* a celebration of Matariki; and *Po Tipu Ao Rea*, which resulted from an invitation to exhibit at Wairoa Museum by Director Michael Spedding.

TE KURA KAUPAPA TAPUHI - THE SCHOOL OF NURSING

This year marks 35 years of nursing education at EIT. Reflecting back, it is clear nursing education has evolved and responded to social, professional, political and clinical practice needs. Enrolments remain positive across the programmes domestically, but we are also seeing growth in international students with the Contemporary Certificate in New Zealand Nursing Practice programme always fully subscribed and international student numbers increasing in the Postgraduate Diploma in Health Science.

Jennifer Roberts was appointed to the Head of School position in July, following her success in the deputy role. In addition, Clare Buckley was appointed as the new Assistant Head of School, with specific responsibility for the coordination of the 'Nurse Entry to Practice' programmes with Hawke's Bay District Health Board and Hauora Tairāwhiti.



Associate Professor Pamela Wood

Bachelor of Nursing Graduate Nicole Lilburn

Programme Highlights

Apart from an excellent monitor's review of the Master of Nursing programme, a major highlight this year was the formal approval, after a successful Nursing Council site visit in November, of the new endorsement of Registered Nurse Prescribing within the Postgraduate Diploma in Health Science. This is significant, because only education institutes with an approved Nurse Practitioner educational pathway may offer Registered Nurse Prescribing. EIT is one of five institutes eligible to do so, and this approval represents a number of years of discussion and work by the school.

Staff Highlights

There have been some key staff appointments this year:

- Associate Professor Pamela Wood, who is an internationally recognised expert in nursing history and is highly respected within nursing academia, returned to New Zealand after having worked at Federation University in Melbourne.
- Tim Giles, who has significant expertise in mental health nursing has been working in clinical practice in the Nelson/Marlborough region, where he was employed as a duly authorised officer, as well as establishing a community radio show about mental health on Radio Kidnappers.
- Mandy Pattinson, who has many years of experience working in intensive care.
- Dr Eunice Fuchs, who has a wealth of experience after working many years in critical care in the USA.

Student Highlights

The Bachelor of Nursing programme awarded prestigious Bachelor of Nursing student scholarships as follows:



Dianna Lewer Memorial Scholarship for Excellence in Mental Health Nursing:
Tamima Khan-Kingston, Tairāwhiti

United Friendly Society Scholarship for Pharmacotherapeutics:
Karen Chantrey, Hawke's Bay

Rapai Pohe Scholarship:
Jamie Waenga, Ngāti Kahungunu and Shannon O'Neill, Ngāti Kahungunu

SCHOOL OF PRIMARY INDUSTRIES & REGIONAL LEARNING CENTRE HIGHLIGHTS

Te Kura Ahumahi Mātua - School of Primary Industries

The new School of Primary Industries was established in 2015 and work continued during 2016 to consolidate programmes and establish new business and work opportunities through the process of designing and gaining approval for fifteen new programmes post the Mandatory Review of Qualifications (MRoQ). The new programmes are from Level 2 to Level 5 with course duration ranging from 14 week programmes to year-long study. The focus is on agriculture, horticulture and forestry across the Hawke's Bay and Tairāwhiti regions, with programmes run from the Regional Learning Centres, offered in the communities and in the workplace.



Forestry student Ardin Tuki Boyce



Ryan May Horticulture cadet



There are several on-farm and on-orchard training programmes in place, and the popular three-year programme, managed in Hawke's Bay by Gordon Reid, had 75 people studying and working in the horticulture industry in 2016. Over 100 enrolled for 2017. A new area of study developed in 2016 for delivery in 2017 is apiculture.

Contestable funding for all Level 3 and above agriculture and horticulture programmes was introduced in 2016. EIT's School of Primary Industries was successful in obtaining Tertiary Education Commission funding and that, combined with the successful Level 1 and 2 contestable bid, will see the school grow in size in 2017.

The full-time industry-based orchard programmes have proven to be popular with employers, with Rockit coming on board in 2016, and Bostocks continuing their support. Other major orchards have also indicated interest in these programmes.

The Ministry of Social Development and Mr Apple continued to be proactive by providing employment opportunities, and EIT was approached to pilot a training programme for individuals who had done thinning work with Mr Apple to transition to picking, thereby keeping them off the job seeker benefit. Approximately 50 will complete their on-job training with EIT in early 2017 and be employed.

The School of Primary Industries has a reputation for adapting programmes to meet industry requirements and providing up to date content that meets the needs of industry, and also for supporting the needs of agencies such as the Ministry of Social Development.

The School of Primary Industries also delivered agriculture at Levels 2 and 3 into the Hawke's Bay region, and reintroduced forestry and forestry driving programmes into Hawke's Bay after a long break.

2016 saw EIT's relationship with the Primary Industry Training Organisation (ITO) grow. From 2017 the New Zealand Diploma in Agribusiness Management will be delivered in partnership with the Primary ITO in the Hawke's Bay and Tairāwhiti regions, and there has been an increase in the contracted off-job provision in agriculture and horticulture.

EIT, the Department of Conservation and Longbush Eco Sanctuary started the latest stage of the restoration of Donners Bush on Riverside Road in Gisborne. This is an important ecological site, sponsored by Dame Anne and Jeremy Salmond and the Department of Conservation. EIT and, prior to the merger, Tairāwhiti Polytechnic, have supported this initiative for approximately 25 years. This reflects our commitment to the work being done to ensure the ecological importance of the Waimata River is sustained.

The Level 3 farming programme completed the fencing portion of the project, with help from the forestry students who cleared trees from the site. Once weed spraying was completed, the horticulture teams planted several hundred native trees and shrubs which had been propagated at the Rural Studies unit. The horticulture teams also propagated seeds collected from the reserve for planting in the next stage of the project in 2017.

Regional Learning Centres & Communities

The Regional Learning Centres continue to provide support and tertiary education for students who initially are unlikely to engage in higher education or, due to geographical issues, are unable to engage at the main campuses.

They continue to perform strongly and are receiving significant support from the communities where the programmes are offered. There have been several "pop up" sites as well across the regions, and we continue to support delivery from marae, schools and other sites as appropriate.

In 2016, the number and range of programmes offered at the centres increased. New programmes reached enrolment and completion targets, highlighting the need to offer both variance and progression options at the centres.



Central Hawke's Bay students gaining the experience they need

The centres in Central Hawke's Bay, Maraenui and Hastings offered approximately 28 full-time programmes as well as a range of Adult Community Education (ACE) programmes. Included in the full-time programmes were Marae Cookery based at Pukemokimoki Marae, Carpentry [Level 3] in Central Hawke's Bay, and the delivery of three horticulture qualifications in Hastings.

Other activity in the Hawke's Bay Regional Learning Centres included Agriculture Trades Academy, a new employment preparation training scheme and driver licensing with Literacy Aotearoa. The centres also have a strong community focus, with numerous community groups holding meetings and participating in other activities at the centres. The horticulture programmes continue to provide support to various community gardens, for example, growing produce for a local soup kitchen, developing primary school garden beds and assisting with sustainable development at local marae.

Some new programmes were introduced to the Regional Learning Centres in the Tairāwhiti region as well as new programmes offered at "pop up" sites and local marae. The "3 P" programme (Painting, Paperhanging and Plastering) was new to the portfolio and well received at the venues in Ruatoria, Tokomaru Bay and on Hinemaurea Marae. For the first time the Level 3 General Farm Skills programme, focusing on vehicles and fencing, was offered in Uawa and Wairoa.



A horticulture student tends to produce being grown for local soup kitchens



Māori and Pacific Trades Training students

Wairoa horticulture students have been involved with the reintroduction and planting of the threatened white ngutukaka (kakabeak). Approximately 100 plants were gifted to Ngāti Kohatu and Ngāti Hinehika iwi to be planted on their ancestral land at Te Reinga Marae and students participated in the pōwhiri when the kakabeak came back to the site.

Also in Wairoa, due to high demand, an automotive/engineering programme was run for the first time. It is planned to continue this programme in 2017.

Rangi Kamau and his Wairoa-based carpentry students participated in a week long "Marae DIY" at Whakaki, contributing to the makeover of the marae. That included an entire re-roof and re-clad of the hall.

Panapa Ehai and his horticulture students in Ruatoria were involved with DOC in planting over 4000 native trees and shrubs in various locations on the coast, including Kia Ora and Te Rimu stations. They were also part of a DOC project surveying for native orchids and were involved with relocation of ferns from Koutini forest for marae and school beautification projects. Additionally they worked for five days at Morere clearing noxious weeds from DOC land.

A new initiative in Ruatoria saw Year 9, 10 and 11 students from Ngata College participating in taster programmes every Friday throughout 2016. Students were introduced to a range of subjects including cookery, computers, carpentry, agriculture, horticulture, forestry and engineering skills.

Community gardens in the Gisborne area continue to be popular, with gardens operating at Tyndall Road, Manutuke and Patutahi. Programmes offered are at Levels 1, 2 or 3 and are tailored to the needs of the students. The focus is on developing skills that enable students to manage and grow vegetables and fruit for themselves and their communities.

The Māori and Pacific Trades Training programme, managed by a consortium of EIT, Te Rūnanga nui o Ngāti Porou and Lincoln University, saw an increase in the number of places available to students in 2016. EIT was

successful in utilising all places available, and there is a high level of interest in the scheme from students and their parents, with a strong support network available.

A high percentage of students have moved into employment or higher-level learning and apprenticeships. Students participated in two noho during the year at Waipiro Bay. The focus of the noho was on personal development, team building and leadership. The graduation ceremony was held at Te Tini o Porou in December. The top overall student award was presented to Kahurangi Tutahi for all round excellence, and two certificates of recognition for outstanding all round effort were presented to Nico Poi and Shannon Tap. Wiremu Raihania, recipient of the 2015 top overall student award was the guest speaker for the evening, along with Tereora Tapaitau who is enjoying a successful career in the building consents department at the Gisborne District Council after graduating from the Level 3 carpentry programme in 2015.

ADULT COMMUNITY EDUCATION (ACE)

In 2016 EIT delivered over 150 ACE programmes at 20 venues around the regions, from Te Araroa in the north, Matawai in the west and Central Hawke's Bay in the south. New programmes were added to the portfolio this year at the request of various community groups and organisations, and all programmes have been well supported by the communities.

Community computing, offered at 10 venues, has continued to be a stepping stone for students moving into the National Certificate in Computing at Levels 2 and 3.

A big focus of the ACE offerings in 2016 has been around health of the community. With diabetes, arthritis and obesity at high levels in the region, promotion of healthy living will benefit the whole community.

Along with the cooking for health for senior citizens, cooking for young mums, marae cookery, and preserving, there was demand for programmes covering safe hunting, and then the butchering of what had been hunted. A lot of new skills including knife handling and utilisation of the whole animal were included. There was a high level of interest in these programmes, as there was in the programme at Mangatuna Marae where there was a focus on managing the waterways and wildlife, eeling at midnight in the moonlight and learning the history of the area.



Carving by Wairoa Community Corrections unit student



One of the many community gardens EIT students nurture



Community computing programme

Māori customs and language, weaving, visual arts, raranga and mirimiri are also offered, along with waka ama, horticulture, native planting (riverbank restoration) conservation and beekeeping.

EIT and the Corrections Department have worked closely for several years to encourage people on Community Work into education. The programmes initially started with computing, but have now moved into agriculture, horticulture, carpentry and other mainstream programmes.

In 2016 weaving was offered to these students for the first time and, due to popular demand, carving was also offered. Their hard work culminated in a month-long exhibition at Long River Art Gallery in Wairoa, providing great exposure for these up and coming carvers, and generating interest from the public in purchasing the works.

The ACE coordinator continues to involve agencies such as Arthritis New Zealand, Turanga Health, Te Wānanga o Aotearoa, TRONPnui, Department of Corrections, REAP and Vanessa Lowndes with ACE programmes, thereby ensuring opportunities for students who may not normally access tertiary education.

BUSINESS AND INDUSTRY LINKS

During the year we were visited by several Labour MPs, notably the leader of the Labour Party, Andrew Little, and MP Meka Whaitiri. The visitors enjoyed a tour of Toihoukura and were then hosted by the ACE students from the Department of Corrections, who cooked and served a Mexican-themed lunch.

The new Diploma in Fashion [Level 5] programme was launched in 2016 with a high level of interest from employers, industry and potential students. The event was held in the Toru restaurant.

A second "Meet the Graduates" evening was held in September following a successful event in 2015. The combined efforts of local businesses, EIT teaching staff, marketing and our graduate students made the evening a great success.

Over 60 students attended and embraced the opportunity to network with potential employers, pass on their CVs and ask questions about potential employment opportunities.

Twelve different industries were represented, including BDO, Gisborne District Council, Tairāwhiti District Health and the Gisborne Herald. Employers outlined their expectations of their ideal employee and also covered employment opportunities within their organisations. Several students have gained employment as a direct result of the evening.

EIT was also involved in sponsoring a number of community and industry awards. We continued to support the Eastland Wood Council Regional Forestry Awards, the Gisborne Regional Wine Awards, Logans Sporting Excellence Award, Gizzy Food month, the A&P Association, Westpac Rescue Helicopter, Careers Expo and TEACH Expo.

EIT's Tairāwhiti graduation ceremony was held on Friday, 22 April at the War Memorial Theatre. This was again a very positive occasion for Tairāwhiti students with qualifications awarded at certificate, diploma and degree level. The graduation was well attended by staff, students and whānau. The degree programmes at Tairāwhiti were introduced following the merger six years ago, and they have proved popular with students and businesses who employ the graduates.

ADVISORY, CONSULTATIVE COMMITTEES & REFERENCE GROUPS

Māori Strategic Advisory Group (MSAG)

The primary purpose of the MSAG is to provide strategic advice to EIT in the delivery of quality tertiary education to Māori communities. In this role, the MSAG provides governance to the implementation of EIT's Māori Student Success Framework and the work of the Director of Māori.

The MSAG comprises ten representatives from the Hawke's Bay and Tairāwhiti region who are experts in their respective sectors, which range from Māori health development to Māori farm, agriculture and land management. Three of the current members are on the EIT Council. The MSAG met twice in 2016.

External membership on the MSAG in 2016 comprised:

Tracee Te Huia (Chair) (EIT Council)	Heke Huata
Bayden Barber	Farley Keenan
Hilton Collier (EIT Council)	Jacoby Poulain (EIT Council)
Matiu Eru	Jeremy Tatere-McLeod
Chrissie Hape	

Pacific Island Reference Group

The Pacific Island Reference Group was established to provide Council and Executive with advice relating to Pasifika matters and to assist in developing relationships with the Pacific Island communities that EIT serves. Current members of the Reference Group, along with invited community members for 2016 were:

Talalelei Taufale (Chair)	Richard Walford
Taime Samuel	Margaret Young
Alieta Uelete	Maryanne Marsters
Tevita Faka'osi	Mark Oldersahw
David Blom	Lee Olsen
Mabel Aiolutepa	Lee Kershaw
Tyson Lulu	Okusitino Kama
Steve Tipu	

Tairāwhiti Stakeholder Forum

The Tairāwhiti Stakeholder Fora were held on 21 April and 17 October and chaired by Tairāwhiti Council members, Sheryl Smail (April) and Hilton Collier (October) on behalf of Council. A wide range of community, business and educational organisations were invited to participate in discussions about the tertiary education needs, aspirations and concerns of the region. This provided an opportunity to engage with Council and senior executive directly and, in particular, David Pearson (Council Chair), Chris Collins (Chief Executive) and Jan Mogford (Tairāwhiti Campus Director).

Attendees in 2016 comprised:

Inspector Sam Aberahama	Tairāwhiti Area Commander, New Zealand Police
Kathy Andrew	Business Development Manager, Business Applications
Jodie Cook	Matapuna Chief Executive and Chair and Gisborne Boys' High School
Wiremu Elliot	Principal, Lytton High School
Leighton Evans	General Manager, Eastland Community Trust
Hine Flood	Wairoa Tairāwhiti REAP
Meng Foon	Mayor of Gisborne
Kim Holland	Education to Employment Connections Advisor, Careers New Zealand
Russell Holland	Gizzy Geeks and EIT Tairāwhiti Computing LAC Member
Hemi Houkamau	Tairāwhiti REAP
Phil Grogan	Gisborne Development Training Centre
Prue Younger	Chair, Eastland Wood Council
Stu Potter	Group Manager Workforce, Tairāwhiti District Health Board
Chris Allen	Principal, Wairoa College
Steve Breen	Activate Tairāwhiti
Ani Pahuru-Huriwai	Tairāwhiti Reap
Sally Bishop	Gisborne Boys' High School

Faculty Advisory Committees

Advisory Committees are tasked with providing strategic advice and industry based perspectives to EIT's Council, management and staff. They have been formulated with the aim of achieving strategic discussions about industry needs and tertiary directions, alongside operational input to individual programmes.

Advisory Committees are shaped around EIT School structures, with a broad membership. Specific industry expertise and knowledge relating to programme detail is sought on an as-needed-basis, where this is not available within the membership of the Advisory Committees.

In Tairāwhiti, a range of programme specific committees provide advice and guidance from an industry perspective to staff. These committees and individuals from the region also feed into the wider advisory committee structure.

BACHELOR OF TEACHING (PRIMARY) ADVISORY COMMITTEE



Shona Burrough	Havelock North Primary School
Malcolm Dixon	Hastings District Council
Andy Hayward	Gisborne Central School
Maurice Rehu	Richmond School
Greg Riceman	Raureka Primary School
Linda Tyrrell	Flaxmere Primary School

BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION) ADVISORY COMMITTEE



Michelle Cherry	Pirimai Kindergarten
Cheryl Ellison	Napier Family Centre
Cherreen Exeter	Ministry of Education
Kimi Joel	Taokotaiaanga Apii Kuki Airani ECE
Meagan Rennall	ABC Havelock North
Roberta Thomson	Edukids Taradale
Sue Walker	Happy Days Child Care Centre

BEAUTY ADVISORY COMMITTEE



Amy Dawson	Beauty Rituals
Kay Deacon	Visage
Sam Hellyer	Beauty Haven
Natalie Pohio	Beauty Within
Fiona Ritchie	Simply Indulgent

BUSINESS ADVISORY COMMITTEE



Stuart Armstrong	BDO
Karen Aspey	Gisborne District Council
Zoe Barnes	Napier Inner City Marketing
Sue Boys	BDO
Chris Guillemot	Crowe Horwath
David Hall	Eastland Realty
Steve Halpin	Furnware
Mark Heaney	Hawke's Bay Regional Council
Kim Holland	Careers New Zealand
Anne Muir	Office Products Depot
Bruce Robertson	Gibson Management Ltd

COMPUTING ADVISORY COMMITTEE



Duncan Barr	Napier City Council
Malcolm Blake	Student Representative
Rohan Bowyer	CodeBlue
Peter Dugmore	NOW
Leisa Epplert	SPARK Digital
Charles Forman	Pan Pac Forest Products Ltd
Russell Holland	E-C Websites
Kay Le Comte	Hastings Girls' High School
Gina McEwen	Hawke's Bay District Health Board
Matthew Miller	Mogul
Bec Mitchell	NOW
Andrew Siddles	CIO To Go
James Simmonds	WebFox
Gerard van de Ven	Red Jungle Ltd
Steve Watson	Port of Napier

EDUCATION ADVISORY COMMITTEE



Cheryl Ellison	Napier Family Centre
Cherreen Exeter	Ministry of Education
April McDonald	Peterhead Kindergarten
Kali McLean	Ōtātara Children's Centre
Rachel Murray	Napier Kindergarten Association

ENGLISH LANGUAGE ADVISORY COMMITTEE



Sanjeev Bhatia	Multicultural Society
Jan Dearing	Taradale High School
Kana Koga	Study Abroad
Renske Speekenbrink	Napier City Council
Robin Stewart	William Colenso College

HAIRDRESSING ADVISORY COMMITTEE



Tessa Corby	Hair2Go
Gaylene Fryer	Industry
Yvonne Jenkinson	Decadence
Kathy Owen	Korr Hairdressing
Yhana Smith	Industry

HEALTH AND WELLBEING ADVISORY COMMITTEE



Kerry Harper	Stewart Centre, EIT
Kim Henneker	Hawke's Bay District Health Board
Caroline Lamp	Whatever It Takes Trust Inc
Anthea Lowe	Community Connections
Mark Martin	Hohepa Hawke's Bay
Andrew McGarrol	Hawke's Bay District Health Board
Horiana Mukutarawhiti	Te Taiwhenua o Heretaunga
Bronwyn Murdoch	Richmond Services Ltd
Paul Wright	IDEA Services

IDEASCHOOL ARTS AND THINKING ADVISORY COMMITTEE



June Clifford	Creative Hawke's Bay
Richie Jackman	Music Machine
Caroline Lawrence	Sew Unlimited
Kevin Murphy	Sport Hawke's Bay
Makiko Sakamoto	David Trubridge Design
Tessa Tylee	Film Hawke's Bay
Patrick Tyman	Iona College

MASTER OF HEALTH SCIENCE ADVISORY COMMITTEE



Inez Awatere-Walker	Psychology Professional Advisor
Tania Depree	A T & R, Our Health Hawke's Bay
Julia Ebbett	Te Taiwhenua o Heretaunga
Kim Henneker	Hawke's Bay District Health Board
Lee Pepping	Stewart Centre, EIT
Andrew Phillips	Allied Health and Hawke's Bay District Health Board

