



EASTERN INSTITUTE OF TECHNOLOGY

ANNUAL REPORT

2020

Ōtātara Pā at sunrise, overlooking EIT and Hawke's Bay



Isaac James | Bachelor of Teaching (Primary)
Graduated in 2020 and is now teaching at Eskdale School, Hawke's Bay

OUR VISION

Engage Learners

Inspire Communities

Transform Worlds

OUR VALUES

Inspire Success

Nurture Whanaungatanga

Act with Integrity

Be Committed

OUR PRIORITIES

Success for Māori

Learner Success

Connectedness

Enquiring Minds

Smart Thinking

Ngā Kaitiaki

MISSION STATEMENT

To provide high quality, relevant and accessible tertiary education & training for the achievement of learners, industries and the well-being of whānau and communities.

SOME HIGHLIGHTS FROM 2020



Professor/Ahorangi Sir Derek Lardelli ONZM was appointed a Knight Companion to the New Zealand Order of Merit for services to Māori art.



The NZ Royal Society Te Apārangi presented Dr David Tipene-Leach, Research Professor Māori and Indigenous at EIT, with the inaugural Tahunui-a-Rangi Medal.



EIT recognised Dr Susan Jacobs, MNZM, for her contributions to the Institute by naming the nursing and health building the Susan Jacobs Building.



After two and a half years of designing, painting and carving, the new pou, kōwhaiwhai and tukutuku for EIT's wharenuī, Te Ara o Tāwhaki, were officially revealed and blessed on 12 February 2020.

EIT research attracted substantial funding

Since the introduction of EIT's research strategy in 2018, the EIT Research & Innovation Centre has secured \$1.6 million in research funding and extended its research efforts and outputs.

In 2020, EIT researchers were awarded \$387,000 in grants. Although COVID-19 slowed down both research activity and funding opportunities, the researchers finished the year in a strong position. An additional \$700,000 was applied for across various grants in 2020 for which the results are still pending.



On 17 November, EIT and collaborating partners celebrated the official opening of the Ōtātara Outdoor Learning Centre (OOLC). The Air New Zealand Environment Trust provided generous funding towards the development of the Ōtātara site, supported by the valuable input of Ngāti Pārau, kaitiaki of the area.



On 10 October, the first 229 students were welcomed to the Zhejiang Yuexiu University of Foreign Languages (ZYU) EIT Data Science and Communication College in Shaoxing City, China. On offer are two of EIT's degrees, the Bachelor of Computing Systems and Bachelor of Creative Practice as well as three majors, Information Systems, Intelligent Systems, and Digital Media.



4,703

EQUIVALENT FULL-TIME
STUDENTS

3,354

QUALIFICATIONS
ACHIEVED

(EFTS)

\$163_M

NET ASSETS

\$9.6_M

WORKING CAPITAL

NO DEBT



On 1 April 2020, EIT became a Crown-owned subsidiary of the new national organisation, Te Pūkenga - New Zealand Institute of Skills & Technology.



The view from Sugar Loaf Reserve, Napier, looking towards Bay View and Mahia Peninsula.

ACKNOWLEDGEMENTS

EIT gratefully acknowledges grants received from the following organisations during 2020:

- Ōtātara Trust
- Air New Zealand Environment Trust



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KEY ACTIVITIES & PERFORMANCE

The following graphs relate to the parent organisation only.



40%

Under 25



10,488

Students (4,703 EFTS)

