



EASTERN INSTITUTE OF TECHNOLOGY

ANNUAL REPORT

2017



THE EXPERIENCE YOU NEED
& THE SUPPORT TO SUCCEED



Te Aho a Māui

MISSION STATEMENT

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

INSPIRE
SUCCESS

NURTURE
WHANAUNGATANGA

ACT WITH
INTEGRITY

BE
COMMITTED

OUR PRIORITIES

SUCCESS
FOR MĀORI

STUDENT
SUCCESS

CONNECTEDNESS

ENQUIRING
MINDS

SMART
THINKING

NGĀ
KAITIAKI

SOME HIGHLIGHTS FROM 2017

3,329



QUALIFICATIONS ACHIEVED

5

CEREMONIES OVER
HAWKE'S BAY, TAIRĀWHITI
AND AUCKLAND

New regional learning centre development for
Hastings Central Business District



Anton Luiten, who graduated from EIT
with bachelor degrees in wine science
and viticulture, was 2017's New Zealand
Young Viticulturist of the Year.



Establishment of EIT Research
& Innovation Centre



WON BY EIT WINE STUDENTS
AT WINE COMPETITIONS
ACROSS THE COUNTRY.



Supporting Ngāti Kahungunu Iwi, in their hosting
of Te Matatini, the national Kapa Haka festival in
Hawke's Bay

Taking EIT wine science and viticulture education to
China through partnership with Qi Lu University of
Technology, in Shandong Province, China's largest
wine growing region.



Professor David Tipene-Leach appointed as
Professor of Māori and Indigenous Research.



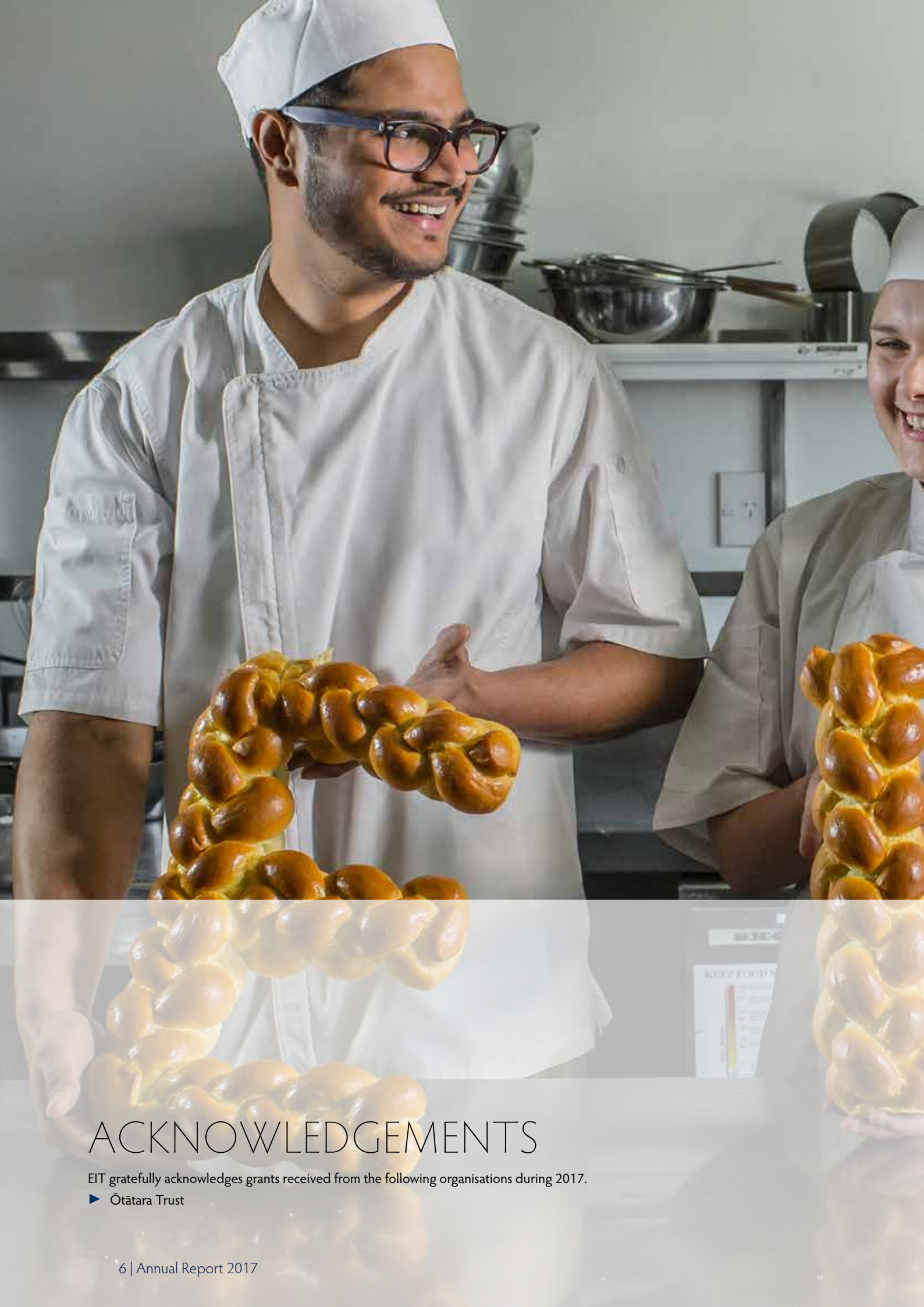
Continued investment in on-line
and blended collaborative delivery
programme development with
TANZ partners



STRONG FINANCIAL POSITION WITH

\$17.8_M

POSITIVE WORKING CAPITAL



ACKNOWLEDGEMENTS

EIT gratefully acknowledges grants received from the following organisations during 2017.

- Ōtātara Trust

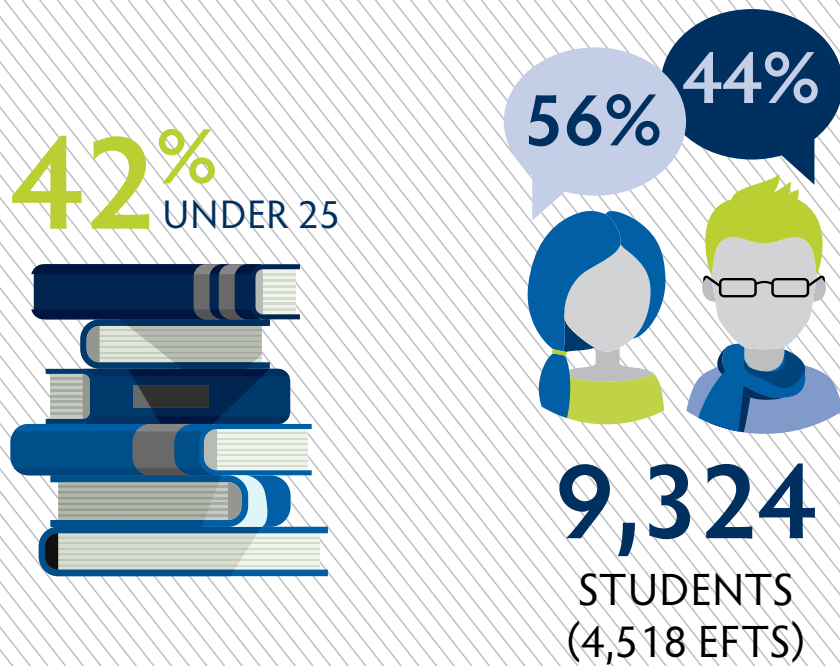


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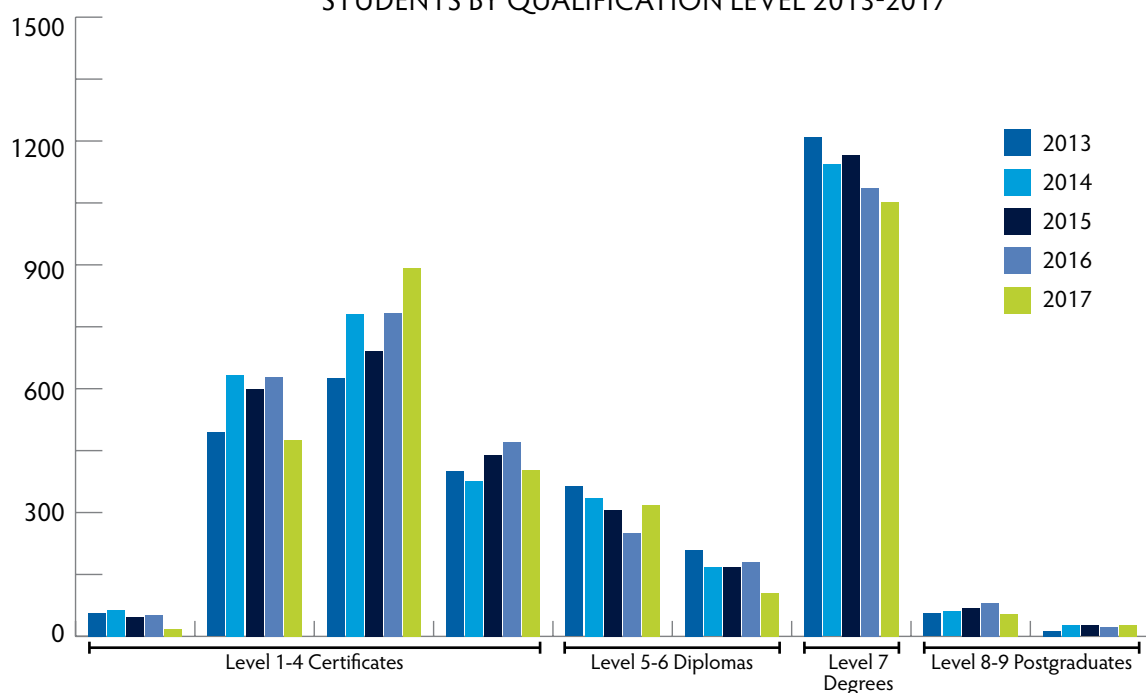
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KEY ACTIVITIES & PERFORMANCE

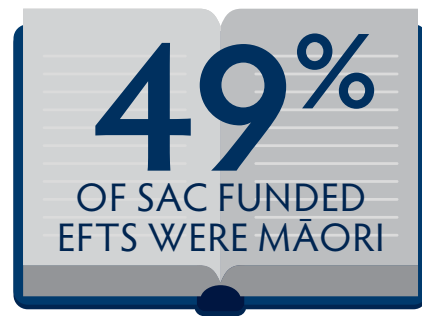
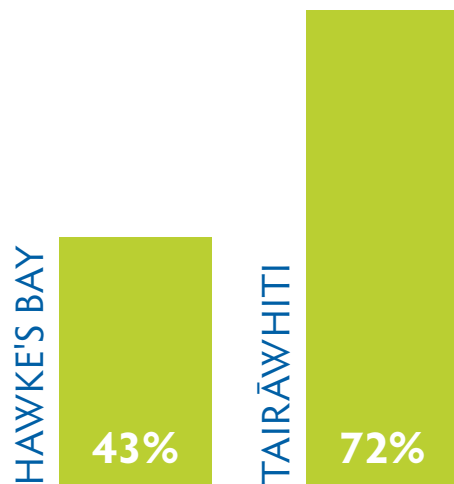
The following graphs relate to the parent organisation only and exclude merger funding and expenditure.