NURSING EDUCATION ADVISORY COMMITTEE



Lee Allsop	The Doctors, Napier
Liz Beattie	Napier District Masonic Trust, Taradale
Rachael Engelbrecht	Greendale Family Health
Sara Mason	New Zealand Nurses Organisation
Chris McKenna	Hawke's Bay District Health Board
Robyn O'Dwyer	The Doctors, Hastings
Janine Palmer	Hawke's Bay District Health Board
Karen Smiley	Hawke's Bay District Health Board
Laureen Sutherland	Anglican Care (Waiapu) Ltd
Twyla Vincent	Student Representative
Dianne Wepa	Hawke's Bay District Health Board

SPORT, MASSAGE ADVISORY COMMITTEE



Mark Aspden	Sport Hawke's Bay
Matthew Bertram	Napier Boys' High School
Jock MacIntosh	Hawke's Bay Regional Sports Park
Donna O'Brien	Muscle Mechanics Massage
Wi Ormsby	PHO
Moana-Lee Raihania	Sport Hawke's Bay
Dan Rodden	Sport Hawke's Bay
Brent Sheldrake	Sport Gisborne Tairāwhiti

SOCIAL SCIENCES ADVISORY COMMITTEE



Alayne Cullen	Napier Family Centre
Bruce Green	Hawke's Bay District Health Board
Karen Harris	Whatever It Takes Services
Lisa Harrington	Child, Youth and Family
Gilda Morganti	Counsellor
Heather Osborne	Napier Family Centre
Marie Roser	DOVE Hawke's Bay
Davina Wainohu	Child, Youth and Family

TE ŪRANGA WAKA ADVISORY COMMITTEE



Crystal Edwards	Radio Kahungunu
Aaron Matehe	Tamatea High School
Pomare Sidney	Lindisfarne College
Donna Whitiwhiti	Te Manaaki Taiao
Maria Wynyard	Te Whatukura

TRADES AND TECHNOLOGY ADVISORY COMMITTEE



Grayson Allen	Peak Plumbing and Gas Ltd
Andrew Crompton	Eastbridge Ltd
Lans Hasselmann	Titan Buildings Ltd
Bob Hawley	Red Steel New Zealand
Craig Legarth	Motor Industry Training Organisation
Grant Lower	Stichbury Automotive Care
Darron Mathews	EMF Electrical Ltd
Dale Prebble	Karamu High School
Gordon Sanson	Homeworx Design and Build Ltd

TOURISM AND HOSPITALITY ADVISORY COMMITTEE



Neil Barber	Art Deco Masonic Hotel
Glen Fulcher	City and Guilds
Megan Harris	Hawke's Bay Tourism
Chris Jarvis	Bay Espresso
Gareth Kelly	Odyssey Tours
Jane Libby	Napier iSite Visitor Centre
Hamish Lothian	Greenwich Bakery
Damon McGuinness	Emporium
Keith Price	Napier City Council
Jenny Ryan	Takoro Trails
Kim Saber	Trattoria alla Toscana
Sarah Shand	Napier Girls' High School
Bill Sheppard	Best Travel
Greg Smith	Air New Zealand
Anne Worley	United Travel

STATEMENT OF PERFORMANCE

2016 was the first year of operations under the 2015-2019 Strategic Framework (introduced, following its adoption by the EIT Council midway through the 2015 calendar year). The Strategic Framework identifies six key strategic priorities that continue to focus the Institute over the defined period. As acknowledged by Council, the strategic priorities form a 'framework' that all other key planning documents will derive from and as such the framework does not include any specific success measures. Success measures are incorporated in the Institute's Annual Plan.

The strategic priorities within the Strategic Plan Framework 2015-2019 are:

- Success for Māori
- Student Success
- Connectedness
- Enquiring Minds
- Smart Thinking
- Nga Kaitiaki

Strategic Plan Priority - 5 Year Outcome Statement

SUCCESS FOR MĀORI

We are committed to Māori Success:

- Supporting and preparing Māori students and staff to succeed
- Achieving parity of outcomes
- Employing and developing more Māori staff at all levels
- Engaging and supporting Māori communities with targeted quality programmes
- Ensuring Māori responsiveness of all staff

Commentary

As in previous years, Māori participation remains very strong, well ahead of regional population demographics and the sector average, continuing to grow in Hawke's Bay up to 42% in 2016 from 38% in 2015 and 75% in Tairāwhiti (up from 72% in 2015). Overall in 2016, 50% of all SAC funded EFTS were Māori up from 46% in 2015.

- 24% of Māori students are studying at Levels 4-6, up from 23% in 2015
- Overall Māori course completion is 74%, compared to 73% in 2015
- Māori Level 1-3 course completion is 70%, same as 2015
- Māori Level 4+ course completion is 78%, up from 77% in 2015

Activities that supported these success measures were:

Objective	Implementation of the Māori Student Success Framework across the Institute.	All activities are completed or in progress at 31 December 2016. Estimation of activity completed
Success Measures	<ol style="list-style-type: none"> 90% of the Māori Student Success Framework activities are in progress or completed. 2016 EPI targets reached for Māori learners. 	<ol style="list-style-type: none"> 60% complete 40% in progress but still to complete <p>It is intended to review EPI results during 2017 once results are collated and identify areas of success and areas of concern.</p>
Objective	Successful implementation of a consortium arrangement with iwi for Māori and Pacific Trades Training (MPTT) in Hawke's Bay and Tairāwhiti. Other opportunities for collaboration with iwi identified.	Completed
Success Measures	<ol style="list-style-type: none"> MPTT contractual obligations met. At least one other opportunity to work with iwi in both Hawke's Bay and Tairāwhiti is explored (and implemented). 	<ol style="list-style-type: none"> Successful implementation of consortium agreements for MPTT in Hawke's Bay and Tairāwhiti. 378 students against an institutional budget of 385 for both consortia (seven students behind target) and 265 EFTS against an institutional budget of 266. 2017 Te Ara o Tākitimu consortia will have increased participation by Ngāti Kahungunu Iwi Incorporated. Regional partnership with iwi included: <ul style="list-style-type: none"> Regional Kapa Haka Ngāti Kahungunu Reo Symposium National Secondary Kapa Haka Schools @ Pettigrew. Green Arena Delivered more Marae Cookery programmes across both regions <p>Will support the Te Matatini Event across a range of areas during February 2017.</p> <p>More work will continue with Marae to identify long term relationships.</p>
Objective	Implementation of Māori Student Success EPIs for identified schools and departments.	Completed
Success Measures	Each school has Māori Student Success EPIs, and report against these to the faculty team meetings, which are then reported to Executive.	<p>Each school has EPI targets in school annual plans for Māori Student Success.</p> <p>As a part of the targeted support for programmes project, EIT has developed a monitoring report that could be utilised by schools to help report their performance against EPIs. The plan is to support the implementation of this report across the institution. Supporting schools on how to utilise the report and how it interacts with Aplus and Revive will be a key activity to follow.</p>
Objective	Targeted support for identified Level 3-4 programmes to lift course completions for Māori students.	Partly Completed
Success Measures	2016 EPI targets reached for Māori students in identified Level 3-4 programmes where EPIs are currently low.	<p>A range of activities were employed within a set number of courses with the aim of effecting change. The feedback regarding the activity has been positive but the results have been variable.</p> <p>EIT will need to review EPIs for these programmes once results are collated. It was recognised that from a process perspective the focus was too wide.</p>

STUDENT SUCCESS

Our students:

- Are engaged in relevant programmes
- Are successfully supported in their learner journey
- Are well-prepared and work-ready
- Achieve educational and career success
- Are sought after by employers

Commentary

Whilst overall course completion is likely to be down on 2015 (76% vs 78%) it is pleasing to see the completion rate at Level 4+ increase to 80%, up from 77% in 2015. Ongoing work around completion rates for foundation level courses continues to be a focus.

As above, overall Māori course completion is 74%, compared to 73% in 2015.

Despite comparatively low numbers of Pasifika students (3.5%), overall Pasifika course completion improved to 75%, up from 71% in 2015.

Activities that supported these success measures were:

Objective	All programmes of study in the EIT institute development plan get NZQA approval (MRoQ).	Ongoing progress and on track to planned activity. Collaboration occurring with TANZ and beyond. This activity will continue in 2017.
Success Measures	Programmes gain NZQA approval within planned timeframes.	
Objective	Complete a full programme portfolio review along with other future viability projects that ensure that EIT is using enabling technologies, maximising opportunities, providing accessible information, using resources responsibly and being future focused.	Given some significant pressures on enrolled EFTS during 2016, Executive has proactively focused on achieving 100% of budgeted EFTS for 2016 and on 2017 EFTS provision. Monitoring of programme offerings continues to ensure that regional training needs are being addressed and future course provision is sustainable. Council remains informed and engaged throughout the year.
Success Measures	EIT Executive is provided with a suite of recommendations from the future viability project teams that will significantly contribute to EIT's long-term viability strategy.	
Objective	Piloted approach to personalised student education plans.	Reported to Executive Committee on student support activities. Support put in place for programmes at Regional Learning Centres and other small sites.
Success Measures	<ol style="list-style-type: none"> 1. Identify programmes where student support need is high. 2. Students at risk of not successfully completing learning goals are identified early. 3. Interventions are put in place to support student achievement. 	

CONNECTEDNESS

We build active partnerships with:

- Iwi, hapu, marae and whanau.
- Pasifika communities
- Local and international communities
- Employers, industry and professions
- The wider education sector

Commentary

Overall students enrolled at EIT grew to 10,222 (4,597 EFTS) in 2016, up from 9,736 (4,398 EFTS) in 2015.

International students enrolled in mainstream courses (not English Language) in Hawke's Bay grew to 220 EFTS in 2016, up from 200 in 2015. English Language in Hawke's Bay grew to 64 EFTS, up from 43 in 2015.

In EIT's third year of delivering Māori and Pacific Trades Training (MPTT) EFTS, 266 were delivered in 2016, up from 204 in 2015 and 152 in 2014. This fund is targeted at providing Level 1-4 trades qualifications to Māori and Pasifika aged 18-35 years, with a specific focus on transition to further study or apprenticeships/employment. This initiative has contributed to the overall Māori participation rate increase in 2016 and the growth at Levels 1-4.

EIT was a key partner in a number of the regional goals list in the Matariki Hawke's Bay Regional Economic Development Strategy released in mid 2016. It is anticipated that EIT will have a similar active profile in the Tairāwhiti Regional Economic Development Strategy (expected release date early 2017).

Activities that supported these success measures were:

Objective	EIT is active in the development and implementation of the Regional Economic Development Strategies in Hawke's Bay and Tairāwhiti.	Active Hawke's Bay Matariki Strategy has been released and EIT is active/fully immersed in the governance group and project management/implementation group. EIT represented on governance group of the Tairāwhiti Regional Economic Development Plan which is due to be released in early 2017.
Success Measures	EIT is a key contributor to the strategies and action plans that emerge from the RED Strategies in Hawke's Bay and Tairāwhiti.	
Objective	Mutually beneficial international education relationships are further developed.	A number of partnerships are under development with off-shore providers.
Success Measures	<ol style="list-style-type: none"> 1. Increased enrolments of students from offshore partner institutions at EIT. 2. Increased number of domestic students participating in an overseas study experience. 3. Increased EIT academic staff experience of offshore teaching, institutional organisation, education systems and teaching styles and academic colleagues and networking opportunities. 	

ENQUIRING MINDS

Our research:

- Positions EIT as a sector leader
- Informs practice in industry and the professions
- Underpins teaching and learning
- Contributes to Māori knowledge and development
- Connects with local, Pasifika and international communities

Commentary

Research activity and output continued at EIT across all campuses. Eighteen grants were awarded from EIT's competitive internal research grant fund during 2016.

EIT and EIT staff received external research funding for a number of national and regional projects including funding from the Ministry of Business, Innovation and Employment (MBIE), Ministry of Social Development (MSD). Staff attended and presented at many external fora and conferences as listed in the Faculty Highlights. EIT continued its relationship and engagement with Ako Aotearoa.

EIT also continued the popular Public Lecture series which has allowed research to be more accessible to the wider community and has allowed EIT to be seen as a regional leader in vocational and applied research.

A full list of research initiatives are listed in the Faculty Highlights and a full list of published research by EIT staff is also included in the Research Outputs section of the Annual Report.

Activities that supported these success measures were:

Objective	EIT leverages the findings from the following research projects to develop a series of work programmes for implementation in 2016: <ul style="list-style-type: none"> ▪ Ako Aotearoa Under 25s ▪ Ako Aotearoa Mobile Technologies 	Complete <ol style="list-style-type: none"> 1. Key learnings were used to inform the new Teaching and Learning Plan 2016-19, and Staff Development. Ako PD research project completed. 2. Findings informed the decisions on the acquisition of Lynda.com - U25s finding developed into Connect programme. First iteration delivered in November.
Success Measures	<ol style="list-style-type: none"> 1. Project findings are reviewed, disseminated (subject to approval) and recommendations prioritised. 2. Actions identified and implemented. 	
Objective	Leverage postgraduate student research (Honours and Masters) relating to our communities, iwi, professions, businesses and regional sectors.	Partially Completed <ol style="list-style-type: none"> 1. The EIT research and innovation hub, including the postgraduate office, is currently being explored and once a plan is finalised it will be activated in 2017. 2. New external research revenue achieved during 2016. 3. A wide range of research findings have been published across multiple forums (see Research Outputs section in this Report).
Success Measures	<ol style="list-style-type: none"> 1. The development of a centralised Postgraduate Research Office is explored. 2. Opportunities to secure funding from key stakeholders to support postgraduate student research is explored. 3. Postgraduate student research findings are highlighted to relevant communities, iwi, professions, businesses and regional stakeholders. 	
Objective	Implementation and development of an internal process of targeted support for Māori and Pasifika researchers.	Still to be developed, with time lines to be considered in 2017 following the appointment of a professor, Māori and Indigenous Research, who commences in March 2017.
Success Measures	Māori and Pasifika staff with research roles identified and a mentoring process developed.	

SMART THINKING

We are sustainable and effective:

- Developing dynamic systems and services
- Using enabling technologies
- Providing accessible information
- Valuing entrepreneurial thinking and practice
- Using resources responsibly
- Being future focused

Commentary

A significant amount of staffing time and resource was invested over 2016 in developing and enhancing our internal monitoring and reporting tools - primarily Staff Workload Allocation Tool (SWAT) and Revive. The SWAT investment has allowed EIT to have a much more timely picture of staff work flows, budgeting and timetabling.

EIT submitted three successful investment plans to TEC over 2016 - namely the Level 3 and 4 Primary Industries plan; the Level 1 and 2 Competitive Tender and the EIT Investment Plan 2017-19. This will position EIT extremely well over the foreseeable future to meet regional skills and training needs over the Hawke's Bay and Tairāwhiti regions.

Activities that supported these success measures were:

Objective	Roll out of "Revive" across the Institute (including recommendations from the 2015 evaluation).	Completed across most schools.
Success Measures	<ol style="list-style-type: none"> 1. All schools are using the Revive attendance and pastoral care functions. 2. Agreed 2015 evaluation recommendations are initiated. 	
Objective	Successful roll-out of the SWAT project across the Institute.	The SWAT project had progressed sufficiently to provide programme, EFTS and staffing information for 2017 staff work plans, investment planning, budgeting and timetable work. Success measures 1-3 achieved.
Success Measures	<ol style="list-style-type: none"> 1. SWAT project deliverables achieved. 2. Effective integration with core business processes. 3. High level of user satisfaction. 	
Objective	EIT is an active contributor to the development and implementation of TANZ eCampus and is positioned to maximise net revenue opportunities for 2016 and beyond.	EIT actively contributing with a number of staff on various forums. Steering Group meeting fortnightly. 2017 delivery has been identified, including the addition of summer school courses.
Success Measures	<ol style="list-style-type: none"> 1. All courses identified for delivery on TANZ eCampus are delivered. 2. 2017 TANZ eCampus offerings identified which maximise strategic and financial benefits to EIT. 	
Objective	Progress our application to transfer Crown title to EIT.	Positive progress. Joint Ministers have approved transfer. Agent appointed by Ministry of Education (MoE) to facilitate transfer. Title queries resolved. Some minor surveying underway. Heritage New Zealand visited in November 2016. Completion expected in 2017.
Success Measures	Progress of application.	

NGA KAITIAKI

We are:

- Inspired by EIT's vision, mission and priorities
- Passionate about success for all students
- Connected across campuses and schools with each other
- Supported to train and develop
- Recognised for our expertise

Commentary

The EIT Staff Wellness Programme was fully rolled out throughout 2016 and was a significant success with most staff participating in one or more event across the Hawke's Bay and Tairāwhiti campuses. The success of the programme will see it continue through 2017 with a number of wellness programmes already scheduled.

A key focus over 2016 was the implementation of the new Health and Safety programme, ensuring a full integration across EIT.

Activities that supported these success measures were:

Objective	Enhance Health and Safety capability and accountability at EIT.	Awareness raised. Good progress on most measures, but work continuing to improve further. Induction measure and process to be streamlined.
Success Measures	<ol style="list-style-type: none"> 1. Meeting Health and Safety targets for 2016 as stated in the Health and Safety Plan. 2. Improving Health and Safety reporting. 3. Increasing staffing capacity in Health and Safety. 4. Review of the role, composition and responsibilities of the Health and Safety Committee. 5. Improving contractor management process. 	<p>Success measures 2-4 complete.</p> <p>Significant progress with contractor management improvement. Planning for Health and Safety system improvements generally also commenced.</p>
Objective	<p>Successful implementation of the staff development framework.</p> <p>Identification of staff development opportunities that link to EIT priorities, supporting student needs (with a particular emphasis on at risk students - Māori, Pasifika and under 25), and other specific training needs as identified.</p>	Staff Development Framework developed and ready for roll-out 2017.
Success Measures	<ol style="list-style-type: none"> 1. Project deliverables achieved. 2. Staff development framework implemented with clear links to EIT strategic priorities. 3. Identification of effectiveness measures of current and future professional development needs. 	

Investment Plan - Key Performance Indicators

Participation				TEO Plan Performance Commitment			
				2015 Result	2016 Target	2016 Result	2017 Target
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori	Māori	Participation	Levels 1 and 2	12.0%	9.0%	12.0%	8.0%
			Level 3 and above	34.0%	35.0%	38.0%	36.0%
			Level 4 and above	23.0%	24.0%	24.0%	24.0%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pasifika	Pasifika	Participation	Levels 1 and 2	0.8%	1.1%	0.5%	1.5%
			Level 3 and above	4.4%	4.4%	3.0%	4.4%
			Level 4 and above	3.4%	3.5%	2.3%	4.0%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25	Under 25	Participation	Levels 1 and 2	N/A	N/A	N/A	N/A
			Level 3 and above	41.0%	43.0%	39.0%	45.0%
			Level 4 and above	32.5%	32.0%	30.0%	33.0%
The number of international EFTS	International	Participation	All levels	321	340	417	360

Educational Performance Measurement of the 4 EPLs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010				TEO Plan Performance Commitment			
				2015 Result	2016 Target	2016 Result	2017 Target
Successful course completion rate for all students (SAC Eligible EFTS)	All Students	Course Completion	Levels 1 and 2	70.0%	80.5%	73.0%	81.0%
			Level 3 and above	77.7%	81.5%	77.0%	82.0%
			Level 4 and above	80.6%	83.5%	81.0%	84.0%
Qualification completion rate for all students (SAC Eligible EFTS)		Qualification Completion	Levels 1 and 2	63.0%	65.0%	*Qualification Completion results are not available until after the April 2017 SDR. 2015 figures have been added.	66.0%
			Level 3 and above	80.0%	76.0%		77.0%
			Level 4 and above	85.0%	77.0%		78.0%
Student retention rate for all students (SAC Eligible student count)		Student Retention	Levels 1 and 2	50.0%	57.0%	60.0%	58.0%
			Level 3 and above	70.0%	64.0%	71.0%	66.0%
Student progression for all students (SAC Eligible student count)		Student Progression	Levels 1 and 2, to a higher level	45.0%	50.0%	43.0%	50.0%
			Levels 1 to 3, to a higher level	37.0%	45.0%	27.0%	50.0%
Successful course completion for Māori students (SAC Eligible EFTS)	Māori	Course Completion	Level 3 and above	73.0%	80.0%	74.0%	82.0%
			Level 4 and above	75.8%	82.0%	79.0%	84.0%
Qualification Completion		Level 3 and above	70.0%	69.0%	*As above	77.0%	
		Level 4 and above	74.0%	70.0%		78.0%	
Student retention rate for Māori students (SAC Eligible student count)		Student Retention	Level 3 and above	66.0%	62.0%	68.0%	66.0%
Student progression for Māori students (SAC Eligible student count)		Student Progression	Levels 1 to 3, to a higher level	38.0%	45.0%	37.0%	50.0%

Educational Performance Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010				TEO Plan Performance Commitment			
				2015 Result	2016 Target	2016 Result	2017 Target
Successful course completion for Pasifika students (SAC Eligible EFTS)	Pasifika	Course Completion	Level 3 and above	69.0%	80.0%	76.0%	82.0%
			Level 4 and above	70.2%	81.0%	78.0%	84.0%
Qualification Completion		Level 3 and above	60.0%	69.0%	*As above	77.0%	
		Level 4 and above	56.0%	70.0%		78.0%	
Student retention rate for Pasifika students (SAC Eligible student count)		Student Retention	Level 3 and above	69.0%	62.0%	62.0%	66.0%
Student progression for Pasifika students (SAC Eligible student count)		Student Progression	Levels 1 to 3, to a higher level	47.0%	45.0%	48.0%	50.0%
Successful course completion for students (SAC Eligible EFTS) aged under 25	Under 25	Course Completion	Level 3 and above	78.1%	81.5%	77.0%	82.0%
			Level 4 and above	80.8%	83.5%	81.0%	84.0%
Qualification Completion		Level 3 and above	77.0%	69.0%	*As above	77.0%	
		Level 4 and above	80.0%	70.0%		78.0%	
Note that parity is expected for course and qualification completion at Level 1-2 (i.e. same targets for all students and funding sources)	Māori	Course Completion	Levels 1 and 2	70.0%	80.5%	74.0%	81.0%
		Qualification Completion	Levels 1 and 2	62.0%	65.0%	*As above	66.0%
	Pasifika	Course Completion	Levels 1 and 2	66.0%	80.5%	70.0%	81.0%
		Qualification Completion	Levels 1 and 2	57.0%	65.0%	*As above	66.0%
	Under 25	Course Completion	Levels 1 and 2	70.0%	80.5%	74.0%	81.0%
		Qualification Completion	Levels 1 and 2	59.0%	65.0%	*As above	66.0%

All 2016 results for course completion, progression and retention are based on draft TEC figures. Final results are published by TEC after the April 2017 SDR.