59%

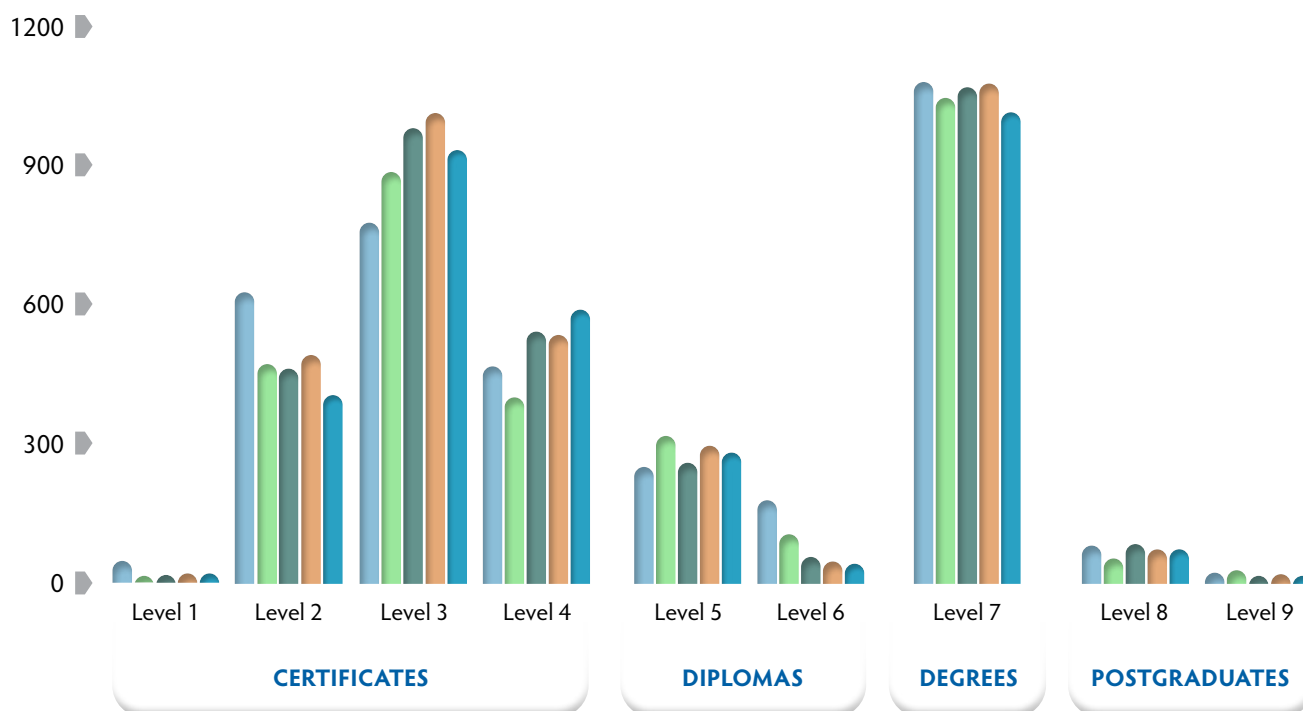
FEMALE

41%

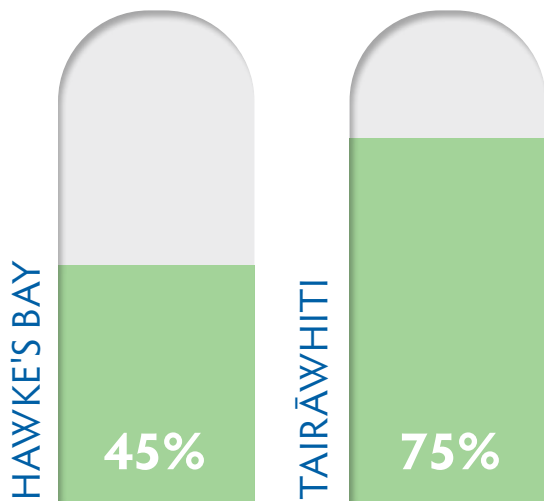
MALE

STUDENTS BY QUALIFICATION LEVEL 2016-2020

■ 2016 ■ 2018 ■ 2020
■ 2017 ■ 2019



Māori Student Participation



51.5%

of SAC Funded EFTS were Māori

23%

Studying at degree level or higher

WE OFFER



Master Degrees

9



Bachelor Degrees

15

Postgraduate Programmes

17



Programmes

186

Qualifications Awarded

3,354

INTERNATIONAL



International Students

972



Students from countries

42

eCAMPUS

(Fully Online Delivery)



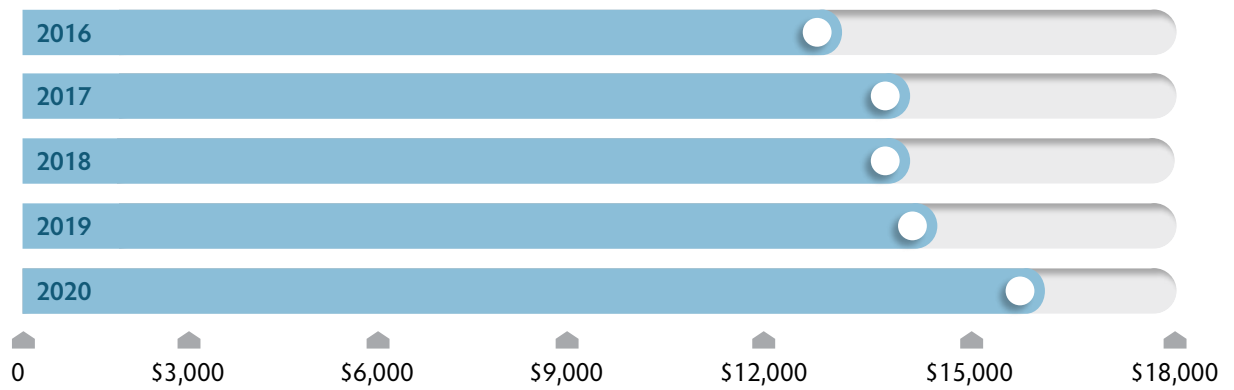
801

Fully Online Students

7.6%

of EIT's Student Headcount

COST PER EQUIVALENT FULL-TIME STUDENT (EFTS) 2016-2020



MONEY RECEIVED IN 2020

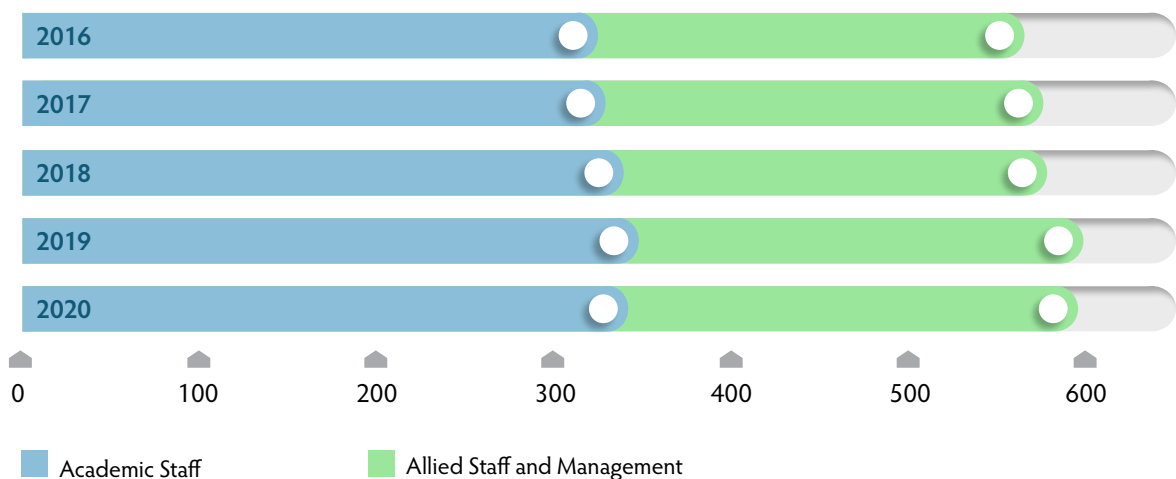


AGE COMPOSITION OF EIT STUDENTS IN 2020

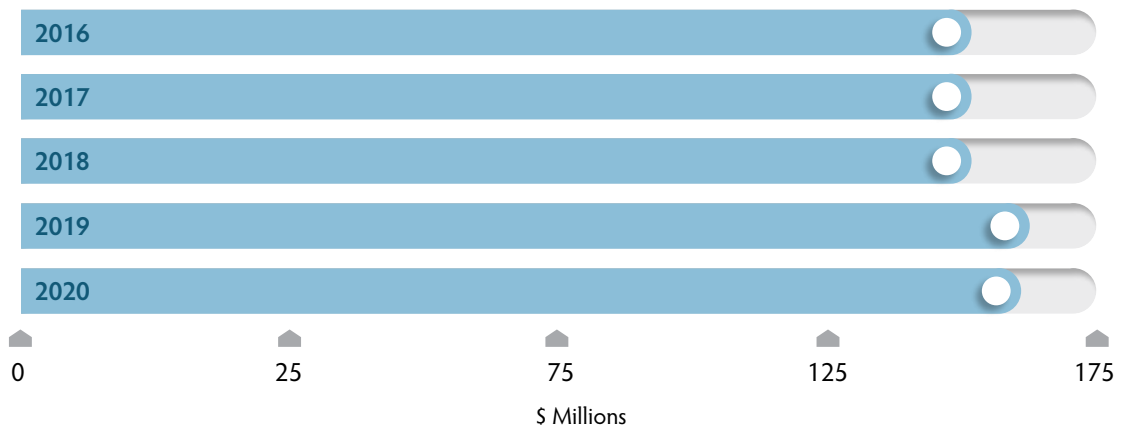


Government Funding	61%	Investment Income	1%	18 years and under	18%	Aged 25 and over	60%
Government Fees Free	4%	Contestable Income	2%	1,841 Students		6,283 Students	
Fees from Students	27%	Other Income	5%	Aged 19-24 years	23%		
				2,364 Students			