STUDENTS BY QUALIFICATION LEVEL 2013-2017



MĀORI STUDENT PARTICIPATION



24% STUDYING AT DEGREE LEVEL OR HIGHER

WE OFFER



13 POSTGRADUATE PROGRAMMES

12 BACHELOR DEGREES

138 PROGRAMMES



QUALIFICATIONS AWARDED

INTERNATIONAL



1,006 INTERNATIONAL STUDENTS

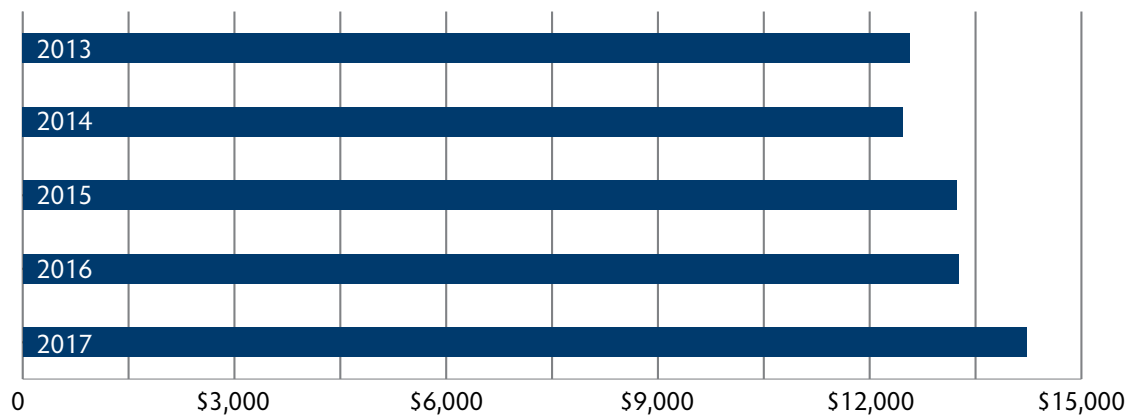


STUDENTS FROM
50 COUNTRIES

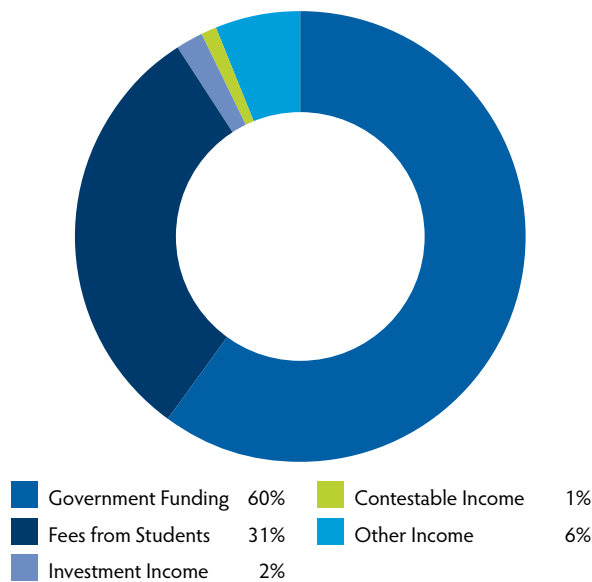


26% INCREASE ON 2016

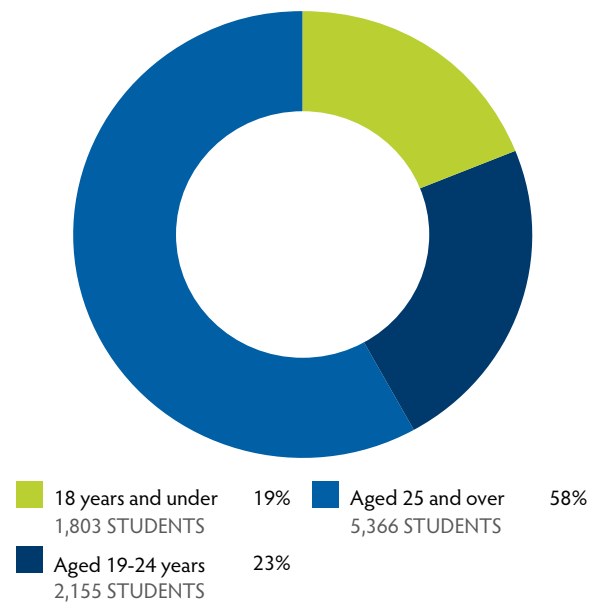
COST PER EFTS 2013-2017



MONEY RECEIVED IN 2017



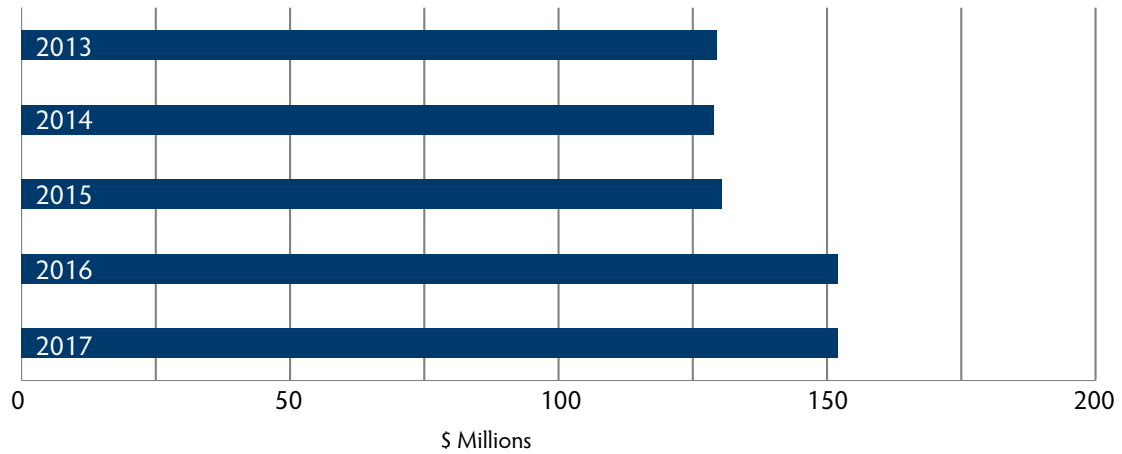
AGE COMPOSITION OF EIT STUDENTS IN 2017



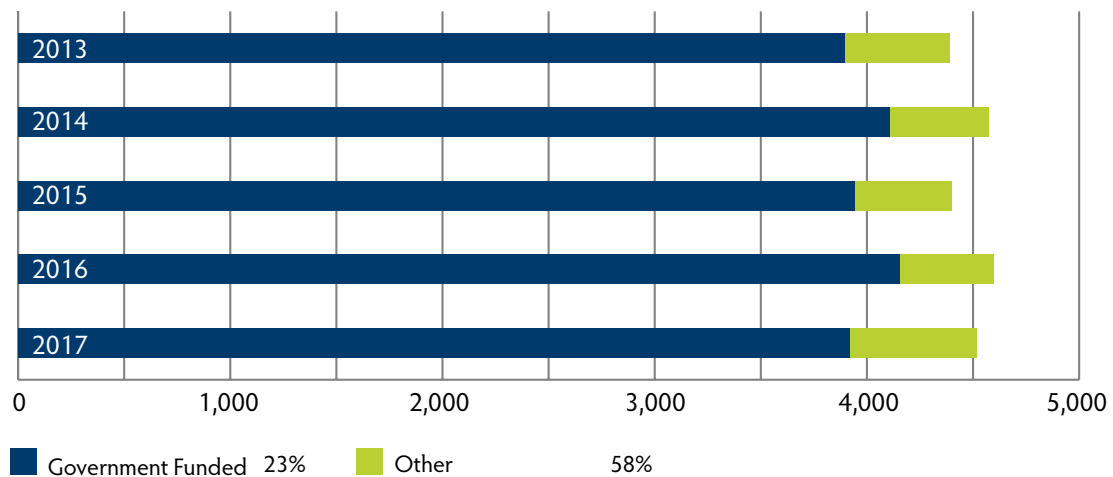
STAFFING NUMBERS (FTE) 2013-2017



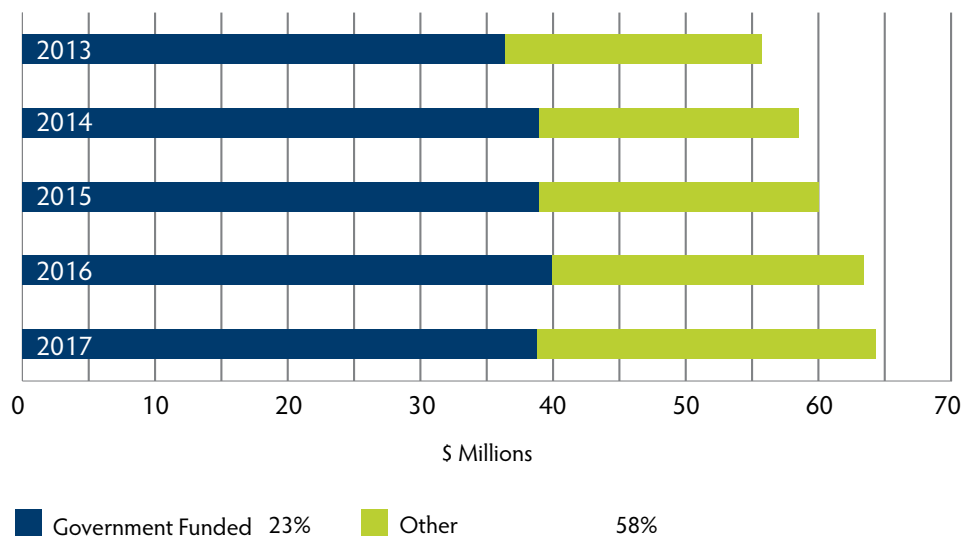
NET ASSET VALUE 2013-2017



EFTS GROWTH 2013-2017



INCOME 2013-2017



COUNCIL MEMBERSHIP



David Pearson
Chair
Ministerial



Michael Morgan
Deputy Chair
Community



Hilton Collier
Community



Ross McKelvie
Ministerial



Kim Ngārimu
(from 31.08.17)
Community



Jacoby Poulain
Ministerial



Sheryl Smail
(to 31.08.17)
Community



Tracee Te Huia
Community



Geraldine Travers
MNZM
Ministerial



Karen Coutts
Secretary to Council



KAUMĀTUA
(Hawke's Bay)
Matiu Eru



KAUMĀTUA
(Tairāwhiti)
Taina Ngarimu



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

EIT EXECUTIVE



Christopher Collins
Chief Executive



Mark Oldershaw
Deputy Chief Executive



Jo Blakeley
Executive Director -
Academic & Student
Services



Victor Saywell
Executive Director -
Corporate Services



Bill Kimberley
Executive Director -
Human Resources



Brenda Chapman
Executive Director -
Marketing



Philippa Jones
Executive Director -
International



Tuhakia Keepa
Executive Director -
Māori



Patrick Jones
Executive Director -
Policy & Planning



Fred Koenders
Executive Dean -
Faculty of Commerce
& Technology



Natalie Waran
Executive Dean -
Faculty of Education,
Humanities &
Health Science



Jan Mogford
Executive Dean
& Tairāwhiti
Campus Director

STATEMENT OF RESPONSIBILITY

Annual financial report for year ended 31 December 2017

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 Service Performance fairly reflect the financial position and operations of this institution for the year ended 31 December 2017.

David Pearson
Council Chairman

Ross McKelvie
Audit Committee Chair

Chris Collins
Chief Executive

Victor Saywell
Executive Director -
Corporate Services

6 April 2018



David Pearson and Chris Collins

Nowhere is student diversity more evident than on campus – in our bustling eateries, hospitality training cafés, childcare centres, libraries and learning hubs.

COUNCIL CHAIR & CHIEF EXECUTIVE'S REPORT

Breadth, depth and reach are important words in the EIT vocabulary. They are institutional catch cries, underpinning a culture that supports, encourages and promotes tertiary education across our many communities. The constant fine-tuning needed to respond to diverse learning aspirations, while also meeting the wide-ranging needs of employers seeking work-ready skilled staff can be challenging, but it undoubtedly makes us a more effective education provider.

The geographical area served by EIT is in itself diverse, extending from the East Cape to southern Central Hawke's Bay and encompassing three cities, numerous towns and a raft of rural settlements. In addition to our three campuses – in Hawke's Bay, Gisborne and Auckland – and the Rural Studies Unit in Gisborne, regional learning centres operate in Ruatoria, Tokomaru Bay, Wairoa, Maraenui, Hastings and Central Hawke's Bay. In 2017, pop-up centres responded to the demand for entry-level trades programmes in small towns and settlements that included Dannevirke, Tuai, Mahia and Tolaga Bay (Uawa). That proved a very well received move and we expect to offer more such programmes in the future. At the other end of the spectrum, EIT is attracting growing numbers of international students – they represented 50 countries in 2017 – and we now have viticulture and wine science lecturers teaching degree studies in a university in China.

Reflecting that, the way in which we deliver our programmes is increasingly tailored to meet student needs. There are options for studying business, nursing, viticulture and wine science online or by distance, so students can work from anywhere in New Zealand. Other programmes are field or work-based, helping students develop relevant work skills, gain practical experience and make useful industry contacts.

The range of programmes – 138 in all – also speaks to breadth, depth and reach. High school students arrive on campus one day a week to gain practical hands-on training in trades and other programmes offered through our schools' Trades Academies in Tairāwhiti and Hawke's Bay, two of New Zealand's largest. At the other end of the spectrum, EIT offers five master degrees, 13 postgraduate programmes and 12 bachelor degrees, with more students enrolled in degree and postgraduate-level programmes than for any other qualifications. The network of programme pathways allows students to progress, gaining confidence and qualifications at their own pace. Class sizes are typically small, providing a learning environment where students are treated as individuals and can interact with classmates and lecturers and tutors accustomed to offering one-to-one attention where that is needed.

A range of programmes with many entry levels and pathways for progressing to high level programmes opens up opportunities for pursuing a tertiary education at different career points and life stages. Our student population reflects that, encompassing a mix of ages, socio-economic backgrounds, ethnicities and nationalities. Last year, 72 percent of EIT Tairāwhiti students and 43 percent of EIT Hawke's Bay students self-identified as Māori.

Capability development measures such as those embedded in EIT's comprehensive Herea Te Rā strategy are aimed at narrowing the gap between Māori participation and academic achievement.

The age profile of the student body continued to become younger in line with government direction, with 42 percent of Government-funded EFTS (equivalent full-time students) aged under 25 years in 2017, in line with the previous year. In addition, over 600 students participated in the secondary tertiary partnership programmes with most of these students being under 18 years.

Nowhere is student diversity more evident than on campus, in our bustling eateries, hospitality training cafes, childcare centres, libraries and learning hubs. Students have access to top quality facilities purpose-designed for EIT programmes, such as high-tech workshops, professional-standard training kitchens, vineyards and a fully equipped wine science and viticulture laboratory, and they stay connected with campus-wide free wifi.

EIT responded to a busy and challenging 2017 with a succession of significant achievements. Our student success is paramount; we congratulate them. Other successes included reaching equivalent full-time student (EFTS) targets for level 3 and above programmes. And, bucking a national trend for many in the tertiary education sector, EIT exceeded its target for international student enrolments.

Financially we were pleased to achieve a break-even result (surplus of \$70K) for what was an extremely challenging year for the sector and for EIT. Record levels of labour participation during the year and lower demographic numbers flowing from the school sector have been reducing domestic student numbers across the country. Fortunately we were able to mitigate some of the adverse impacts through various initiatives, including strong growth in international student numbers, and the sound and prudent financial management of staff across the institute. The financial position of the institute remains very strong with positive working capital of \$17.8M.

During 2017, a number of capital expenditure projects progressed. A key investment was in the replacement of our IT network servers and storage, for both our production and disaster recovery systems. This was a major project that proceeded seamlessly and provides us good capacity for the future.

TEACHING LOCATIONS 2017

Auckland
Campus


Tairāwhiti
Campus

Hawke's Bay
Campus



KEY

RLC = Regional Learning Centre

 = Regional Learning Centre

 = Offsite Teaching

**Rural Studies Unit
Stout St, Gisborne**

Ruatoria RLC

Tokomaru Bay RLC

► Uawa

- Anaura
- Gowerville
- Kiwi Bees On Site
- Kura Tuarua
- Manutuke Marae
- Pauariki
- Riverdale
- Tikitiki
- Tuahu
- Tyndall Rd Orchard
- Waipaoa
- Whakatohea
- Whatatutu
- Whangara Marae
- Te Tairāwhiti

Wairoa RLC

- Mahia
- Tuai
- Wairoa Takitimu Marae

Hastings RLC

- Bostocks On Site
- Mahora
- Waimarama

Maraenui RLC

- Pukemokimoki Marae

Central Hawke's Bay RLC

- Dannevirke
- Smedley
- Porangahau Marae

- DHB On Site
- HB Regional Prison - Mangaroa
- MSD On Site
- Puketapu
- Tamatea
- Tangoio Marae
- Waiohiki

A property in central Hastings was acquired in the latter part of the year for a new regional learning centre. Fitout work commenced with the aim of having this facility ready for use by autumn 2018.

A few independent student flats were purchased in May and fully furnished for use in time for semester two, to supplement the student village and homestay options available for students. Commitments to purchase some additional flats were made late in the year.

In addition, EIT purchased new equipment, furniture, library books, vehicles, undertook smaller refurbishments, and invested in systems. Remediation of seismic and weather-tightness issues was carried out, a new research hub was fitted out, a driver training logging truck and trailer was purchased, and further investment in the collaborative online TANZ eCampus occurred.

2017 was a year notable for programme developments. Many of these were triggered by the New Zealand Qualifications Authority's Mandatory Review of Qualifications. Others were propelled by EIT's growing international student numbers and also by the TANZ eCampus – a multi-partner tertiary accord which provides flexible online learning services.

Relationships with key stakeholders, locally, nationally and overseas, were strengthened. Our connections with different sectors widened our reach, benefitting employers, who have an input into study programmes, and graduates who, with the benefit of internships, sections and work experiences, are better prepared to enter the work force. We thank the many people and stakeholders who have supported and worked with us including iwi, industry, businesses, social agencies, community and the wider sector.

As always, it remains a privilege to serve in our respective roles as Chair and Chief Executive here at EIT and we would like to acknowledge the committed work of Council members and staff.

During the year, Sheryl Smail resigned from her community appointment to Council as result of moving north. Sheryl had served on the EIT Council since the merger with Tairāwhiti Polytechnic in 2011 and, prior to that on the Tairāwhiti Polytechnic Council, and we would like to acknowledge her role over that time. Kim Ngārimu was appointed to the community vacancy created and we welcome her and all that she brings to the role. Hilton Collier and Tracee Te Huia were both reappointed as community representatives on Council and their continued contribution is appreciated. The EIT Council is probably one of the few tertiary institution councils with 50% of members identifying as Māori as well as a 50% male and female ratio of members.

While it has been a very successful year on many fronts, it has also been one that has not been without challenges. We would particularly like to acknowledge our staff and students for their commitment, effort, focus and contributions throughout the year.

For EIT, 2017 delivered significant achievements across wide ranging areas.



David Pearson
Council Chair



Chris Collins
Chief Executive



Students enjoy free kai during Orientation Week.

2017 SNAPSHOTS

EIT ACHIEVERS EXCEL

EIT's standing as one of New Zealand's leading institutes of technology was reflected once again last year in the diverse achievements of students and graduates.

Anton Luiten, who graduated from EIT with bachelor degrees in wine science and viticulture, was 2017's New Zealand Young Viticulturist of the Year. Sara Addis was runner-up in the 2017 Tonnellerie de Mercurey New Zealand Young Winemaker of the Year. Sara studied for her Graduate Diploma in Viticulture in 2017 and was progressing to a Graduate Diploma in Oenology in 2018.

Screen Production graduate Aliesha Staples was presented with the Hi-Tech Young Achiever of the Year Award by New Zealand Hi-Tech Trust for her work in VR 360 Degree Film and Live Streaming Events.

As the supreme winner of the 2017 Miromoda national competition for Māori fashion design, Misty Ratima was invited to take part in New Zealand Fashion Week, showcasing eight outfits to some 800 attendees. Over seven years, Misty gained EIT's Bachelor of Arts (Māori), the Certificate of Fashion Apparel and, in 2017, ideaschool's Bachelor of Visual Arts and Design. She has tutored in te reo Māori at EIT's Te Ūranga Waka for some years. Her focus now is on developing her Te Kohu brand, which translates as 'the mist'.

ideaschool partnered up with Park Road Post to establish an annual student scholarship. The first recipient, Screen Production student Julia Morris, spent two weeks at the post production facility in Wellington being coached by industry leaders in sound mixing and special effects.

Final-year Bachelor of Visual Arts and Design student Misty Ratima leads models in EIT's end-of-year fashion show.

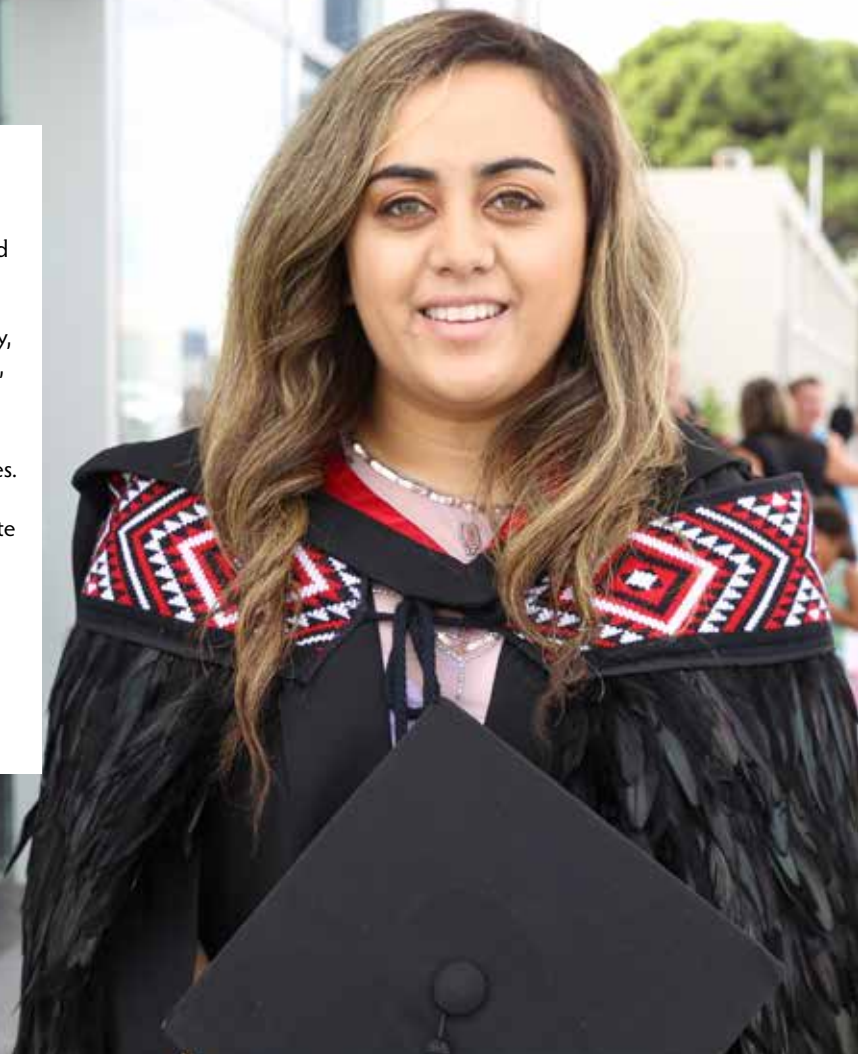


GRADUATION

Graduation is the highlight of EIT's year and 2017 provided a further reason to celebrate in setting yet another record for academic success. A total of 3,386 qualifications were awarded, with ceremonies held during 2017 in Hawke's Bay, Tairāwhiti and Auckland for completed study programmes, up 14 percent on the previous year.

Māori made up half of the 2017 total student body and increased participation was mirrored in achievement figures. EIT awarded more than 300 qualifications to Māori who completed certificates, diplomas, degrees and postgraduate study programmes in Hawke's Bay and Tairāwhiti.

Graduations in 2017 saw qualifications conferred for four new programmes – the Master of Applied Management, the Master of Information Technology, the New Zealand Diploma in Veterinary Nursing and Te Hono Ki Toi Poutiriao/Master of Professional Creative Practice.



Tomairangi Chaffey-Aupouri wears a korowai to celebrate graduating with her Bachelor of Arts (Māori).



A TOTARA FALLS

EIT's flag flew at half-mast on 25 May 2017 to mark the funeral of John Rose, a much-respected previous director/chief executive of the institute (then called Hawke's Bay Polytechnic). John, who was director for five years from 1985-1990, passed away on 22 May. The School of Business building was named in his honour following his retirement in 1991.

EDUCATORS COOPERATE TO BENEFIT HAWKE'S BAY

EIT and the University of Waikato are to work more collaboratively, undertaking joint research initiatives and creating more opportunities for study. The Deed of Cooperation, signed by the two institutions in 2017, is a framework for providing a collaborative tertiary network with enhanced opportunities to access tertiary education.

The collaboration is expected to contribute to improved regional performance through the provision of quality education and research. It also offers opportunities for tangible joint initiatives, particularly for research and for creating pathways.

The University of Waikato and Massey University now have bases on the EIT Hawke's Campus.



'Bugman' Rudd Kleinpaste and Bachelor of Teaching (Primary) candidate teachers explore biodiversity at White Pine Bush.

TRANSFORMING BIODIVERSITY

EIT formalised its relationship with two trailblazing landscape scale restoration projects in signing a memorandum of understanding with Te Matau a Māui after more than three years of piloting joint education activities.

Cape to City is working to restore native species across 26,000 hectares of mainly farmland, extending from Havelock North to Cape Kidnappers and encompassing Waimarama and forest remnants at Kahuranaki. Cape to City and Poutiri Ao ō Tāne projects are funded by the Hawke's Bay Regional Council, Department of Conservation, Landcare Research and the Aotearoa Foundation.

Launched in 2011 and located near Tutira on the Maungaharuru Range north of Napier, Poutiri Ao ō Tāne covers 8,800 hectares, with Boundary Stream Mainland Island as its heart.

Te Matau a Māui is working with EIT in bringing national experts in ecological restoration, biodiversity and conservation onto the Hawke's Bay campus, putting them directly in front of students, staff and members of the local community. Initially, Cape to City and Poutiri Ao ō Tāne education coordinators are working with programmes that include the Bachelors of Teaching (Early Childhood, and Primary) and are providing workshops, resources and advice on how to achieve better outcomes for schools and the environment by using the environment as a context for learning throughout the curricula.