Youth Guarantee			TEO Plan Performance Commitment				
			2015 Result	2016 Target	2016 Result	2017 Target	Minimum
Course Completion							
The successful course completion rate (YG Eligible EFTS) for:	All Students	Level 1	N/A	75.0%	N/A No EFTS delivered	75.0%	55.0%
		Level 2	71.9%	73.0%	70.0%	73.0%	60.0%
		Level 3	74.0%	75.0%	76.0%	75.0%	70.0%
Qualification Completion							
The qualification completion rate (YG Eligible EFTS) for:	All Students	Levels 1 and 2	72.0%	65.0%	*As above	65.0%	40.0%
		Level 3	73.0%	70.0%		70.0%	60.0%
Student Retention							
The student retention rate (YG Eligible student count) for:	All Students	Level 1	50.0%	55.0%	N/A No EFTS delivered	55.0%	50.0%
		Level 2	63.0%	81.0%	40.0%	81.0%	45.0%
		Level 3	80.0%	75.0%	80.0%	75.0%	55.0%
Student Progression							
The student progression rate (YG Eligible student count) to a higher level, from:	All Students	Level 1	42.0%	40.0%	100.0%	40.0%	40.0%
		Level 2	56.0%	55.0%	62.0%	55.0%	35.0%
		Level 3	33.0%	35.0%	36.0%	35.0%	35.0%

EIT Outcomes Framework Indicators		2015 Result	2016 Target	2016 Result	2017 Target
Financial: Risk rating assessed under the Crown Financial Monitoring Framework		N/A TEC not yet published results	Low/ Moderate	N/A TEC not yet published results	Low/ Moderate
Internationalisation: Percentage growth in International Fee Revenue	Percentage increase over previous year	26%	5%	35%	10%
Graduate Post-Study Outcomes: Ministry of Education Pilot Project - EIT graduate employment outcomes meet or exceed those of other regional ITPs.		N/A data release delayed until 2016	Regional ITP median	Pilot project data not released to date	Regional ITP median
External Quality Review: External Evaluation and Review Category 1 rating maintained		Category 1 confirmed in 2014	N/A	Category 1 confirmed in 2014	N/A
Student Satisfaction: Graduate surveys maintain 95% student satisfaction with programme of study		94%	95%	93%	95%
Research: Increase in quality assured research outputs		-1.6%	5%	-6%	10%

ADDITIONAL ANNUAL REPORTING INFORMATION

EIT's Council has a statutory responsibility to ensure that it strives to eliminate barriers to the progress of students, and that it does not create any unnecessary barriers as a result of its activities.

As part of the key institutional goals EIT continued its focus on priority learners, many of whom will experience the most barriers to achievement. A number of initiatives across Māori, Pacific and young learners (under 25 years) were at the fore of EIT's teaching and learning activities. Staff development activities were also specifically addressed in the new Teaching and Learning Plan 2016-2018 in relation to priority learners.

Council and management continues to recognise that EIT has one of the highest number of Māori students participating in tertiary study in New Zealand and also recognises that this is a direct reflection of the demographic of the region that the Institute operates in. The challenges that this presents are duly noted by Council and staff and a number of initiatives have been embedded to lift the performance of all priority learners.

Good progress was made in the implementation of the Māori Student Success Framework over the year and further work will continue in 2017. The year also saw the development of Herea Te Rā Māori Capability Development Framework; this framework builds on the success of previous staff development work and will be implemented in 2017.

Marae-based training partnerships continued throughout the year to meet the needs of marae, hapu and iwi. EIT entered a new consortium with Ngāti Kahungunu Iwi Incorporated to deliver Māori and Pasifika Trades Training in Hawke's Bay. The existing consortium remains with Ngāti Porou to deliver Māori and Pasifika training in the Tairāwhiti region. Both consortia met their respective contractual obligations relating to Government funding and both consortia experienced an increase in students enrolled in the scheme.

The Pacific Island Advisory Group (PIAG) continued to meet during the year and provided helpful guidance in the development and delivery of support for our enrolled Pacific students. EIT held a number of successful events with various Pasifika community groups in 2016, some of which were trialled for the first time. The Pacific mentoring programme remains a key component of the Pacific Strategy and 2015 saw the introduction of some student mentors of Pasifika descent to specifically provide pastoral care support to Pasifika students.

The EIT Trades Academy continues to receive strong support from the Hawke's Bay and Tairāwhiti Secondary Schools and remains one of the largest in New Zealand with over 530 students enrolled (up from 469 enrolments at the beginning of the previous year). Whilst the bulk of delivery is targeted towards Year 12 and the achievement of NCEA Level 2, secondary school principals are now requesting an extension of the curriculum to support students who are returning for Year 13 to complete NCEA Level 3.

EIT was successful with their 2017 "Dual Pathway Pilot" funding application and it is hoped that this will enable us to continue to explore options on how best to support the secondary school community.

EIT remains the second largest provider of Youth Guarantee places within the ITP sector. The demand for Youth Guarantee places exceeds our allocation and it is challenging to meet the needs of the Hawke's Bay and Tairāwhiti youth when places for this initiative are capped.

EIT was a major stakeholder and contributor to the Matariki Regional Economic Development Strategy in Hawke's Bay. Although the majority of the strategy implementation is scheduled to take place over the coming years the strategy has positioned EIT well in terms of providing ongoing skills and training opportunities to meet regional employment needs. The Tairāwhiti Regional Economic Development Strategy is due to be released in early 2017. EIT has also been a key stakeholder and contributor to the development of this strategy.

As a leading tertiary provider, and the largest provider across the Tairāwhiti and Hawke's Bay regions, EIT continues to place an emphasis on parity of learning outcomes for all students and, as stated above, both the Council and Management recognise the importance of this through the Council's statutory responsibilities and the Institute's strategic priorities.

ACADEMIC OUTCOMES

Academic Outcomes 2016*

School	Qualifications Awarded				Total 2016
	Certificate (L1-4) 2016	Diploma (L5-6) 2016	Degree (L7) 2016	Postgrad (L8+) 2016	
Centre of Veterinary Nursing	37	24	0	0	61
English Language Centre	46	0	0	0	46
ideaschool	46	15	26	0	87
School of Business	76	97	42	41	256
School of Computing	106	34	55	52	247
School of Education and Social Sciences	69	0	53	0	122
School of Health and Sport Science	197	46	22	5	270
School of Nursing	94	0	191	82	367
School of Primary Industries	533	0	0	0	533
School of Tourism and Hospitality	257	73	0	0	330
School of Trades and Technology	360	0	0	0	360
School of Viticulture and Wine Science	10	15	29	0	54
Te Ūranga Waka	540	0	22	4	566
Toihoukura	0	9	18	9	36
EIT Total	2,371	313	458	193	3,335
EIT HAWKE'S BAY TOTAL	1,781	277	394	193	2,645
EIT TAIRĀWHITI TOTAL	590	36	64	0	690

* Note; these figures are collated based on known application to graduate requests approved by Faculties during the beginning of the academic year. The final graduation figures reported to TEC in the April SDR can differ due to applications to graduate being received and approved after the Annual Report date of printing.



Academic Outcomes 2015

School	Qualifications Awarded				
	Certificate (L1-4) 2015	Diploma (L5-6) 2015	Degree (L7) 2015	Postgrad (L8+) 2015	Total 2015
Centre of Veterinary Nursing	35	14	0	0	49
English Language Centre	18	0	0	0	18
ideaschool	75	12	35	0	122
School of Applied Science	25	0	0	0	25
School of Business	65	78	55	16	214
School of Computing	139	44	59	26	268
School of Education and Social Sciences	75	8	69	0	152
School of Health and Sport Science	230	61	20	1	312
School of Nursing	96	0	193	109	398
School of Primary Industries	420	6	0	0	426
School of Tourism and Hospitality	187	67	0	0	254
School of Trades and Technology	342	1	0	0	343
School of Viticulture and Wine Science	17	12	29	0	58
Te Ūranga Waka	294	0	20	3	317
Toihoukura	0	3	14	0	17
EIT Total	2,018	306	494	155	2,973
EIT HAWKE'S BAY TOTAL	1,537	283	441	155	2,416
EIT TAIRĀWHITI TOTAL	481	23	53	0	557





The Atrium at EIT Hawke's Bay
Image by Jeff Brass from Think Photography

RESEARCH OFFICE REPORT

Research at EIT continues to thrive, with recognition at international and national levels. A complete list of research outputs can be seen on page 57, and it is pleasing to note the contributions from staff from all three campuses.

EIT views research collaborations as an important strategy that assists with enhancing inter-institutional relationships and as well as enhancing individual academic potential. In 2016, both new and ongoing collaborative research with industry and other tertiary organisations occurred at the international, national and regional level. For example, research collaborations resulted in research outputs across a number of subject areas including wine science, sport science, education, computer science, business, nursing and animal science. It was pleasing to note 20 research collaborations with industry.

In addition to research support from Health Hawke's Bay and the Hawke's Bay Medical Research Foundation for projects continuing into 2016, EIT staff won a competitive external research grant from the Ministry of Business, Innovation, and Employment. In addition 18 grants were awarded from EIT's competitive internal research grant fund.

Staff were commissioned and completed a number of creative design and film projects whilst others were active in disseminating their research internationally and across New Zealand.

EIT was proud to appoint some very senior researchers during 2016: Professor Natalie Waran to lead the Faculty of Education, Humanities and Health Science as Dean; Dr David Tipene-Leach as Professor of Indigenous and Māori Research; and Associate Professor Pamela Wood to the School of Nursing. In addition, Dr Jonathan Sibley, School of Business, was promoted to Associate Professor. These appointments continue to extend the research skills and experience available at EIT.

At the postgraduate level, EIT now has six masters research-informed degrees and significant applied research strengths as a leading research Institute of Technology in New Zealand.

Professor Bob Marshall, PhD
Professor Kay Morris Matthews PhD

RESEARCH OUTPUTS

	2011	2012	2013	2014	2015	2016
Research Outputs (refereed & non-refereed)	180	201	216	254	255	241
Outputs per Academic FTE	0.61	0.64	0.70	0.91	0.85	0.72

BOOK

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CONFERENCE CONTRIBUTION

Published Conference Proceedings - Refereed

Aitken, V., & Jones, K. (2016). "It's important to know it's not about being on show": Examining mentor teachers and principals' positioning with EIT's practice-based primary teaching degree [Abstract]. In Conference proceedings TEFANZ Conference & AGM 2016: "How best to educate a nation's teachers? Debating quality teacher education for today and the future", Thursday 30 June & Friday 1 July 2016, University of Otago College of Education, 145 Union Street East, Dunedin 9016 (p. 19). Retrieved from <http://www.tefanz.org.nz/conferences/2016-conference/>

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Corner, L., & Verhaart, M. (2016). We're only human: Understanding personality, anxiety, and computer self-efficacy [Poster paper]. In M. Verhaart, E. Erturk, A. Steele & S. Morton (Eds.), *Proceedings of the ITx 2016 (CITRENZ) 7th Annual Conference of Computing and Information Technology Education and Research in New Zealand* (pp. 94-95). Retrieved from http://www.citrenz.ac.nz/conferences/2016/pdf/2016CITRENZ_2_Poster_Corner_OnlyHuman_32-1.pdf

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Whyte, J. (2016, June). Candidate teachers - Maths attitudes and anxiety [Abstract]. In *Conference proceedings TEFANZ Conference & AGM 2016: "How best to educate a nation's teachers? Debating quality teacher education for today and the future", Thursday 30 June & Friday 1 July 2016, University of Otago College of Education, 145 Union Street East, Dunedin 9016* (p. 7). Retrieved from <http://www.tefanz.org.nz/conferences/2016-conference/>

Conference Oral Presentation - Refereed

Armstrong, L., & Forrest, R. (2016, September). *PATU up! Fighting for healthy lives*. Paper presented at Tū Kaha 2016, Lower Hutt, New Zealand.

Charteris, J., Smardon, D., & Nelson, E. (2016, November). *Innovative learning environments and the conjunctural epoch: A new material reading of the spatial politics of schooling*. Paper presented at the Australian Association for Research in Education (AARE) Conference 2016, Melbourne, Australia.

Field, R. (2016). *It takes two to tango: The role of newcomer and organisational factors during the socialisation process in small firms*. Paper presented at the 30th Australia and New Zealand Academy of Management Conference, Brisbane, Australia.

Harvey, C., Beauchamp, C., Lowings, C., Katris, P., Harding, T., Pearson, M., & Forrest, R. (2016, April). *Using nurses to forge a way to early detection of skin cancer*. Paper presented at the Royal College of Nursing (RCN) International Nursing Research Conference, Edinburgh, Scotland.

Harvey, C. L., Willis, E. M., Hamilton, P. A., Henderson, J. A., Toffoli, L. P., Blackman, I. R., Pearson, M., & Buckley, C. (2016, April). *Contemporary nursing - Tensions at the boundary of budget, profession and care*. Paper presented at the Royal College of Nursing (RCN) International Nursing Research Conference, Edinburgh, Scotland.

Mahadeo, J. D. (2016, October). *Research on boards of directors of SMEs: The present situation*. Paper presented at the 2nd International Corporate Governance Society (ICGS) Conference, Boston, MA.

Meng, X., & Yahanpath, N. (2016, November). *The value ambiguity of ERM: The case study of Pike River Coal Mine*. Paper presented at the 10th Annual New Zealand Management Accounting Conference (NZMAC), Auckland, New Zealand.

Merchant, R. (2016, June). *Preparing for practice: An education model for transformative change in perceptions, attitudes and beliefs*. Paper presented at the Joint World Conference on Social Work, Education and Social Development 2016, Seoul, South Korea.

Merchant, R., & Keenan, E. (2016, July). *Who am I? I belong to a mountain like you; Identities and the Māori diaspora in New Zealand*. Paper presented at the Inter-disciplinary.Net 8th Global Meeting of the Diasporas Research Stream: A Cultures, Traditions, Societies Project, Oxford, England.

Merchant, R., & Ngata, J. (2016, November). *Where angels fear to tread: Teaching Te Tiriti o Waitangi in today's world*. Paper presented at the Massey University Social Work in Changing Times: Towards Better Outcomes conference, Palmerston North, New Zealand.

Nelson, E. (2016, April). *Engaging students as partners in co-constructing middle years' pedagogy: Revealing student influence through discourse analysis*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, DC.

Paton, C., Addis, S., & Taylor, L.-A. (2016, July). *The effects of muscle blood flow restriction during running training on measures of endurance performance*. Paper presented at the 21st Annual Congress of the European College of Sport Science (ECSS 2016), Vienna, Austria.

Pearson, M. (2016, October). *Population-based skin screening using non-medical professionals: A Trans-Tasman study*. Paper presented at the ITP Sport, Exercise & Health Research Symposium, Dunedin, New Zealand.

Reddy, K., & Yahanpath, N. (2016, June). *SMEs' capital structure decisions and determinants in Europe: Factors that are reliable during the financial crisis*. Paper presented at the 23rd Annual Conference of the Multinational Finance Society, Stockholm, Sweden.

Roy, R. (2016, December). *Exploring the effects of procurement lead-times on the JIT supply and logistics of items in a process industrial environment.* . Paper presented at the 30th Australia and New Zealand Academy of Management Conference, Brisbane, Australia.

Scott-Chapman, S. (2016, November). *Doing 'fitness' differently through reinvigorating traditional practices: An ethnographic study into culturally-responsive methods to fight obesity in a community-focused initiative.* Paper presented at the Contemporary Ethnography Across the Disciplines (CEAD) Hui and Conference, Cape Town, South Africa.

Scott-Chapman, S. (2016, November). *Fighting to be fit but not fitting in: Going back to our Māori roots to holistically battle the obesity epidemic.* Paper presented at the Contemporary Ethnography Across the Disciplines (CEAD) Hui and Conference, Cape Town, South Africa.

Sibley, J. E., Bandara, P., & Hamilton, D. (2016, December). *The relationship between social performance, staff perception of social performance and organisation culture: Social finance organisations in Victoria, Australia.* Paper presented at the 30th Australia and New Zealand Academy of Management Conference, Brisbane, Australia.

Taylor, L. (2016, November). *The effects on athletic performance and injury prevention of a netball specific preseason programme: A pilot study.* Paper presented at the New Zealand Sports Medicine Conference, Auckland, New Zealand.

Willis, E., Carryer, J., Harvey, C., Henderson, J., Pearson, M., Blackman, I., & Verrall, C. (2016, October). *The impact of neo-liberal austerity on nursing practice.* Paper presented at the 2nd Critical Perspectives in Nursing and Health International Conference, Sydney, Australia.

Wivell, J., Merchant, R., & Whaanga, R. (2016, November). *Riding the wave: A critical reflection on the use of inquiry based learning as the underpinning pedagogy for the Bachelor of Social Work.* Paper presented at the Massey University Social Work in Changing Times: Towards Better Outcomes conference, Palmerston North, New Zealand.

Wood, P. J. (2016, April). *Septic wounds, septic relationships? The interplay between the septic body, surgeons, surgical nurses and professionalism in the 1890-1935 pre-antibiotic period.* Paper presented at the American Association for the History of Medicine Conference, Minneapolis, MN.

Wood, P. J. (2016, February). *Hester Maclean, Kai Tiaki and war: Ensuring the visibility of New Zealand nurses' experiences in World War I.* Paper presented at the 'Making Women Visible' History Conference in Honour of Barbara Brookes, Dunedin, New Zealand.

Conference Oral Presentation - Non-refereed

Chittenden, R. (2016, September). *Cap management.* Paper presented at the The Taste of Tannin, New Zealand Society for Viticulture and Oenology Red Wine Workshop, Eastern Institute of Technology, Napier, New Zealand.

Duignan, G., Hitchcock, J., Fraser, C., Hardy, M., Casley, S., & Stewart, D. (2016, October). *Making the most of my PD: An exploration of professional development for experienced teachers in vocational education (Ako Aotearoa project).* Workshop presented at the National Tertiary Learning and Teaching Conference, Rotorua, New Zealand.

Edwards, R. (2016, February). *Using e-portfolios: What you think is what you get.* Paper presented at WCElfest 2016, Hamilton, New Zealand.

Edwards, R. (2016, December). *Where is the technology? A software developer's view.* Paper presented at the Technology Education Research Conference, Adelaide, Australia.

Fagan, K. M. (2016, June). *Using social identity theory for community development in New Zealand.* Paper presented at the 3rd International Conference on Social Identity and Health (ICSIH), Brisbane, Australia.

Horwood, M. (2016, October). *Indigenous re-engagement with museum-held heritage: Ngā Paerangi and the Pitt Rivers Museum.* Paper presented at the Te Wānanga o Aotearoa Indigenous Research Noho Marae, Kaiwhāiki Pā, Whanganui, New Zealand.

Horwood, M. (2016, September). *Te Ara Pourewa: A new academic programme in heritage and museum studies.* Paper presented at the Regional Curator's Hui - Outside the Box, Napier, New Zealand.

MacCallum, K., Frielick, S., & Sciascia, A. D. (2016, July). *Learners and mobile devices: A framework for enhanced learning and institutional change.* Paper presented at the TEU (Tertiary Education Union) Voices from Tertiary Education Symposium, Wellington, New Zealand.

Otis, E. (2016, October). *How New Zealand rugby stays at the top.* Paper presented at the ITP Sector Sport, Exercise & Health Research Symposium, Dunedin, New Zealand.

Otis, E. (2016, October). *Improving emotional health in community sport: The sideline behaviour program in Hawke's Bay - How's it working?* Paper presented at the ITP Sector Sport, Exercise & Health Research Symposium, Dunedin, New Zealand.