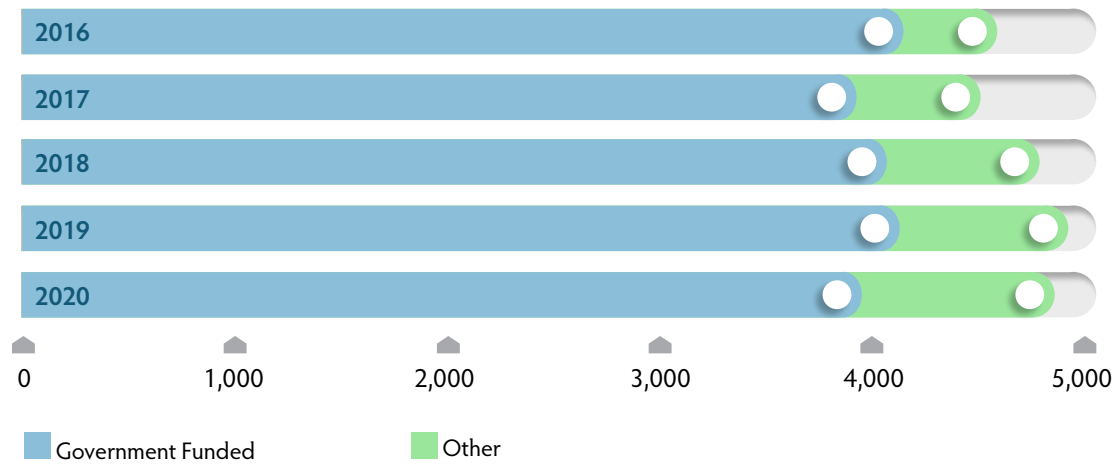
STAFFING NUMBERS FULL-TIME EQUIVALENT (FTE) 2016-2020



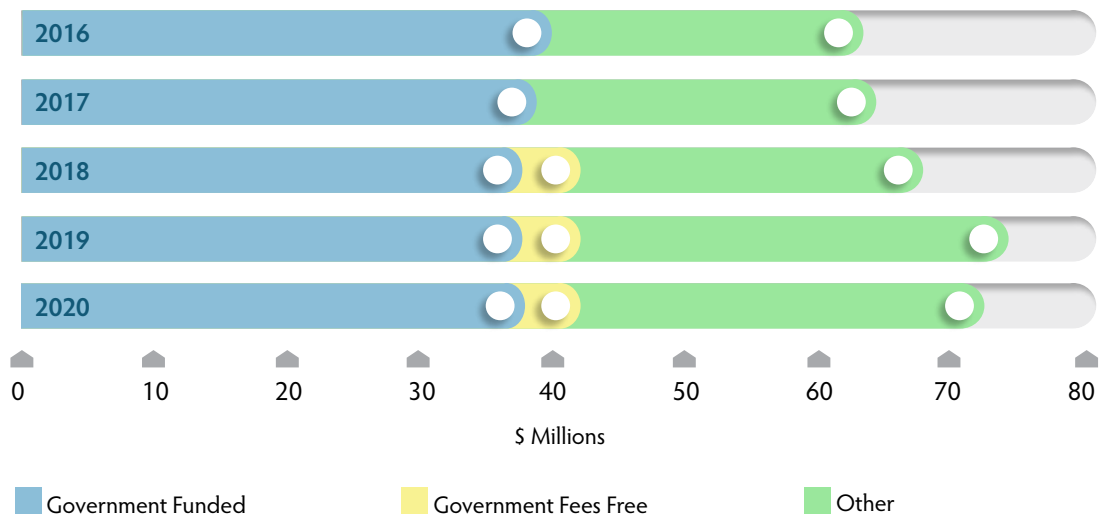
NET ASSET VALUE 2016-2020



EFTS 2016-2020



INCOME 2016-2020



COUNCIL MEMBERSHIP

(until 31 March 2020)



Geraldine Travers
MNZM
Chair



Michael Morgan
Deputy Chair
Community



Hilton Collier
Community



Kim Ngārimu
Community



Tracee Te Huia
Community



Ross McKelvie
Ministerial



Wendie Harvey
Ministerial



Jacoby Poulain
Ministerial



Patrick Lander
(from 24.10.19)
Staff Representative



Andrew Lessells
(from 24.10.19)
Student Representative



Karen Coutts
Secretary to Council



KAUMĀTUA
(Hawke's Bay)
Ihaia (Don) Hutana



KAUMĀTUA
(Tairāwhiti)
Taina Ngārimu



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

BOARD MEMBERSHIP

(from 1 April 2020)



Hilton Collier
Chair



Chrissie Hape
Deputy Chair



Tracy Johnston



Ross McKelvie



Kim Ngārimu



Geraldine Travers



Karen Coutts
Secretary to Board



EIT EXECUTIVE



Christopher Collins

Chief Executive
(1 April - 6 July - Interim
Chief Executive for
NZIST / Te Pūkenga)



Mark Oldershaw

Deputy Chief Executive
(until 20 March)



Jo Blakeley

Executive Director
*Student & Academic
Services*



Brenda Chapman

Executive Director
Marketing
(until 29 May)



Glen Harkness

Executive Director
*Strategic Projects &
Partnerships*



Patrick Jones

Executive Director
Performance & Portfolio



Philippa Jones

Executive Director
International



Tuhakia Keepa

Executive Director
Māori



Bill Kimberley

Acting Chief Executive
(1 April - 6 July covering
period while Chris Collins was
Interim Chief Executive for
NZIST / Te Pūkenga)

Executive Director
Human Resources



Fred Koenders

Executive Dean
*Faculty of Commerce
& Technology*



Jan Mogford

Executive Dean
& Tairāwhiti Campus
Director
(until 6 November)



Victor Saywell

Executive Director
Corporate Services
(until 31 December)



Natalie Waran

Executive Dean
*Faculty of Education,
Humanities &
Health Science*

EIT becomes part of the new national institute Te Pūkenga

On 1 April 2020 the changes from the Reform of Vocational Education (RoVE) took effect. Along with the other 15 existing Institutes of Technology and Polytechnics in New Zealand, EIT became EIT Limited, a Crown-owned subsidiary of the new national organisation, Te Pūkenga - New Zealand Institute of Skills & Technology which, in August 2020, the Minister of Education confirmed as the name of the new national tertiary education institution. Te Pūkenga is the largest tertiary education institution in New Zealand and, once the transition process is fully completed, will be one of the largest tertiary institutions in the world.

On establishment on 1 April, EIT's CEO Chris Collins was appointed as Interim CEO of the new national institute, which was a reflection of the high regard with which EIT was held as one of the country's leading ITPs. Mr Collins was Interim CEO until Stephen Town was able to take up the Chief Executive role in early July.