Research Professor David Tipene-Leach on EIT's Te Ara o Tāwhaki marae.

GROUNDBREAKING INFANT SAFE SLEEP RESEARCHER JOINS EIT

Widely acclaimed for his achievements in promoting Māori health, Dr. David Tipene-Leach joined EIT last year as Professor of Māori and Indigenous Research. Ngāti Kahungunu from Porangahau, David is a fluent speaker of te reo Māori and well versed in tikanga.

A general medical practitioner with Hauora Heretaunga at Te Taiwhenua o Heretaunga for 10 years, his academic career also encompasses teaching, research and programme development at the University of Auckland's Medical School and the University of Hawaii. Moving to head the Puhi Kaiti Community Health Centre for Ngāti Porou Hauora in Gisborne was the trigger for his pioneering work in preventing Sudden Unexpected Death in Infancy (SUDI) and the development of the wahakura woven flax bassinet.

The subsequent Safe Sleep programme, which includes the wahakura's 'little sister' – the plastic Pēpi-Pod – has been credited with decreasing infant mortality by 30 percent in the last six years. Enabling safe bed-sharing, both are widely used for babies up to six months of age, when the risk of SUDI is greatest.

"This is possibly my best piece of work," David says, "taking a hugely disparate health problem and working with weavers and Māori midwives to develop a kaupapa Māori answer to the problem."

Following the 2017 formation of a Labour-led coalition Government, David was invited to join a five-member panel which advises Minister of Health, Hon Dr David Clark.



Te Rangi Robin, left, and Emanuel Dunn are carving pou whakairo in the heart of EIT's ideaschool.

MĀORI CARVING TO ENRICH EIT MARAE

Traditional carvers are crafting pou whakairo in a project aimed at furnishing the interior of the wharenui on EIT Hawke's Bay's Te Ara o Tāwhaki marae. Of Ngāti Kahungunu descent, local carvers Te Rangi Robin and Emanuel Dunn are based at EIT's ideaschool, where they are creating a total of 40 carved panels over 2½ years.

Traditionally, pou whakairo depict ancestors, but because EIT is an educational institution, Te Rangi says a different concept has evolved. Half the carvings represent Māori gods, he points out, while others will represent decades and achievements made for Māori during those times. Executive Director Māori Tuhakia Keepa says that when the wharenui was officially opened 23 years ago, it was always with a view to completing the interior. Tuhakia and Te Ūranga Waka's Head of School Puti Nuku jointly identified who might be included in the project.

As the faculty's first dean, Joe Te Rito commissioned carvers, including Te Rangi, to design and work on pou whakairo for the exterior of the wharenui's paepae (threshold) as well as other structures on the marae. Invited to return, Te Rangi said it was nice to be back on campus and Emanuel, who gained his Bachelor of Visual Arts and Design from EIT in 2010, agreed.

Once their carvings are put in place, the men said the result would be like a storybook, with the interior of the wharenui to be read in tukutuku (woven lattice-work), kōwhaiwhai (painted panels) and pou whakairo.

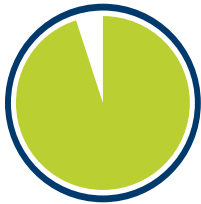


GRADUATES RATE EIT

An independent late-year survey underscored graduates' satisfaction with their EIT study experience.



OVERALL GRADUATE RESPONSE



95% satisfied with the quality of their programme



92% would recommend their study programme to others



91% considered the programme they studied to be good value for money



44% response rate



INTERNATIONAL STUDENTS ADD TO GLOBAL REACH

EIT's international student numbers continued to grow in 2017 across both the Hawke's Bay and Auckland campuses, with a 25 percent increase in EFTS adding to the institute's ethnic and cultural diversity and enriching the tertiary learning experience.

The student body encompassed students from 50 countries. International students felt well supported at EIT, with 96 percent reporting satisfaction with their experience of EIT's International Centre (as measured by the International Student Barometer 2017), which prepares students to transition into study at EIT.

Established in 2014, the Auckland campus continued to exert international pull power. The Postgraduate Diploma in Health Science was added to the mainly postgraduate business and IT programme offerings. The Auckland campus, located in a multi-storey building in downtown Queen Street, benefitted from an upgrade over the summer break in early 2017. The 'student' floor was reconfigured, with internal glass walls and doors admitting more natural light and providing more flexible spaces to support personal IT devices and create greater opportunities for student-driven learning.



Toi Houkura student Rangimarie Pahi works on a carving for the restoration of the wharenui mahau (verandah) at Ohako marae.

SUPPORTING IWI ASPIRATIONS

EIT was among the organisations supporting Ngāti Kahungunu in hosting Te Matatini, the national kapa haka festival held in Hawke's Bay in 2017. EIT assisted with transport, and staff, students and former students were enthusiastic volunteers and participants in the week-long event.

The competition winner was a team led by Ahorangi/Professor Derek Lardelli, who heads Toi Houkura, EIT Tairāwhiti's School of Māori Visual Arts and Design. The school's administrator, Te Rina Armitt, and tutor Henare Brooking, as well as current and past students, performed in the winning Whāngārā-Mai-Tāwhiti team.

In May, Derek, who is a member of the repatriation committee for Te Papa, was among those who escorted kōiwi into the national museum in Wellington, following the return of the ancestral remains of 59 Māori and Moriori from museums around the world.

Derek was key in developing the vision for Ko Rongowhakaata: Ruku i te pō, Ruku i te Ao – The Story of Shadow and Light – which opened at Te Papa in September. The theme refers to the impact of light on the East Coast landscape and its influence on Rongowhakaata creative expression. The exhibition continues at

the national museum for 2½ years. Works by Derek, Toi Houkura Associate Professor Steve Gibbs and technician Ayson Lewis, and former staff and students Simon Lardelli, John Moetara and Matthew Randal – all of Rongowhakaata descent – were among those engaged in all facets of the formalities and the exhibition itself.

In one of several community initiatives, a group of Toi Houkura students helped restore the ageing wharenui on Manutuke's Ohako marae west of Gisborne. The project's completion will coincide with the return of tribal taonga currently part of the exhibition at Te Papa.

EIT worked closely with iwi in delivering programmes, including horticulture and marae cookery, at ten marae across the Hawke's Bay and Tairāwhiti regions.

Fully committed to the Māori and Pasifika Trades Training initiative launched four years ago, EIT continued to grow student numbers last year for Te Ara o Takitimu programmes offered on the Hawke's Bay and Tairāwhiti campuses. Student completion rates were also higher last year than for the previous three years.



NEW POSTGRADUATE PROGRAMMES

EIT launched a nurse prescribing programme in 2017 – one of the first four nursing schools accredited by the Nursing Council of New Zealand to do so. Registered Nurses working with people with long-term and common conditions and in speciality teams may be considered to study the Level 8 Postgraduate Diploma in Health Science (Registered Nurse Prescribing).

EIT launched two further postgraduate programmes for people whose work focus is people. The Master and Diploma in Professional Practice programmes were designed to suit social workers, teachers, community/iwi development practitioners, counsellors and health practitioners who need to understand the value of customs, beliefs, values and language in people's lives. Students learn through collaborative interdisciplinary study framed by mātauranga Māori (Māori wisdom and knowledge).

Associate Professor Rachael Walker teaches the Postgraduate Diploma in Health Science (Registered Nurse Prescribing) programme.

SEEKING A SUSTAINABLE FUTURE

Committed to sustainability, EIT purchased its first fully electric vehicles during 2017, bringing the institute a step closer to achieving its goal of a zero emission fleet. The two vehicles complement EIT's current hybrid fleet.

The more environmentally friendly and ever-so-quiet vehicles are the Nissan Leaf, a five-seater hatchback, and the Nissan e-NV200 van. Based in Hawke's Bay and cheaper to run than petrol or diesel vehicles, both are ideal for local driving and can be recharged using New Zealand's widening network of chargers for travelling further afield.

Another sustainability initiative centred on Salon Elite, the commercial hairdressing training salon on the Hawke's Bay campus, where students and staff separate waste cardboard packaging, plastics and foils for recycling. Hair clippings are bagged up and the campus gardeners add them to their compost mix to help maintain EIT's park-like grounds.

Facilities coordinator Karen Blundell with one of EIT's fully electric vehicles.





Student Bree Stills with craypots made for a pop-up automotive engineering programme run at Mahia.

PROGRAMMES REACH OUT TO COMMUNITIES

EIT is constantly seeking opportunities to extend student access to learning.

Diversity in programme delivery took a new form for the popular Level 3 Certificate in Cookery, offered not only on the Hawke's Bay and Tairāwhiti campuses but also, where there is the demand, as a marae-based programme. In 2017 study venues included Pukemokimoki marae in Napier, Te Pahou marae, Manutuke and, in a first delivery in Wairoa, at Takitimu marae. The qualification can be a stepping stone to higher level catering and hospitality programmes.

EIT's Trades and Technology School offered its first community-based automotive programme during the year, modifying a former garage to teach the Level 3 New Zealand Certificate in Automotive Engineering to Mahia locals. The nine students – a mix of ages and five of them women – reinforced their learning by working on practical projects, making cray pots, repairing quad bikes, chainsaws and lawnmowers and carrying out pre-warrant of fitness checks on cars to benefit the wider community. Head of School, Todd Rogers, says the enthusiastic feedback confirmed the value in taking such programmes to smaller communities.

The Ruatoria Regional Learning Centre's 'light earth' building programmes offered a pathway for those wanting to explore

alternative and affordable house construction methods using locally-sourced natural and recycled materials. Early in 2017, a trial earth house was constructed using framing material sourced from trees around Ruatoria. Other local materials included bamboo, pampas grass, raupo, manuka brush, wood shavings, river sand and clay. The walls were finished with a lime wash to help with waterproofing, while window frames were recycled from local homes. Slightly different design and construction techniques were used for a second build, with architects continuing to providing advice and support. The aim – to build similar houses that offer sustainable, healthy and affordable living options for the East Coast and beyond.

Other community initiatives offered through EIT regional learning centres and in more remote rural settlements included the Mahinga Kai programme, which focuses on traditional Māori methods of food growing, gathering and cooking, and apiculture, which teaches students beekeeping skills. EIT offered the one-year part-time apiculture certificate for the first time in Tuai, Wairoa, Gisborne and Ruatoria.

2017 was the first year for EIT's School of Primary Industries working with Smedley Station to deliver its farm cadet programme in Hawke's Bay to make opportunities available in this region for students, similar to those enjoyed by EIT

Tairāwhiti on Waipaoa Station. The Smedley partnership saw 22 cadets enrol for two years of study in a range of agricultural qualifications. The cadets live for two years on the Waipawa training farm, which runs cattle, sheep and deer.

Helping to restore the degraded Waimata River and surrounding bush reserve was hands-on practical learning for a group of EIT Tairāwhiti students. The Donner's Bush upgrade was triggered after Dame Anne Salmond urged the Department

of Conservation to undertake restoration work at the scenic reserve in Gisborne. Second-year New Zealand Certificate in Farming Systems students helped with fencing and establishing a green belt along the river bank while New Zealand Certificate in Agriculture (Vehicle, Machinery and Infrastructure) students assisted with seed and plant propagation. "The Donner's Bush restoration is a great initiative," said Dame Anne, "and I'm full of admiration for EIT and DoC for getting it going".

EIT STUDENTS ACHIEVE WINE EXCELLENCE

EIT students continue to create wines that win medals at highly respected wine awards throughout New Zealand.

HAWKE'S BAY A&P BAYLEYS WINE AWARDS

WINE	VINTAGE	WINEMAKER	MEDAL AWARDED
Imbue Sauvignon Blanc	2017	Imaan Thind, Renny Daniel, Yong Liu and Evin Mathew Jose	Silver
Chapter and Verse Syrah	2015	Tom Carpenter	Silver
Three Brothers Chardonnay	2017	Timmy Zhao, Rex Liang and Victor Gouk	Silver
Four Little Pigs Merlot	2016	Kaoru Mizuguchi, Hyota Sato, Chris Borain, Yuji Masuo	Silver
6 Amigos Merlot 30/50	2017	Timmy Zhao, Rex Liang, Victor Gouk, Bingying Cai, Wenxi She, Yaqi Zhou	Silver
Fine Wine Sauvignon Blanc	2017	Rakesh Bhatnagar, Shenyao Zhu, Jenny Patel, Shekhar Pujani	Bronze
Kakapo Sauvignon Blanc	2017	Bingying Cai, Biyun Wang, Devin Campbell, Jordan Moores, Wenxi She	Bronze
C.K Sauvignon Blanc	2017	Yaqi Zhou, Jaeueen Lee, Ziwen Li, Cong Qian, Kunlin Liang	Bronze
Three Sisters Sauvignon Blanc	2017	Victor Gouk, Jiachen Tang, Xiaolu Wang	Bronze
JFL Pinot Gris	2017	Johan Lubbe	Bronze
Korokipo Pinot Gris	2017	Douw Grobler, Johan Lubbe, Sanne Witteveen	Bronze
OOPS Merlot	2017	Jiachen Tang, Xiaolu Wang, Hanxin Huang, Jessie Fang	Bronze
DUO Merlot/ Cabernet Sauvignon	2017	Jiachen Tang, Xiaolu Wang, Hanxin Huang, Jessie Fang, Victor Gouk, Kunlin Liang, Weiqian Zhao, Wenxi She	Bronze
6 Amigos Merlot 50/50	2017	Timmy Zhao, Rex Liang, Victor Gouk, Bingying Cai, Wenxi She, Yaqi Zhou	Bronze
Kiwi Syrah	2017	Cong Qian, Ziwen Li, Yong Liu, Jaeueen Lee and Shenyao Zhu	Bronze
Indus Valley Wines Merlot	2017	Rakesh Bhatnagar	Bronze

ROMEO BRAGATO WINE AWARDS

WINE	VINTAGE	WINEMAKER	MEDAL AWARDED
Hawke's Bay Syrah	2017	Sanne Witteveen	Bronze
Chapter & Verse Syrah	2015	Tom Carpenter	Bronze
Four Little Pigs Merlot	2016	Hyota Sato	Bronze
John Lubbe Pinot Gris	2017	Johan Lubbe	Bronze
JOS Methode Champenoise	2015	Jasha Oldham-Selak	Bronze

LOCATION LOCATION LOCATION

In 2017, EIT purchased a property in downtown Hastings to provide a new home for the regional learning centre – one that is easy to access, close to public transport and tailored to meet the needs of students and staff.

The new site is in the heart of the city, in Heretaunga Street West. The building was purchased with a view to renovating and refitting the ground floor space before opening during

semester one in 2018. Planning for the new-look centre focused on better supporting collaborative learning and enabling further programme offerings such as in te reo Māori and introductory café training.



Māori studying at EIT are well supported by Māori mentors and student support services.

SEIZING THE DAY - MĀORI CAPABILITY FRAMEWORK

A workforce development tool, EIT's Māori capability development framework Herea Te Rā (which translates as 'seize the day') extended its reach last year, encompassing additional study programmes to further boost Māori achievement.

Parity of achievement is a high priority for EIT, particularly given the changing demographics in the regions we serve. As it stands, Māori participation in our programmes is well ahead of New Zealand's regional population demographics and the sector average. A 2016 BERL report commissioned by EIT predicted a surge in the Māori populations in Hawke's Bay and Tairāwhiti over the next 10 years. That applies across the age spectrum, apart from those aged 40-44. It will be most pronounced in those aged up to 34, the business and economic research consultants said.

Work began several years ago on developing the Herea Te Rā framework, which has seen staff development fine-tuned to better enable Māori achievement. As part of that, staff are encouraged to develop skills in te reo Māori and tikanga, the Treaty of Waitangi, Māori teaching and learning theory and Māori culture and society. Tutors and lecturers also undertake face-to-face training and workshops and have access to online material resources and key documentation.

EIT is identifying and tracking programmes that need the greatest inputs – those with poor course completion rates. Strategies are put in place in the targeted programmes to better support students. These include deploying pastoral care workers to sit alongside learners, establishing Māori student cohort groups and providing Māori student mentors. The primary focus is on programmes at levels 3-4 initially.

FANS FOR TANZ ONLINE LEARNING

EIT continues to build on its strengths as an online educator in collaborating with other tertiary providers to develop more flexible study programmes.

Having partnered with five other leading New Zealand educators in launching the TANZ eCampus platform in 2016, the focus now is on developing a wider range of study options. ARA Institute of Canterbury, Otago Polytechnic, Universal College of Learning, Nelson Marlborough Institute of Technology and NorthTec are EIT's Tertiary Accord New Zealand partners. The online study environment works seamlessly across all six institutions, with the online campus accessed via the TANZ eCampus website.

In 2017, students had access to mostly business offerings through the TANZ eCampus service, with an expanded programme range available for study in 2018. For students, the benefits include being able to study at their own pace, reduced programme fees and more flexible monthly start dates rather than the traditional semester intakes.

Students are supported by personal advisors, who follow them through their online learning journey, and have access to experienced course facilitators to help them achieve their study goals. As an example of TANZ' continuing development, the Lynda.com industry online learning platform was launched in May, providing 24/7 access to a comprehensive library of professionally presented video courses and tutorials.

For employers, the online study option is a means of upskilling staff at a comparatively low cost. A qualification gained through TANZ eCampus is recognised by industry and accepted by the New Zealand Qualifications Authority.



PROJECT REVIVE

A digital platform supporting pastoral care and student learning, Project Revive developed organically out of the School of Trades and Technology. It proved a success, breaking new ground for EIT, and the 2017 Annual Plan included an objective to roll out Revive to all EIT schools. The data tool is now used by staff throughout EIT to identify, record and address pastoral care issues and barriers to student learning.

STUDENTS ENGAGING WITH ROBOTICS AND NEW TECHNOLOGIES

Amongst the wide range of programmes offered in conjunction with secondary schools, the Hawke's Bay and Tairāwhiti Schools' Trades Academies ran computing and robotics programmes aimed at engaging students interested in technology. The programmes incorporated projects such as designing and programming an autonomous robot, web and media construction, editing and manipulation, and CAD design in conjunction with 3D printing.

Tairāwhiti campus acquired two new commercial 3D printers which were used across a range of programmes, with students able to touch, hold and use accurate models created using CAD. The printers were also used remotely from satellite learning centres, with students designing off-site and then sending electronically to the main campus for print.

IT lecturer Istvan Lengyel works with Trades Academy students, setting up electronics, robots and programming devices in EIT's robotics laboratory.



ESOL students Shwe Yee from Myanmar and Yen Samnang from Cambodia.

NEW STUDENT ACCOMMODATION OFFERING

Responding to increasing demand for student accommodation, particularly from international students, EIT purchased, fully refitted and furnished a five-flat building in York Avenue in the heart of Greenmeadows, Napier.

EIT already provides accommodation at the student village in Gloucester Street, opposite the Hawke's Bay campus, and also assists students seeking home stays.

The York Avenue flats provide a further option, one that is particularly well suited to the growing number of mature students coming from overseas to study EIT's graduate and postgraduate programmes, sometimes accompanied by their partners. Close to a supermarket, the Greenmeadows shopping centre and Anderson Park, they are also on a direct bus route to the city and EIT.