Pentecost, M. (2016, March). *SF with adult tertiary counselling and social work students.* Workshop presented at the Aotearoa Solution Focused Practice Conference, Napier, New Zealand.

Rudge, M. (October, 2016). *Art and design graduate employment: 5 myths and the data that debunks them.* Paper presented at the National Tertiary Teaching and Learning Conference 2016, Rotorua, New Zealand.

Taylor, L. (2016, October). *The effects of a netball specific preseason programme: A pilot study.* Paper presented at the ITP Sport, Exercise and Health Research Symposium, Dunedin, New Zealand.

Taylor, L. (2016, September). *The effects on athletic performance and injury reduction of a netball specific preseason programme: A pilot study.* Paper presented at the Annual Hawke's Bay Symposium Dynamic Wellness for Allied Health Professionals, Hastings, New Zealand.

Taylor, L. (2016, July). *Pre-season netball conditioning programme and Netball Smart.* Paper presented at the Netball Central Forum, Wellington, New Zealand.

Wood, P. J. (2016, September). *Pus and pedagogy: Sepsis, surgical nurses and suppurating blame, 1900-1935.* Paper presented at the From Microbes to Matrons: The Past, Present and Future of Hospital Infection Control and Prevention Symposium, London, England.

Conference Poster Presentation

Chittenden, R. (2016, May). *No-plunge red winemaking: Effect on Merlot, Syrah and Pinot Noir phenolic extraction and pigment composition.* Poster session presented at the International Cool Climate Wine Symposium, Brighton, England.

Frielick, S., Oldfield, J., Thompson, M., MacCallum, K., Moyle, A., & Parker, J. (2016, April). *Learners and mobile devices: A framework for enhanced learning and institutional change project.* Poster session presented at the DEANZ2016 Conference, Hamilton, New Zealand.

REPORT

Duignan, G., Hitchcock, J., Casley, S., Fraser, C., Haggerty, C., Hardy, M., Lovegrove, C., Sewell, S., Singh, L., Stewart, D., & Walke, J. (2016). *Designing professional development for experienced teachers in tertiary vocational education.* Retrieved from <https://akoatearora.ac.nz/download/ng/file/group-12628/designing-professional-development-for-experienced-teachers-in-tertiary-vocational-education-final-report.pdf>

MacCallum, K. (2016). Encouraging learning and group collaboration mobile technology. In S. Frielick & A. D. Sciascia (Eds.), *#npf14lmd: Learners and mobile devices* (National Project Fund report). Retrieved from <http://mobilelearners.nz/learners-and-mobile-devices/encouraging-learning-and-group-collaboration-mobile-technology>

Sibley, J. (2016). *Evaluation of Programme One of Project Hua.* Confidential report for Ministry of Social Development.

Sibley, J., & Shumacher, C. (2016). *Growth industries in the Hawke's Bay: Emergent demand for skill and capabilities required for growth 2016 - 2020; Summary of Sector Review.* Report for Ministry of Social Development and Business Hawkes Bay.

Squires, S., Dawe, B., Kennedy, A., Jagusch, T., Sauer, P., & Patterson, B. (2016). *Contextualising vocational programmes to match institutional and industry settings: An automotive industry case study.* Retrieved from <https://akoatearora.ac.nz/download/ng/file/group-5/contextualising-vocational-programmes-to-match-institutional-and-industry-settings-project-report.pdf>

EXHIBITION

Refereed

Baker, P. (2016). Site office [Mixed media installation]. In *EAST 2016* [Group exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 12, 2016-February 17, 2017.

Binding, W. (2016). *At the wild shore* [Solo exhibition, 19 painted artworks, acrylic on panel]. Hastings, New Zealand: Hastings City Art Gallery, April 23-May 22, 2016.

Binding, W. (2016). *Scratch & lose* [Solo exhibition, 13 painted artworks, acrylic on MDF tondo]. Hamilton, New Zealand: Skinroom Gallery, February 25-March 12, 2016.

Binding, W. (2016). *Wild shore feast stage* [Painted artwork, acrylic on canvas]. In *EAST 2016* [Group exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 12, 2016-February 17, 2017.

Brooking, H. (2016). *Tā moko.* In *Te Au o Tahu Wānanga* [Group exhibition]. Christchurch, New Zealand: Te Puna Wanaka, Ara, April 11-15, 2016.

Brooking, H. (2016). *Toi Maori art market* [Group exhibition]. In *12th Festival of Pacific Arts*. Guam: Festival Village, May 19-June 6, 2016

Bruce, L. (2016). *Forged phitins* [Ceramic and found materials sculpture (2007)]. In *What we make of it* [Group exhibition]. Napier, New Zealand: MTG, October 15, 2016-March 12, 2017.

Bruce, L. (2016). *Illusionary machinations: Endangered species II* [Ceramic and metal sculpture]. In *East 2016* [Group exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 12, 2016-February 6, 2017.

Hawksworth, M. (2016). *Elliptic: An artist's reconstruction* [Mixed media]. In *EAST 2016* [Group exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 12, 2016-February 17, 2017.

Koopu, E. (2016). *Taku mata* [Acrylic on canvas]. In *Wā Hine* [Group exhibition]. Gisborne, New Zealand: Paul Nache Gallery, October 7-30, 2016.

Koopu, E. (2016). *Wheri, whera* [Acrylic on canvas]. In *12th Festival of Pacific Arts* [Group exhibition]. Guam: Festival Village, May 19-June 6, 2016

- Roberts, N., & Taaffe, P. (2016).** Commonground [Digital video]. In *EAST 2016* [Group exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 12, 2016-February 17, 2017.
- Solomon, M. (2016).** Toi Maori art market [Group exhibition]. In *12th Festival of Pacific Arts*. Guam: Festival Village, May 19-June 6, 2016.
- Webster, J. (2016).** Passive/aggressive [Etching and heat transfer print]. In *The small print* [Group exhibition]. Wellington, New Zealand: Alfred Memelink Artspace Gallery, September 30-October 30, 2016.
- Webster, J. (2016).** Postcard series [Screenprint, monoprint and heat transfer print]. In *Postcards from the North & South 2016* [Group exhibition]. Melbourne, Australia: Fire Station Print Studio Gallery, November 2-November 26, 2016.
- Webster, J. (2016).** Tall story [Screenprint, monoprint, on concertina bookform]. In *East 2016* [Group exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 12, 2016-February 5, 2017.
- Webster, J. (2016).** Tasman Sea [Screenprint and heat transfer print]. In *Across the ditch* [Group exhibition]. Brisbane, Australia: Impress Printmakers Gallery, September 15-September 25, 2016.
- Non-refereed**
- Brooking, H. (2016).** *Mokopapa Toihoukura* [Wānanga Tā Moko; 2 x Kauae; Solo works]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, October 25-28, 2016.
- Brooking, H. (2016).** Tai whiti, tai uru [Acrylic on board]. In *Te whānau mārama* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, July 7-August 26, 2016.
- Brooking, H. (2016).** Tai whiti, tai uru [Acrylic on board]. In *2016 Te Hā Art Award* [Group exhibition]. Gisborne, New Zealand: Tairawhiti Museum, October 7-November 27, 2016.
- Bruce, L. (2016).** Kitchen tiles [Ceramic and metal sculptures]. In *Cross pollination* [Group exhibition]. Hastings, New Zealand: Hastings Community Art Gallery, August 30-September 17, 2016.
- Chiappin, A. (2016).** *Smiley face* [Solo exhibition; Drawings, mixed media on paper]. Napier, New Zealand: Picnic, December, 2016.
- Gibbs, S. (2016).** Whitireia [Gold leaf, enamel, acrylic on plywood]. In *Tau hou* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, July 7-25, 2016.
- Hawksworth, M. (2016).** Help desk 1-8 [Mixed media]. In *Cross pollination* [Group exhibition]. Hastings, New Zealand: Hastings Community Art Centre, August 30-September 17, 2016.
- Koopu, E. (2016).** Hafadai [Acrylic, mixed media on board]. In *Tau hou* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, July 7-25, 2016.
- Koopu, E. (2016, October).** *Tairawhiti Moko Papa*. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti.
- Lardelli, D. (2016).** Ipukura [Mixed media]. In *Tau hou* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, July 7-25, 2016.
- Lewis, A. (2016).** Manurangi [Mixed media]. In *Tau hou* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, July 7-25, 2016.
- Lewis, A. (2016).** Tā moko. In *Toihoukura* [Wānanga Tā Moko]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, October 25-28, 2016.
- Roberts, N. (2016).** Turgid holes make quantum foam aberrant [One second digital video composed of layered stills and motion imagery]. In *Leap Second Festival* [Online digital festival of projects lasting one second or less]. <http://noemata.net/leapsec/2016/>, December 31, 2016 23:59:60 - January 1, 2017 00:00:00
- Solomon, M. (2016).** Ata pō series [Acrylic on board]. In *Tau hou* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, July 7-25, 2016.
- Solomon, M. (2016).** Raukura [Paint on native rimu]. In *Te whānau mārama* [Group exhibition]. Porirua, New Zealand: Pataka Art+Museum, June 16-July 17, 2016.
- Solomon, M. (2016).** Tawhirimātea [Acrylic on MDF]. In *Te whānau mārama* [Group exhibition]. Porirua, New Zealand: Pataka Art+Museum, June 16-July 17, 2016.
- Solomon, M. (2016).** Tā moko. In *Toihoukura* [Wānanga Tā Moko]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, October 25-28, 2016.
- Te Hau, D. (2016).** Kohi kai [Mixed media]. In *Tau hou* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, July 7-25, 2016.
- Te Hau, D. (2016).** Wheri wheri [Mixed media]. In *Tau hou* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairawhiti, July 7-25, 2016.
- Webster, J. (2016).** Bowie [Laser-etched intaglio print]. In *Ground control* [Group exhibition]. Napier, New Zealand: Vent Gallery, Ideaschool, Eastern Institute of Technology, March 7-21, 2016.

Webster, J., & Feyen, L. (2016). 'X'change [Screenprint on die-cut card]. In *Cross pollination* [Group exhibition]. Hastings, New Zealand: Hastings Community Art Centre, August 30-September 17, 2016.

CURATION

Bruce, L., Kireka, E., Dunn, E., & Paterson, R. (Curators). (2016). *Tuakana/teina: An exhibition of artwork from Hawke's Bay Māori art/design communities* [Group exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, February 1-13, 2016.

Koopu, E. (Curator). (2016). *Rukuhia* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairāwhiti, April-June 2016.

Koopu, E. (Curator). (2016). *Te whānau mārama* [Group exhibition]. Gisborne, New Zealand: Maia Gallery, Toihoukura, EIT Tairāwhiti, July 7-August 26, 2016.

Koopu, E. (Curator). (2016). *Pō tipu ao rea* [Group exhibition]. Wairoa, New Zealand: Wairoa Museum, November 22, 2015-January 30, 2016.

DESIGN

Brooking, H. (2016). *Herea te rā* [Digital graphic design and execution]. Eastern Institute of Technology, Hawke's Bay and Tairāwhiti, New Zealand.

Brooking, H. (2016). *Manu nui* [Marquette design and execution]. Eastern Institute of Technology, Tairāwhiti, New Zealand.

Chiappin, A. (2016). EIT Student Association [Brand name and Visual Identity System including associated collateral]. Eastern Institute of Technology, Hawke's Bay, New Zealand.

Chiappin, A. (2016). Opera Kitchen as a part of eatdrinksharehb [Brand Visual Identity System including associated collateral]. Hastings, New Zealand.

Chiappin, A. (2016). Smiths [Brand collateral redesign]. Napier, New Zealand.

Chiappin, A., & Moroney, D. (2016). Chiappin website [Design using Adobe Muse software: How Adobe Muse can be incorporated into curriculum]. Eastern Institute of Technology, Hawke's Bay, New Zealand.

COMMISSION

Anaru, R. (2016). *Volcanoes; Climate change; Coastal erosion; Welcome to the LAB (Life at the boundary)* [Te reo translations on permanent display]. Commissioned by the National Aquarium, Napier, New Zealand.

Brooking, H. (2016). Book cover illustration, art design and execution for Mā te huruhuru master's thesis. Commissioned by Tina Karatiana, Gisborne, New Zealand.

Chiappin, A. (2016). *Brush heath* (illustration for Karatta Wine brand) [Scraperboard, Indian ink]. Commissioned by Working Images Studio, Adelaide, South Australia.

Chiappin, A. (2016). *Dune thistle* (illustration for Karatta Wine brand) [Scraperboard, Indian ink]. Commissioned by Working Images Studio, Adelaide, South Australia.

Chiappin, A. (2016). *Jumping jack* (illustration for Karatta Wine brand) [Scraperboard, Indian ink]. Commissioned by Working Images Studio, Adelaide, South Australia.

Chiappin, A. (2016). *Pincushion* (illustration for Karatta Wine brand) [Scraperboard, Indian ink]. Commissioned by Working Images Studio, Adelaide, South Australia.

Lewis, A. (2016). *Anaru Takarua Te Aute College memorial trophy*. Commissioned by Te Aute College and Takarua whānau, Te Aute, Hawke's Bay, New Zealand.

Lewis, A. (2016). *Waka hoe* [6 painted paddles for retiring Board of Trustee members]. Commissioned by Tairāwhiti District Health Board, Gisborne, New Zealand.

Lewis, A., Brooking, H., & Solomon, M. (2016). *Kiwa* [Carved entranceway to Māori Private Training Establishment for 25 years celebrations]. Commissioned by Tūranga Ararau, Gisborne, New Zealand.

Lewis, A., Brooking, H., & Solomon, M. (2016). *Taumata kahawai* [14 mural panels for the Maraenui wharekai]. Commissioned by Te Whānau a Hikarukutai, Maraenui, New Zealand.

Sutherland, B. (Co-Producer & Editor), & Judge, P. (Director, Co-producer & Co-editor). (2016). *Don Driver: Magician* [DVD]. New Zealand: Far Away Films & Three-to-One Films. Commissioned by Wintec, Hamilton, New Zealand and Govett-Brewster Art Gallery, New Plymouth, New Zealand.

Webster, J. (2016). *Don Driver: Magician* [DVD and booklet design]. Commissioned by Wintec, Hamilton, New Zealand and Govett-Brewster Art Gallery, New Plymouth, New Zealand.

Webster, J. (2016). Logo design for Print Council Aotearoa New Zealand (PCANZ). Commissioned by Print Council Aotearoa New Zealand.

FILM

Sutherland, B. (Co-producer & Editor), & Judge, P. (Director, Co-producer & Co-editor). (2016). *Don Driver: Magician* [Documentary film/DVD]. New Zealand: Far Away Films & Three-to-One Films. Screened at the Govett-Brewster Art Gallery, New Plymouth, New Zealand, August 27, 2016.

Sutherland, B. (Researcher). (2014). *How bizarre* (The story of Paul Fuemana) [Television documentary]. S. Page (Director), F. Renata & W. Grieve (Producers). New Zealand: Big Pictures & Tinopai Film. Screened on Air New Zealand in-flight TV, November 1, 2016-January 31, 2017.

Sutherland, B. (Director & Producer) & Judge, P. (Co-Producer). (2012). *Twelve hours of daylight* [Abstract film]. New Zealand: Far Away Films. Screened as part of Poetry Film Parallax, NES Skagastrond, Iceland, March 17, 2016.

Sutherland, B. (Director & Producer) & Judge, P. (Co-Producer). (2012). *Twelve hours of daylight* [Abstract film]. New Zealand: Far Away Films. Screened as part of See It, Read It, Hear It! International BYTE Gallery Exhibition of Digital Poetry 2015-2016, Transylvania University, Mitchell Fine Arts Centre, Lexington, KY.

Sutherland, B. (Director & Producer) & Judge, P. (Co-Producer). (2012). *Twelve hours of daylight* [Abstract film]. New Zealand: Far Away Films. Screened at the backup_festival, Weimarer Poetryfilm Pries, Weimar, Germany, May 18-22, 2016

PERFORMANCE

Brooking, H. (2016, April). *Tamararo regional kapa haka competition* (Whāngārā-mai-tawhiti kapahaka), Gisborne, New Zealand.

Brooking, H. (2016, May). Toi Maori art market [Formal opening and closing ceremonies]. *12th Festival of Pacific Arts*, Festival Village, Guam.

Koopu, E. (2016, April). *Mataatua regional kapa haka competition* (Tauira-mai-Tawhiti kapa haka), Ruatoki, New Zealand.

Koopu, E. (2016, May). *12th Festival of Pacific Arts* [Opening ceremony performance and karanga], Festival Village, Guam.

Koopu, E. (2016, May). *12th Festival of Pacific Arts* [Pō Aotearoa performance and karanga], Festival Village, Guam.

Smith, R. (2016, April). *Tamararo Regional Kapa Haka Competition* (Waihirere Māori Group kapahaka), Gisborne, New Zealand.

THESIS

Horwood, M. (2015). *Worlds apart: Indigenous re-engagement with museum-held heritage: A New Zealand - United Kingdom case study*. (PhD thesis, Victoria University of Wellington, New Zealand). Retrieved from <http://hdl.handle.net/10063/4849>

ORAL PRESENTATION

External

Anaru, R. (2016, June 8). *Kaupapa rangahau*. Presented at the Ngāti Kahungunu Iwi Regional Hui, Hastings, New Zealand.

Binding, W. (2016, April 25). Artist floor talk presented at the *At the wild shore* exhibition, Hastings City Art Gallery, Hastings, New Zealand.

Brooking, H. (2016, April). *Ngā mahi o Rarohenga* (Informing and educating an emerging generation of moko artists). Lecture presented at Te Au o Tahu [Wānanga Tā Moko]. Christchurch, New Zealand.

Chittenden, R. (2016, July 19). *The effect of a no-plunging regime on phenolic extraction in red wine*. Invited presentation to the Royal Society of New Zealand Hawke's Bay branch seminar, The Science of Wine - Theory and Practice, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Forrest, R. (2016, August 31). *The cold tolerance gene marker*. Foreign Expert's Seminar presented at Gansu Agricultural University, China.

Forrest, R. (2016, August 21). *Analysing quantitative data*. Foreign Expert's Seminar presented at Gansu Agricultural University, China.

Forrest, R. (2016, November 15). *PATU UP! Fighting for healthy lives*. Presented at the Hawke's Bay Medical Research Foundation Annual General Meeting, Hawke's Bay Hospital, Hastings, New Zealand.

Horwood, M. (2016, November 11). *Iwi-settler relationships on the Whanganui River during the 19th century - Ngā Paerangi & Charles Smith*. Invited presentation of the Samuel H Drew Memorial Lecture, Whanganui Regional Museum, Whanganui, New Zealand.

King, P. D., & Saunders-Vasconcelos, M. C. (2016, July 19). *The effect of an anti-transpirant on grape physiology and wine quality including the production of lower alcohol wine*. Invited presentation to the Royal Society of New Zealand Hawke's Bay branch seminar, The Science of Wine - Theory and Practice, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Koopu, E. (2016, October). *Apanui maranga rangatahi*. Presented at the Rangatahi Symposium, Te Kura Kaupapa Māori o Whangaparaoa, Whangaparaoa, New Zealand.