During Mr Collins' appointment as Interim CEO of Te Pūkenga, EIT's Executive Director Human Resources, Bill Kimberley, stepped into the role of Acting CEO at EIT, overseeing all operational matters. Both Mr Collins' appointment as Interim CEO of NZIST and Mr Kimberley's appointment as Acting CEO at EIT, coincided with the beginning of the COVID-19 lockdown period, which represented a special set of challenges for all.

Mr Collins has acknowledged the outstanding way in which all staff at EIT, and staff across Te Pūkenga, rose to these challenges, and worked intensively and innovatively to enable students to remain engaged in their study.

Former EIT Council member, Kim Ngārimu, was appointed as Deputy Chair of Te Pūkenga - NZIST's Council, whilst also continuing as a member of the new EIT Board, which was established on 1 April.

Several other members of the former EIT Council were also appointed to the new EIT Board, reflecting the high regard there was for the governance of the former EIT Council. Hilton Collier was appointed as Board Chair and Geraldine Travers and Ross McKelvie were also appointed to the new Board.

The new EIT subsidiary Board comprises: Hilton Collier - Chair (Ngāti Porou, Tairāwhiti), Chrissie Hape - Deputy Chair (Ngāti Kahungunu, Hawke's Bay), Geraldine Travers - Employer Committee Chair (Hawke's Bay), Ross McKelvie - Audit Committee Chair (Hawke's Bay), Kim Ngārimu (Ngāti Porou, Tairāwhiti), and Tracy Johnston (Marlborough).

Mr Collins highlighted that EIT would continue to strongly advocate for meaningful local and regional decision making and identity, within the context of the new national entity. "Sense of community and employer ownership and connection remains a key on-going success factor, whilst at the same time we need to operate within an integrated national system that effectively collaborates and pools resources."

Mr Collins acknowledged the former EIT Council members, in particular former Council Chair Geraldine Travers, for their outstanding and constructive work over many years, and highlighted the decisive role they had played in establishing EIT as one of the top performing ITPs in the country.

In May, Executive Dean, Faculty of Education, Humanities and Health Science, Professor Natalie Waran was appointed to Te Pūkenga Council's newly formed Academic Board - Poari Akoranga. The twelve new members of the Board came from a wide range of backgrounds from across the Te Pūkenga subsidiaries and ITOs.



Te Pūkenga

A new kind of organisation

Bringing together on-the-job, on campus, and online vocational education and training through a unified, sustainable network of regionally accessible provision.

tepukena.ac.nz

COUNCIL CHAIR & CHIEF EXECUTIVE'S REPORT

Naku te rourou nau te rourou ka ora ai te iwi.

Much has been written about the challenging and unexpected year 2020 proved to be - it was no different for EIT. We want to acknowledge at the outset the outstanding work undertaken by staff, students and our business, community and iwi partners across what proved to be a challenging year. You all enabled EIT to continue successfully delivering quality education into Hawke's Bay and Tairāwhiti. Without the efforts of so many, this could not have occurred. Our deep thanks as Board Chair and Chief Executive. We applaud the contributions of so many - you've ensured another year of success.

This report technically covers off the period of 1 April - 31 December 2020 for Eastern Institute of Technology Limited. On 1 April, as part of the Government's Reform of Vocation Education (RoVE), EIT shifted from being a separate Crown entity and Tertiary Education Institute (TEI), to become a Crown Entity subsidiary company (EIT Limited) of the newly created Te Pūkenga - New Zealand Institute of Skills and Technology. However, in order to provide a record for the entire year of 2020, EIT activity across all of the full 2020 year is covered in this Annual Report.

In 2020 we expected the Government's RoVE programme to be the most significant area of activity, outside of normal business but the COVID-19 pandemic proved this was not to be the case. A national level 4 lockdown occurred at midnight on 25 March. All of our campuses closed. All of our graduation ceremonies needed to be cancelled. It was very disappointing we could not

celebrate with our 2020 graduates, but opportunities have since been extended to them to participate in future ceremonies. Significant effort was undertaken to move our education provision to on-line delivery, wherever possible. Restrictions at the border significantly impacted on many of our incoming and returning intakes of international students, particularly for our Auckland International Graduate Campus and, to a lesser extent, for our Hawke's Bay campus.

The lockdown occurred a few days before EIT formally became part of the new national Te Pūkenga network. On 1 April a new over-arching governing Council was appointed for Te Pūkenga - NZ Institute of Skills & Technology, and a new EIT Subsidiary Board was appointed to take on the governance role of EIT Limited. March and April proved to be, in more ways than one, an intense period of activity for all.



We were pleased to have strong Board appointments to the new EIT Board, all of whom came with strong governance experience and sound knowledge of the sector. Most members had served on previous ITP Councils.

As the new Board Chair, I wish to acknowledge the very capable EIT Council which finished on 31 March and which governed so effectively. I note, in particular, EIT Council Chair Geraldine Travers, and retiring members Michael Morgan and Tracee Te Huia, all of whom provided significant leadership of EIT Council and its committees over a long period, and also of other retiring Council members, Wendie Harvey and Jacoby Poulain. The outstanding governance of EIT Councils over many years has enabled the new EIT Limited Board to start on a strong and sound footing.

As EIT CEO, I was appointed into the Interim CEO role of the national institute Te Pūkenga - New Zealand Institute of Skills & Technology, on 1 April, serving in the CEO role until Stephen Town was able to take up the national CEO position in early July. It is important to acknowledge and thank HR Director Bill Kimberley who stepped into the EIT Acting CEO role to cover my absence, and who led EIT, along with Executive colleagues, during the lockdown and the period immediately following it. This was a period of intense activity from staff and managers, working to keep students engaged and EIT operating in unprecedented circumstances.

While significantly impacting on students, it was pleasing to see over 10,000 students engaged in study at EIT in 2020, despite the pandemic, and coping with the demands of a significantly disrupted year. We applaud those efforts of staff and students. Educational Performance Indicators signal that sound student performance continued in 2020, despite the challenges, with an overall course completion rate of 78%, and at 84% for level 4 and above which is up on 2019. First year student retention rates were also up on the previous year, which is a credit to student and staff commitment.

COVID-19 did impact on our outreach activities into the more remote and rural locations of our regions and on Levels 1-3 provision in particular. This resulted in a slight decline in domestic EFTS over the previous year. Nonetheless, Māori participation remained strong at over 51% of our overall student cohort, and at 75% in Tairāwhiti and 45% in Hawke's Bay, both well ahead of regional demographic percentages. Māori student success also improved slightly over previous years, though this was probably due to lower levels of Levels 1-3 provision, which is a more challenging area of delivery. Improving Māori student success remains a priority focus for EIT.

Over 60% of EIT's educational delivery occurs at Level 4 and above, with Level 7 degree provision remaining the single highest level of qualification provision. The Institute's applied post-graduate portfolio also continues to grow strongly. Similarly research activity has increased with major external research contracts being awarded in 2020, such as EIT's first ever Health Research Council Grant.