EIT has since purchased six more flats, closer to the Hawke's Bay campus, to be ready for the first semester in 2018.

TAKING WINE SCIENCE TO CHINESE UNIVERSITIES

The first EIT lecturers to teach wine science and viticulture overseas left for Qi Lu University of Technology in Shandong province, China's premier winegrowing region, in August.

Having identified EIT as a leader in wine education, Qi Lu selected the institute to teach its students, both in China and in Hawke's Bay. "Among the reasons they chose us," says Sue Ross, head of EIT's School of Viticulture and Wine Science, "is the quality and diversity of our programmes."

The formal final partnership agreements centre on a winemaking degree launched by the university as an expansion of its existing

brewing engineering degree. EIT assisted with the design of the university's micro winery and a customised wine science programme was developed with EIT. Relays of EIT lecturers are now teaching cohorts at Qi Lu's Faculty of Bio-Technology.

The partnership also provides an option for Qi Lu's senior viticulture and wine science students to complete part of their degree – and perhaps later, postgraduate qualifications – at EIT, which will bring more international students to Hawke's Bay.



EIT wine science lecturer Shaun La Franco discusses canopy management techniques with Professor Nie Cong and Professor Meifan Ma, lecturers at China's Qi Lu University of Technology. The vineyard is in Penglai, Shandong Province, a large grapegrowing area where many new wineries are being built.

BUSINESS AND COMPUTING INTERNSHIPS EVENT

In an innovative outreach, the Schools of Business and Computing staged an event that brought students and industry together to explore partnerships for the year's final semester internships and projects.

The evening gave more than 38 computing and 27 business students the opportunity to gain practice in presenting

themselves and scoping the needs of 30 EIT business sponsors. Students performed under pressure, making the most of just five minutes each to secure a follow-up interview within a business area relevant to their specialisation. Collectively, the businesses brought 54 projects to the table.

BUSINESS SCHOOL BACKS YOUNG ENTREPRENEURS

Hawke's Bay's Young Enterprise Scheme (YES) got off to a flying start during the year, with EIT ramping up its commitment to the Hawke's Bay Chamber of Commerce event.

The School of Business designed an innovative support initiative aimed at helping young people develop the entrepreneurial skills needed to start up and progress business ventures. The School of Business held several events on the Taradale campus for secondary schools participating in YES, with fledgling entrepreneurs from local secondary schools picking up top tips for pitching and progressing their business ideas.

A record 11 schools took part, including the Teen Parent Unit at Colenso High School. Lecturers from the School of Business broke new ground in teaching a group of Hawke's Bay Schools Trades Academy students who wanted to participate in YES, but whose schools did not offer business studies. EIT worked with

the Chamber of Commerce in sourcing and supporting business mentors for teams. These mentors included teaching staff at EIT.

The School of Business also provided funding support for teams to ensure students could bring their products to market. "In the past, funding has been a major hurdle for some teams," explained Associate Professor Jonathan Sibley. "Our objective was to ensure as many students as possible could take part in the competition."

The School of Business was closely involved with the Hawke's Bay Chamber of Commerce in providing a number of judges for the Pan Pac Hawke's Bay Business Awards. Head of School Rebekah Dinwoodie was the chief judge for the event.

As a further benefit, the event has strengthened EIT's links with business teachers in the participating schools, and Year 13 degree scholarship students enrolled in the School of Business have increased significantly.



Supported by EIT's School of Business, a Teen Parent Unit team from Colenso High School took part in the 2017 Hawke's Bay's Young Enterprise Scheme.

SCHOOL STUDENTS CHECK OUT EIT

Keen to alert young people to tertiary study opportunities available within their own region, EIT encouraged intermediate school students last year to think local in working up their plans for a tertiary education.

Studying locally can provide financial and cultural benefits and students are better placed to draw on familiar support networks. The regions also retain intellectual capital when school-leavers choose the 'home' rather than the 'away' option.

Supported by the Rotary Club of Greenmeadows, EIT invited 150 Years 7 and 8 students onto the Hawke's Bay campus where

they spent the day familiarising themselves with EIT's facilities and exploring future study options.

In March, a Young Women in Computing event organised by the Marketing team and the School of Computing attracted more than 30 high school students to EIT's Hawke's Bay campus. The event pitched computing as an attractive career option for young women, breaking down perceptions of the education and career opportunities involved.



ŌTĀTARA CHILDREN'S CENTRE TURNS 40

Located on the Hawke's Bay campus, Otātara Children's Centre celebrated 40 years with a special morning tea for present and former staff, the children and their whānau.

Since opening in 1977, the centre has provided care and education for thousands of children of EIT staff and students

as well as the wider community. That chimes with what the then institute director John Harré said at the time, that children attending the centre would not simply be minded – they would "receive stimulus and interest". John was also adamant that the first staff members should be trained and experienced early childhood teachers.

RESEARCH SNAPSHOTS

NEW RESEARCH AND INNOVATION CENTRE

Fostering research excellence and impact is an increasingly important aspect of EIT activity, particularly as the suite of graduate and postgraduate programmes continues to expand. Reflecting that, the Research and Innovation Centre was established during the year in the landmark Hetley Building.

The centre, staffed by senior professors, is enhancing research project development and innovation, helping to organise and manage the administration of research funding, fostering the development of emerging researchers and showcasing research work undertaken by EIT academics. The centre also

leads the procedural activities required for the Government's Performance-Based Research Fund (PBRF).

Having appointed its first research professor in 2002, the institute's growing research capabilities were reflected last year in a staff that included six full professors, an emeritus professor, an adjunct associate professor and eight associate professors. Every school has a research committee and the chairs of these sit on a strategic research committee where they share information and identify barriers and opportunities for research.

RESEARCH OUTPUTS

	2012	2013	2014	2015	2016	2017
Research Outputs (refereed & non-refereed)	201	216	254	254	241	308
Outputs per Academic FTE	0.64	0.70	0.91	0.84	0.72	0.94



Dr Mark Krasnow (left) with Dr Stewart Field in the EIT Hawke's Bay vineyard.

RECOVERY - WOMEN'S OVERSEAS SERVICE IN WORLD WAR I

An exhibition and book honouring East Coast women who served in World War I were launched at the Tairāwhiti Museum in March.

Recovery: Women's Overseas Service in World War I was researched, written and curated by EIT Faculty of Education, Humanities and Health Science Research Professor, Dr Kay Morris Matthews.

"It was very exciting to have completed the research and see the book published and the exhibition underway," she says.

"For five years, these women lived and worked away from New Zealand in a variety of roles, predominantly in war zones. Through presenting the narratives of the women themselves, the exhibition turns passive notions of women's war work on its head.

"The East Coast women profiled were brave, respected, strong and energetic leaders and professionally accomplished, and they endured significant hardships". The exhibition ran at the museum for 3 ½ months.



Original photos were sourced for the Recovery: Women's Overseas Service in World War 1 book and exhibition featuring the contribution made by East Coast women to the war effort.

RESEARCHING OPTIMAL WATER USE

EIT collaborated with Thoughtful Viticulture Ltd in recent trials for a New Zealand Winegrowers-funded research project aimed at using water more efficiently to irrigate grapevines.

Thoughtful Viticulture Ltd, established by Dr Mark Krasnow, and the School of Viticulture and Wine Science undertook the trials over the 2017/18 growing season in Hawke's Bay's Bridge Pa Triangle.

The exercise was aimed at helping the industry optimise its use of a limited resource, says viticulture lecturer Dr Stewart Field, who headed the project for EIT. "That's becoming an increasingly important consideration as territorial and local authorities look to better regulate the use of water in agricultural endeavours".

With a soil profile that is similar across the subregion, the Bridge Pa Triangle was considered a suitable area for the research exercise. The focus for the trials was Chardonnay and Merlot grown on six separate sites by a number of different growers.

The trials centred on the use of a pressure chamber – more colloquially known as a pressure 'bomb' – to measure water

stress in vines. The usual method for determining when to irrigate vines is to measure soil moisture levels, but this approach is relatively limited to one or two sites in a vineyard. As Stewart points out, the soil moisture content can be quite variable across a vineyard.

In addition, it is only usually measured to a depth of one metre. The vine roots often penetrate deeper than that, which means a plant can be well irrigated even when the reading for the topmost layer of soil records a low level of moisture. "Acting on a low reading can result in the vine being over-irrigated".

The research trials compared results from the conventional and pressure chamber methods. Using the pressure chamber method the petiole (the stalk that joins a leaf to a stem) is fed through a gasket which seals the leaf blade into the chamber. The chamber is then pressurised and as the pressure increases, at some point sap will be forced out and will be visible at the cut end of the petiole. "If the vine is well watered it takes hardly any pressure to record the result," says Stewart.

Rachel Forrest with Bea, EIT's Skills
for Living programme mascot.



PATU PETS – THE FURRY WHĀNAU PROJECT

Among EIT's youngest research professors, Associate Professor Rachel Forrest has been most recently focused on improving the health, well-being and physical performance of owners and their dogs and cats.

The Patu Pets – the furry whānau project is being run in tandem with Patu Aotearoa, an initiative kick-started by EIT Bachelor of Recreation and Sport graduate, Levi Armstrong, in 2012 to promote holistic health and well-being in local communities.

Having developed a model that combines group exercise and healthy lifestyle education with Māori language and culture, Levi has expanded from a first gym opened in Hawke's Bay to operating nationwide. The research project being led by Rachel is exploring the attitudes of gym members towards their companion animals and associated health and welfare issues.

"While there's lots of research work relating to agricultural animals and native species, there's been no research done in New Zealand on what people think about their pets," she explains. "For example, docking dog tails, microchipping, health insurance for animals, keeping cats in at night to protect native birds – no-one has asked owners these questions".

It's research that squares neatly with Rachel's own love of animals and aligns well with the research interests of EIT's newest executive dean, Professor Natalie Waran, who mentors the project. EIT's veterinary nursing and recreation and sport students are benefitting from assisting with the project.

Rachel also teaches science to first-year nursing students and supervises postgraduate students. The Patu Pets project is funded by an EIT internal research grant and externally by the New Zealand Companion Animal Trust.

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 2017.

External membership on the MSAG in 2017 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	

TAIRĀWHITI STAKEHOLDER FORUM

The Tairāwhiti Stakeholder Fora were held on 4 May and 16 October and were chaired by Tairāwhiti Council member, Sheryl Smail (April) and Chair, David Pearson (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 2017:

Stan Pardoe Chair, TROTAK	Terry Sheldrake Chief Executive, Chamber of Commerce
Prue Younger Chief Executive, Eastwood Council	Sue Peard Campion College Gateway/Careers
Steve Breen Activate Tairāwhiti	

FACULTY ADVISORY COMMITTEES

Advisory Committees have the task of 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 tutors. These committees and individuals from the region also feed into the wider advisory committee structure.

External members on Advisory Committees are noted below.

| BACHELOR OF TEACHING (PRIMARY)



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

| BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)



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

BEAUTY



Amanda Murray Makeup Artistry	Kay Deacon Visage
Dawn Baxter Casa Bella Beauty	Fiona Ritchie Simply Indulgent
Rebecca Field Caci Havelock North	

BUSINESS



Stuart Armstrong BDO	Steve Halpin Furnware
Karen Aspey Gisborne District Council	Mark Heaney HB Regional Council
Zoe Barnes Napier Inner City Marketing	Kim Holland Activate Tairāwhiti
Sue Boys BDO	Anne Muir Office Products Depot
Chris Guillemot Crowe Horwath	Bruce Robertson Gibson Management Ltd
David Hall Eastland Realty	Brendan Walsh Noel Leemings

COMPUTING



Duncan Barr Napier City Council	John Stabler NOW
Anthony Gouder HB Regional Council	Matthew Miller Mogul
Rohan Bowyer CodeBlue	Martin Bischofer EIT Student Representative
Ben Hill Pan Pac Forest Products Ltd.	Andrew Siddles CIO To Go
Leisa Epplett SPARK Digital	James Simmonds WebFox
Charles Forman Pan Pac Forest Products Ltd.	Shawn Hill VO2 (CodeBlue)
Andrew Smith Hastings District Council	Steve Watson Port of Napier
Kay Le Comte Tamatea High School	

ENGLISH LANGUAGE



Sanjeev Bhatia Multicultural Society	Jan Dearing Taradale High School
Kana Koga Study Abroad	Jillian Frizzell and Deb Starck Hastings Girls' High School
Robin Stewart William Colenso College	Lyn Malaugh Hastings Boys' High School
Geraldine Edwards Iona College	Helen Mills and Sue Holdaway Dannevirke High School

HAIRDRESSING



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

HEALTH AND WELLBEING



Kim Henneker Hawke's Bay District Health Board	Paul Wright IDEA Services
Caroline Lamp Whatever It Takes Trust Inc	Andrew McGarrol Hawke's Bay District Health Board
Jeff Carroll Hohepa Hawke's Bay	Kerry Harper Strive Rehabilitation, EIT
Bronwyn Murdoch Richmond Services Ltd	Teresa Loughlin Otatara Resthome Residential Care
Horiana Mukutarawhiti Te Taiwhenua o Heretaunga	

IDEASCHOOL ARTS AND THINKING



Richie Jackman Music Machine	Tom Burnstyn Cinematographer
Caroline Lawrence Sew Unlimited	John Norris Producer
Kevin Murphy Napier City Council	Toni MacKinnon Gallery Director
Makiko Sakamoto David Trubridge Design	Pitsch Leiser Hastings City Art Gallery
Patrick Tyman Iona College	Sophie Wallace Parlour Projects
Sally Louisson Production Manager	

MASTER OF HEALTH SCIENCE



Julia Ebbett Te Taiwhenua o Heretaunga	Dawn Birrell Hawke's Bay District Health Board
Kim Henneker Hawke's Bay District Health Board	Sue Smith Sport Hawke's Bay
Inez Awatere-Walker Hawke's Bay District Health Board	Bruce Green Hawke's Bay District Health Board
Andrew Phillips Hawke's Bay District Health Board	

NURSING EDUCATION



Chris McKenna Hawke's Bay District Health Board	Lee Allsop The Doctors, Napier
Dianne Wepa Hawke's Bay District Health Board	Liz Beattie Napier District Masonic Trust, Taradale
Janine Palmer Reseal Services	Sara Mason New Zealand Nurses Organisation
Karen Smiley Options Hawke's Bay & Allied Health Directorate	Kieran Nicholson Student Representative - Year 2
Laureen Sutherland Anglican Care (Waiapu) Ltd	Jordan Hill Student Representative - Year 3
Talalelei Taufale Hawke's Bay District Health Board	

SPORT, MASSAGE



Dan Rodden Sport Hawke's Bay	Ken McLeod Lindisfarne College
Jock MacIntosh Hawke's Bay Regional Sports Park	Melissa Whitefield ActiveWorx Health
Mark Aspden Sport Hawke's Bay	Glen Lucas Napier City Council
Wi Ormsby PHO	

SOCIAL SCIENCES



Karen Harris Whatever It Takes Services	Leanne Forward East Coast Department of Corrections Ara Poutama Aotearoa
Marie Roser DOVE Hawke's bay	Lisa Harrington Oranga Tamariki
Bruce Green Hawke's Bay District Health Board	

TE ŪRANGA WAKA



Donna Whitiwhiti Te Manaaki Taiao	Pomare Sidney Lindisfarne College
Crystal Edwards Radio Kahungunu	

TRADES AND TECHNOLOGY



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

TOURISM AND HOSPITALITY



Neil Barber Art Deco Masonic Hotel	Megan Harris Quest
Glen Fulcher City and Guilds	Greg Smith Airport Manager
Sarah Shand Napier Girls' High School	Keith Price Napier City Council
Kim Saber Trattoriaaalla Toscana	Lothian Greenwich Bakery Consultants
Chris Jarvis Bay Espresso	Jason Heaven Heavens Bakery
Damon McGuiness Emporium	Shay Bird Liquor King
Gareth Kelly Odyssey Tours	Sam Orton Orton Tailored Cuisine
Anne Worley United Travel	David Hodson Kauri Cliffs Lodge
Jenny Ryan Takoro Trails Cycle Tours	Terry Lowe Napier Girls' High School/Private caterer
Jane Libby Napier i-SITE Visitor Information Centre	John Bland Princess Alexander (Aged care)
Bill Sheppard Best Travel	Andy Glover Oceania (Aged care)



Lachie Mackay, a final-year New Zealand Diploma of Screen Production, filming on the EIT Hawke's Bay campus. The two-year programme prepares students for all aspects of the film industry.

2017 STATEMENT OF SERVICE PERFORMANCE

The Strategic Framework 2015–2019 identifies six key strategic priorities that continue to focus the institute over the 2017 year. 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 2017 Annual Plan and are incorporated below under each strategic priority.

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

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

SUCCESS FOR MĀORI

STRATEGIC PRIORITIES

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

Māori student participation at EIT remains very strong, well ahead of regional population demographics and the ITP sector average. Māori student participation continued to grow in Hawke's Bay up to 43% in 2017 from 42% in 2016. In Tairāwhiti Māori student participation was 72% in 2017 (down from 75% in 2016). Overall in 2017 49% of all SAC funded EFTS were Māori similar to the 50% in 2016.

Accessibility to tertiary study opportunities for Māori students remains strong due to EIT's continued focus on its breadth of provision, providing learning opportunities into remote locations across the Hawke's Bay and Tairāwhiti regions. The 2017 delivery locations outside of the main campuses extended to 37 different

locations during the year. Although increased accessibility is seen as a significant success measure for EIT it also comes with its challenges. Most of the provision outside of the main campuses was at the foundation level (levels 1-2) and involved a cohort of students that often faced increased challenges of their own. This might have contributed to a negative impact on some performance data, such as an overall drop in Māori student course completions for level 1-3 down to 63% from 71% in 2016. This might also have led to an increased gap in the parity of outcomes between Māori and non-Māori students from 5% in 2016 to 10% in 2017. Further investigation and consideration will need to be given to this.

There are, however, a number of success stories in terms of Māori student outcomes during the year in review. For example, course completions for Māori students (across all levels) in the School of Business increased from 85.4% in 2016 to 89.9% in 2017; School of Education and Social Sciences from 62.6% to 67.1%; School of Nursing from 76.1% to 80.0%; and the School of Computing from 62.2% to 76.1%.

24% of Māori students are studying at degree or higher level, the same result as for 2016.

The Herea Te Rā Māori Capability Development Framework gained significant awareness from staff across the campus which helped identify pathways and opportunities for staff capability development. This investment should see results for Māori student outcomes improve over the coming years.

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:		
OBJECTIVE	Implement Herea Te Rā Māori Capability Development Framework across the institution.	COMPLETED - Year 1 Implementation Year 1 implementation focussed on: - <ul style="list-style-type: none"> ▶ growing the awareness of the programme, ▶ presentation to teams, departments and schools to assist them to identify pathways of capability development ▶ introduction of regular workshops for Te Reo and Waiata across the Institute
SUCCESS MEASURES	Implement the Te Reo, Tikanga Māori and Ako capabilities across the institution.	
OBJECTIVE	Effective utilisation of information that will provide an opportunity to monitor Māori student success progress at a programme level	ONGOING EIT used three sources of data – 2016 course completions; 2017 assessment results; and information from Revive (student management and tracking tool) to support the tracking of Māori student progress. EIT continues to improve every year on how these are used to support Māori to achieve, as evidenced in the relevant EPI data.
SUCCESS MEASURES	Provide key information for a targeted set of programmes, that enables the effective tracking and monitoring of Māori student progress.	