- Matthews, K. M. (2016, April 25).** *Tairāwhiti women who served overseas in WW1*. Public lecture presented at Tairāwhiti Museum, Gisborne, as part of the New Zealand Government programme WW100: Remembering WW1 - 100 Years On.
- Olsen, L. (2016, July).** *Any portal in a storm: Meeting student needs in a multi-campus environment*. Presented at the TELSIG (Tertiary Libraries Special Interest Group) Forum 2016, Christchurch, New Zealand.
- Pentecost, M. (2016, February 29).** *How do we think about Alzheimers and dementia?* Presented at the NZAC (New Zealand Association of Counsellors) Hawke's Bay branch meeting, Napier, New Zealand.
- Pentecost, M. (2016, November).** [Poetry reading]. Presented at the East West Poetry Fest, Palmerston North, New Zealand.
- Smith, R. (2016, September 14).** *Patua ki tahatū o te rangi/Strike at the horizon*. Public lecture presented at Maia Gallery, Toihoukura, EIT Tairāwhiti, Gisborne, New Zealand.
- Vasconcelos, M. C. (2016, February 15).** *Vine water status assessed by physiological indicators and soil moisture*. Presented at the Gimblett Gravels Association Field Day, Te Awa Winery, Gimblett Gravels, Hawke's Bay, New Zealand.
- Westwood, K. (2016, April 18).** *Water fluoridation: A contest of control*. Presented at the Hawke's Bay District Health Board School Dental Service Therapists Seminar, Hawke's Bay Hospital, Hastings, New Zealand.
- Westwood, K. (2016, September, 24).** *Water fluoridation: A contest of control*. Presented at the Annual Hawke's Bay Symposium Dynamic Wellness for Allied Health Professionals, Hawke's Bay Hospital, Hastings, New Zealand.
- Wood, P. J. (2016, April 21).** *New Zealand Nurses, the Marquette disaster and World War I*. Presented at the Taupo Library, Taupo, New Zealand.
- Yahanpath, N. (2016, August 3).** *Capital budgeting with real options*. Presented at the Chartered Accountants Australia and New Zealand Hawke's Bay Corporate Sector SIG, BDO Hawke's Bay, Napier, New Zealand
- Internal**
- Bahho, M. (2016, August 18).** *Buildings that teach: A strategy for sustainable design*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Bevin, M., Hantler, A., & Thompson, S. (2016, October 18).** *Community-based rehabilitation: Developing self-identity after acquired brain injury*. Presented at the EIT School of Nursing Professional Practice Series, Eastern Institute of Technology, Hawke's Bay, New Zealand
- Bevin, M., Hantler, A., & Thompson, S. (2016, May 2).** *Developing our sense of self in a community-based rehabilitation setting*. Presented to the senior management team of the Stewart Centre @ EIT, Hawke's Bay, New Zealand.
- Bevin, M., Hantler, A., & Thompson, S. (2016, June 28).** *Developing our sense of self in a community-based rehabilitation setting*. Presented to the Hawke's Bay Brain Injury Interest Group, Stewart Centre, Hawke's Bay, New Zealand.
- Bevin, M., Hantler, A., & Thompson, S. (2016, April 27).** *Developing our sense of self in a community-based rehabilitation setting*. Presented to research participants at the Stewart Centre @ EIT, Hawke's Bay, New Zealand.
- Binding, W. (2016, April 14).** *Word & deed: Art, memory and the First World War (an exhibition)*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Bruce, L. (2016, May 19).** *Ōtātara: People & place*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Erturk, E. (2016, June 16).** *Cloud computing and cybersecurity: Issues facing local enterprises*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Forrest, R. (2016, September 15).** *Agricultural research from EIT that is making a difference in China*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Hawksworth, M. (2016, April 14).** *Hard SF: A personal exploration of aspects of the science fiction genre in my artwork*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Horwood, M. (2016, June 28).** *Worlds apart: Indigenous re-engagement with museum-held heritage: A New Zealand - United Kingdom case study*. Doctoral research presentation at the Staff Research Lunchtime Seminar, Eastern Institute of Technology, Tairāwhiti, New Zealand.
- Maclaren, O. (2016, September 8).** *Exploring the eating and physical activity profiles and patterns of New Zealanders*. Presented at the School of Nursing Professional Practice Series, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Morris Matthews, K. (2016, March 17).** *Boundaries and connections in the career of an Indigenous educational leader: Bessie (Wene) Te Wenerau Grace (M.A. (Hons) London; BA (UNZ) (Ngāti Tūwharetoa)*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Nelson, E., & Johnson, L. (2016, October 20).** *Responding to the challenge of innovative learning environments in preservice education*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Paton, C., & Addiss, S. (2016, March 17). *The effects of muscle blood flow restriction during running training on measures of aerobic and anaerobic fitness.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Pavlovich, A. (2016, June 16). *The tax disputes process and taxpayer rights: Are the inconsistencies proportional?* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Roy, R. (2016, October 20). *Smart & intelligent vehicles. . . . How prepared are we to welcome these new toys of the 21st century transport system?* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Saunders-Vasconceles, C., Masuo, Y., Field, S., & King, P. (2016, May 19). *Dakin Mini-Four as an alternative pruning system to counteract apical dominance in Merlot.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Scott-Chapman, S. (2016, June 7). *PATU and community wellbeing: Whanau and the promotion of health through exercise.* Presented at BN5.708 Health Promotion, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Scott-Chapman, S. (2016, November 2). *Doing 'fitness' differently through reinvigorating traditional practices: An ethnographic study into culturally-responsive methods to fight obesity in a community-focused initiative.* Presented at the School of Nursing Professional Practice Series - Focus on Research, Eastern Institute of Technology, Hawke's Bay, New Zealand.

OTHER OUTPUT

Bishop, P., Alley, K., Andrews, G., Cronenberg, S., Falk-Ross, F., Miller, N., Moran, C., Nelson, E., & Weiler, C. (2016). Digital technologies. In Middle Level Education Special Interest Group, *MLER SIG research agenda* (pp. 23-25). Retrieved from <http://mlersig.net/research/mler-sig-research-agenda>

Brooking, H. (2016). Hohua and Phillipa Mohi [1 x Mataora and 1 x Kauae; Solo works]. Awahou, Rotorua, New Zealand: Tarimano Marae, November 7, 2016.

Brooking, H. (2016). Mokopapa Maraenui [Wānanga Tā Moko; 2 x Mataora and 6 x Kauae; Solo works]. Te Kaha, New Zealand: Maraenui Marae, April 8-July 10, 2016.

Nelson, E. (2016). *Student voice* [Video]. Interview by L. Turner. Resource for EIT Teaching Students Under 25s Professional Development Seminar. Eastern Institute of Technology, Hawke's Bay, New Zealand.

Squires, S., Dawe, B., Kennedy, A., Tim Jagusch, Sauer, P., & Patterson, B. (2016). *Contextualising vocational programmes to match institutional and industry settings: The good practice guide.* Retrieved from <https://akoaootea.ac.nz/download/ng/file/group-5/contextualising-vocational-programmes-to-match-institutional-and-industry-settings-good-practice-guide.pdf>

Sutherland, B. (2016). Don Driver: Magician [Essay]. In *Don Driver: Magician* [DVD package]. New Plymouth, New Zealand: Govett-Brewster Art Gallery.

EIT REPRESENTATION ON NATIONAL/INTERNATIONAL ORGANISATIONS, PRIZES, AWARDS & GRANTS

Representation on National/International Organisations

Agnew, Marcus

Hawke's Bay Coordinator, National 'Pathway to Podium' programme for Sport New Zealand
Health and Sport Development Manager, Hawke's Bay Community Fitness Centre Trust

Blakeley, Jo

Member, Institutes of Technology and Polytechnics (ITP) Academic Managers' Forum
Chair, Tertiary Accord of New Zealand Academic Committee
Deputy Chair, East Coast/Hawke's Bay Te Tairāwhiti ki Te Matau-a-Māui Conservation Board
External Evaluator, NZQA

Brooking, Henare

High Schools' Te Haaro o te Kaahu National Kapa Haka Competition, Drawing of tā moko on a range of performance schools, Napier
High Schools' Tamararo Regional Kapa Haka Competition, Drawing of tā moko on a range of performance schools, Houhoupiko Showgrounds, Gisborne
Tamararo Regional Kapa Haka Competition (Whāngārā-mai-tawhiti Kapahaka), Gisborne, New Zealand
Toi Maori Art Market [Group Exhibition], Formal Opening and Closing Ceremonies, Pacific Arts Village, Guam

Chapman, Brenda

Member, Hawke's Bay Chamber of Commerce Board

Clear, Alison

Fellow, CITRENZ
Fellow, Institute of Information Technology Professionals
Senior member, ACM (Association of Computing Machinery)
Member, IEEE-CS
Board member, ACM Special Interest Group Computer Science Education
Member, ACM Education Council
Chair, ACM Computing Curricula 2020
External Monitor, NZQA
Reviewer, SIGCSE Technical Symposium
Reviewer, Innovation and Technology in Computer Science Education
Reviewer, IEEE Frontiers in Education
Reviewer, ITx 2016, incorporating the 7th annual conference of Computing and Information Technology Research and Education New Zealand (CITRENZ 2016)
Member, IEEE Dasher Awards Committee
General Chair, Innovation and Technology in Computer Science Education Conference, Peru

Collins, Chris

Member, NZITP CEO Committee
Co-Chair, NZQA-ITP EER Working Group
Member, VETNZ Working Group
Member, Business Hawke's Bay Board
Board Member, Tertiary Accord of New Zealand Ltd (TANZ)
Trustee, Ōtātara Trust
ITP Sector Representative, TEC Investment Approach Sector Reference Group
Member, Hawke's Bay Regional Economic Development Strategy Governance Group
Member, Hawke's Bay Inter-Sectoral Leadership Forum (LIFT Executive Group)
Trustee, Hawke's Bay Community Fitness Centre Trust
Member, Hawke's Bay Multi Use Sports Facility Steering Group
Member, Tairāwhiti Regional Economic Development Strategy Governance Group
Chair, International Board, International Federation of Evangelical Students (IFES)

Erturk, Emre

Executive Editor, Journal of Applied Computing and Information Technology
Associate Editor, International Journal of Interdisciplinary Social Sciences
Editorial Board Member, International Journal of E-Learning and Distance Education
Editorial Board Member, Journal of Engineering, Technology and Applied Science Research
Assistant Editor, Computing and Information Technology Research and Education New Zealand Conference Proceedings
Reviewer, IGI Book Chapter, Big Data Security Framework for Distributed Cloud Data Centres
Reviewer, ICCTICT-2016 (sponsored by IEEE) International Conference, New Delhi, India
Reviewer, International Journal of Doctoral Studies
Reviewer, International Journal of Learning, Teaching and Educational Research
Reviewer, Research in Learning Technology
Founding Member, Australasian Informing Science Institute
Member, Australasian Business Ethics Network
Member, Royal Society of New Zealand
Member, ACM (Association for Computing Machinery)
Member, Rotary Club Youth Awards Committee

Forrest, Rachel

Invited member, New Zealand Society for Biochemistry and Molecular Biology
Elected member, New Zealand Institute of Agricultural and Horticultural Sciences
Reviewer, New Zealand Society of Animal Production, Molecular and Cellular Probes
Reviewer, Journal of Agricultural Science and Technology

Friis, Diane

Member, Institutes of Technology and Polytechnics Library Managers' Forum
Committee Member, Library and Information Association of New Zealand Aotearoa (LIANZA) Standing Committee on Copyright

Harvey, Clare

Full Academic Status, Flinders University of South Australia
Research Affiliate, The University of Sydney

Hursthouse, Paul

Vice President, YMCA Hawke's Bay
Member, Hawke's Bay Labour Governance Group

Kirton, Diana

Elected Member, Hawke's Bay District Health Board
Trustee, Hawke's Bay Power Consumers' Trust

Koopu, Erena

Competition Judge, Te Hārō o te Kahu, National Secondary Kapa Haka, Napier
Regionals Competition Judge, Tamararo Karaitiana, Tairāwhiti Kapahaka, Gisborne

Lander, Patrick

Member, Multi-sector Technical Advisory Group, Sport and Recreation Targeted Review of Qualifications
Reviewer, Neuroscience Letters
Reviewer, Sports Engineering
External Monitor, UCOL Bachelor of Exercise and Sport Science
External Monitor, UCOL Postgraduate Diploma in Clinical Exercise Physiology

Lardelli, Derek

Member, Waitangi Tribunal
Trustee, Toi Maori Aotearoa
Chairperson, Te Uhi A Mataora (National Tamoko Collective)
Trustee, Arts Foundation of New Zealand
Trustee, Tairāwhiti Cultural Development Trust
Head Tutor and Composer, Te Kapa Haka o Whangara Mai Tawhiti
Member, Rongowhakaata Iwi Exhibition Advisory
Karanga Aotearoa Repatriation Advisory (Te Papa)

Lewis, Ayson

High Schools' Tamararo Regional Kapa Haka Competition, Drawing of tā moko on performance schools, Houhoupiko Showgrounds, Gisborne

Lloyd, Nikki

External Verifier for Tourism, City and Guilds International

Lopez, Dobrila

Reviewer, ITx 2016, incorporating the 7th Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ)

MacCallum, Kathryn

Executive Committee Member, Flexible Learning Association of New Zealand (FLANZ)
Co-President (NZ), Australia and New Zealand Mobile Learning Group (ANZMLearn)
Committee Member, New Zealand Association of Cooperative Education Conference
Member, International Association for Mobile Learning (IAMLearn)
Editor, Journal of Information Technology Education: Research
Editor, Journal of Information Technology Education: Innovations in Practice
Associate Editor, International Journal of Mobile and Blended Learning (IJMBL)
Reviewer, Mobile and Blended Learning Innovations for Improved Learning Outcomes (book)
Reviewer, Computers and Education International Journal
Reviewer, Australasian Journal of Educational Technology
Reviewer, ASCILITE 2016, Australasian Society for Computers in Learning in Tertiary Education Conference
Reviewer, Informing Science: The International Journal of an Emerging Transdiscipline (InformingSciJ)
Reviewer, International Journal of Mobile and Blended Learning (IJMBL)
Reviewer, Computers in Human Behaviour Journal
Reviewer, CITRENZ Conference 2016, Wellington
Reviewer, Informing Science and Information Technology Education Conferences
Moderator, National Advisory Committee on Computing Qualifications
Moderator, Unitec, Bachelor of Information Technology
Moderator, Manukau Institute of Technology (MIT), Bachelor of Information Technology
Monitor, Unitec, Masters of Applied Practice

Marshall, Bob

Member, Scientific Committee, Hawke's Bay Medical Research Foundation
Executive Committee, Hawke's Bay Medical Research Foundation
External Member, Otago Polytechnic Professorial Promotions Committee
External Member, Nelson Marlborough Institute of Technology Professorial Promotions Committee
Editorial Board Member, Clinical Nursing Studies
Reviewer, International Nursing Review
Reviewer, Rehabilitation Nursing

Reviewer, Clinical Nursing Studies
Reviewer, Health Policy
Reviewer, Sports Engineering
Moderator, Auckland University of Technology

Merchant, Raema

Member, National Fieldwork Coordinators Group, Council of Social Work Educators Aotearoa New Zealand

Meyer, Salomé

Associate Editor, Continental Journal of Nursing Science
Reviewer, Health RSA Gesundheit
Reviewer, Curationis
Reviewer, International Scientific Advisory Panel, Royal College of Nursing, United Kingdom
Reviewer, Computing and Information Technology Research and Education New Zealand (CITRENZ)
Reviewer, Journal of Applied Computing and Information Technology
Member, Higher Education Research and Development Society of Australasia
Member, Distance Education Australia New Zealand
Member, Central Hub Ako Aotearoa Advisory Group

Morris Matthews, Kay

Editorial Board Member, History of Education
Editorial Board Member and Reviewer, History of Education Review
Reviewer, History of Education
Member, Tertiary Education Commission PBRF Sector Reference Group

Oldershaw, Mark

Trustee, Hawke's Bay Youth Futures Trust
Member, Centre for Labour, Employment and Work, Victoria University Advisory Board
Member, Hawke's Bay Intersectoral Group Operations Group
Member, Hawke's Bay Regional Economic Development Strategy Project Team

Papps, Elaine

Reviewer, International Nursing Review
Reviewer, Nursing Ethics
Reviewer, Nursing Praxis in New Zealand
Reviewer, Kai Tiaki Nursing Research
External Monitor, Southern Institute of Technology Undergraduate and Postgraduate Nursing Programmes
External Monitor, Whitireia/Weltec Master of Professional Practice

Paton, Carl

Associate Editor, Journal of Science and Cycling
Reviewer, Journal of Science and Medicine in Sport
Reviewer, Journal of Strength and Conditioning Research
Reviewer, Journal of Sport and Health Science
Reviewer, European Journal of Sport Science
Reviewer, International Journal of Sport Nutrition and Exercise Metabolism
Reviewer, Journal of Science and Cycling
Reviewer, Journal of Human Hypertension
Reviewer, International Journal of Sports Physiology and Performance

Pavlovich, Alison

Trustee, Hawke's Bay Community Law Centre Trust
Elected Member, Local Leadership Team for Chartered Accountants ANZ

Pentecost, Mandy

National Executive Member, New Zealand Association of Counsellors
Member, Ethics Committee, New Zealand Association of Counsellors

Pierard, Tom

Trustee, Backline Community Trust

Postlewaight, Gillian

Reviewer, Journal of New Zealand Research in Early Childhood Education

Roberts, Jennifer

Chair, EIT DTLT Advisory Group

Member, Nursing Education in the Tertiary Sector (Aotearoa New Zealand)

Member, Nursing Education in the Tertiary Sector (Central Region)

Member, The College of Nurses Aotearoa

Member, New Zealand Nurses Organisation

Roy, Ram

Vice-President, Hawke's Bay Multicultural Association, New Zealand

Member, Local Advisory Committee, EIT Hawke's Bay

Member, Production and Operations Management Society (POMS), USA

Member, Chartered Institute of Logistics and Transport, New Zealand

Member, Hawke's Bay Regional Research Group at EIT

Chief Guest Speaker, Graduation Ceremony, Abacus Institute of Studies, Hastings

Represented EIT at Intelligent Transport Summit New Zealand, Auckland

Reviewer, David Publishing Company, Illinois, USA

Reviewer, Australian and New Zealand Academy of Management (ANZAM) Conference, Brisbane, Australia

Rudge, Mandy

Trust Board Member, Creative Hawke's Bay

Saunders-Vasconcelos, Carmo

External Reviewer, Natural Sciences and Engineering Research Council of Canada

Member, American Society for Oenology and Viticulture

Member, New Zealand Society for Viticulture and Oenology

Saywell, Victor

Member, Institutes of Technology and Polytechnics Finance Forum

Member, TEC Sector Reference Group, Investment and Asset Management

Chair, Stewart Centre @ EIT Trust

Trustee, New Zealand Stewart Centre Trust

Simkin, Marcus

Executive Committee Member, Association of Tertiary Learning Advisors of Aotearoa New Zealand (ATLAANZ)

Chairperson, Literacy Aotearoa Hawke's Bay

Singh, Paul

Associate Member, Council for Australasian Tourism and Hospitality Education (CAUTHE)

Skelton, David

Reviewer, New Zealand Association of Cooperative Education Conference

Reviewer, Asia-Pacific Journal of Cooperative Education

Reviewer, Computing and Information Technology Research and Education of New Zealand (CITRENZ) Conference

Taylor, Lee-Anne

Committee Member, Hawke's Bay Branch, Physiotherapy New Zealand

Board Member, Central Netball Zone

Advisory Board Member, PATU Aotearoa

Member Sector Reference Group, Exercise, Sport and Recreation, Mandatory Review of Qualifications

Coach, Hawke's Bay U17 Representative Netball

Collaboration with Netball New Zealand on Neuromuscular Warm Up Protocol

Toomey, Christopher

Judge, Hawke's Bay Regional Culinary Fare

Member, Institutes of Technology and Polytechnics Tourism and Hospitality Forum

Verhaart, Michael

Executive Editor, Journal of Applied Computing and Information Technology

Executive Editor, 7th Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) and the 29th Annual Conference of the National Advisory Committee on Computing Qualifications, Wellington, New Zealand

Member, Computing and Information Technology Research and Education of New Zealand (CITRENZ), Research and Professional Development Focus Group

Reviewer, The Bulletin of the IEEE Technical Committee on Learning Technology

Board of Reviewers, Journal of Information Technology Education: Innovations in Practice

Reviewer, Educational Technology and Society Journal, International Forum of Educational Technology and Society (IFETS) (ID 6264, ISSN 1436-4522)

Member, Programme Committee, eLmL 2016, 8th International Conference on Mobile, Hybrid and On-line Learning, Venice, Italy

Member, Programme Committee, ICAALT 2016, 16th IEEE International Conference on Advanced Learning Technologies, Austin, Texas, USA

Member, Programme Committee, T4E 2016: 8th IEEE International Conference on Technology for Education, Indian Institute of Technology Bombay, Mumbai, India

Westwood, Kirsten

Board Trustee, Sport Hawke's Bay

President, Hawke's Bay Medical Research Foundation

Chair, Hawke's Bay Heart Foundation

Wivell, Judy

Member, Advisory Group for the NGO Social Work Study Awards National Advisory Panel

Member, Council of Social Work Educators Aotearoa New Zealand

Monitor, Bachelor of Social Work, Bethlehem Tertiary Institute, Tauranga

Wood, Pamela

Reviewer, New Zealand Journal of History

Reviewer, Health and History

Reviewer, Nursing Praxis in New Zealand

Reviewer, Otago University Press

NZQA, ITP Academic Representative, Approval and Accreditation Panel

Moderator, Master of Nursing, WINTEC

External Examiner, Master of Nursing, Victoria University of Wellington

External Examiner, PhD (History), University of Otago

External Examiner, D Ed, Massey University

External Examiner, Bachelor of Nursing (Hons), University of Wollongong, Australia

External Supervisor, PhD Programme, School of Nursing, Monash University, Australia

External Supervisor, PhD Programme, School of Nursing, Midwifery and Healthcare, Federation University, Australia

Adjunct Associate Professor (Research), School of Rural Health, Monash University, Australia

Yahanpath, Noel

Reviewer, Education + Training Journal

Reviewer, International Journal of Mentoring and Coaching in Education (IJMCE)

Reviewer, Journal of Qualitative Research in Financial Markets

Reviewer, Australian Accounting Business and Finance Journal

Reviewer, Journal of Financial Regulation and Compliance

Fellow, Certified Practising Accountants, Australia

Full Member, Chartered Accountants Australia and New Zealand

Fellow Member, Financial Institute of Australasia

Senior Mentor, Financial Institute of Australasia

Member, Accounting and Finance Institute of Australia and New Zealand

Moderator, Otago Polytechnic

Moderator, Nelson Marlborough Institute of Technology (NMIT)

Prizes, Awards & Grants

PRIZES

Chief Executive's Excellence Award (Research): Dr Emily Nelson (School of Education and Social Sciences)

Chief Executive's Excellence Award (General Staff): Louise Bevin (HR Advisor, Staff Education and Development)

Chief Executive's Excellence Award (Teaching): Emma Steiner (Centre for Veterinary Nursing)

Chief Executive's Tairāwhiti Award: Rosie Recter

AWARDS

Kathryn MacCallum

- Best Poster - Frielick, S., Sciascia, A.D., MacCallum, K., Oldfield, J., Thompson, M., & Moyle, A. (2016, April). Learners and mobile devices: A framework for enhanced learning and institutional change project. Poster presented at DEANZ, Hamilton, New Zealand.
- Runner up for Best Research Project - Learners and mobile devices: A framework for enhanced learning and institutional change project, ANZMlearn Workshop, Sydney, Australia.