As noted, recruitment of new international students was significantly impacted by border closures. Fortunately, strong international intakes occurred prior to lockdown - nonetheless, only 76% of planned international recruitment was able to occur before the pandemic impacted (972 students from 42 countries), even though EIT had received the highest number of international applications for 2020 than ever before. Prior to lockdown, EIT was headed to achieve our largest-ever international graduate student intake. As with many other TEIs, this loss of international students had a significant consequential impact on the overall financial result of the Institute for 2020.

We were sorry to see several key executive move on during 2020 - Brenda Chapman, Mark Oldershaw, Victor Saywell and Jan Mogford. They all made outstanding contributions to EIT over many years, and we wish them all the very best with their next endeavours.

During 2020 NZQA undertook a planned Targeted Evaluation Review of the Institute, the first to occur across Te Pūkenga. It was very encouraging to receive a highly positive report from this review with EIT's 'strong performance for all focus areas' highlighted. This is a credit to the ongoing commitment and dedication of our staff to our learners and in the delivery of quality, relevant education into our region. EIT has a long established reputation as a leading provider of applied, professional and vocational education and the Targeted Evaluation Review Report continued to affirm strong educational performance.

Financially the year was much more challenging, however. The financial statements in this report primarily relate to the accounting period 1 April to 31 December 2020. However, as explained elsewhere, the underlying performance for EIT for the full 2020 year signals an overall operating deficit of \$2.9 million - EIT's first ever deficit result. As noted, the loss of significant international student revenue was a primary driver of the deficit.

Nonetheless, EIT's financial position remains sound and EIT's strong cash reserves of just under \$20m will enable EIT to "weather the COVID storm" for a while longer yet. While significant planned capital expenditure occurred during 2020, such as major extensions to our student centre, careful management of our cash position and reserves needs to remain in place. This is balanced against EIT Board's on-going commitment to retain delivery across our regional footprint in Hawke's Bay and Tairāwhiti, and not retrench, and to utilise our reserves to underpin this delivery where necessary.

EIT retains a sound working capital balance of \$9.4 million (163%) compared of \$13.8 million (165%) in 2019, and the institution holds no debt. Continued border closures, however, will place further financial pressures on EIT in 2021. Should the borders remain closed to new international students for all of 2021, EIT's financial position will be significantly undermined.

As part of the new national Te Pūkenga network, EIT will continue to powerfully advocate for its regions and communities and will partner with iwi, hapu, businesses, professions, and industries to ensure there is effective education provision for all of our learners, whether they be in-work, upskilling or seeking new skills and qualifications. We are committed to our learners' success, to exploring new delivery models in work-place learning and to working with employers to ensure learner success. We're committed to playing our part in the Te Pūkenga national network to ensure that learners in Hawke's Bay and Tairāwhiti continue to receive high quality relevant education that meets the needs of our communities.

Our deep thanks again to our staff, students and regional communities, businesses and iwi partners who help us make all of this happen - we're all in this together.

He waka eke noa!



Hilton Collier
Board Chair



Chris Collins
Chief Executive

OFF CAMPUS LOCATIONS



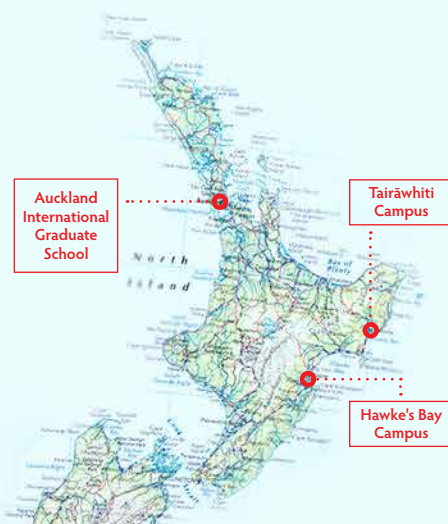
Teaching Locations

- Regional Learning Centre (RLC)
- Offsite Teaching

In addition to the above EIT also delivered:

- 80 extramural EFTS (workbook based correspondence)
- 179 online EFTS (other than programmes that shifted to online for periods as a result of COVID-19 restrictions)

CAMPUS LOCATIONS



2020 SNAPSHOTS

Professor Sir Derek Lardelli received Knighthood

In the Queen's Birthday Honours, Professor Sir Derek Lardelli, ONZM, was appointed a Knight Companion to the New Zealand Order of Merit for services to Māori art.

Of Ngāti Porou, Rongowhakaata, Ngāti Konohi, and Ngai Te Aweawe descent, Sir Derek has earned an international reputation for his knowledge of tā moko and its spiritual significance, working to retain and develop the rituals, karakia, and oral histories associated with tā moko. He is also a painter, carver, kapahaka performer, composer, graphic designer, researcher of whakapapa and oral histories, and kaikōrero.

Based in Tairāwhiti, Sir Derek is the founding principal tutor at EIT's Toihoukura in Tairāwhiti, where he has developed a suite of

programmes across a range of Māori visual arts. With a Master of Fine Arts and a Diploma of Teaching, Sir Derek has consistently focused on the need to improve Māori educational outcomes using art as a medium. In 2011, he was awarded the title Professor/Ahorangi. In May 2019, an Honorary Doctorate was bestowed on Sir Derek by the University of Waikato.

"The knighthood recognises Derek's dedication to Māori art in all its forms including, but not limited to, whakairo, haka, and the resurgence of moko, an art form that was seemingly on the brink of being lost. Acknowledged not only as practitioner but for his leadership and foresight in the development of Toihoukura that continues to push, prod, and encourage the next generation of Māori creatives," said EIT's CEO, Chris Collins.



Professor Sir Derek Lardelli, ONZM, founding principal tutor at EIT's Toihoukura in Tairāwhiti, has been knighted for his services to Māori art in the 2020 Queen's Birthday Honours List.

Photo: Norm Heke / Creative New Zealand



Professor Dr David Tipene-Leach with his wife Dr Sally Abel and EIT's CEO Chris Collins.

Dr David Tipene-Leach honoured at Government House

On 5 November, the New Zealand Royal Society Te Apārangi recognised Dr David Tipene-Leach, Research Professor Māori and Indigenous at EIT, with the inaugural Tahunui-a-Rangi Medal at a Research Honours Awards Ceremony held at Government House in Wellington.

The Tahunui-a-Rangi award for invention and creation was awarded for the first time, with the support of Callaghan Innovation, and the Royal Society noted that it was also significant that this went to a researcher at an Institute of Technology.