STUDENT SUCCESS

STRATEGIC PRIORITIES

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

Level 4 and above course completions across the institute continued to increase during the 2017 academic year (84%, up from 82% in 2016). This was a pleasing result although it was noted that course completions for levels 1-4 were down slightly from the previous year. Level 3-4 course completions in 2017 were 69% (down from 72% in 2016), and Level 1-3 completions were 66% (down from 72% in 2016). As noted previously, with a significant number of students leaving high school with level 2 NCEA already, teaching at the foundation level for tertiary educators means providing to a smaller and increasingly challenged cohort. This, in turn, is probably reflective of the

drop in course completions at this level.

At the degree level (level 7), course completions were 89% in 2017, up from 88% in 2016.

EIT continues to serve the younger student population well. 49% of the government funded EFTS across the Hawke's Bay and Tairāwhiti campuses were under the age of 25 in 2017. The under-25 year focus remained a priority for the government and EIT ensured that these students remained a key cohort of overall enrolments. In addition, over 600 students participated in the secondary tertiary partnership programmes with most of these students being under 18 years.

Despite once again having comparatively low numbers of Pasifika students, participation did increase slightly in 2017 to 3.7% (up from 3.5% in 2016).

International student numbers saw encouraging growth in 2017 against a backdrop of more stringent immigration policy settings and a relatively fluid market. Total international student EFTS across all EIT campuses increased from 417 in 2016 to 519 in 2017 (note that this number does not include teaching delivered by EIT in China in 2017).

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:		
OBJECTIVE	Develop and implement a comprehensive 3-year international strategy for EIT incorporating growth targets, staff and financial resourcing, international partnerships and market positioning that will contribute to EIT's long-term viability.	ONGOING Strategy development commenced and will carry through to 2018. Given significant changes in immigration policy and uncertainty around domestic enrolments it was agreed by the EIT Executive Team that ongoing work on a comprehensive international strategy should continue into 2018. Terms of Reference and strategy scope agreed by the Executive Team, and development of the International Strategy and objectives for the next three years has commenced.
SUCCESS MEASURES	International strategic plan agreed by Council and Executive and a clear international position covering the next three years is articulated and understood by all relevant stakeholders	

CONNECTEDNESS

STRATEGIC PRIORITIES

We build active partnerships with:

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

COMMENTARY

EIT was again a key contributor to the regional economic development strategies (REDS) of both Hawke's Bay and Tairāwhiti.

The Tairāwhiti regional economic development strategy was released in 2017 and EIT was represented at the official launch.

EIT sat on REDS governance and project groups along with other key regional stakeholders such as local government, iwi, employers and other community organisations. Skills

development remains a critical component of both REDS and EIT continues to work with regional leaders to provide the right skills, at the right level in the right places.

Industry partnerships and industry based learning opportunities remain a critical component of the EIT delivery model. One example was during 2017 EIT partnered with Pipfruit NZ/PrITO/Toi Ohomai/Kiwifruit NZ to develop the Level 5 Diploma in Horticulture (Post Harvest) and will also work with these partners in the introduction of the Level 5 Diploma in Horticulture (Fruit Production) in 2018.

Following some preliminary research into regional secondary school engagement in the Youth Enterprise Scheme (YES), the EIT School of Business undertook a full mentoring programme for schools and offered a range of seminars, coaching, classroom sessions, and grants to encourage innovative thinking for young students and tertiary study for students interested in taking the learnings from the YES programme further. As a direct result of this interaction EIT has seen a 300% increase in the Year 13 scholarships to the EIT School of Business (increasing from seven in 2016 to 21 in 2017).

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:

OBJECTIVE	An industry partnership model is developed and implemented that allows EIT to explore/pilot new methods of programme delivery that could be extended in the future; meets industry needs; and is financially sustainable for EIT	COMPLETED
SUCCESS MEASURES	Successful implementation and delivery of a programme of study that explores a new delivery model and is signed off by both industry and TEC	Pilot programme commenced – Diploma in Horticulture Post Production delivery and development with Pipfruit NZ/PrITO/EIT/Toi Ohomai/Kiwifruit NZ. Ongoing discussions with TEC and MoE re the opportunity to trial some further new industry-led initiatives. Group successful in obtaining Joint Ventures & Amalgamation Partnership Fund (JVAP) funding from TEC (led by PrITO).
OBJECTIVE	EIT is active in the implementation of the Regional Economic Development Strategies in Hawke's Bay and Tairāwhiti	ONGOING
SUCCESS MEASURES	EIT is a key contributor to the strategies and action plans in the REDS strategies for Hawke's Bay and Tairāwhiti	EIT has continued presence at the governance, management and project team level across the Hawke's Bay and Tairāwhiti REDS and HB Social Inclusion Strategy

ENQUIRING MINDS

STRATEGIC PRIORITIES

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. Thirteen grants were awarded from EIT's competitive internal research grant fund during 2017. EIT researchers also secured grants from three external funding bodies.

Public lectures have been identified as a key way in which EIT can connect with its local communities and highlight selected

research projects that EIT staff have or are currently undertaking. During 2017 EIT hosted two public lectures covering "Applying the Wahakura lens to Māori Health Development" and "Indigeneity: Māori and the Indigenous Mosaic".

EIT maintained its close links with Ako Aotearoa and shared a number of research opportunities and events throughout the year under review.

The EIT Research and Innovation Hub was opened during 2017 led by the EIT Professoriate. Significant developments in 2017 included introduction of School Research Committees and the revision of the terms of reference for the EIT Strategic Research Committee to include the Chairs of those School Research Committees. This resulted in comprehensive representation of researchers across the campus as well as enhanced communication between researchers and the Strategic Research Committee.

Activities that supported these success measures were:

OBJECTIVE	All programmes of study in the EIT Institute Development Plan get NZQA approval (MRoQ)	COMPLETED FOR 2017
SUCCESS MEASURES	Programmes gain NZQA approval within planned timeframes	Approvals include: 38 new NZ Certificate and Diploma programmes (levels 1-6); major changes to 19 programmes, including four at Levels 7+, and three in Mātauranga Māori evaluation. Eight new training schemes. Approvals pending for three Level 7+ programmes.
OBJECTIVE	Development of a Research and Innovation Hub to provide support for applied research and researchers working at EIT; the organisation of the Professoriate to provide research leadership and preparation for the 2018 PBRF	COMPLETED
SUCCESS MEASURES	Research and Innovation Hub established within agreed budget and timeframes	EIT Research and Innovation Centre has been established and senior Professors have moved in. Restructure of research administration and decision-making from school committee to EIT Strategic Research Committee has been approved through Academic Board and School research committees have been formed. A research administrator is in post, and external research grant income will be managed through the Research Office. The first Professoriate gathering has occurred, and PBRF preparation is on track.

SMART THINKING

STRATEGIC PRIORITIES

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

Given the challenges that EIT and the wider ITP sector is seeing with static or decreasing domestic student enrolments, EIT is considering alternative methods of teaching delivery that can better integrate with potential students that are engaged in work or struggle to attend large blocks of learning on our main campuses. Alternatives include increased online delivery, more course options being provided through the EIT Regional Learning Centres, greater use of technology to allow teaching across multiple campuses via video conference, and embracing emerging technologies. New teaching pedagogy is championed through the EIT Teaching and Learning Steering Group.

EIT is a member of the TANZ group of ITPs and is continuing to invest in the TANZ eCampus. Along with EIT Online this has allowed EIT to increase its online programme presence during 2017 and places it well for further online course development and delivery in 2018 and beyond.

EIT has also invested staffing resource in student learner analytics during 2017 to ensure that we better understand the learning behaviours and needs of our online students. Much of this work will also leverage the significant investment in learner analytics across the TANZ partners.

Analysis of effective staff work flows, budgets and timetabling was achieved through the further embedding of the Staff Workload Allocation Tool (SWAT) during 2017.

EIT's provision was consistent with the EIT Investment Plan 2017-2019. It was noted however that the Level 3-4 School of Primary

Industries provision was only 62% of the EFTS received in the competitive tender process. This was not inconsistent with the rest of the ITP sector and was not helped by the late notification of the successful bid, meaning that staff and programmes were confirmed just before the academic year commenced. It is expected that EFTS will increase in 2018.

EIT maintained close engagement with the secondary school sector in Hawke's Bay and Tairāwhiti. Key engagement opportunities existed through campus Open Days, arranged visits for secondary schools, Year 13 Scholarships, Hawke's Bay Schools Trades Academy and the EIT Tairāwhiti Trades Academy, amongst many other initiatives. Direct engagement and discussions with schools utilising the Nga Kete data-set helped to enhance these relationships by allowing schools to better understand the destinations of their students once they left school.

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:

OBJECTIVE	Implement a project that utilises the Ngā Kete tool to maximise EIT's engagement with high school leavers to increase EIT's share of the school leaver market	COMPLETED
SUCCESS MEASURES	EIT increases its share of the high school leavers market	Data from the tool has been shared with high schools to assist them in gaining a better understanding of their students' tertiary transitions. The data and tool has been presented at both Tairāwhiti and HB Secondary School Career Advisor workshops and offers made to those schools to assist them in its utilisation if they wished. The tool is currently being utilised internally at EIT to inform new programme development and to identify high schools which potentially offer EIT the greatest opportunity to increase our share of high school leavers.
OBJECTIVE	Prepare an updated five-year Capital Development Framework	COMPLETED
SUCCESS MEASURES	Approval of plan	Five Year Capital Development Framework approved by EIT Council at the December 2017 meeting.
OBJECTIVE	EIT is an active contributor to the development and implementation of both TANZ eCampus and TANZ collaborative programme development to maximise net revenue opportunities and efficiencies for 2017 and beyond	ONGOING
SUCCESS MEASURES	All courses identified for delivery on TANZ eCampus are delivered EIT is linked to all collaborative programme development opportunities that help 2017 deliveries and beyond and assist in achieving completion of the programmes on the EIT Institute Development Plan gaining NZQA approval within planned timeframes	All courses identified for delivery on TANZ eCampus for 2017 and 2018. EIT and TANZ working with external agencies to grow EFTS and business revenue opportunities. Increased capital investment and changed financial arrangements to support growth. TANZ eCampus EFTS are up for 2017 and have received advance enrolments for 2018.

NGĀ KAITIAKI

STRATEGIC PRIORITIES

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

EIT built on the success of the EIT Staff Wellness Programme by offering further opportunities for staff in 2017. This continues to be a key staff engagement opportunity for EIT.

EIT recognises the uniqueness of its regions by expanding the delivery of programme offerings off its main two campuses and increasing the number of different locations in which EIT programmes are delivered from.

Health and Safety reporting to Council and management was reviewed during the year to ensure that appropriate and timely information was provided. Additional strategic analysis and thought around health and safety trends and opportunities was initiated during the year with the establishment of the Chief Executive's Health and Safety Advisory Committee.

Growth in both student and staff numbers at the EIT Auckland campus has meant that EIT is now increasingly seen as a 3-campus institution. The EIT Auckland Campus provides for international students only and is a successful complement to the offerings for international students in Hawke's Bay.

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:

OBJECTIVE	Develop and review a suite of sustainable programmes and opportunities that best meet the needs of potential students serviced through the regional learning network for 2018 and beyond	COMPLETED
SUCCESS MEASURES	Programmes identified and resourcing met for 2018 delivery	A review of current and potential programme offerings has taken place and 2018 programme offerings better reflect the needs of potential students serviced through the Regional Learning Centres. Note that this work will remain ongoing as future opportunities are identified and changes to current provision is assessed.
OBJECTIVE	Complete an institutional review of support service needs for students with disabilities and provide recommendations for implementation to the EIT Executive Team	DEFERRED TO 2018
SUCCESS MEASURES	Review has been completed and a suite of recommendations are provided to the EIT Executive Team for action	Initial planning completed but timeline deferred to 2018 due to the unavailability of key staff member.

INVESTMENT PLAN - KEY PERFORMANCE INDICATORS

COURSE COMPLETION			TEO PLAN PERFORMANCE COMMITMENT						
			2013 Actuals	2014 Actuals	2015 Actuals	2016 Actuals	2017 Commitments	2017 Draft/ Estimated Actuals	2018 Commitments
The successful course completion rate (SAC Eligible EFTS)	All	Levels 1-2	N/A	N/A	72.0%	74.2%	80.0%	65.1%	80.0%
		Levels 3+	0.0%	77.2%	79.6%	78.9%	83.0%	79.1%	85.0%
		Levels 4+	82.8%	81.3%	82.3%	82.2%	85.0%	84.4%	87.0%
	Māori	Levels 3+	0.0%	72.8%	74.6%	75.9%	80.0%	74.3%	82.0%
		Levels 4+	78.7%	76.5%	77.1%	80.4%	84.0%	81.4%	86.0%
	Pasifika	Levels 3+	0.0%	75.6%	71.0%	76.5%	80.0%	76.1%	82.0%
		Levels 4+	74.4%	79.4%	71.5%	77.9%	84.0%	80.3%	86.0%
	aged under 25	Levels 3+	0.0%	76.7%	79.1%	77.6%	83.0%	79.8%	85.0%
		Levels 4+	81.1%	80.8%	81.8%	81.3%	85.0%	84.0%	87.0%

QUALIFICATION COMPLETION			TEO PLAN PERFORMANCE COMMITMENT						
			2013 Actuals	2014 Actuals	2015 Actuals	2016 Actuals	2017 Commitments	2017 Draft/ Estimated Actuals	2018 Commitments
The qualification completion rates (SAC Eligible EFTS)	All	Levels 1-2	N/A	N/A	62.6%	73.5%	68.0%	74.3%	70.0%
		Levels 3+	0.0%	70.7%	80.0%	73.2%	78.0%	66.2%	82.0%
		Levels 4+	78.5%	76.0%	85.0%	72.9%	80.0%	66.7%	83.0%
	Māori	Levels 3+	0.0%	61.6%	70.1%	71.6%	75.0%	59.4%	80.0%
		Levels 4+	70.8%	63.7%	73.6%	69.0%	75.0%	58.2%	80.0%
	Pasifika	Levels 3+	0.0%	60.5%	60.1%	68.1%	75.0%	68.4%	80.0%
		Levels 4+	52.0%	64.6%	55.5%	69.7%	75.0%	67.0%	80.0%
	aged under 25	Levels 3+	0.0%	66.1%	76.8%	68.2%	75.0%	64.6%	80.0%
		Levels 4+	64.4%	69.5%	80.4%	68.9%	75.0%	63.7%	80.0%

STUDENT PROGRESSION			TEO PLAN PERFORMANCE COMMITMENT						
			2013 Actuals	2014 Actuals	2015 Actuals	2016 Actuals	2017 Commitments	2017 Draft/ Estimated Actuals	2018 Commitments
The student progression rate (SAC Eligible student count) to a higher level	All	Levels 1-2	N/A	N/A	44.5%	43.3%	50.0%	38.2%	50.0%
		Levels 1-3	38.3%	36.0%	37.3%	36.3%	50.0%	29.5%	55.0%
	Māori	Levels 1-3	40.2%	37.8%	37.9%	37.2%	50.0%	29.0%	55.0%
	Pasifika	Levels 1-3	49.2%	44.8%	47.0%	47.9%	50.0%	40.0%	55.0%

STUDENT RETENTION			TEO PLAN PERFORMANCE COMMITMENT						
			2013 Actuals	2014 Actuals	2015 Actuals	2016 Actuals	2017 Commitments	2017 Draft/ Estimated Actuals	2018 Commitments
The student retention rate (SAC Eligible student count)	All	Levels 1-2	N/A	N/A	50.2%	60.3%	62.0%	60.0%	66.0%
		Levels 3+	68.1%	72.4%	70.0%	71.0%	73.0%	66.6%	75.0%
	Māori	Levels 3+	63.9%	67.6%	65.8%	67.6%	70.0%	66.2%	73.0%
	Pasifika	Levels 3+	61.0%	68.1%	69.4%	62.4%	70.0%	70.3%	73.0%

YOUTH GUARANTEE			TEO PLAN PERFORMANCE COMMITMENT						
			2013 Actuals	2014 Actuals	2015 Actuals	2016 Actuals	2017 Commitments	2017 Draft/ Estimated Actuals	2018 Commitments
The successful course completion rate for all students		Level 1	71.9%	53.4%	0.0%	0.0%	0.0%	0.0%	0.0%
		Level 2	72.9%	66.7%	73.5%	70.0%	76.0%	66.2%	80.0%
		Level 3	77.1%	84.5%	74.5%	76.0%	78.0%	76.5%	80.0%
The qualification completion rate for all students		Levels 1-2	69.5%	61.9%	72.4%	66.0%	68.0%	60.0%	73.0%
		Levels 3	70.3%	84.3%	72.9%	84.0%	73.0%	82.9%	75.0%
The student progression rate for all students to a higher level		Level 1		80.4%	41.7%	100.0%	0.0%	0.0%	0.0%
		Level 2		22.6%	56.8%	62.0%	58.0%	36.6%	63.0%
		Level 3		30.6%	32.8%	36.0%	38.0%	13.0%	40.0%
The student retention rate for all students		Level 1		62.9%	50.0%	0.0%	0.0%	0.0%	0.0%
		Level 2		74.1%	62.9%	66.0%	80.0%	69.2%	83.0%
		Level 3		75.7%	79.9%	72.0%	80.0%	68.6%	83.0%

PARTICIPATION			TEO PLAN PERFORMANCE COMMITMENT						
			2013 Actuals	2014 Actuals	2015 Actuals	2016 Actuals	2017 Commitments	2017 Draft/ Estimated Actuals	2018 Commitments
The proportion of SAC Eligible EFTS enrolled at the TEO	Māori	Levels 1-2	N/A	N/A	12.1%	12.2%	11.0%	9.2%	10.0%
		Levels 3+	0.0%	34.2%	34.2%	38.2%	37.0%	41.1%	40.0%
		Levels 4+	23.6%	21.2%	22.4%	23.8%	26.0%	23.0%	28.0%
	Pasifika	Levels 1-2	N/A	N/A	0.8%	1.0%	1.5%	0.5%	2.0%
		Levels 3+	0.0%	3.9%	4.4%	4.4%	5.0%	3.3%	5.5%
		Levels 4+	3.1%	2.9%	3.3%	3.5%	4.5%	2.2%	5.5%
	aged under 25	Levels 3+	0.0%	39.5%	39.8%	37.6%	45.0%	40.8%	48.0%
		Levels 4+	33.7%	29.2%	30.9%	28.9%	35.0%	29.5%	40.0%

	TEO PLAN PERFORMANCE COMMITMENT						
	2013 Actuals	2014 Actuals	2015 Actuals	2016 Actuals	2017 Commitments	2017 Draft/ Estimated Actuals	2018 Commitments
The number of international student EFTS	210.90	327.68	321.05	417	500	519	550
The amount of External Research Income earned	N/A	N/A	\$199,999	\$111,505	\$600,000	\$8,506	\$650,000
The number of Research Degrees completed	N/A	22	18	13	20	13	25

Notes:

1. 2017 EPIs have been calculated using TEC methodology as closely as possible. However, final TEC published EPIs may differ when TEC apply their methodology and non EIT data.
2. TEC is currently consulting on a change to some EPI methodologies. This may require commitments and past results to be recalculated for 2018 and beyond. The above actuals data has been calculated based on existing methodologies as published by TEC in 2014.
3. 2017 qualification completion EPI has been based on internal EIT data where students have accumulated equal or more credits than required to be awarded for the qualification they are enrolled in. However, as at the time of calculating this EPI, many of these students will not have applied for, or had approved, their eligibility to graduate confirmation, hence the results could differ slightly.