INTERNAL RESEARCH GRANTS

Alison Pavlovich	The tax disputes process and taxpayer rights: are the inconsistencies proportional?
Anne Hiha	Evaluation of the Māori and Pacific Trades Training programme - Phase One.
Clare Harvey	Rationing - missed nursing care: An international multi-dimensional problem. The Hawke's Bay opportunistic identification of skin lesions by non-medical professions. Nurse practitioner practice and their impact on delivery. COST RANCARE CA15208 - Working Group 2 Evidence-based interventions and intervention design.
Conrad Schumacher and Donna Petry	New opportunities for meaningful work in regional communities: an investigation of employee and employer perceptions.
Emily Nelson	Building student influence in the classroom.
Kathryn MacCallum	Learners with mobile devices - implementation.
Lee-Anne Taylor	The effects of a pre-season netball-specific conditioning programme on athletic performance and injury prevention.
Mazin Bahho	Log Cabin Project at Ōtātara: A demonstration sustainable building and an educational tool and medium for investigating environmental values.
Dr Petra King	Antitranspirant spray used on Merlot grapes at veraison as a means of reducing sugar accumulation for production of lower alcohol wine.
Rachel Forrest	2015 Hinu Wero. Meke Meter validation. BMI vs bio-impedance analysis scales vs caliper estimates of body fat percentage in a New Zealand cohort.
Ram Roy	Investigating the enabling factors for the implementation of Lean Six Sigma in Hawke's Bay Supply Chain Industry.
Shaun La Franco	Influence of pre-fermentation cold maceration on Syrah red wine aroma compounds.
Steve Hinge	Crucibles of Leadership: the test before the lesson.
Stewart Field	Soil temperature between anthesis and veraison affects grapevine carbohydrate dynamics, xylem cytokinins, growth and fruit set. Seasonal patterns of cytokinins in grapevine xylem sap, root and wood tissue.
Sue Chapman	Elite athletes and their experiences of media coverage. Semiotic and content analysis of media (newspaper) images of athletes.
Thomas Harding	35 Years of Nursing Education at EIT.
Vicki Klein	Care delivery in our long-term aged care facilities.

EXTERNAL RESEARCH GRANTS

Dr Petra King (Principal Investigator)	Use of anti-transpirant sprays to produce lower alcohol Sauvignon blanc.	The Cresswell Jackson New Zealand Wine Trust
Associate Professor Jonathan Sibley (Principal Investigator)	Growth industries in the Hawke's Bay.	Ministry of Business, Innovation and Employment
Associate Professor Jonathan Sibley (Principal Investigator)	Review of the Hua Project, a training collaboration between Government, non-profit and industry partners to provide a pathway for Māori to sustainable employment in the pipfruit and horticulture industries.	Ministry of Social Development

Hawke's Bay A&P Bayleys Wine Awards

WINE	VINTAGE	WINEMAKER	MEDAL AWARDED
JOS Methode Traditionelle*	2015	Jascha Oldham-Selak	Silver
JOS Metodo Classico Rosso (Sparkling Red)	2015	Jascha Oldham-Selak	Bronze
JOS Chardonnay	2015	Jascha Oldham-Selak	Bronze
Three Brothers Chardonnay	2016	Timmy Zhao, Rex Liang, Victor Gouk	Silver
KACP Low Alcohol Sauvignon Blanc	2016	Yu Pan, Yanchen Wu, Hanxin Huang, Christopher Arthur	Bronze
Shiro Sauvignon Blanc	2016	Hyota Sato, Kaoru Mizuguchi, Becky Dooney	Bronze
China Group Sauvignon Blanc	2016	Thalia Qi, Lucky An, Timmy Zhao, Elvin Zhang, Rex Liang	Bronze
Blue Wines Sauvignon Blanc	2016	Rohit Saini, Jaykumar Shukla, Navdeep Sidhu, Anirudh Sharma, Pranav Thekkedath, Seth Ho Ka Fai	Silver
Team Awesome Sauvignon Blanc	2016	Alastair Benham, Tatiana Otto, Ildi Eifert, Isobel Ayers, Jason McCluskey	Silver
Cream Sauvignon Blanc	2016	Victoria Linford, Jake O'Herlihy, Ruben Parker, Chenchen Zhou	Bronze
Team Awesome Merlot Cabernet	2016	Alastair Benham, Tatiana Otto, Ildi Eifert, Isobel Ayers, Jason McCluskey	Bronze
China Group Merlot Cabernet	2016	Thalia Qi, Lucky An, Timmy Zhao, Elvin Zhang, Rex Liang	Bronze
Blue Wines Merlot Cabernet	2016	Rohit Saini, Jaykumar Shukla, Navdeep Sidhu, Anirudh Sharma, Pranav Thekkedath, Seth Ho Ka Fai	Silver
JOS Syrah	2014	Jascha Oldham-Selak	Silver
JOS Vintage Port	2016	Jascha Oldham-Selak	Silver

* Awarded top student wine.

Romeo Bragato Wine Awards

WINE	VINTAGE	WINEMAKER	MEDAL AWARDED
Dark River Kumeu Chardonnay	2015	Douglas Renall	Bronze
JOS Method Traditionelle	2015	Jascha Oldham-Selak	Bronze

STATEMENT OF RESOURCES

for the year ended 31 December 2016

Further to the financial value of resources represented in the Balance Sheet, the Eastern Institute of Technology utilised the following physical resources:

The overall gross floor area of all EIT facilities for 2016 was 57,985 square metres, marginally higher than 2015 which was 57,572 square metres.

1. SITE AND LOCATION

EIT occupies land in Taradale, Napier, with the main Hawke's Bay campus being located part way between Napier and Hastings CBDs and sharing a common boundary with the significant Ōtātara Pa site. The campus comprises 27 hectares, which was gifted to the people of Hawke's Bay by the late Mrs H M Hetley. The land is vested in the Crown.

Land opposite the Hawke's Bay campus is the site for the student village, consisting of twelve residential villas each with a capacity of six bedrooms.

EIT also has established Regional Learning Centres, mostly leased, within the Hawke's Bay region in Hastings, Maraenui, Wairoa, and Waipukurau.

The main Tairāwhiti campus is located in the Gisborne CBD area and the Rural Studies Unit located in Stout Street, Gisborne.

Other Regional Learning Centres operating on the East Coast are leased properties and include Ruatoria, Tokomaru Bay and Tolaga Bay.

The Auckland campus operates out of leased facilities in a multi-storey building in the middle of Queen Street, Auckland CBD, for programme delivery to international students.

2. BUILDINGS

Hawke's Bay Campus

Buildings at this campus include the trades and technology open plan workshop facilities, a specialty plumbing workshop, a multi-functional science laboratory complex, the tourism and hospitality complex, student amenities, facilities and atrium, lecture theatres, Te Ūranga Waka administration complex, Whare Matoro meeting house, Marae, reception building, children's centre, five multi-storey buildings, and a modern library with adjoining learning centre complex, along with administration offices, ideaschool complex, winery, a video production complex, veterinary nursing training facilities and farming buildings. These buildings are supplemented by 16 re-locatable units of temporary accommodation.

Pettigrew.Green Arena

The Institute leases permanent specialist areas at the Pettigrew.Green Arena opposite the main campus, such as the exercise science laboratory facilities, massage teaching facilities, a specialist fitness gym and portions of the main stadium floor, as well as periodically leasing other spaces such as the PGA gymnasium, lecture theatre and classroom areas for Institute programmes.

Hastings Centre

The Hastings campus consists of leased premises situated on the first floor of the Tower Building. They include computer rooms, lecture rooms, public reception and information area, offices and student amenities.

Maraenui Centre

The centre provides an open plan computer teaching room, a seminar room, a separate large classroom with attached kitchen facilities and a reception/office area.

Central Hawke's Bay Centre

The centre at Waipukurau occupies leased premises comprising classrooms, an IT Suite, a common room, office, workshop area and service spaces.

Wairoa Centre

EIT leases a small centre in the Wairoa CBD area which includes a computing suite, classrooms and office facilities. In

addition an EIT prefabricated building is located on the grounds providing additional classroom space. Some areas of the centre grounds are being used by our School of Primary Industries for horticulture training. Other areas of the main building are being sub-leased to another complementary training organisation.

Tairāwhiti Campus (Gisborne CBD)

Buildings at this campus include an administration block and library complex, trades training workshop, Toi Houkura Māori Arts facilities, Middleton Building nursing suites and computing rooms, Te Whatukura Māori Cultural Centre, student centre with a computer hub and cooking teaching facilities, including a public restaurant. There are a number of prefabricated buildings on campus in use.

Rural Studies Unit - Stout Street, Gisborne

This unit consists of a training winery and laboratory complex, plant propagation and rural facilities, as well as prefabricated classrooms and administration offices.

Ruatoria

Leased buildings in Ruatoria include workshop areas, classrooms, a computer hub and administration offices.

Tokomaru Bay

The leased Tokomaru Bay site consists of classroom facilities, computer room, office and outdoor under-cover horticulture working area.

Tolaga Bay

EIT lease teaching space on the Hauiti Marae site at Tolaga Bay. There are two classrooms, plus kitchen and toilet facilities. In addition to the classroom space there is a large outdoor area to enable both carpentry and horticulture projects to be completed.

Auckland Centre

The leased campus facilities in Queen Street are located on the ninth floor (reception, administration, staff offices and classrooms), fifth floor (student common room, computer hub, computer suites and general classrooms) and first floor (seminar rooms currently sublet).

3. SPACE ALLOCATION

Location	Rented Spaces m ²	Teaching m ²	Administration m ²	Amenities m ²	Services m ²	Total Net Area m ²
Taradale	1,278	16,775	5,902	7,555	6,627	38,356
Maraenui	0	254	0	34	14	302
Hastings	0	273	58	43	37	411
Central Hawke's Bay	0	269	76	13	7	365
Wairoa	34	233	42	85	45	439
Pettigrew.Green Arena	0	1,377	0	32	0	1,409
Tairāwhiti	221	6,323	1,556	2,039	939	11,078
RSU Stout Street	0	1,604	213	1,046	45	2,908
Tokomaru Bay	0	133	12	28	3	176
Tolaga Bay	0	184	0	35	24	243
Ruatoria	0	506	81	187	86	860
Auckland	0	750	251	195	243	1,439
TOTALS	1532	28,681	8,191	11,511	8,070	57,985

4. GENERAL STATISTICAL DATA ON SPACE UTILISATION

Gross Floor Area

The total floor area for all EIT facilities is 57,985m², which equates to a floor area of 12.6m² per EFTS, for 2016.

Net Floor Area

The combined net area of all EIT teaching spaces is 28,681m², which equates to an area of 6.2m² per EFTS.

5. HUMAN RESOURCES

Expressed as Full-Time Equivalent staff (FTEs)

	2011	2012	2013	2014	2015	2016
Teaching Staff	292.8	312.0	306.8	291.4	303.3	326.3
Allied Staff and Management	230.5	234.1	224.3	230.5	230.1	238.5
TOTAL STAFF	523.3	546.1	531.1	521.9	533.4	564.8



FINANCIAL STATEMENTS

Balance Sheet	81
Revenue Statement	82
Statement of Comprehensive Revenue and Expense	82
Statement of Cash Flows	83
Statement of Changes in Equity	84
Statement of Changes in Asset Revaluation Reserve	84
Statement of Changes in General Fund	84
Statement of Commitments	85
Statement of Accounting Policies	86
Notes to the Financial Statements	91
Compulsory Student Services Levy	100
Statement of Statistics	101
Report of the Auditor-General	103

BALANCE SHEET

as at 31 December 2016

		Consolidated			Parent	
	Notes	2016 Actual \$000	2016 Budget \$000	2015 Actual \$000	2016 Actual \$000	2015 Actual \$000
CURRENT ASSETS						
Cash and Cash Equivalents	1A	2,132	1,205	1,047	2,059	1,022
Short Term Investments	1A	26,129	20,000	25,000	26,129	25,000
Trade and Other Receivables	4	1,184	2,348	1,001	1,183	1,000
Inventories		682	518	396	682	396
Prepayments		261	98	285	261	285
Total Current Assets		30,388	24,169	27,730	30,314	27,703
LESS CURRENT LIABILITIES						
Trade and Other Payables	5	3,596	2,159	3,430	3,586	3,421
Other Trading Liabilities	5	606	295	637	606	637
Fees and Income in Advance	5	3,736	3,905	3,595	3,736	3,595
Employee Entitlements	9	4,208	3,614	3,769	4,208	3,769
Other Financial Liabilities held for Trading		3	3	1	3	1
Total Current Liabilities		12,149	9,976	11,432	12,139	11,423
NON-CURRENT ASSETS						
Investments	2	1,174	1,111	1,084	2	2
Investments in Subsidiaries	3	-	-	-	1	1
Receivables Non-Current		593	-	-	593	-
Property, Plant and Equipment	7	131,555	112,323	108,813	131,555	108,813
Intangible Assets	7A	989	1,265	1,021	989	1,021
Capital Works in Progress	8	955	1,967	4,529	955	4,529
Total Non-Current Assets		135,266	116,666	115,447	134,095	114,366
LESS NON-CURRENT LIABILITIES						
Lease - Make Good Provision		50	50	50	50	50
Employee Entitlements	9	102	135	102	102	102
Total Non-Current Liabilities		152	185	152	152	152
NET ASSETS		153,353	130,674	131,593	152,118	130,494
EQUITY						
General Funds		90,728	87,176	88,110	89,493	87,011
Asset Revaluation Reserve		62,625	43,498	43,483	62,625	43,483
TOTAL EQUITY		153,353	130,674	131,593	152,118	130,494

The accompanying accounting policies and notes form an integral part of these financial statements.

REVENUE STATEMENT

for the year ended 31 December 2016

		Consolidated			Parent	
	Notes	2016 Actual \$000	2016 Budget \$000	2015 Actual \$000	2016 Actual \$000	2015 Actual \$000
REVENUE						
Government Funding		39,881	39,222	38,859	39,881	38,859
Fees from Domestic Students		10,955	12,025	11,247	10,955	11,247
Fees from International Students		6,819	6,800	5,041	6,819	5,041
Contestable Funding		689	601	827	689	827
Interest Income		1,111	950	1,315	1,056	1,261
Other Revenue		4,133	2,896	2,866	4,024	2,731
Total Operating Revenue		63,588	62,494	60,155	63,424	59,966
EXPENDITURE						
Cost of Services		60,970	62,145	58,210	60,942	58,181
Total Cost of Services	10	60,970	62,145	58,210	60,942	58,181
NET SURPLUS		2,618	349	1,944	2,482	1,785

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

for the year ended 31 December 2016

		Consolidated			Parent	
	Notes	2016 Actual \$000	2016 Budget \$000	2015 Actual \$000	2016 Actual \$000	2015 Actual \$000
NET SURPLUS		2,618	349	1,944	2,482	1,785
OTHER COMPREHENSIVE REVENUE AND EXPENSE						
Building Impairment		(137)	-	(1,014)	(137)	(1,014)
Gains on Property Revaluations		19,279	-	-	19,279	-
Total Other Comprehensive Revenue and Expense		19,142	-	(1,014)	19,142	(1,014)
TOTAL COMPREHENSIVE REVENUE AND EXPENSE		21,760	349	930	21,624	771

The accompanying accounting policies and notes form an integral part of these financial statements.

STATEMENT OF CASH FLOWS

for the year ended 31 December 2016

		Consolidated			Parent	
		2016 Actual \$000	2016 Budget \$000	2015 Actual \$000	2016 Actual \$000	2015 Actual \$000
	Notes					
CASH FLOWS FROM OPERATING ACTIVITIES						
Cash was provided from:						
Government Funding		39,647	37,416	38,354	39,647	38,354
Other Revenue		3,842	5,517	3,691	3,767	3,569
Student Fees		17,916	18,183	17,196	17,916	17,196
Interest and Dividend Income		1,117	951	1,353	1,061	1,299
Total		62,522	62,067	60,594	62,391	60,418
Cash was paid to:						
Employees and Suppliers		54,316	56,960	50,976	54,289	50,945
Total		54,316	56,960	50,976	54,289	50,945
NET CASH FLOW FROM OPERATING ACTIVITIES	11	8,205	5,107	9,618	8,102	9,473
CASH FLOWS FROM INVESTING ACTIVITIES						
Cash was provided from:						
Sale of Assets		46	-	191	46	191
Realisation of Investments		25,137	23,000	20,160	25,000	20,000
Total		25,183	23,000	20,351	25,046	20,191
Cash was paid for:						
Short Term Investments		26,129	20,000	25,000	26,129	25,000
Long Term Investments		192	14	312	-	-
Capital Expenditure						
- Property, Plant and Equipment		5,909	6,802	6,628	5,909	6,628
- Intangibles		73	427	16	73	16
Total		32,303	27,243	31,956	32,111	31,644
NET CASH FLOW TO INVESTING ACTIVITIES		(7,120)	(4,243)	(11,605)	(7,065)	(11,453)
CASH FLOWS FROM FINANCING ACTIVITIES						
Cash was provided from:						
Capital Funding		-	-	-	-	-
NET CASH FLOW FROM FINANCING ACTIVITIES		-	-	-	-	-
Total Increase (Decrease) in Cash Flows						
		1,085	864	(1,988)	1,037	(1,980)
Add Opening Balance		1,047	341	3,035	1,022	3,002
Closing Balance		2,132	1,205	1,047	2,059	1,022
COMPRISING: CASH AND CASH EQUIVALENTS		2,132	1,205	1,047	2,059	1,022

The accompanying accounting policies and notes form an integral part of these financial statements.

STATEMENT OF CHANGES IN EQUITY

for the year ended 31 December 2016

	Notes	Consolidated		2015 Actual \$000	Parent	
		2016 Actual \$000	2016 Budget \$000		2016 Actual \$000	2015 Actual \$000
Opening Balance		131,593	130,325	130,663	130,494	129,723
Net Surplus		2,618	349	1,944	2,482	1,785
Other Comprehensive Revenue and Expense		19,142	-	(1,014)	19,142	(1,014)
CLOSING BALANCE		153,353	130,674	131,593	152,118	130,494

STATEMENT OF CHANGES IN ASSET REVALUATION RESERVE

for the year ended 31 December 2016

	Notes	Consolidated		2015 Actual \$000	Parent	
		2016 Actual \$000	2016 Budget \$000		2016 Actual \$000	2015 Actual \$000
Opening Balance		43,483	43,498	44,497	43,483	44,497
Land and Buildings Revaluation		19,279	-	-	19,279	-
Building Impairment		(137)	-	(1,014)	(137)	(1,014)
CLOSING BALANCE		62,625	43,498	43,483	62,625	43,483

STATEMENT OF CHANGES IN GENERAL FUND

for the year ended 31 December 2016

	Notes	Consolidated		2015 Actual \$000	Parent	
		2016 Actual \$000	2016 Budget \$000		2016 Actual \$000	2015 Actual \$000
Opening Balance		88,110	86,827	86,166	87,011	85,226
Net Surplus		2,618	349	1,944	2,482	1,785
CLOSING BALANCE		90,728	87,176	88,110	89,493	87,011

The accompanying accounting policies and notes form an integral part of these financial statements.

STATEMENT OF COMMITMENTS

as at 31 December 2016

CAPITAL WORKS

EIT is undertaking the following capital works:

Hawke's Bay Campus - Stormwater Remedial Works: There was a \$43K commitment in regard to this project at balance date.

Hawke's Bay Campus - IT Building Seismic Upgrade: There was a \$32K commitment in regard to this project at balance date.

Total Capital Works Commitment 2016: \$75K (2015: \$1,868K).

	2016 \$000	2015 \$000
CAPITAL WORKS		
Services	43	-
Buildings	32	1,868
TOTAL CAPITAL WORKS COMMITMENT	75	1,868
NON-CANCELLABLE OPERATING CONTRACTS		
Operating commitments in respect of motor vehicles, cleaning, photocopying and accommodation are as follows:		
Due within one year	1,384	1,121
Due later than one year, but not later than five years*	1,475	2,208
TOTAL NON-CANCELLABLE OPERATING COMMITMENTS	2,859	3,329

* The duration of these leases varies between 24 and 72 months.

The accompanying accounting policies and notes form an integral part of these financial statements.

STATEMENT OF ACCOUNTING POLICIES

for the year ended 31 December 2016

REPORTING ENTITY

The Eastern Institute of Technology (the Institute or EIT) is a TEI domiciled in New Zealand and is governed by the Crown Entities Act 2004 and the Education Act 1989.

The consolidated financial statements of the Group consist of Eastern Institute of Technology ('the parent'), Eastern Institute of Technology Ltd (a wholly owned subsidiary) and Ōtātara Trust (a charitable trust). All subsidiaries are incorporated and domiciled in New Zealand.