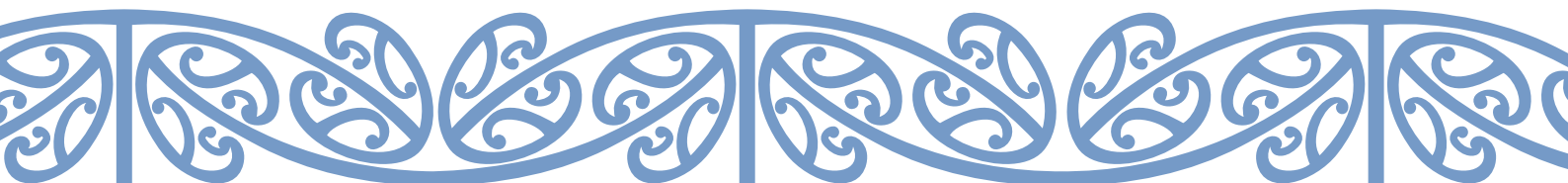
The awards recognise researchers, scholars and innovators throughout New Zealand who have achieved excellence in their various disciplines across science, technology and the humanities.

Dr David Tipene-Leach was recognised for the application of a mātauranga Māori approach to prevent Sudden Unexpected Death in Infancy (SUDI) by creating a safe sleep environment for babies through the development of the wahakura, an ingenious flax sleeping bassinet.

From 2009 to 2015 a 30 percent drop in infant mortality rate was documented. The Ministry of Health began a national roll-out of the Safe Sleep programme with support from District Health Boards also.

"Te Tahunui-a-Rangi is a fleeting flash of colour and light - a glimpse of beauty, mystery and discovery. So is the ingenuity of the wahakura. Its ingeniousness is in using tikanga Māori to mitigate SUDI risk by the creation of a safer sleep environment," David said on receiving the award.

For EIT's CEO Chris Collins the recognition underscores David's hard work and tireless efforts to ensuring positive Māori health outcomes.



Jan Mogford farewelled into retirement

On 6 November, EIT farewelled EIT Tairāwhiti Campus Director Jan Mogford into retirement. Jan's colleagues made tribute to her long-standing commitment to promoting education and to providing educational aspirations and prosperity to the people of Tairāwhiti. Jan played a critical role in helping EIT Tairāwhiti grow.

Jan commenced with Tairāwhiti Polytechnic in 1995 as a tutor. From 2000 to 2010 she served in the role of Head of School of Business, Computing, Humanities, Rural & Trades and Hospitality.

In 2011, following the merger with EIT, Jan was appointed as Campus Director.

Jan was also a valued member of the Executive Team. Her colleagues describe her as calm, enthusiastic, constructive and positive.

EIT's Chief Executive Chris Collins highlighted, "Jan has made an extraordinary contribution to education on the East Coast showing a great passion for Tairāwhiti and its unique culture. She also put a lot of energy into building and fostering EIT's relationships with community, stakeholders, business leaders and iwi. Jan is one of the reasons the merger between Hawke's Bay and Tairāwhiti has been so successful."

From 2012, Jan was responsible for EIT's Regional Learning Centres across both the Hawke's Bay and Tairāwhiti campuses. Thanks to Jan's efforts, EIT programmes were delivered into remote locations making a lasting impact on the people of the region.



Nursing building named in honour of Dr Susan Jacobs, MNZM



Dr Susan Jacobs', MNZM, significant contribution to the Institute over an extended period was recognised with a building named in her honour. A celebration to mark this acknowledgement was held on the Hawke's Bay campus on 9 November.

The nursing and health facility, formerly known as N Block, was named the Susan Jacobs Building. At the time of her retirement in 2016, Susan was the Executive Dean of the Faculty of Education, Humanities & Health Science.

During her 30-year career at EIT, Susan was instrumental in leading the development of a wide range of programmes including EIT's first bachelor degree, the Bachelor of Nursing (introduced in 1996), its first master, the Master of Nursing (introduced in 2001), and other programmes, including Te Hono ki Toi (Poutiriao) Master of Professional Creative Practice (2015).

Susan was Head of Nursing (1989-1993), Dean of the Faculty of Health & Sport Science (1993-2013), and Executive Dean, Faculty of Education, Humanities & Health Science (2014-2016).

In 2015, Susan was appointed a Member of the New Zealand Order of Merit for services to nursing education.

EIT's Marae, Te Ara o Tāwhaki, completed

After two and a half years of designing, painting and carving, the new pou, kōwhaiwhai and tukutuku for EIT's whareniui, Te Ara o Tāwhaki, were officially revealed and blessed on 12 February.

The marae was officially opened on 29 October 1994. Director Māori Tuhakia Keepa said that when the whareniui was opened, it was always with a view to completing the interior. EIT's CEO Chris Collins said that he had made a commitment to the late Tuahine (Joe) Northover, MNZM, EIT's highly respected former kaumatua, who was heavily involved in the establishment of the marae, to complete it. Mr Collins said it was satisfying to finally honour this commitment.

EIT's CEO Chris Collins said it was satisfying to finally honour his commitment to completing the interior of Te Ara o Tāwhaki.

In 2017, Executive Director Māori, Tuhakia Keepa and Te Ūranga Waka's pouarataki, Puti Nuku jointly identified who might be involved with the project. As the Faculty's first Dean, EIT Adjunct Professor Joe Te Rito commissioned carvers,