First-year Diploma in Body and Beauty Therapy student Megan Woollard applies a lash and brow treatment.

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.

In addition to student success outcomes as noted in the Statement of Service Performance (SSP), a review of all 2017 Key Performance Indicators (KPI) commitments and draft outcomes shows challenges exist across our priority learner outcomes - Māori, Pacific, Youth Guarantee, and under 25 years. Acknowledging that more than three quarters of our enrolled students sit within one of these priority groups, EIT will continue to work towards aspirational targets. While the SSP targets are set by EIT, the KPI targets published come from our Investment Plan (2017-2019) agreed with TEC in 2016. The shortfall of some components in our KPIs against 2017 targets are reflective of more systematic challenges across the communities that we serve.

Whilst noting that we mostly haven't met 2017 aspirational qualification completion targets, it is pleasing to see that generally 2017 course completions targets are up on 2016, as are retention measures, so we expect that these results will translate into improved qualification completion rates in future years. While student progression results are down on 2016, it must be noted that these draft 2017 results are only calculated on progression within EIT, whereas final 2017 results when published by TEC will also include progressions of 2017 EIT students to other tertiary organisations.

As with previous years, EIT continued its focus on priority learners during the 2017 year as we recognise that many will experience barriers to achievement. Many of the key initiatives instigated by the institute had a key concentration on improving learner outcomes for Māori, Pacific and young learners (under 25 years). Although many successes were recognised during the year, the institute does acknowledge that success at the foundation level (levels 1-2) has become more challenging due to the complex social and economic issues that many of our learners face. This could be particularly true in some of the more remote delivery locations.

Council and management recognises that tertiary education at all levels should be accessible to the wider demographic within the Hawke's Bay and Tairāwhiti regions and it does not ignore the hard to reach and hard to engage students.

Overall recruitment into the Tairāwhiti campus and regional learning centre programmes across the Hawke's Bay and Tairāwhiti regions increased in 2017 to 1,451 EFTS, up from 1,390 in 2016.

The Māori and Pacific Trades Training consortium in Hawke's Bay and Tairāwhiti provided EIT with further opportunities to

partner with local iwi being Ngāti Kahungunu and Ngāti Porou respectively. In EIT's fourth year of delivering Māori and Pasifika Trades Training (MPTT) 300 EFTS were delivered in 2017, up from 266 in 2016, 204 in 2015 and 152 in 2014. This fund is targeted at providing level 1-4 trades qualifications to Māori and Pasifika aged 16-40, with a specific focus on transition to further study or apprenticeships/employment. This initiative has contributed to the overall Māori participation rate increase in 2017 and the growth at levels 1-4. Both consortia met their contractual obligations relating to Government funding and both consortia experienced an increase in student enrolments over the previous year. These consortia provide meaningful engagement with local Māori and Pacific communities and have allowed for further initiatives to develop. Course completions for students enrolled in Māori and Pacific Trades Training across both consortia is up to 71% from 68% in 2016.

The EIT Pacific Island Advisory Group (PIAG) did not meet as frequently during 2017 due to a reconsideration of how to best engage with the Pacific community in the future. An initiative to create a regional Pacific Reference Group is currently being investigated and would include EIT. It is envisaged that this group would be formally established in 2018. Pacific student participation remains relatively low at 3.7% but this is broadly reflective of the regional demographic. It is encouraging to note, however, that Pacific students studying at and above level 4 had a course completion rate of 80%, up from 78% in 2016.

EIT continues to receive strong support from the Hawke's Bay and Tairāwhiti School communities for the Secondary Tertiary Partnership programmes with over 600 students participating in the Trades Academy and DualPathways Pilot offerings. Further Level 2 and 3 programmes were added to support the need for vocational education to cater for a growing demand.

EIT remains the second largest provider of Youth Guarantee places within the New Zealand ITP sector. Overall Youth Guarantee course completions during 2017 were 75% which is slightly higher than 2016.

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. 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	AWARDS						
	Training Scheme Awards	Certificate (L1-4)	Diploma (L5-6)	Degree (L7)	Graduate Diploma (L6-7)	Postgrad (L8+)	Total
Centre of Veterinary Nursing	8	37	24				69
English Language Centre	4	43					47
ideaschool		34	15	26			75
School of Business		83	62	37	40	40	262
School of Computing		161	34	40	15	51	301
School of Education and Social Sciences		69		53			122
School of Health and Sport Science		224	45	22		5	296
School of Nursing		95		100	96	82	373
School of Primary Industries		535					535
School of Tourism and Hospitality		257	46				303
School of Trades and Technology	5	356					361
School of Viticulture and Wine Science		10	17	9	20		56
Te Ūranga Waka	191	342		22		4	559
Toihoukura			9	8	10		27
EIT Total	208	2246	252	317	181	182	3386
EIT Hawke's Bay Total	23	1214	216	259	148	114	1974
EIT Tairāwhiti And Regional Learning Centres Total	185	1027	36	54	10		1312
EIT Auckland Total		5		4	23	68	100

ACADEMIC OUTCOMES 2017*

SCHOOL	AWARDS						
	Training Scheme Awards	Certificate (L1-4)	Diploma (L5-6)	Degree (L7)	Graduate Diploma (L6-7)	Postgrad (L8+)	Total
Centre of Veterinary Nursing	17	8	34				59
English Language Centre		31					31
ideaschool		57	27	30		2	116
School of Business		62	70	20	97	75	324
School of Computing		499	33	50	22	51	655
School of Education and Social Sciences		64		39			103
School of Health and Sport Science		164	36				200
School of Nursing	91	67		84		94	336
School of Primary Industries	30	365	7				402
School of Tourism and Hospitality		181	31				212
School of Trades and Technology	7	317	12				336
School of Viticulture and Wine Science		10	10	11	33		64
Te Ūranga Waka	22	441		10		3	476
Toihoukura					4	11	15
EIT Total	167	2266	260	244	156	236	3329
EIT Hawke's Bay Total	114	1187	230	205	71	130	1937
EIT Tairāwhiti and -Regional Learning Centres Total	53	1074	30	39	4	11	1211
EIT Auckland Total		5			81	95	181

* 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.



National Certificate in Horticulture (Advanced Level 4) student Karen Christy appraises the Royal Gala crop in an orchard in Clive.

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

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 Te Matau-a-Māui Conservation Board

Caves, Mark

- ▶ Consultant, UNESCO Reforming Technical and Vocational Education and Training (TVET) project, Iraq

Chapman, Brenda

- ▶ Member, Hawke's Bay Chamber of Commerce Board

Collins, Christopher

- ▶ Member, NZITP CEO Committee
- ▶ Member, Business Hawke's Bay Board
- ▶ Board Member, Tertiary Accord of New Zealand Ltd (TANZ)
- ▶ Board Member, TANZ e-Campus Ltd
- ▶ Trustee, Ōtātara Trust
- ▶ ITP Sector Representative, TEC Investment Approach Sector Reference Group
- ▶ Member, Matariki (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 (formal leave of absence from September 2017)
- ▶ Member, Hawke's Bay Multi Use Sports Facility Steering Group
- ▶ Member, Tairāwhiti Economic Action Plan Strategy Group
- ▶ Chair, International Board, International Federation of Evangelical Students (IFES)

Cotter, Regan

- ▶ New Zealand Association of Cooperative Education (NZACE)

Duncan, Katrina

- ▶ Lower North Island representative, Cycle Action Network

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
- ▶ Executive Editor, Computing and Information Technology Research and Education New Zealand Conference Proceedings
- ▶ 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)
- ▶ Director, Rotary club Youth Awards Committee

Fleming, Sandra

- ▶ NZ National Business and Professional Womens' Club

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

Hartley, Thomas

- ▶ Member, New Zealand Association for Cooperative Education (NZACE) Board
- ▶ Chairperson, EIT Chaplaincy Trust Board
- ▶ Ex officio Executive Board Member, Inter-Church Tertiary Chaplaincy Trust Board

Hinge, Steve

- ▶ Austin Journal of Business Administration and Management Journal Editorial Board, New Jersey, USA
- ▶ GSL Journal of Business Management and Administration Affairs Editorial Board, Concord, California, USA

Jones, Philippa

- ▶ Deputy Chair, ITP International Group
- ▶ ITP Sector representative, Prime Minister's Scholarships for Latin America (PMSLA) selection panel
- ▶ Board Member, Learning Hawke's Bay (LHB) Governance Group

Keepa, Tuhakia

- ▶ Te Tira Manukura – National Māori ITP Managers Network

Kirton, Diana

- ▶ Elected Member, Hawke's Bay District Health Board
- ▶ Elected Member, Chair, Hawke's Bay Power Consumers' Trust
- ▶ Lay member, Hawke's Bay Law Society Standards Committee

Lardelli, Derek

- ▶ Trustee, Toi Māori Aotearoa (National body representing all Māori Art Forms)
- ▶ Member, Waitangi Tribunal
- ▶ Trustee, NZ Arts Foundation
- ▶ Chairperson, Te Uhi a Mataora (National collective of Taa Moko artists)
- ▶ Advisory panel member, Te Papa Tongarewa Karanga Aotearoa (international repatriations)

Lloyd, Nikki

- ▶ External Verifier, City & Guilds, Australia and Pacific region

MacCallum, Kathryn

- ▶ Co-President (NZ), Australia & New Zealand Mobile Learning Group (ANZMlearn)
- ▶ Communication Officer, International Association for Mobile Learning (IAMLearn)
- ▶ Executive Committee Member, Flexible Learning Association of NZ (FLANZ)
- ▶ Associate Editor in Chief, Journal of Information Technology Education: Research
- ▶ Associate Editor in Chief, Journal of Information Technology Education: Innovations in Practice
- ▶ Associate Editor, International Journal of Mobile and Blended Learning (IJMBL)
- ▶ Associate Editor, 8th Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2017), Napier, New Zealand, October 2-4, 2017
- ▶ Workshop Convener, Australia & New Zealand Mobile Learning Group (ANZMlearn) hosted by ASCILITE2017
- ▶ Member, Programme Committee, 8th Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2017), Napier, New Zealand, October 2-4, 2017
- ▶ Founding Member, Special Interest Group for Mobile Learning ASCILITE
- ▶ Reviewer, Computers & Education International Journal
- ▶ Reviewer, Australasian Journal of Educational Technology
- ▶ Reviewer, Informing Science: The International Journal of an Emerging Transdiscipline (InformingSci)
- ▶ Reviewer, Computers in Human Behavior Journal
- ▶ Reviewer, International Journal of Doctoral Studies
- ▶ Reviewer, Informing Science and Information Technology Education Conferences
- ▶ Reviewer, CITRENZ 2017, 8th Annual Conference of Computing and Information Technology Research and Education New Zealand, Napier
- ▶ Reviewer, ASCILITE 2017, Australasian Society for Computers in Learning in Tertiary Education Conference, Toowoomba, Australia
- ▶ Guest Lecturer, Ostbayerische Technische Hochschule, Regensburg Germany, UX/UI Mobile Course

- ▶ External Monitor, Unitec, Masters of Applied Practice
- ▶ External Moderator, National Advisory Committee on Computing Qualifications
- ▶ External Moderator, Unitec, Bachelor of Information Technology

McConnell, Cheryl

- ▶ Member, Reggio Emilia Aotearoa New Zealand, (REANZ) Hawke's Bay
- ▶ Reviewer, Initial Teacher Education review and accreditation panels, Early Childhood Education, New Zealand Education Council

McCormick, Claire

- ▶ Member, Women in Film and Television (WIFT)
- ▶ Member, Film Hawke's Bay Board

Mahadeo, Jyoti Devi (Brinda)

- ▶ Editorial Board Member, Advanced Business and Finance
- ▶ Editorial Board Member and Reviewer, Journal of Business Ethics
- ▶ Editorial Board Member and Reviewer, World Review of Business Research
- ▶ Reviewer, Australia and New Zealand Academy of Management
- ▶ Reviewer, Academy of Management

Main, Steve

- ▶ Member, New Zealand Motor Trade Association (MTA), Gisborne Committee

Marshall, Bob

- ▶ Executive Committee, Hawke's Bay Medical Research Foundation
- ▶ Member, Hawke's Bay Medical Research Foundation Scientific Committee
- ▶ Member, Olives New Zealand Executive Committee
- ▶ Chair, HB Branch, Olives New Zealand

Meyer, Salomé

- ▶ International examiner for PhDs for the University of South Africa for the Department of Health Studies:
 - A Model for Trust in the Nursing Education Environment
 - A Model for Facilitating Teaching of Intimate Care to Nursing Students in South Africa
- ▶ Member, Central Hub Advisory Group of Ako Aotearoa (representing EIT)
- ▶ Member, Flexible Learning Association of New Zealand (FLANZ)
- ▶ Member, Higher Education Research and Development Society of Australasia Inc. (HERDSA)
- ▶ Reviewer, Journal of Applied Computing and Information Technology (JACIT) produced by Computing and Information Technology Research and Education in New Zealand (CITRENZ)
- ▶ Reviewer, accredited professional journal Health RSA Gesundheit.
- ▶ Reviewer, accredited professional journal Curationis.
- ▶ Reviewer, Flexible Learning Association of New Zealand (FLANZ) conference, Inception to Infinity: Places, spaces and time for learning to be held 9-11 April 2018, Massey University, Palmerston North

- ▶ Reviewer, Computing and Information Technology Research and Education New Zealand (CITREnz) conference, Napier, Hawke's Bay, 2-4 October 2017
- ▶ Panel member, International Scientific Advisory Panel (ISAP), Royal College of Nursing of the United Kingdom's annual international nursing research conference, 16-18 April 2018, Edgbaston, Birmingham, United Kingdom.

Munday, Karen

- ▶ Committee member, New Zealand Nutrition Society

Nelson, Emily

- ▶ Editorial Board Member, Middle Grades Review Journal, United States of America.

Oldershaw, Mark

- ▶ Trustee, Hawke's Bay Youth Future Trust
- ▶ Board Member, UNICEF New Zealand
- ▶ Member, Centre for Labour, Employment and Work, Victoria University Advisory Board
- ▶ Member, Hawke's Bay Inter-sectorial Group Operations Group
- ▶ Member, Matariki HB REDS Project Team

Papps, Elaine

- ▶ Reviewer, Nursing Praxis in New Zealand
- ▶ Reviewer, Kai Tiaki Nursing Research
- ▶ External Monitor, Whitireia/Weltec Master of Professional Practice

Pentecost, Mandy

- ▶ National Executive Member, New Zealand Association of Counsellors
- ▶ Member, Ethics Committee, New Zealand Association of Counsellors
- ▶ Member, Counsellor Education Committee, New Zealand Association of Counsellors
- ▶ Reviewer, New Zealand Journal of Counselling
- ▶ External Monitor, Manukau Institute of Technology Bachelor of Applied Counselling

Roberts, Jennifer

- ▶ Co-Chair, HBDHB/EIT Dedicated Education Unit Steering Group
- ▶ Chair, EIT Diploma in Tertiary Learning & Teaching (DTLT) Advisory Group
- ▶ Member, International Consortium to Study Rationing of Health Care
- ▶ Member, Nursing Education in the Tertiary Sector (Aotearoa NZ)

Rowan, Yvonne

- ▶ Member, Association of Tertiary Learning Advisors of Aotearoa New Zealand (ATLAANZ)
- ▶ Co-opted, Executive Committee, ATLAANZ

Roy, Ram

- ▶ Member, Local Advisory Committee, EIT Hawke's Bay
- ▶ Member, Research Committee, School of Business & Computing, EIT, Hawke's Bay
- ▶ Member, Production and Operations Management Society

(POMS), USA

- ▶ Member, Chartered Institute of Logistics and Transport, New Zealand
- ▶ Member of the Research committee for Hawke's Bay Regional Research at EIT
- ▶ Vice-President, Hawke's Bay Multicultural Association, New Zealand
- ▶ Panel Member for the Accreditation of Postgraduate Programme in Logistics and Supply Chain Management at NMIT, Nelson, New Zealand.
- ▶ External Moderator of course for Sothorn Institute of Technology, Invercargill, New Zealand
- ▶ External Moderator of course for NMIT, Nelson, New Zealand
- ▶ External Examiner for Ph.D. thesis, National Institute of Technology, Kurukshetra, India
- ▶ External Examiner for Master's thesis, Whitireia Institute, New Zealand
- ▶ Internal Examiner for Master's thesis, School of Computing, EIT, Hawke's Bay, New Zealand
- ▶ Internal Examiner for Master's thesis, School of Business, EIT, Auckland, New Zealand
- ▶ Reviewer, David Publishing Company, Illinois, USA
- ▶ Reviewer, Australian and New Zealand Academy of Management (ANZAM) Conference, Queenstown, New Zealand
- ▶ Reviewer, ANZAM Conference, Queenstown, New Zealand
- ▶ Reviewer, CITREnz Conference, Napier, New Zealand
- ▶ Reviewer, GSL Journal of Business Management and Administration Affairs, USA

Saywell, Victor

- ▶ Member, Institutes of Technology and Polytechnics Finance Forum
- ▶ Member, TEC Sector Reference Group, Investment and Asset Management
- ▶ Chair, Strive Rehabilitation @ Hawke's Bay Trust (formerly Stewart Centre @ EIT Trust)
- ▶ Trustee, Strive Rehabilitation Trust (formerly New Zealand Stewart Centre Trust)

Singh, Paul

- ▶ Associate Member, Council for Australasian Tourism and Hospitality Education (CAUTHE)
- ▶ External Evaluator, NZQA

Skelton, David

- ▶ Member, ITP Forum, IT Professionals New Zealand
- ▶ Associate Editor, Computing and Information Technology Research and Education of New Zealand (CITREnz) Conference Proceedings
- ▶ Reviewer, Computing and Information Technology Research and Education of New Zealand (CITREnz) Conference
- ▶ Reviewer, Asia-Pacific Journal of Cooperative Education
- ▶ Reviewer, New Zealand Association of Cooperative Education Conference

Smith, Hannah

- Affiliate, NZISM (New Zealand Institute of Safety Management)