The primary objective of the Institute and Group is to provide tertiary education services for the benefit of the community rather than making a financial return. Accordingly, the Institute has designated itself and the Group as public benefit entities (PBEs) for the purposes of New Zealand equivalents to International Financial Reporting Standards (NZ IFRS).

The financial statements of the Institute and Group are for the year ended 31 December 2016. The financial statements were authorised for issue by the Council on 7 April 2017.

BASIS OF PREPARATION

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

The financial statements have also been prepared on an historical cost basis, except for land, infrastructure, buildings and services that have been measured at fair value.

Statement of Compliance

The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand and the requirements of the Crown Entities Act 2004 and the Education Act 1989.

These financial statements, including the comparatives, have been prepared in accordance with the Public Sector PBE Accounting Standards (PBE Standards) - Tier 1. These financial statements comply with PBE accounting standards.

Presentation Currency and Rounding

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000). The functional currency of the Institute and its subsidiaries is New Zealand dollars (NZ\$).

Standards Issued and Not Yet Effective and Not Early Adopted

There are no standards issued and not yet effective that are relevant to the Institute and Group.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Consolidation

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue and expenses are eliminated on consolidation.

Critical Accounting Estimates and Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenses. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgements about carrying values of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.

Judgements made by management that have significant effect on the financial statements and estimates with a significant risk of material adjustment in the next year are discussed in the notes to the financial statements.

ACCOUNTING POLICIES

The accounting policies set out below have been applied consistently to all periods presented in these consolidated financial statements.

The accounting policies have been applied consistently by Group entities.

1. Revenue

Revenue is recognised and carried at original receivable amount less an allowance for any uncollectible amounts.

Revenue is recognised to the extent that it is probable that the economic benefits will flow to the Group and the revenue can be reliably measured and the following specific recognition criteria must also be met before revenue is recognised:

a. Government Funding

EIT receives government funding from the Tertiary Education Commission, which funds part of EIT's costs in providing tertiary education to the Hawke's Bay and Tairāwhiti regions.

Government tuition funding is classified as non-exchange revenue. It is recognised 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.

b. Student Tuition Fees

Revenue from domestic student tuition fees is classified as non-exchange revenue. It is recognised as revenue when the course withdrawal date has passed, which is when a student is no longer entitled to a refund for withdrawing from the course.

Revenue from international student tuition fees is classified as exchange revenue.

c. Sale of Materials

Revenue is recognised when the significant risk and rewards of ownership have passed to the buyer and can be measured reliably.

d. Interest Income

Revenue is recognised as the interest accrues.

2. Budget Figures

The budget figures are those approved by the Council at the beginning of the financial year. The budget figures relate to the combined Group. The variance between the Group and parent is immaterial.

The budget figures have been prepared in accordance with generally accepted accounting practice.

3. Property, Plant and Equipment

The measurement bases used for determining the gross carrying amount for each class of assets are as follows:

- Land is valued on a market basis which is considered to reflect fair value while all buildings, services and infrastructure are valued on the basis of Optimised Depreciated Replacement Cost which is considered to reflect fair value.
- Leasehold improvements, plant and equipment, motor vehicles, and computer hardware are stated at cost less accumulated depreciation and any accumulated impairment in value.

Additions

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

Disposals

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the asset. Gains and losses on disposals 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.

4. Capital Work in Progress

Capital work in progress is calculated on the basis of expenditure incurred and certified gross progress claim certificates up to balance date. Work in progress is not depreciated. The total cost of a project is transferred to the relevant asset class on its completion and then depreciated.

5. Depreciation

Depreciation is calculated on the following basis over the estimated useful life of the asset:

Buildings	1.25% to 20%	Straight Line
Building Services	1.67% to 20%	Straight Line
Building Fitout	1.60% to 20%	Straight Line
Motor Vehicles	20%	Straight Line
Plant and Tools	10%	Straight Line
Furniture and Fittings	10%	Straight Line
Equipment	20%	Straight Line
Electronic Equipment	33.3%	Straight Line
Musical Instruments	10%	Straight Line
Collectors' Items	Nil	
Library Collection	10% to 33.3%	Straight Line

6. Intangibles

Computer software is capitalised at cost at its date of acquisition and is subsequently amortised over three years.

The **Regional Indoor Sports and Events Centre Trust (RISEC)** prepayment which relates to access rights to Pettigrew. Green Arena for educational purposes, is recorded at an amount initially determined by independent valuation and subsequently amortised on a straight-line basis over fifteen years. After ten years new arrangements were negotiated from 1 January 2013 and the remaining prepayment is being amortised over twenty-one years. The carrying value of this asset will be tested for impairment and where indicators of impairment exist an impairment expense will be recognised.

7. Impairment

At each balance date, the Institute and Group assesses whether there is any objective evidence that a financial asset or group of financial assets is impaired. Any impairment losses are recognised in the comprehensive revenue and expense.

Loans and Receivables (including cash, cash equivalents, debtors and other receivables)

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

Property, Plant, Equipment and Intangibles

Assets held for educational and related matters and related activities are assessed for impairment by considering the assets for obsolescence, changes in useful life assessments, optimisation and other related matters. This review will be done when events or circumstances indicate that the carrying value may not be recoverable. Impairment is measured as the difference between the recoverable amount and the carrying value. Impairment gains or losses are recognised in the Revenue Statement in the other revenue or expenses line item. An impairment loss on a revalued asset is recognised directly against any revaluation surplus for that asset.

Value in Use for Non-Cash-Generating Assets

Non-cash-generating assets are those assets that are not held with the primary objective of generating a commercial return. For non-cash-generating assets, value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

Value in Use for Cash-Generating Assets

Cash-generating assets are those assets that are held with the primary objective of generating a commercial return. The value in use for cash-generating assets and cash-generating units is the present value of expected future cash flows.

8. Revaluations

The land, buildings, infrastructure and services were valued by C W Nyberg (an independent, registered valuer of Darroch Limited). The Hawke's Bay campus and Tairāwhiti campus were last valued as at 31 December 2016. All land has been valued at fair value as determined from market-based evidence.

Following initial recognition at cost, land, infrastructure, buildings and services are carried at a revalued amount which is the fair value at the date of the revaluation less any subsequent accumulated depreciation on buildings and accumulated impairment losses.

Fair value of land is determined by reference to market-based evidence, which is the amount for which the assets could be exchanged between a knowledgeable willing buyer and a knowledgeable willing seller in an arm's length transaction as at the valuation date. Where buildings have been designed specifically for educational purposes they are valued at optimised depreciated replacement cost which is considered to reflect fair value for such assets.

Revaluation of property is carried out on a class of asset basis by an independent registered valuer.

Any net revaluation surplus is credited to the asset revaluation reserve included in the equity section of the Balance Sheet unless it reverses a net revaluation decrease of the same asset previously recognised in the Revenue Statement.

Any net revaluation decrease is recognised in the Revenue Statement unless it directly offsets a previous net revaluation increase in the same asset revaluation reserve.

Any accumulated depreciation as at revaluation date is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

Upon disposal, any revaluation reserve relating to the particular asset being sold is transferred to retained earnings.

Independent valuations are performed with sufficient regularity to ensure that the carrying amount does not differ materially from the asset's fair value at the balance sheet date or on a period not exceeding five years.

An item of property, plant and equipment is de-recognised upon disposal or when no future economic benefits are expected to arise from the continued use of the asset. Any gain or loss arising on de-recognition of the asset (calculated as the difference between the net disposal proceeds and the carrying amount of the item) is included in the Revenue Statement in the year the item is de-recognised.

9. Receivables

Student fees, and other receivables, are recognised and carried at original receivable amount less an allowance for any uncollectible amounts.

A provision for impairment is made when collection of the full amount is no longer probable. Bad debts are written off when identified.

10. Financial Assets

EIT classifies its financial assets into the following four categories: financial assets at fair value through profit or loss, held-to-maturity investments, loans and receivables, and financial assets available for sale. The classification depends on the purpose for which the investments were acquired. Management determines the classification of its investments at initial recognition and re-evaluates this designation at every reporting date.

All investments are recognised at cost, being the fair value of the consideration given and, in the case of an investment not at fair value any profit or loss, including acquisition charges associated with the investment, is recognised in the statement of revenue and expenditure.

After initial recognition, investments which are classified as available for sale, are measured as fair value or at cost in cases where fair value cannot be reliably measured.

Gains or losses on available for sale investments are recognised as a separate component of equity until the investment is sold, collected or otherwise disposed of, or until the investment is determined to be impaired, at which time the cumulative gain or loss previously reported in equity is included in the revenue statement.

11. Goods and Services Tax (GST)

The Financial Statements are prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated GST inclusive. Group accounts include GST on Ōtātara Trust balances.

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 Balance Sheet.

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 are contingencies and disclosed exclusive of GST.

12. Taxation

Tertiary Institutes are exempt from the payment of income tax as they are treated by IRD as charitable organisations. Accordingly, no charge for income tax has been provided.

13. Leases

Operating lease payments, where the lessor effectively retains substantially all the risks and benefits of ownership of the leased items, are included in the determination of the operating surplus in equal instalments over the lease term.

14. Employee Entitlements

Provision is made in respect of the EIT liability for annual leave, sick leave, long service leave and retirement gratuities.

Annual leave has been calculated on an actual entitlement basis for current rates of pay.

Long service leave and retirement gratuities are calculated based on the present value of estimated future cash flows. The discount rate is the market yield on relevant New Zealand Government Stock at the Balance Sheet date.

A provision for the likelihood of sick leave being taken in excess of entitlement will, when material, be calculated in accordance with Treasury guidelines.

Obligations for contributions to defined contribution pension plans are recognised as an expense in the Revenue Statement as incurred.

15. Financial Instruments

EIT and its subsidiaries are party to financial instruments as part of their normal operations. These financial instruments include bank accounts, investments, trade payables, trade receivables and loans.

All financial instruments are recognised in the Balance Sheet and all revenue and expenses in relation to financial instruments are recognised in the Revenue Statement.

Except for those items covered by a separate accounting policy, all financial instruments are shown at their estimated fair value.

16. Cash Flows, Cash and Cash Equivalents

Cash and cash equivalents in the balance sheet comprise cash at bank and in hand and short-term deposits with an original maturity of three months or less.

For the purposes of the Cash Flow Statement, cash and cash equivalents consist of cash and cash equivalents as defined above, net of outstanding bank overdrafts.

Operating Activities: Transactions and other movements that are not investing or financing activities.

Investing Activities: Activities relating to acquisition, holding and disposal of fixed assets and of investments, not falling within the definition of cash.

Financing Activities: Activities that change the equity and debt capital structure of EIT.

17. Equity

Equity is the community's interest in EIT and is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into the following components:

- General Funds
- Asset Revaluation Reserve

Asset Revaluation Reserve

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

18. Critical Judgements in Applying Accounting Policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2016:

Property Revaluations

Accounting policy note 8 provides information about the estimates and assumptions exercised in the measurement of revalued assets.

Crown Owned Land and Buildings

Property in the legal name of the Crown that is occupied by the Institute and Group is recognised as an asset in the Balance Sheet. The Institute and Group consider it has assumed all the normal risks and rewards of ownership of this property despite legal ownership not being transferred and accordingly it would be misleading to exclude these assets from the financial statements. These lands and buildings were first recognised on 31 December 1994.

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 Institute and Group accounts for the funding as a capital contribution directly in equity.

Measurement of Assets and Liabilities

There are no significant accounting judgements or key sources of estimation uncertainty in measuring assets and liabilities.

Changes in Accounting Policy

There has been a change in accounting policy relating to PBE Accounting, refer to Note 21 for detail of this change.

There have been no other changes in accounting policies which have been applied on a basis consistent with the prior year.

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 December 2016

1. Cash, Cash Equivalents and Short Term Investments

a. Current

	Consolidated		Parent	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
ASB Bank	3,600	1,000	3,600	1,000
Bank of New Zealand	8,029	8,000	8,029	8,000
Forsyth Barr for Ōtātara Trust	73	25	-	-
Investments - Current Portion	-	-	-	-
Kiwi Bank	1,500	3,000	1,500	3,000
ANZ Bank	8,000	6,000	8,000	6,000
Westpac	7,059	8,022	7,059	8,022
TOTAL	28,261	26,047	28,188	26,022
These funds are held for:				
Operating Purposes	28,158	25,967	28,084	25,942
Specific Purposes	103	80	103	80
TOTAL	28,261	26,047	28,187	26,022
These funds are classified as:				
Cash and Cash Equivalents	2,132	1,047	2,059	1,022
Short Term Investments	26,129	25,000	26,129	25,000
TOTAL	28,261	26,047	28,188	26,022

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

b. Interest Rates

The average interest rate and associated maturity of investments are:

	2016		2015
Current Average Interest Rate	3.41%		3.94%
	Less than 6 months \$000	6-12 months \$000	12-24 months \$000
Current - Maturity at 31 December 2016 for the Group	20,629	5,500	-

2. Investments

	Consolidated		Parent	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
Held to Maturity via Forsyth Barr	805	717	-	-
Fair Value through P&L via Forsyth Barr	367	365	-	-
Farmlands Shares	2	2	2	2
TOTAL	1,174	1,084	2	2

3. Investment in Subsidiaries

	Consolidated		Parent	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
Eastern Institute of Technology Ltd	-	-	1	1
TOTAL	-	-	1	1

Fair Value

New Zealand Government Bonds

New Zealand Government Bonds are recognised at their fair value. Fair value has been determined using quoted market bid prices from independently sourced market information for Government bond prices.

Listed Shares

Listed shares are recognised at their fair value. Fair value has been determined using published bid price quotations from the NZX at balance date.

Managed Fund

The managed fund is measured at fair value and consists of listed shares and listed bonds. The fair value of the managed fund investments is determined using the same methods and assumptions as described above for listed shares and Government bonds.

4. Trade and Other Receivables

	Consolidated		Parent	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
Student Receivables				
Student Fee Receivables	152	204	152	204
Less: Provision for Impairment	(109)	(197)	(109)	(197)
Net Student Fee Receivables	43	7	43	7
Other Receivables				
Other Debtors and Receivables	754	723	753	722
Less: Provision for Impairment	(13)	(33)	(13)	(33)
Net Other Receivables	741	690	740	689
Other Non-Exchange Receivables				
Other Non-Exchange Receivables	400	304	400	304
TOTAL DEBTORS AND OTHER RECEIVABLES	1,184	1,001	1,183	1,000

Other Receivables includes accrued interest receivable.

Ageing of Student Receivables:

	2016			2015		
	Gross \$000	Impairment \$000	Net \$000	Gross \$000	Impairment \$000	Net \$000
Institute and Group						
Due 1-30 days	30	-	30	3	-	3
Due 31-60 days	13	-	13	4	-	4
Due 61-90 days	7	(7)	-	27	(27)	-
Greater than 90 days	102	(102)	-	170	(170)	-
TOTAL	152	(109)	43	204	(197)	7

Student fees, and other receivables, are recognised and carried at original receivable amount less an allowance for any uncollectible amounts.

A provision for impairment is made when collection of the full amount is no longer probable. Bad debts are written off when identified.

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

5. Trade and Other Payables

	Consolidated		Parent	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
Creditors	964	1,494	964	1,494
Accrued Expenses	1,634	1,109	1,624	1,100
Contract Retentions	183	210	183	210
GST Payable	815	617	815	617
TOTAL CREDITORS AND OTHER PAYABLES	3,596	3,430	3,586	3,421

Payables are non-interest bearing and are normally settled on normal commercial terms. Therefore, the carrying value of payables approximates their fair value.

Other Trading Liabilities

	Consolidated		Parent	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
Special Funds	103	80	103	80
Statutory Liability	503	557	503	557
TOTAL OTHER TRADING LIABILITIES	606	637	606	637

Special Funds, held for the purpose of providing scholarships to students, are classified as current liabilities.

Statutory Liability relates to payroll liabilities such as PAYE, ACC levy and employer Kiwisaver contributions.

Fees and Income in Advance

	Consolidated		Parent	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
Student Fees Received in Advance	3,209	3,005	3,209	3,005
Other Income Received in Advance	527	590	527	590
TOTAL FEES AND INCOME IN ADVANCE	3,736	3,595	3,736	3,595

6. Banking Facilities (Parent and Consolidated)

The Institute has a credit card facility of \$120K with Westpac (2015: \$120K).

7. Property, Plant and Equipment

Current Year 2016

	Opening Cost \$000	Opening Accum Depn \$000	Opening Carrying Amt \$000	Reval/ Impair- ment \$000	Additions \$000	Disposals Cost \$000	*Net Book Reclass- ification \$000	Disposals Cost \$000	Disposals Accum Depn \$000	Depn \$000	Closing Accum Depn \$000	Closing Carrying Amount \$000
Land & Infrastructure - Institute	9,518	539	8,979	973	30	-	-	9,713	-	270	-	9,713
Land & Infrastructure - Crown	9,912	42	9,870	1,509	-	-	-	11,358	-	21	-	11,358
Total Land & Infrastructure	19,430	581	18,849	2,483	30	-	-	21,071	-	291	-	21,071
Building & Services - Institute	65,289	4,690	60,600	10,994	6,634	-	-	75,835	-	2,392	-	75,835
Building & Services - Crown	26,150	2,360	23,789	5,665	52	-	-	28,357	-	1,149	-	28,357
Leasehold Improvements	600	334	266	-	131	-	-	732	-	64	398	334
Total Building, Services & Leasehold	92,039	7,385	84,655	16,659	6,817	-	-	104,924	-	3,604	398	104,526
Motor Vehicles	1,707	1,105	601	-	379	133	-	1,953	95	245	1,255	698
Plant & Equipment	15,688	13,210	2,478	-	1,882	377	-	17,193	373	1,216	14,053	3,140
Other Assets	4,798	2,568	2,229	-	169	-	-	4,967	-	277	2,846	2,121
Total Other Assets	22,192	16,883	5,309	-	2,431	510	-	24,112	467	1,738	18,154	5,958
2016 TOTAL	133,661	24,848	108,813	19,142	9,278	510	-	150,107	467	5,633	18,552	131,555

* Net Book Reclassifications are reported net of accumulated depreciation.

Prior Year 2015

	Opening Cost \$000	Opening Accum Depn \$000	Opening Carrying Amt \$000	Impair- ment \$000	Additions \$000	Disposals Cost \$000	*Net Book Reclass- ification \$000	Disposals Cost \$000	Disposals Accum Depn \$000	Depn \$000	Closing Accum Depn \$000	Closing Carrying Amount \$000
Land & Infrastructure - Institute	9,517	269	9,248	-	1	-	-	9,518	-	270	539	8,979
Land & Infrastructure - Crown	9,912	21	9,891	-	-	-	-	9,912	-	21	42	9,870
Total Land & Infrastructure	19,429	290	19,139	-	1	-	-	19,430	-	291	581	18,849
Building & Services - Institute	64,733	2,308	62,425	(1,014)	1,580	10	-	65,289	-	2,382	4,690	60,600
Building & Services - Crown	26,127	1,193	24,934	-	23	-	-	26,150	-	1,167	2,360	23,789
Leasehold Improvements	600	280	320	-	-	-	-	600	-	54	334	266
Total Building, Services & Leasehold	91,460	3,781	87,679	(1,014)	1,603	10	-	92,039	-	3,604	7,385	84,655
Motor Vehicles	1,514	940	574	-	251	59	-	1,707	46	211	1,105	601
Plant & Equipment	15,553	12,448	3,105	-	783	648	-	15,688	657	1,419	13,210	2,478
Other Assets	4,411	2,266	2,145	-	571	184	-	4,798	7	309	2,568	2,229
Total Other Assets	21,478	15,654	5,824	-	1,605	891	-	22,192	710	1,939	16,883	5,309
2015 TOTAL	132,367	19,725	112,642	(1,014)	3,208	901	-	133,661	710	5,833	24,848	108,813

* Net Book Reclassifications are reported net of accumulated depreciation.

a. Intangible Assets: 2016, 2015

	Opening Cost \$000	Opening Accum Amortisation Impairment \$000	Opening Carrying Value \$000	Additions \$000	Disposals \$000	Closing Cost \$000	Disposals Accum Amortisa- tion \$000	Impairments & Amortisation \$000	Closing Accum Amortisation & Impairment \$000	Closing Carrying Amount \$000
2016										
Acquired Software	2,805	2,727	78	73	-	2,879	-	55	2,782	97
RISEC Trust Prepayment*	3,100	2,157	943	-	-	3,100	-	51	2,208	892
2016 TOTAL	5,905	4,884	1,021	73	-	5,979	-	106	4,990	989
2015										
Acquired Software	2,789	2,623	166	16	-	2,805	-	104	2,727	78
RISEC Trust Prepayment*	3,100	2,106	994	-	-	3,100	-	51	2,157	943
2015 TOTAL	5,889	4,729	1,160	16	-	5,905	-	155	4,884	1,021

* The amortisation of the RISEC Trust prepayment ends on 31 December 2033.

b. Land and Buildings and Other Assets

Crown assets have been included in the Balance Sheet. Refer Statement of Accounting Policy Number 18. These assets comprise the land on which the Taradale campus is situated and 94 buildings together with part of the Tairāwhiti campus land and 58 buildings.

No consolidated figures have been presented for Land and Buildings and Other Assets as they do not change from the Parent.