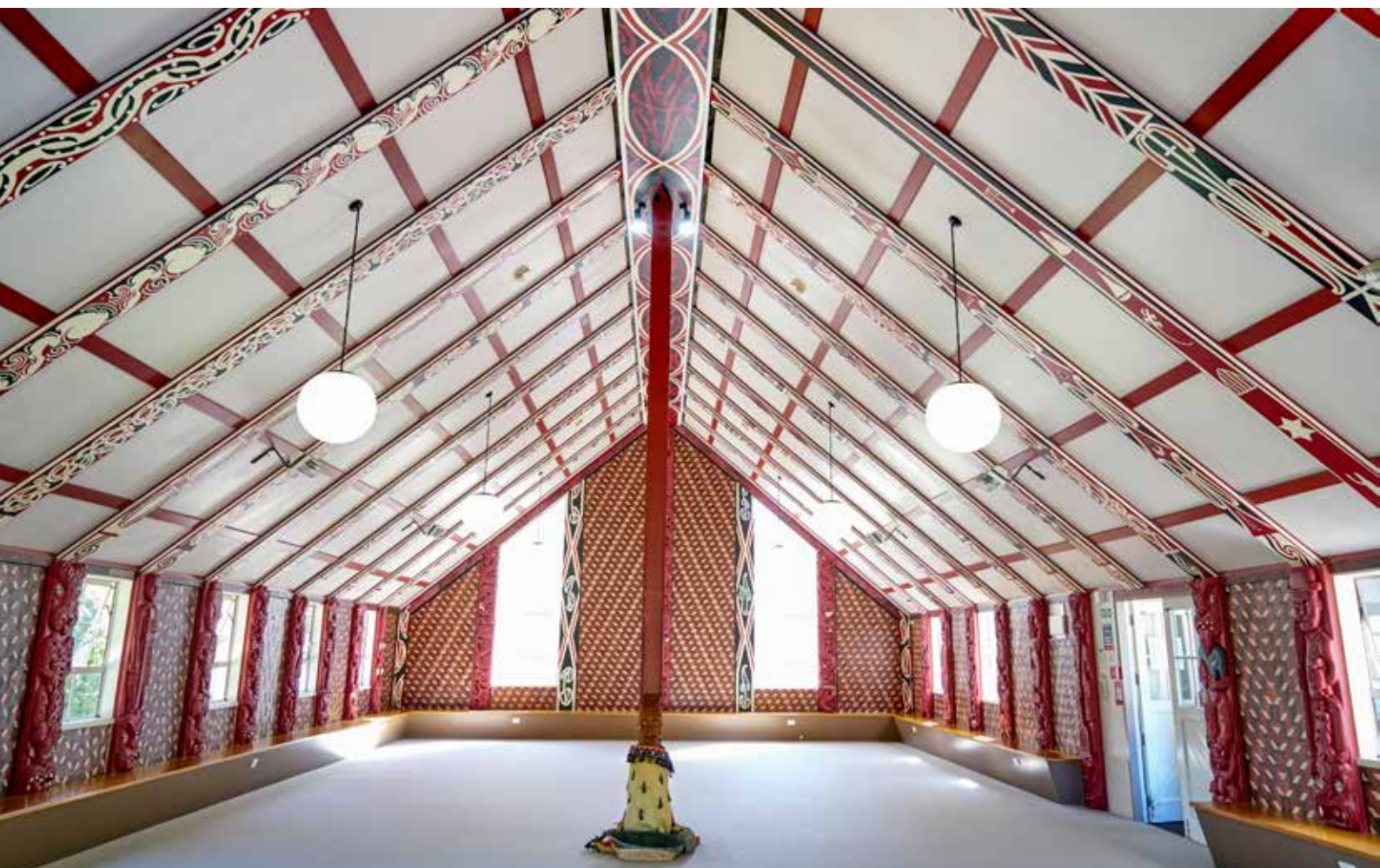
including Te Rangi Robin, to design and work on pou whakairo for the exterior of the whareniui and paepae (threshold) as well as other structures on the marae. Te Rangi was joined by Emanuel Dunn and Charles Paringatai.

The carvers were based at EIT's IDEASchool, where they created a total of 40 carved panels. Traditionally, pou whakairo depict ancestors. However, because EIT is an educational institution, Te Rangi says a different concept had evolved.

Half of the carvings represent Māori gods while others represent decades and achievements of Māori during those times. Some also reflect current social issues relevant for the area as well as topics related to EIT. The result is like a storybook, with the interior of the whareniui to be read in tukutuku (woven lattice-work), kōwhaiwhai (painted panels) and pou whakairo.

IDEASchool lecturer, Raewyn Paterson, was the mastermind behind the contemporary take on the traditional tukutuku. She invited the whole community to join in the creation of the poutama and pouhine patterns made from thousands of wooden pieces. Hastings based tā moko artist Cody Hollis designed the kōwhaiwhai or painted panels which embellish the ceiling of the whareniui.

Also in February, new and expanded contemporary learning spaces were opened in Te Ūranga Waka to accommodate the growing number of students in the School and replacing the former relocatable and prefabricated buildings.





Pairama Wright rolled up his sleeves to become a fluent te reo Māori speaker.

Advocating for te reo Māori revitalisation

For EIT student and te reo Māori tutor Pairama Wright, studying wasn't just about gaining knowledge and qualifications, it was also about reinventing himself and finding a purpose.

Of Ngāi Tahu, Ngā Ruahine, Swiss and Irish decent, Pairama grew up as an army child and moved all over New Zealand. Māori culture and language played a prominent role in his family's life; his great-grandmother was a fluent te reo speaker and Pairama went to Māori immersion schools.

At age 13, when his parents separated, he moved with his mother to Napier and became steadily more alienated from his Māori roots. "It was as if I was scared and ashamed of this part of me, and I had no desire to speak te reo or engage with the Māori part of my family."

It was only when his father moved back from Australia with Pairama's half-sister, who was brought up very traditionally, that he rekindled his interest in reconnecting with Māoridom.

"Teaching is my way of supporting and promoting the revitalisation of our language."

From achieving his level 2 te reo Māori certificate, Pairama staircased into the Bachelor of Arts (Māori), followed by this year's Honours.

In 2021 Pairama is undertaking the Master in Professional Practice, delving into research of Māori language revitalisation and will also be teaching on EIT's NZ Certificate in te reo me ngā Tikanga (level 4). Teaching is his way of supporting and promoting the revitalisation of our language with his long-term goal being to create Māori language resources for all learner levels. He is a strong advocate for the teaching of Māori language, culture and history in schools.

Pairama also holds the role of cultural advisor (kaiārahi tikanga) for Musical Theatre New Zealand. He is eager to promote a shift towards Ao Māori and a change of cultural perception. He also introduced a new Musical Theatre award that recognises culture, diversity and inclusion.

EIT ensured student engagement and success despite lockdown

2020 was a very dynamic year for teaching and learning. While there was only a short time for teachers and learners to prepare for the COVID-19 lockdown, some EIT programmes were able to continue teaching almost seamlessly, and others were quickly able to get ready for online delivery, with some great innovations evident. No courses had to be cancelled.

To ensure the ongoing engagement of EIT students, an Academic Business Continuity (ABC) Group was established. The Group worked through required temporary adjustments to ensure delivery and assessments could continue.

A working group was also set up to address student hardship issues. From 15 April, EIT students were able to apply for a one-off COVID-19 hardship grant. The hardship fund provided financial support to a total of 1,553 EIT students (\$470,860 of funding paid) while 992 students were supported by a technology fund (\$463,926 of funding paid). The Library and Learning Services offered learning support for students studying from home including an online chat and email service.

"Staff were impressive in the ways in which they continued to work with their students, whatever their circumstances, to support them in their learning," said EIT's CEO, Chris Collins. "Staff were focusing on keeping things flexible and straightforward, using a wide range of delivery methods and online tools including platforms like Moodle, Google Classroom, Skype for Business and Zoom, and delivery methods such as discussion forums, online quizzes, voiceovers with powerpoints, vlogs and many more."

Glenn Fulcher, Head of School for Tourism and Hospitality, encouraged his Hawke's Bay and Tairāwhiti students to feed their bubbles and join a "lockdown kai competition". Students were asked to upload photographss or short videos to their class Facebook page. The videos had to show the preparation and cooking methods along with the final presentation of the dish. Judges acknowledged the level of creativity and innovation.

"Staff were impressive in the ways in which they continued to work with their students."

EIT's CEO, Chris Collins

Glenn emphasised the support and coordination from other ITPs, and the ability to adapt, keep engaged and ensure that family was "number one".