Smith, Ruth

- Te Aitanga a Mahaki Representative. Te Mātāwai - Tairāwhiti Regional Board: Te Paepae Motuhake o te Tairāwhiti. Tairāwhiti Region, New Zealand, 2017 to 2019
- Te Ohonga Representative. Te Aitanga a Mahaki Language Strategy. Gisborne, New Zealand, 2017 to 2019

Stewart, Deb

- Member, TANZ e-Campus programme development team for Certificate in Adult and Tertiary Teaching (NZCATT), 2017-2018
- Monitor, NZQA degree programme for Toi Ohomai's Bachelor of Community Health
- EIT representative, Central Educational Developers' Group

Tapine, Apiata

- City Councillor, Nelson Park Ward, Napier City Council
- Tangatawhenua representative, region of Wairoa - Hawke's Bay Regional Planning Committee
- Elected representative on Post Government Settlement Entity 'Tātau Tātau O Te Wairoa Trust' – Trustee
- Chairman, Te Reinga Marae

Taylor, Lee-Anne

- Committee Member, Hawke's Bay Branch, Physiotherapy New Zealand, Central Netball Zone Board Member
- PATU Aotearoa Advisory Member
- 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 NetballSmart

Te Rore, Cherie

- Trustee, Literacy Turanga (Literacy Aotearoa)

Thomson, Marion

- Trustee, Sustaining Hawke's Bay Trust
- Governance National Coordinating Committee member, Organic Farm NZ - Local Market Certification
- National Council member, Soil & Health Association of NZ
- Trustee, Raureka Community Trust

Tipene-Leach, David

- Member, Expert Advisory Committee to the National Safe Sleep Programme
- Member, Shaken Baby Prevention Advisory Group, Ministry of Health
- Member, Māori Smoking Expert Advisory Group, Ministry of Health
- Trustee, Heretaunga Tamatea Settlement Trust
- Member, He Toa Takitini, Treaty of Waitangi Claim Board (Chair)
- Member, Ministerial Advisory Group for Minister of Health

Toomey, Christopher

- Member, Institutes of Technology and Polytechnics Tourism and Hospitality Forum

Verhaart, Michael

- Reviewer: Vive Kumar, Yanyan Li, Zhizhen Zhang (Eds.) (in process). New Technologies for Teacher Support. Springer
- Reviewer: Journal of Information Technology Education: Innovations in Practice (JITE:IIP)
- Reviewer: Journal of Information Technology Education: Research (JITE:IRP)
- Programme Committee: CELDA 2017, 14th International Conference on Cognition and Exploratory Learning in Digital Age, 18 – 20 October 2017, Vilamoura, Algarve, Portugal
- Programme Committee: eLmL 2017, The Ninth International Conference on Mobile, Hybrid, and On-line Learning, March 19 - 23, 2017 - Nice, France.
- NZQA Monitor Regent International, Auckland. Diploma in Information Communication Technology Level 7
- NZQA Moderator: Royal Business College, Christchurch. Diploma in IT Level 7
- NZQA Monitor: UUNZ Institute of Business, Auckland. Bachelor of Information Technology
- NZQA Monitor: Aspire2 International / Queens Academic Group Limited, Auckland. Diploma in Information Technology (Business IT), Level 7
- NZQA Monitor: Aspire2 International / National Technology Institute Ltd, Auckland. Diploma in Computing (with strands in Software Development and Computer Networking), Level 7
- NZQA Monitor: EDENZ Colleges, Auckland. Diploma in Software Development (Level 7)
- NZQA Monitor: Waikato Institute of Technology (Wintec). Postgraduate Diploma in Applied Informatics (Level 8)

Walker, Rachael

- New Zealand Representative, Australian and New Zealand Dialysis and Transplantation (ANZDATA) Registry Committee
- Member, Australian and New Zealand Dialysis and Transplantation Registry (ANZDATA) – New Zealand Working Group
- Member, Caring for Australasians with Renal Impairment (CARI) Indigenous Guidelines Development and Writing Group
- Member, Australasian Kidney Trials Group – Teach PD Trial Steering Group
- Member, International Society of Nephrology (Nursing Taskforce)
- New Zealand Representative, Joanna Briggs Institute, Expert Reference Group, (Renal)
- Member, Global Expert Forum for Home Hemodialysis
- Australasian Representative, International Society of Peritoneal Dialysis – Nurse Liaison Group (Chairperson from 2014)

Walker, Sue

- Member, Operation Friendship Hawke's Bay

Waran, Natalie

- ▶ Invited National Animal Welfare advisor to Singapore Government
- ▶ Hon Professor, Edinburgh University
- ▶ Trustee, NZ National Companion Animal Council
- ▶ Hon Fellow, International Society for Equitation Science
- ▶ Trustee, Bob Kerridge Animal Welfare Foundation
- ▶ Trustee, Strive Rehabilitation @ Hawke's Bay Trust (formerly Stewart Centre @ EIT Trust)

Westwood, Kirsten

- ▶ President, Hawke's Bay Medical Research Foundation
- ▶ Chair, Hawke's Bay Heart Foundation

Yahanpath, Noel

- ▶ Reviewer, Journal of Qualitative Research in Financial Markets
- ▶ Reviewer, Journal of Risk Finance
- ▶ Reviewer, International Journal of Islamic and Middle Eastern Finance and Management
- ▶ Reviewer, Australian Accounting Business and Finance Journal
- ▶ Reviewer, Journal of Financial Regulation and Compliance
- ▶ Reviewer, Education + Training journal
- ▶ Reviewer, International Journal of Mentoring and Coaching in education

INTERNATIONAL CENTRE MEMBERSHIP ORGANISATIONS

EIT has institutional membership of the following international education-related organisations:

- ▶ English New Zealand
- ▶ India New Zealand Business Council (INZBC)
- ▶ International Student Association Inc in Australia (ISANA)
- ▶ Learning Hawke's Bay (LHB)
- ▶ Study Applied Sciences NZ (SAS)
- ▶ Study Auckland
- ▶ UK NARIC

PRIZES, AWARDS & GRANTS

| PRIZES

Chief Executive's Excellence Award (Research)

Dr Emre Erturk, Information Technology Lecturer, School of Computing

Chief Executive's Excellence Award (General Staff)

Margaret Young, Pouwhirinaki, HB Campus

Teaching & Learning Award

Central Hawke's Bay Regional Learning Centre Team: Jenni Tomlins, Kathryn Lee, Jason Burkin, Jo Duff, Kay Galbraith, Rei Meha, Kylie Hema, Jo Heperi, Nette Butler, Sandra Fleming, Kelly Annand, Vikki Graham

Chief Executive's Tairāwhiti Award

Gidi Avni, Learning Adviser

| AWARDS

Best Book Chapter

Parsons, D. & MacCallum, K. (2017). An mLearning toolset for leveraging learning theory. In R. Power, M. Ally, D. Cristol, & A. Palalas (Eds.), *IAmLearning: Mobilizing and supporting educator practice*. [e-Book]. International Association for Mobile Learning.

Educational Innovation Commendation Award, CITRENZ 2017

Kathryn MacCallum & John Jamieson

| EIT INTERNAL RESEARCH GRANTS 2017

Carl Paton

Responses and adaptations to cycle exercise with lower limb blood occlusion.

Carl Paton & Chey Dearing

Responses to different methods of caffeine delivery

Emily Nelson

Implementing Innovative Learning Environments through a Māori Lens

Rachel Forrest

PATU™ Pets - The furry whānau.

Jonathan Sibley

The Incubation Landscape

Petra King

Effects of pre-flowering anti-transpirant sprays on carbohydrate reserves in Sauvignon Blanc vines over the 2015 and 2016 season.

Rod Chittenden

The effect of a No Plunge Wine-Making Technique on Phenolic Extractions and Pigment Composition in Merlot, Syrah and Pinot Noir wines.

Stewart Field

Alternatives to herbicide: The effect of undervine woven ground cover on fruit yield and wine composition - Year 3.

Mark Caves

The effect of the timing of hops additions to chemical properties, sensory profile and consumer acceptance of beer.

Dr Paul Singh

Mapping Hawke's Bay's Regional Innovation System

Kathryn MacCallum

The reality of today's education: Using technology to engage, educate and exhilarate.

David Tipene-Leach

Listing the Repudiation Movement Letters

| EXTERNAL RESEARCH GRANTS 2017**Anita Jagroop-Dearing**

HBDHB Campylobacter project
HB District Health Board

Rachel Forrest

PATU™ Pets project
NZ Companion Animal Council

Kay Morris Matthews

Ngātahi
HB District Health Board

HAWKE'S BAY A&P BAYLEYS AND ROMEO BRAGATO WINE AWARDS

EIT students won numerous medals at these awards as documented earlier in the report



In his final year at EIT, Jascha Oldham-Selak was awarded Constellation and Bragato scholarships to study the concurrent Bachelor of Wine Science and Bachelor of Viticulture.

STATEMENT OF RESOURCES FOR THE YEAR ENDED 31 DECEMBER 2017

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 EIT facilities used in 2017 was 57,985 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.

An additional two hectares of land opposite the Hawke's Bay campus is the site for the student residential village.

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

The main Tairāwhiti campus is located over three hectares in the Gisborne CBD area and the Rural Studies Unit is located over four hectares 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 & 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, ideashool 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 Hawke's Bay campus, including 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.

Student Accommodation

The institute owns and manages a variety of student accommodation facilities in the Napier area. The land opposite the Hawke's Bay campus is the site for the managed student residential village, consisting of twelve residential villas each with a capacity of six bedrooms. In addition, a complex of five self-contained flats with a total capacity of eleven bedrooms was acquired during the year and is located in the nearby suburb of Greenmeadows. In addition, a three bedroom ex-caretakers house located on the Hawke's Bay campus was converted to student accommodation in mid-2017.

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. In late 2017 EIT purchased a commercial building in Heretaunga Street West, which will be remodelled and furnished with the planned relocation from our current facilities early in 2018.

Maraenui Centre

The centre facilities, owned by the institute, provide 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 Primary Industries School for horticulture training.

Tairāwhiti Campus (Gisborne CBD)

Buildings at this campus include an administration block and library complex, trades training workshop, Toihoukura Māori Arts & Crafts 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 leases 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 Campus

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

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	0	267	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	1,498	28,715	8,191	11,511	8,070	57,985

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 12.8 m² per EFTS, for 2017.

Net Floor Area

The combined net area of all EIT teaching spaces is 28,715m², which equates to an area of 6.4 m² per EFTS.

3. HUMAN RESOURCES

Expressed as Full-Time Equivalent staff (FTEs)

	2012	2013	2014	2015	2016	2017
Teaching Staff	312.0	306.8	291.4	303.3	326.3	328.4
Allied Staff and Management	234.1	224.3	230.5	230.1	238.5	245.6
TOTAL STAFF	546.1	531.1	521.9	533.4	564.8	574.0

STATEMENT OF STATISTICS

FOR THE YEAR ENDED
31 DECEMBER 2017

EFFECTIVENESS INDICATORS

EFTS TARGET : ACTUAL

	Target	Actual	%
2013	4,236	4,388	104
2014	4,527	4,574	101
2015	4,404	4,398	100
2016	4,546	4,597	101
2017	4,653	4,518	97

EFFICIENCY INDICATORS

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

TEACHING STAFF : STUDENT RATIO

	2013	2014	2015	2016	2017
FTE Teaching Staff : EFTS	1 : 14.6	1 : 15.7	1 : 14.5	1 : 14.1	1 : 13.8

NET TEACHING AREA PER EFTS

	2013	2014	2015	2016	2017
Ratio of Teaching Area per EFTS (m ²)	6.1	6.2	6.4	6.2	6.4

GROSS OPERATING COSTS PER EFTS

	2013	2014	2015	2016	2017
Operating Costs per EFTS	\$12,573	\$12,472	\$13,229	\$13,257	\$14,220

EQUAL EMPLOYMENT OPPORTUNITY INDICATORS

COMPOSITION OF STAFF

	Teaching	2016 Non Teaching	Total	Teaching	2017 Non Teaching	Total
% of full-time staff who identify themselves as Māori	20%	20%	20%	20%	19%	20%
% of female staff	54%	70%	61%	53%	72%	61%
% 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
2013	50%	9%
2014	55%	14%
2015	50%	14%
2016	52%	14%
2017	55%	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.

FINANCIAL PERFORMANCE INDICATORS

SHORT-TERM LIQUIDITY

	2013	2014	2015	2016	2017
Current Assets/Current Liabilities	204%	159%	242%	250%	241%

DEBT : EQUITY RATIO

	2013	2014	2015	2016	2017
Debt : Equity Ratio	-	-	-	-	-

CHANGE IN FINANCIAL VALUE

	2013	2014	2015	2016	2017
Net Assets (\$000)	129,522	129,955	131,593	153,353	153,272
Change (%)	10.90%	0.40%	1.26%	16.54%	-0.05%

RETURN ON NET ASSETS

	2013	2014	2015	2016	2017
Return on Net Assets	0.00%	2.30%	1.48%	1.71%	0.10%

NET SURPLUS (BEFORE EXTRAORDINARIES)

	2013	2014	2015	2016	2017
As % of Income	0.00%	2.50%	3.23%	4.12%	0.23%

EFTS NUMBERS

SCHOOL	2015 Actual	2016 Actual	2017 Target	2017 Actual
Primary Industries	531	525	637	561
Veterinary Nursing	37	49	60	63
Viticulture & Wine Science	128	116	114	100
Business	413	416	415	442
Computing	432	467	477	439
Education & Social Sciences	315	300	312	292
English Language Centre	52	85	80	88
Health & Sport Science	411	390	393	326
ideaschool	220	193	235	180
Nursing	544	523	528	488
Tairāwhiti Adult Community Education	74	79	75	84
Te Ūranga Waka	325	413	370	453
Toihoukura	45	69	73	59
Tourism & Hospitality	230	250	197	227
Trades Academy	116	120	120	123
Trades & Technology	525	602	567	593
TOTAL EFTS	4,398	4,597	4,653	4,518



Makuini Nyman, in the final year of Bachelor of Māori Visual Arts studies at Toi Houkura.





FINANCIAL STATEMENTS

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BALANCE SHEET

as at 31 December 2017

		2017 Actual \$000	Consolidated 2017 Budget \$000	2016 Actual \$000	Parent 2017 Actual \$000	2016 Actual \$000
	Notes					
CURRENT ASSETS						
Cash and Cash Equivalents	1A	1,409	941	2,132	1,371	2,059
Short Term Investments	1A	26,591	22,000	26,129	26,500	26,129
Trade and Other Receivables	4	1,446	2,868	1,184	1,445	1,183
Inventories		899	274	682	899	682
Prepayments		322	284	261	322	261
Total Current Assets		30,667	26,368	30,388	30,537	30,314
LESS CURRENT LIABILITIES						
Trade and Other Payables	5	4,755	2,670	3,596	4,746	3,586
Other Trading Liabilities	5	1,032	436	606	1,032	606
Fees and Income in Advance	5	4,002	3,928	3,736	4,002	3,736
Employee Entitlements	9	2,921	3,765	4,208	2,921	4,208
Other Financial Liabilities held for Trading		3	3	3	3	3
Total Current Liabilities		12,713	10,802	12,149	12,704	12,139
NON-CURRENT ASSETS						
Investments	2	1,900	1,905	1,174	704	2
Investments in Subsidiaries	3	-	-	-	1	1
Receivables Non-Current		512	-	593	512	593
Property, Plant and Equipment	7	130,538	130,090	131,555	130,538	131,555
Intangible Assets	7A	1,052	1,344	989	1,052	989
Capital Works in Progress	8	1,462	249	955	1,462	955
Total Non-Current Assets		135,464	133,587	135,266	134,269	134,095
LESS NON-CURRENT LIABILITIES						
Lease - Make Good Provision		50	50	50	50	50
Employee Entitlements	9	96	102	102	96	102
Total Non-Current Liabilities		146	152	152	146	152
NET ASSETS		153,272	149,001	153,353	151,956	152,118
EQUITY						
General Funds		90,879	89,567	90,728	89,563	89,493
Asset Revaluation Reserve		62,394	59,434	62,625	62,394	62,625
TOTAL EQUITY		153,272	149,001	153,353	151,956	152,118

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

REVENUE STATEMENT

for the year ended 31 December 2017

		Consolidated		Parent	
	Notes	2017 Actual \$000	2017 Budget \$000	2016 Actual \$000	2016 Actual \$000
REVENUE					
Government Funding		38,791	40,227	39,881	39,881
Fees from Domestic Students		10,703	11,916	10,955	10,955
Fees from International Students		9,061	8,367	6,819	6,819
Contestable Funding		672	688	689	689
Interest and Dividend Income		1,147	951	1,111	1,088
Other Revenue		4,056	2,960	4,133	4,024
Total Operating Revenue		64,429	65,108	63,588	63,424
EXPENDITURE					
Cost of Services		64,278	64,520	60,970	60,942
Total Cost of Services	10	64,278	64,520	60,970	60,942
NET SURPLUS		151	588	2,618	2,482

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

for the year ended 31 December 2017

		Consolidated		Parent	
	Notes	2017 Actual \$000	2017 Budget \$000	2016 Actual \$000	2016 Actual \$000
Net Surplus		151	588	2,618	2,482
OTHER COMPREHENSIVE REVENUE AND EXPENSE					
Building Impairment		(231)	-	(137)	(137)
Gains on Property Revaluations		-	-	19,279	19,279
Total Other Comprehensive Revenue and Expense		(231)	-	19,142	19,142
TOTAL COMPREHENSIVE REVENUE AND EXPENSE		(80)	588	21,760	21,624

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

STATEMENT OF CASH FLOWS

for the year ended 31 December 2017

		Consolidated			Parent	
	Notes	2017 Actual \$000	2017 Budget \$000	2016 Actual \$000	2017 Actual \$000	2016 Actual \$000
CASH FLOWS FROM OPERATING ACTIVITIES						
Receipt of Government Funding		40,885	38,772	39,647	40,885	39,647
Receipt from Other Revenue		3,981	3,778	3,842	3,982	3,767
Receipt of Student Fees		20,182	20,283	17,916	20,182	17,916
Interest and Dividend Income Received		1,134	901	1,117	1,075	1,061
Payments to Employees & Suppliers		(59,801)	(57,895)	(54,316)	(59,768)	(54,289)
Net Cash Flow from Operating Activities	11	6,381	5,838	8,205	6,356	8,102
CASH FLOWS FROM INVESTING ACTIVITIES						
Receipts from Realisation of Investments		26,344	22,000	25,137	26,129	25,000
Acquisition of Short Term Investments		(26,500)	(20,000)	(26,129)	(26,500)	(26,129)
Acquisition of Long Term Investments		(978)	(14)	(192)	(702)	-
Purchase of Property, Plant and Equipment		(6,554)	(6,600)	(5,909)	(6,554)	(5,909)
Purchase of Intangible Assets		(160)	(600)	(73)	(160)	(73)
Proceeds from Sale of Assets		743	-	46	743	46
Net Cash Flow to Investing Activities		(7,105)	(5,214)	(7,120)	(7,044)	(7,065)
CASH FLOWS FROM FINANCING ACTIVITIES						
Capital Funding		-	-	-	-	-
Net Cash Flow from Financing Activities		-	-	-	-	-
Total Increase (Decrease) in Cash Flows		(724)	624	1,085	(688)	1,037
Add Opening Balance		2,132	317	1,047	2,059	1,022
Closing Balance		1,409	941	2,132	1,371	2,059
COMPRISING: CASH AND CASH EQUIVALENTS		1,409	941	2,132	1,371	2,059

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 2017

	Notes	Consolidated			Parent	
		2017 Actual \$000	2017 Budget \$000	2016 Actual \$000	2017 Actual \$000	2016 Actual \$000
Opening Balance		153,353	148,415	131,593	152,118	130,494
		153,353	148,415	131,593	152,118	130,494
Net Surplus		151	588	2,618	70	2,482
Other Comprehensive Revenue and Expense		(231)	-	19,142	(231)	19,142
CLOSING BALANCE		153,272	149,003	153,353	151,956	152,118

STATEMENT OF CHANGES IN ASSET REVALUATION RESERVE

for the year ended 31 December 2017

	Notes	Consolidated			Parent	
		2017 Actual \$000	2017 Budget \$000	2016 Actual \$000	2017 Actual \$000	2016 Actual \$000
Opening Balance		62,625	59,434	43,483	62,625	43,483
Land and Buildings Revaluation		-	-	19,279	-	19,279
Building Impairment		(231)	-	(137)	(231)	(137)
CLOSING BALANCE		62,394	59,434	62,625	62,394	62,625

STATEMENT OF CHANGES IN GENERAL FUND

for the year ended 31 December 2017

	Notes	Consolidated			Parent	
		2017 Actual \$000	2017 Budget \$000	2016 Actual \$000	2017 Actual \$000	2016 Actual \$000
Opening Balance		90,728	88,981	88,110	89,493	87,011
Net Surplus		151	588	2,618	70	2,482
CLOSING BALANCE		90,879	89,569	90,728	89,563	89,493

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

STATEMENT OF COMMITMENTS

as at 31 December 2017

CAPITAL WORKS

EIT is undertaking the following capital works:

Hastings Regional Learning Centre – Upgrade of new premises: There was a \$1,268K commitment in regard to this project at balance date.