Impairments to buildings in 2016 (\$137K) relate to seismic strengthening required. (2015: \$1,014K)

There are no restrictions on assets.

8. Capital Works in Progress

	Consolidated		Parent	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000
Buildings	215	4,178	215	4,178
Intangibles	740	351	740	351
TOTAL WORKS IN PROGRESS	955	4,529	955	4,529

9. Employee Entitlements

	Consolidated		Parent	
	2016	2015	2016	2015
	\$000	\$000	\$000	\$000
Current Portion				
Salary Accrual	1,613	1,228	1,613	1,228
Annual Leave Accrual	2,595	2,541	2,595	2,541
Total Current Portion	4,208	3,769	4,208	3,769
Non-Current Portion				
Long Service Leave	29	22	29	22
Retirement Gratuities	73	80	73	80
Total Non-Current Portion	102	102	102	102
TOTAL EMPLOYEE ENTITLEMENTS	4,310	3,871	4,310	3,871

10. Cost of Services

The Institute has included the following expenses in the Revenue Statement:

	Consolidated		Parent	
	2016	2015	2016	2015
	\$000	\$000	\$000	\$000
Audit Fees - External	108	104	103	100
Total Audit Fees	108	104	103	100
Depreciation - Buildings	1,064	1,072	1,064	1,072
Depreciation - Services	837	808	837	808
Depreciation - Other	3,733	3,953	3,733	3,953
Total Depreciation	5,634	5,833	5,634	5,833
Amortisation of RISEC Trust Prepayment	51	51	51	51
Amortisation of Computer Software	55	104	55	104
Fees Paid to Council Members - Refer Note 16	146	133	146	133
Operating Leases of Electronic Equipment	3	2	3	2
Renting of Buildings	597	504	597	504
(Gain) / Loss on Disposal of Assets or Assets Written Off	5	-	5	-
Bad Debts	134	91	134	91
Salaries and Wages	37,230	35,271	37,230	35,271
Employee Defined Contribution Plan	897	764	897	764
Change in Provision for Impairment on Receivables	(107)	40	(107)	40
Other Costs	16,217	15,313	16,194	15,288
Total	55,228	52,273	55,205	52,248
TOTAL COST OF SERVICES	60,970	58,210	60,942	58,181

11. Reconciliation of the Net Cash Flow from Operating Activities with the Net Operating Surplus

	Consolidated		Parent	
	2016	2015	2016	2015
	\$000	\$000	\$000	\$000
Net Operating Surplus	2,618	1,944	2,482	1,785
Add Back Non-Cash Depreciation and Other Items	5,255	5,974	5,288	5,988
+/(-) Movements in Working Capital Items				
(Increase)/Decrease in Accounts Receivable and Prepayments	(159)	435	(159)	435
(Increase)/Decrease in Inventory	(286)	(89)	(286)	(89)
(Decrease)/Increase in Accounts Payable and Provisions	636	900	636	900
(Decrease)/Increase in Revenue in Advance	141	454	141	454
NET CASH FLOW FROM OPERATING ACTIVITIES	8,205	9,618	8,102	9,473

12. Financial Instruments

a. Financial Instrument Categories

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

	Consolidated		Parent	
	2016	2015	2016	2015
	\$000	\$000	\$000	\$000
FINANCIAL ASSETS				
Loans and Receivables				
Cash and Cash Equivalents	2,132	1,047	2,059	1,022
Student Receivables	43	7	43	7
Other Receivables	741	690	740	689
Other Financial Assets - Term Deposits	26,129	25,000	26,129	25,000
Total Loans and Receivables	29,045	26,745	28,971	26,718
Investments Held to Maturity	1,174	1,084	2	2
FINANCIAL LIABILITIES				
Financial Liabilities at Amortised Cost				
Trade and Other Payables	3,596	3,430	3,586	3,421
Other Trading Liabilities	189	637	189	637
Total Financial Liabilities at Amortised Cost	3,785	4,067	3,775	4,058

b. Financial Instrument Risks

The Institute and Group have a series of policies to manage the risks associated with financial instruments. It is risk adverse and seeks to minimise exposure from its treasury activities. These policies do not allow any transactions that are speculative in nature to be entered into.

MARKET RISK

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of changes in market prices. The Institute's and Group's managed fund is exposed to price risk because it invests in listed investments. This price is managed by diversification of the managed fund portfolio in accordance with the limits set out in the Institute's and Group's investment policy. Term investments are also managed by the Institute's and Group's investment policy.

Fair Value Interest Rate Risk

Fair value interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. Borrowings and investments issued at variable interest rates create exposure to cash flow interest rate risk. The Group has no borrowings and term investments are invested with fixed interest rates.

CREDIT RISK

Financial instruments which potentially subject the Institute to credit risk principally consist of bank balances, accounts receivable, accounts payable and term borrowing and are recognised in the Balance Sheet.

Credit risk is the risk that a third party will default on its obligation to the Institute and Group, causing it to incur a loss. Due to the timing of its cash inflows and outflows, surplus cash is invested in term deposits, which give rise to credit risk.

The Institute limits the amount of credit exposure to any one financial institute for term deposits to no more than 33% of total investments held. The Group invests funds only with registered banks that have a Standard and Poor's credit rating of at least A2 for short-term and A- for long-term investments. There are no other financial assets that have credit quality information available.

In the normal course of its business the Institute incurs credit risk from debtors. There are no significant concentrations of credit risk and the Institute has a credit policy which is used to manage this exposure.

The fair value of other financial instruments is equivalent to the carrying amount disclosed in the Balance Sheet.

LIQUIDITY RISK

Liquidity risk is the risk that the Institute and Group will encounter difficulty raising liquid funds to meet commitments as they fall due. Liquidity risk is not significant for the Institute due to sufficient cash balances.

All financial liabilities are due within the next six months.

CURRENCY AND INTEREST RATE RISK

The Institution has no significant exposure to currency risk and interest rate risk on its remaining financial assets and liabilities.

13. Subsequent Events

There were no subsequent events.

14. Contingent Assets and Liabilities

Contingent Liabilities - As at 31 December the Institute has no known contingent liabilities (2015: Nil).

Contingent Assets - As at 31 December the Institute has no known contingent assets. (2015: EIT have legal proceedings underway where the conclusion is uncertain, however we expect to receive compensation of a value unable to be determined.)

15. Related Party Information

Related party disclosures have not been made for the transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that are reasonable to expect that the Institute 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. There are no related party transactions to be disclosed.

KEY MANAGEMENT PERSONNEL	Actual 2016	Actual 2015
Council Members		
Full-time Equivalent Members	8	8
Remuneration (\$000)	146	133
Executive Management Team, including the Chief Executive		
Full-time Equivalent Members	12	12
Remuneration (\$000)	2,013	1,894

Executive Management personnel include the Chief Executive, Deputy Chief Executive, Service Section Directors, Tairāwhiti Campus Director and Faculty Deans.

Due to the difficulty in determining the full-time equivalent for Council members, the full-time equivalent figure is taken as the number of Council members. There were no other related-party transactions.

16. Council Member Fees

The following amounts were paid to Council members in the reporting period:

COUNCIL MEMBER	2016 \$	2015 \$
D Pearson	35,952	28,800
M Morgan	21,400	18,000
H Collier	14,832	14,400
R McKelvie	14,832	14,400
J Poulain	14,832	14,400
S Smail	14,832	14,400
T Te Huia	14,832	14,400
G Travers	14,832	14,400
TOTAL	146,344	133,200

17. Capital Management

EIT's capital is its equity which comprises retained earnings in the general fund and reserves. Equity is represented by net assets.

The Education Act 1989 requires EIT to manage 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. Taxpayers' funds are largely managed as a by-product of managing revenues, expenses, assets, liabilities, investments, and general financial dealings.

The objective of managing EIT'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.

EIT has the following reserve:

- Asset Revaluation Reserve

18. Compulsory Student Services Fees

The Institute began charging a student services levy in 2013.

19. Explanation of Major Variances against Budget

Revenue Statement

Total consolidated operating revenue for the year was above budget by \$1.1M. Domestic student fees were \$1.1M down on budget, mainly as a result of changing student enrolment patterns, including greater than budgeted student accessing of government policy funds and partly lower than budgeted L3+ SAC EFTS. Government funding was \$0.7M higher than budget with greater than expected student accessing of funds through policies to support Trades Academy, Youth Guarantee, Māori and Pacific Trades Training and under 25 years foundation education students being the main factors, with lower than budgeted SAC funding being offset by better than budgeted revenue across a range of other government funding streams. Increased other income of \$1.2M resulting partly from recognition of future years' sponsorship contract receipts as revenue all in 2016 under PBE accounting standards, but also from increased activity. Higher interest income of \$0.2M and contestable funding of \$0.1M also contributed.

Total consolidated expenditure for the year was \$1.2M below budget. Operating costs were \$1.2M below budget, reflecting overall reduced costs across the Institute generally during the year to improve on budgeted expenditure, together with lower scholarships awarded. This was offset by personnel costs being \$0.5M above budget. Depreciation was \$0.5M below budget.

Balance Sheet

Institute consolidated cash and cash equivalents were above budget by \$0.9M and short term investments were above budget by \$6.1M, reflecting the stronger opening Balance Sheet position, the better operating result and lower capital expenditure, together with higher current liabilities and lower receivables at year end than budgeted.

Non-current assets were \$18.6M higher than budget, primarily because of property revaluation increase of \$19.2M, but also because of lower depreciation, partly offset by lower capital expenditure.

Statement of Cash Flows

Refer to the explanations provided above for the Balance Sheet with respect to Institute cash and cash equivalents, short term investments and capital expenditure. The increase in net cash flow from consolidated operating activities primarily reflects the increase in current liabilities and decrease in receivables than budgeted, but also the better operating surplus referred to in the explanations provided above for the Revenue Statement.

20. Ōtāhara Children's Centre

Income and Expenditure

For the year ended 31 December 2016

	2016 Actual \$000	2016 Budget \$000	2015 Actual \$000
INCOME			
Ministry of Education			
ECE - 20 hours Funding	363	392	375
ECE - Funding Subsidy Under 2	157	113	116
ECE - Funding Subsidy Over 2	130	121	131
	650	626	622
Fees - Staff, Students, Public	177	119	119
Family Assistance (WINZ)	79	97	107
	256	216	225
Total Income	906	842	848
EXPENSES			
Personnel	777	738	722
Other	52	70	52
Total Expenses	829	808	774
NET SURPLUS/(DEFICIT)	77	34	73

Note: The accounts presented above are required to be presented separately for Ministry of Education purposes to support the funding provided. There is no reflection of the portion of occupancy costs or depreciation of buildings and equipment used by the childcare centre, which are included in the main accounts of the Institute.

21. Change in Accounting Policy

EIT has reviewed its transition to the new PBE Accounting Standards in 2015, in light of the limited guidance available at the time, and has made the accounting policy changes outlined below.

Recognition and Measurement Adjustments

The receivable for Government tuition funding is now recognised when the course withdrawal date has passed, which is when EIT is entitled to the funding. Previously a receivable and liability were recognised when a student enrolled in a course, with that liability being released to revenue when the course withdrawal date passes. There is no impact on the recognition of revenue.

PBRF (Performance-Based Research Fund) funding is specifically identified by the TEC as being for a specific funding period. EIT now recognises its confirmed allocation of PBRF funding in the specified funding period, which is the same as EIT's financial year. Previously PBRF was recognised as revenue when EIT became entitled to it, being on receipt of the TEC funding confirmation letter.

The impact of these changes on the prior year Group accounts are outlined in the table below:

	2015 Annual Report \$000	Adjustment \$000	2015 Revised \$000
BALANCE SHEET			
Current Assets			
Trade and Other Receivables	17,687	(16,686)	1,001
Current Liabilities			
Fees and Revenue in Advance	19,787	(16,192)	3,595
Equity			
General Fund	88,604	(494)	88,110
STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE			
Revenue			
Government Funding	38,859	-	38,859
Student Fees	16,288	-	16,288
STATEMENT OF CHANGES IN EQUITY			
Balance at 1 January	131,157	(494)	130,663
Total Comprehensive Revenue and Expenses	930	-	930
Balance at 31 December	132,087	(494)	131,593

COMPULSORY STUDENT SERVICES LEVY

EIT has consulted with students on the Student Services Levy. The consultation covered the level of fees, the type of services, the procurement of services and the authorisation of expenditure. The fee for 2016 for a full-time equivalent student was \$275 including GST and \$82 including GST for distance students only, with pro-rata fees for part-time students. Income and expenditure associated with the provision of these services is separately accounted for in our accounting system. Details of the types of service and of the income and expenditure for the year are set out below:

	Total \$000	Advocacy & Legal Advice \$000	Careers Info, Advice & Guidance \$000	Counselling Services \$000	Employment Info \$000	Financial Support & Advice \$000	Health Services \$000	Media \$000	Club & Societies \$000	Sport, Recreation & Cultural Activities \$000
REVENUE										
Compulsory Student Services Levy	493	49	89	17	27	44	153	-	20	94
Other	96	10	17	3	5	9	30	-	4	18
Total Revenue	588	59	106	21	32	53	182	-	24	112
Expenditure	595	76	112	41	57	43	157	14	14	81
SURPLUS/(DEFICIT)	(6)	(17)	(6)	(20)	(25)	10	25	(14)	9	31

Advocacy and Legal Advice

EIT Support Services staff and the EIT Students' Association (EITSA) (contracted by EIT) provide an advocacy support service to students needing assistance with academic grievances, income support problems, and other matters related to their study. This includes advocacy and legal advice relating to accommodation.

Careers Information, Advice and Guidance

Students are guided into employment through support from the EIT Careers Counsellor and other staff, and through a contracted service to the EITSA. Good working relationships with industry and agencies have been developed and continue to be fostered at each campus.

Counselling Services

All campuses have staff dedicated to the provision of pastoral care for students, including targeted provision to priority learner groups and international students. Staff and contractors providing student guidance services work together to coordinate initiatives and activities across campuses. A chaplaincy service is provided in Hawke's Bay.

Employment Information

A service providing information on employment opportunities for students while they are studying is available and works collaboratively with the EITSA. EITSA itself supports programmes and events that assist students with employment information or opportunities, assists students with the preparation of job applications, holiday employment applications, and communicates employment opportunities and advice.

Financial Support and Advice

A financial support and advice service is provided to students and those requiring further support are assisted through to budgeting referral services.

Media

Students manage their own social media and website and disseminate information by students for students through this and other channels.

Health Services

Access to a doctor and counsellor are available during the main academic terms on the Hawke's Bay campus and access to counselling and other health services are provided at the Tairāwhiti campus. Pastoral care is provided by EIT Student Support Services and through contracted support from the EITSA.

Clubs and Societies

External clubs and societies are given the opportunity to promote their services to students during Orientation week and at other events. Clubs and Societies are listed on the EITSA website.

Sport, Recreation and Cultural Activities

A wide range of amenities including rooms, recreation and sporting equipment, furniture, audio and visual equipment, are available to all students and student groups. Activities are scheduled in each semester and are designed to support and engage students. These include orientation events, cultural, international and whanau events, recreational and sporting activities.

STATEMENT OF STATISTICS

for the year ended 31 December 2016

Effectiveness Indicators

EFTS TARGET : ACTUAL	Target	Actual	%
2012	4,454	4,472	100
2013	4,236	4,388	104
2014	4,527	4,574	101
2015	4,404	4,398	100
2016	4,546	4,597	101

Efficiency Indicators

Targets for these efficiency indicators were not set as part of the budget process.

Teaching Staff : Student Ratio

	2012	2013	2014	2015	2016
FTE Teaching Staff : EFTS	1 : 14.3	1 : 14.6	1 : 15.7	1 : 14.5	1 : 14.1

Net Teaching Area per EFTS

	2012	2013	2014	2015	2016
Ratio of Teaching Area per EFTS (m ²)	5.9	6.1	6.2	6.4	6.2

Gross Operating Costs per EFTS

	2012	2013	2014	2015	2016
Operating Costs per EFTS	\$12,279	\$12,573	\$12,472	\$13,229	\$13,257

Equal Employment Opportunity Indicators

COMPOSITION OF STAFF	2016			2015		
	Teaching	Non Teaching	Total	Teaching	Non Teaching	Total
% of full-time staff who identify themselves as Māori	20%	20%	20%	20%	20%	20%
% of female staff	54%	70%	61%	55%	71%	62%
% of full-time staff who identify themselves as having disabilities	3%	6%	4%	3%	6%	4%

Women and Māori Staff in Senior Positions

	Women	Māori
2012	50%	9%
2013	50%	9%
2014	55%	14%
2015	50%	14%
2016	52%	14%

This information is drawn from EIT personnel database and is based on the responses made by staff to relevant questions at the time of appointment.

Senior positions now include Heads of School positions within faculties.

Financial Performance Indicators

	2012	2013	2014	2015	2016
SHORT-TERM LIQUIDITY					
Current Assets/Current Liabilities	188%	204%	159%	242%	250%
DEBT : EQUITY RATIO					
	-	-	-	-	-
CHANGE IN FINANCIAL VALUE					
Net Assets (\$000)	116,825	129,522	129,955	131,593	153,353
Change (%)	0.10%	10.90%	0.40%	1.26%	16.54%
RETURN ON NET ASSETS					
	0.90%	0.00%	2.30%	1.48%	1.71%
NET SURPLUS (BEFORE EXTRAORDINARIES)					
As % of Revenue	1.90%	0.00%	2.50%	3.23%	4.12%

EFTS Numbers

SCHOOL	2014 Actual	2015 Actual	2016 Target	2016 Actual
Applied Science	685	*	-	-
Primary Industries	-	531	493	525
Veterinary Nursing	-	37	71	49
Viticulture and Wine Science	-	128	122	116
Business	469	413	419	416
Computing	448	432	500	467
Education and Social Sciences	324	315	335	300
English Language Centre	150	52	63	85
Health and Sport Science	430	411	416	390
Ideaschool	208	220	225	193
Nursing	536	544	535	523
Tairāwhiti Adult Community Education	**	74	75	79
Te Ūranga Waka	348	325	359	413
Toihoukura	56	45	69	69
Tourism and Hospitality	251	230	211	250
Trades Academy	101	116	110	120
Trades and Technology	568	525	543	602
TOTAL EFTS	4,574	4,398	4,546	4,597

* In 2015 the School of Primary Industries, the School of Viticulture and Wine Science and the Centre of Veterinary Nursing were established, replacing the previous School of Applied Science.

** Tairāwhiti ACE was included within relevant school prior to 2015.

Independent Auditor's Report

To the readers of the Eastern Institute of Technology and group's financial statements and statement of service performance for the year ended 31 December 2016

The Auditor-General is the auditor of the Eastern Institute of Technology (the Institute) and group. The Auditor-General has appointed me, Stephen Lucy, 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 Institute and group on his behalf.

Opinion

We have audited:

- the financial statements of the Institute and group on pages 81 to 99, that comprise the Balance Sheet as at 31 December 2016, the Revenue Statement, 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 Institute and group on pages 42 to 51.

In our opinion:

- the financial statements of the Institute and group on pages 81 to 99:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2016; and
 - the financial performance and cash flows for the year then ended;
 - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards.
- the statement of service performance of the Institute and group on pages 42 to 51 presents fairly, in all material respects, the Institute and group's service performance achievements measured against the proposed outcomes described in the investment plan for the year ended 31 December 2016.

Our audit was completed on 7 April 2017. 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 the Council for the financial statements and the statement of service performance

The Council is responsible on behalf of the Institute and group for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Council is also responsible on behalf of the Institute and group for preparing a statement of service performance that is fairly presented.

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

The Council'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 statement of service performance, our procedures were limited to checking that the information agreed to:

- the Institute and group's Council 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 Institute and group's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Council and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Institute and group'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 Institute and group 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 obtain sufficient appropriate audit evidence regarding the financial statements and the statement of service performance of the entities or business activities within the group to express an opinion on the consolidated financial statements and the consolidated statement of service performance. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with the Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Council is responsible for the other information. The other information comprises the information included on pages 1 to 41 and 52 to 78 and 100 to 102 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 Institute and group 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.

Other than the audit, we have no relationship with or interests in the Institute or any of its subsidiaries.



S B Lucy
Audit New Zealand
On behalf of the Auditor-General
Wellington, New Zealand

Matters relating to the electronic presentation of the audited financial statements and non financial performance information

This audit report relates to the financial statements and non financial performance information of the Eastern Institute of Technology (the Institute) and group for the year ended 31 December 2016 included on the Institute's website. The Council is responsible for the maintenance and integrity of the Institute's website. We have not been engaged to report on the integrity of the Institute's website. We accept no responsibility for any changes that may have occurred to the financial statements, non financial performance information and the other requirements since they were initially presented on the website.

The audit report refers only to the financial statements and non financial performance information named above. It does not provide an opinion on any other information which may have been hyperlinked to or from the financial statements, non financial performance information and the other requirements. If readers of this report are concerned with the inherent risk arising from electronic data communication they should refer to the published hard copy of the audited financial statements and non financial performance information as well as the related audit report dated 7 April 2017 to confirm the information included in the audited financial statements and non financial performance information presented on this website.

Legislation in New Zealand governing the preparation and dissemination of financial information may differ from legislation in other jurisdictions.