Residential Student Accommodation – New property purchases: There was a \$1,530K commitment in regard to this project at balance date.

Auckland Campus – Campus remodel: There was a \$317K commitment in regard to this project at balance date.

Total Capital Works Commitment 2017 – \$3,115K (2016 – \$75K).

	2017 \$000	2016 \$000
CAPITAL WORKS		
Services	371	43
Buildings	2,744	32
TOTAL CAPITAL WORKS COMMITMENT	3,115	75
	2017 \$000	2016 \$000
NON-CANCELLABLE OPERATING CONTRACTS		
Operating commitments in respect of building rentals, cleaning, health and student services are as follows:		
Due within one year	1,399	1,384
Due later than one year, but not later than five years*	1,298	1,475
TOTAL NON-CANCELLABLE OPERATING COMMITMENTS	2,697	2,859

* 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 2017

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 2017. The financial statements were authorised for issue by the Council on 6 April 2018.

BASIS OF PREPARATION

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

A. 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:

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.

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.

Sale of Materials

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

Interest Income

Revenue is recognised as the interest accrues.

B. 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.

C. 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.

D. 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.

E. 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	5% to 20%	Straight Line
Plant & Tools	10%	Straight Line
Furniture & Fittings	10%	Straight Line
Equipment	20%	Straight Line
Electronic Equipment	10% to 25%	Straight Line
IT Equipment	20% to 25%	Straight Line
Musical Instruments	10%	Straight Line
Collectors' Items	Nil	
Library Collection	10% to 33.3%	Straight Line

F. Intangibles

Software is capitalised at cost at its date of acquisition. Depreciation is calculated on the following basis over the estimated useful life of the asset:

Software	10% to 33.3%	Straight Line
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The Regional Indoor Sports and Events Centre Trust

(RISEC) prepayment which relates to access rights to the 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.

G. 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 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 uncollectable, 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.

H. 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.

I. Receivables

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

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

J. 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 Revenue Statement.

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.

K. 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.

L. 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.

M. 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.

N. 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.

O. 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.

P. 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 Statement of Cash Flows, 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.

Q. 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.

R. Critical Judgements in Applying Accounting Policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2017:

Property Revaluations

Accounting Policy note H 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 have been no changes in accounting policies.

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 December 2017

1. CASH, CASH EQUIVALENTS AND SHORT TERM INVESTMENTS

1a. CURRENT

	Consolidated		Parent	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
ASB Bank	5,500	3,600	5,500	3,600
Bank of New Zealand	8,000	8,029	8,000	8,029
Forsyth Barr for Ōtātara Trust	38	73	-	-
Investments - Current Portion via Forsyth Barr	91	-	-	-
Kiwi Bank	4,000	1,500	4,000	1,500
ANZ Bank	7,000	8,000	7,000	8,000
Westpac	3,371	7,059	3,371	7,059
TOTAL	28,000	28,261	27,871	28,188
These funds are held for:				
Operating Purposes	27,899	28,158	27,770	28,084
Specific Purposes	101	103	101	103
TOTAL	28,000	28,261	27,871	28,187
These funds are classified as:				
Cash and Cash Equivalents	1,409	2,132	1,371	2,059
Short Term Investments	26,591	26,129	26,500	26,129
TOTAL	28,000	28,261	27,871	28,188

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

1b. INTEREST RATES

The average interest rate and associated maturity of Institute term deposits are:

	2017	2016
Current Average Interest Rate	3.65%	3.41%
	Less than 6 months \$000	6-12 months \$000
Current - Maturity at 31 December 2017 for the Institute	17,500	9,000
		12 - 24 months \$000
		-

2. INVESTMENTS

	Consolidated		Parent	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Held to Maturity via Forsyth Barr	793	805	-	-
Fair Value through P&L via Forsyth Barr	403	367	-	-
TANZ eCampus Ltd Shares	702	-	702	-
Farmlands Shares	2	2	2	2
TOTAL	1,900	1,174	704	2

3. INVESTMENT IN SUBSIDIARIES

	Consolidated		Parent	
	2017 \$000	2016 \$000	2017 \$000	2016 \$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	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Student Receivables				
Student Fee Receivables	227	152	227	152
Less: Provision for Impairment	(165)	(109)	(165)	(109)
Net Student Fee Receivables	62	43	62	43
Other Receivables				
Other Debtors and Receivables	973	754	972	753
Less: Provision for Impairment	(1)	(13)	(1)	(13)
Net Other Receivables	972	741	971	740
Other Non-Exchange Receivables				
Other Non-Exchange Receivables	412	400	412	400
TOTAL DEBTORS AND OTHER RECEIVABLES	1,446	1,184	1,445	1,183

Other Receivables includes accrued interest receivable.

AGEING OF STUDENT RECEIVABLES:

	2017			2016		
	Gross \$000	Impairment \$000	Net \$000	Gross \$000	Impairment \$000	Net \$000
Institute & Group						
Due 1-30 days	3	-	3	30	-	30
Due 31-60 days	15	-	15	13	-	13
Due 61-90 days	13	-	13	7	(7)	0
Greater than 90 days	196	(165)	31	102	(102)	0
TOTAL	227	(165)	62	152	(109)	43

Student fees, and other receivables, are recognised and carried at original receivable amount less an allowance for any uncollectable 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	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Creditors	1,294	964	1,295	964
Accrued Expenses	2,604	1,634	2,594	1,624
Contract Retentions	28	183	28	183
GST Payable	829	815	829	815
TOTAL CREDITORS AND OTHER PAYABLES	4,755	3,596	4,746	3,586

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	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Special Funds	101	103	101	103
Statutory Liability	931	503	931	503
TOTAL OTHER TRADING LIABILITIES	1,032	606	1,032	606

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	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Student Fees Received in Advance	3,719	3,209	3,719	3,209
Other Income Received in Advance	284	527	284	527
TOTAL FEES AND INCOME IN ADVANCE	4,003	3,736	4,003	3,736

6. BANKING FACILITIES (PARENT AND CONSOLIDATED)

The Institute has a credit card facility of \$250K with Westpac (2016: \$120K).

7. PROPERTY, PLANT AND EQUIPMENT

CURRENT YEAR 2017

	Opening Cost \$000	Opening Accum Depn \$000	Opening Carrying Amt \$000	Impair- ment/ Revalua- tion \$000	Additions \$000	Disposals Cost \$000	Cost \$000	Disposals Accum Depn \$000	Depn \$000	Closing Accum Depn \$000	Closing Carrying Amount \$000
Land & Infrastructure - Institute	9,713	-	9,713		454	-	10,167	-	281	281	9,886
Land & Infrastructure - Crown	11,358	-	11,358		-	-	11,358	-	14	14	11,344
Total Land & Infrastructure	21,071	-	21,071	-	454	-	21,525	-	295	295	21,230
Building & Services - Institute	75,835	-	75,835		1,125	-	76,960	-	2,638	2,638	74,322
Building & Services - Crown	28,357	-	28,357	(231)	447	26	28,547	-	1,341	1,341	27,206
Leasehold Improvements	732	398	334	-	-	-	732	-	72	470	262
Total Building, Services & Leasehold	104,924	398	104,526	(231)	1,572	26	106,239	-	4,051	4,449	101,790
Motor Vehicles	1,953	1,255	698	-	630	94	2,489	64	284	1,475	1,014
Plant & Equipment	17,193	14,053	3,140	-	2,680	358	19,515	358	1,530	15,225	4,290
Other Assets	4,967	2,846	2,121	-	350	438	4,879	438	257	2,665	2,214
Total Other Assets	24,113	18,154	5,959	-	3,660	890	26,883	860	2,071	19,365	7,518
2017 TOTAL	150,108	18,552	131,556	(231)	5,686	916	154,647	860	6,417	24,109	130,538

PRIOR YEAR 2016

	Opening Cost \$000	Opening Accum Depn \$000	Opening Carrying Amt \$000	Impair- ment/ Revalua- tion \$000	Additions \$000	Disposals Cost \$000	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

7a. INTANGIBLE ASSETS

	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
2017										
Acquired Software	2,879	2,782	97	160	-	3,039	-	43	2,824	214
RISEC Trust Prepayment*	3,100	2,208	892	-	-	3,100	-	54	2,262	838
2017 TOTAL	5,979	4,990	989	160	-	6,139	-	97	5,086	1,052
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

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

7b. LAND AND BUILDINGS AND OTHER ASSETS

Crown assets have been included in the Balance Sheet. Refer Accounting Policy Note R. These assets comprise the land on which the Taradale campus is situated and 96 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 2017 (\$231K) relate to weather-tightness. (2016: \$137K)

There are no restrictions on assets.

8. CAPITAL WORKS IN PROGRESS

	Consolidated		Parent	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Buildings	1,094	215	1,094	215
Intangibles	368	740	368	740
TOTAL WORKS IN PROGRESS	1,462	955	1,462	955

9. EMPLOYEE ENTITLEMENTS

	Consolidated		Parent	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Current Portion				
Salary Accrual	-	1,613	-	1,613
Annual Leave Accrual	2,921	2,595	2,921	2,595
Total Current Portion	2,921	4,208	2,921	4,208
Non-Current Portion				
Long Service Leave	26	29	26	29
Retirement Gratuities	70	73	70	73
Total Non-Current Portion	96	102	96	102
TOTAL EMPLOYEE ENTITLEMENTS	3,017	4,310	3,017	4,310

10. COST OF SERVICES

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

	Consolidated		Parent	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Audit Fees - External	110	108	105	103
Total Audit Fees	110	108	105	103
Depreciation - Buildings	1,346	1,064	1,346	1,064
Depreciation - Services	780	837	780	837
Depreciation - Other	4,291	3,733	4,291	3,733
Total Depreciation	6,417	5,634	6,417	5,634
Amortisation of RISEC Trust Prepayment	52	51	52	51
Amortisation of Software	43	55	43	55
Fees Paid to Council Members - Refer Note 16	160	146	160	146
Operating Leases of Electronic Equipment	1	3	1	3
Renting of Buildings	621	597	621	597
(Gain) / Loss on Disposal of Assets or Assets Written Off	(23)	5	(23)	5
Bad Debts	37	134	37	134
Salaries and Wages	38,736	37,230	38,736	37,230
Employee Defined Contribution Plan	976	897	976	897
Change in Provision for Impairment on Receivables	43	(107)	43	(107)
Other Costs	17,106	16,217	17,078	16,194
Total	57,752	55,228	57,724	55,205
TOTAL COST OF SERVICES	64,278	60,970	64,246	60,942

11. RECONCILIATION OF THE NET CASH FLOW FROM OPERATING ACTIVITIES WITH THE NET OPERATING SURPLUS

	Consolidated		Parent	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
Net Operating Surplus	151	2,618	70	2,482
Add Back Non-Cash Depreciation and Other Items	6,428	5,255	6,484	5,288
+ / (-) Movements in Working Capital Items				
(Increase)/Decrease in Accounts Receivable and Prepayments	(323)	(159)	(323)	(159)
(Increase)/Decrease in Inventory	(217)	(286)	(217)	(286)
(Decrease)/Increase in Accounts Payable and Provisions	76	636	76	636
(Decrease)/Increase in Income in Advance	266	141	266	141
NET CASH FLOW FROM OPERATING ACTIVITIES	6,381	8,205	6,356	8,102

12. FINANCIAL INSTRUMENTS

12a. FINANCIAL INSTRUMENT CATEGORIES

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

	Consolidated		Parent	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
FINANCIAL ASSETS				
Loans & Receivables				
Cash and Cash Equivalents	1,409	2,132	1,371	2,059
Student Receivables	62	43	62	43
Other Receivables	972	741	971	740
Other Financial Assets				
- Term Deposits	26,500	26,129	26,500	26,129
Total Loans & Receivables	28,943	29,045	28,904	28,971
Investments Held to Maturity	886	807	2	2
Fair Value through P&L				
Ötätara Trust via Forsyth Barr	403	367	-	-
TANZ eCampus Ltd Unlisted Shares (at cost)	702	-	702	-
Total Fair Value through P&L	1,105	367	702	0
FINANCIAL LIABILITIES				
Financial Liabilities at Amortised Cost				
Trade and Other Payables	4,755	3,596	4,746	3,586
Other Trading Liabilities	1,032	606	1,032	606
Total Financial Liabilities at Amortised Cost	5,787	4,202	5,778	4,192

12b. 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 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 Institutes and Group's investment policy. Term investments are also managed by the Institutes 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 and accounts payable 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 and term deposits.

For the purposes of financial contractual maturity analysis, all financial liabilities (referred to in Note 5), are due within the next six months.

For the purposes of financial contractual maturity analysis, with respect to financial assets, the major asset is term deposits and their respective maturity shown in Note 1.

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 (2016: Nil).

Contingent Assets - As at 31 December the Institute has no known contingent assets (2016: Nil).

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 transaction when they are consistent with the normal operating arrangements with TELs and undertaken on the normal terms and conditions for such transactions.

There are no related party transactions to be disclosed.

KEY MANAGEMENT PERSONNEL	Actual 2017	Actual 2016
Council Members		
Full-time Equivalent Members	8	8
Remuneration (\$000)	160	146
Executive Management Team, including the Chief Executive		
Full-time Equivalent Members	12	12
Remuneration (\$000)	2,159	2,013

Executive Management personnel include the Chief Executive, Deputy Chief Executive, Executive Directors, Tairāwhiti Campus Executive Director and Executive 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	2017 \$	2016 \$
D Pearson	35,952	35,952
M Morgan	21,400	21,400
H Collier	17,120	14,832
R McKelvie	17,120	14,832
J Poulain	17,120	14,832
T Te Huia	17,120	14,832
G Travers	17,120	14,832
S Smail (term concluded 31 August 2017)	11,413	14,832
K Ngarimu (term commenced 31 August 2017)	5,707	
TOTAL	160,072	146,344

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 LEVY

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 below budget by \$0.7M. Domestic student fees were \$1.2M down on budget and government funding a further \$1.4M, mainly as a result of lower domestic student enrolments impacting across the sector. Higher other revenue of \$1.1M (a range of items, including gains on sale) than budgeted and higher international student fees of \$0.7M lessened the impact. Higher interest income of \$0.2M also contributed.

Total consolidated expenditure for the year was \$0.2M below budget. Operating costs were \$1.5M below budget, reflecting overall reduced costs across the Institute generally during the year to improve on budgeted expenditure, but also lower scholarships awarded. This was partly offset by personnel costs being \$1.0M above budget, primarily as a result of unplanned delivery, but also increased student support. Depreciation was \$0.2M above budget.

Balance Sheet

Institute consolidated cash and cash equivalents were above budget by \$0.5M and short term investments were above budget by \$4.6M, primarily reflecting the stronger opening balance sheet position, together with higher current liabilities, higher inventories and lower receivables at year end than budgeted.

Non-current assets were \$1.9M higher than budget, primarily because of a stronger opening balance sheet than budgeted (mostly because last year's property revaluation increase being \$2.9M higher than expected).

Statement of Cash Flows

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

20. ŌTĀTARA CHILDREN'S CENTRE

INCOME AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2017

	2017 Actual \$000	2017 Budget \$000	2016 Actual \$000
INCOME			
Ministry of Education			
ECE - 20 hours Funding	372	375	363
ECE - Funding Subsidy Under 2	128	117	157
ECE - Funding Subsidy Over 2	169	131	130
	669	623	650
Fees - Staff, Students, Public	221	130	177
Family Assistance (WINZ)	71	107	79
	292	237	256
Total Income	961	860	906
EXPENSES			
Personnel	780	765	777
Other	54	57	52
Total Expenses	834	822	829
NET SURPLUS/(DEFICIT)	127	38	77

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 Financial Statements of the Institute.

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 2017 for a full-time equivalent student was \$282 including GST and \$84 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, Rec & Cultural Activities \$000
REVENUE										
Compulsory Student Services Levy	486	49	88	17	27	44	151	-	19	92
Other	120	12	21	4	7	11	37	-	5	23
Total Revenue	606	61	109	21	34	55	188	-	24	115
Expenditure	651	96	116	39	58	44	199	-	15	84
SURPLUS/(DEFICIT)	(45)	(35)	(7)	(18)	(24)	11	(11)	-	9	31

Advocacy and Legal Advice

EIT Support Services staff and the EIT Students' Association (EITSA, which is 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 EIT Students' Association. 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, youth and international students. Staff and contractors providing student guidance services work together to coordinate initiatives and activities across campuses. The support services work closely with community groups to develop holistic support. 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 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.

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 EIT Students' Association.

Media

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

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 EIT Students' Association website. All such activities are self-funding.

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.

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 2017

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 72 to 90, that comprise the balance sheet as at 31 December 2017, the revenue statement, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Institute and group on pages 47 to 56.

In our opinion:

- the financial statements of the Institute and group on pages 72 to 90:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2017; and
 - the financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards; and
- the statement of service performance of the Institute and group on pages 47 to 56 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 2017.

Our audit was completed on 6 April 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of 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 the 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 4 to 46, 57 to 71, and 91, 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