Some programmes were able to move students swiftly into learning wholly online, such as the programmes in business and computing. Some programmes however, required significant hands-on learning backed up with theory. These programmes moved theory components to be covered during lockdown, thereby allowing practical or applied aspects to be the focus when teaching resumed on-campus.



SUPPORT FOR STUDENTS



1553

STUDENTS RECEIVED A
HARDSHIP FUND

TOTAL PAID

\$470,860



992

STUDENTS RECEIVED A
TECHNOLOGY FUND

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International student support during extraordinary times

In semester 1, EIT welcomed over 750 new and returning international students across its three campuses under the most extraordinary circumstances. During what should have been an exciting time, many students were faced with a set of challenges unlike any other.

"Within a few weeks of starting my studies at EIT, the country went into lockdown. Confined to my bubble, along with two other students, I was unable to go out and interact with others. With the uncertainties about my family back in India, times were tough but right from the beginning the EIT International Student Support team stood with us, supporting us in every possible way under the circumstances," said EIT Hawke's Bay student Sajeela Ismail.

"The team gave us moral support through weekly online meetings which were so much fun. The sincere efforts from the entire team to keep track of our wellbeing and academic progress throughout the period was truly commendable. With New Zealand's remarkable achievement in dealing with the pandemic, it's a blessing to be here right now," said Sajeela.

For the EIT International Centre team and the students they support, the impact of the COVID-19 pandemic brought about new ways of communicating. Reaching out, checking in and providing the latest information became a key focus as academic delivery moved online. EIT International Centre put a support network in place to ensure students continued to feel safe and well connected.

EIT International Centre also worked closely with regional community organisations including Civil Defence, Multicultural Association Hawke's Bay, Learning Hawke's Bay and Citizens Advice Bureau to support students. Taking into account the financial struggles of some students during the COVID-19 lockdown, EIT also approved a hardship fund for international students.

EIT Auckland delivered to a total of 437 students during 2020. Auckland had just started the first day of term 1 on 23 March when the start of the lockdown was announced. Students were immediately sent home and staff quickly started to prepare for teaching online. On 24 March, EIT Auckland commenced online delivery. "We did not know at the time that Auckland students would continue online delivery through to the beginning of term 4 (27 October)," said EIT Auckland Campus Director, Cherie Freeman.

EIT's International Centre put a support network in place to ensure students continued to feel safe and well connected.



EIT Auckland staff set up a weekly virtual bubble for students to zoom in and participate in fun group activities. Students stuck offshore and unable to get into New Zealand were included in the virtual bubble. EIT Auckland also developed a weekly newsletter with updates, competitions, links to current activities in and around Auckland as well as offering advice. Students were also supported with financial assistance (through EIT and Red Cross), food parcels (through local Auckland communities) and online counselling.

The 2020 international student experience was challenging to say the least. However, EIT's international students showed incredible resilience and a desire to look to the future and make the most of their time at EIT and in New Zealand.

EIT international student Sajeela Ismail (Hawke's Bay) felt well supported during lockdown.

COVID-19 recovery fund boosted EIT enrolments

The Targeted Training and Apprenticeship Fund (TTAF) and the Apprenticeship Boost (AB) raised the demand for eligible EIT programmes, following a national trend.

Like EIT, many people, employers, and communities in the region welcomed the government's support packages providing them with the opportunity to train and study for free.

EIT enrolled almost 500 learners in TTAF eligible programmes that started in July 2020. The significance of this policy being evident in that the July enrolments in these "TTAF" programmes was 22% up on enrolment into the same programmes in July 2019.

The semester two enrolments were spread across all TTAF eligible programmes but there was particularly high demand for primary industries (agriculture and horticulture), construction

and electrical engineering offerings. The School of Trades and Technology initiated a second electrical engineering cohort to support the booming numbers.

EIT also saw significant demand in health and wellbeing programmes (aged care, mental health and addiction) and had to put on a second stream of the level 4 NZ Certificate in Health and Wellbeing (Advanced Support), something quite unusual for semester two.

In addition to these TTAF programme enrolments, EIT also had about 240 apprentices enrolled across carpentry, horticulture and automotive engineering. As well as the study fees for new apprentices being covered by TTAF, in most cases, the employer of the apprentice is also eligible for the Apprenticeship Boost (AB) subsidy.

Record number of Trades Academy students celebrated success

EIT has one of the largest and more successful Trades Academies in New Zealand. In 2020, over 400 Year 11, 12 and 13 Hawke's Bay high school students, and over 280 East Coast high school students were attending one of the programmes on offer.

The students could choose from 22 programmes including Building & Construction, Engineering, Hospitality and Information Technology. For 2020, EIT also added Services Pathway, Automotive and Tourism & Travel to the course offerings and these were extremely successful.

"Trades Academy gives students a wonderful opportunity to try out a vocation they are interested in. They can get a taste of what a job may be like and get hands-on experience," said Trades Academy Manager, Paul Hursthouse. Paul acknowledged that COVID-19 posed novel challenges to students, tutors and schools alike. "It was heartening to see that the students just embraced the situation. Staff put in a great amount of extra effort and dedication, and schools were immensely supportive."

EIT has one of the largest Trades Academies in New Zealand.

The governments' Apprenticeship Boost also enabled many level 3 students to pathway directly into an apprenticeship with one of EIT's industry partners.

Paul also highlights the strong participation of Māori and Pasifika students who make up 70 percent of the Trades Academy student body.

The Trades Academy programme is an important pathway for supporting students into trades training and helping industry address skills shortages.



Two of many successful Trades Academy students, Hannah Sewell (l) and Connor King (r) from Havelock North High School with Trades Academy Manager Paul Hursthouse.

Official opening of the Ōtātara Outdoor Learning Centre

Invited guests gathered on 17 November to celebrate the official opening of the Ōtātara Outdoor Learning Centre (OOLC). This included collaborating partners Department of Conservation, Cape to City, Predator Free Hawke's Bay, EnviroSchools and the Hawke's Bay Regional Council.

In June 2019, EIT and the Air New Zealand Environment Trust (ANZET) had signed a memorandum of understanding expressing their intention to develop a Centre to inspire learning in an outdoor environment. The Trust provided generous funding towards the development of the Ōtātara site, supported by the valuable input of Ngāti Pārau, kaitiaki of the area.

The purpose of the Centre is to improve awareness of the importance of environmental issues such as the sustainable use of natural resources, biodiversity conservation and promotion of ecological intelligence.

ANZET Trustee Ruud Kleinpaste stressed that the Air New Zealand Environment Trust was fully supportive of

young New Zealanders re-connecting with the ecological experiences of the natural world. It simply promotes 'nature literacy' in an even wider context and that will, no doubt, lead to an increasingly sustainable future for Aotearoa.

Over the last year, the Ōtātara Outdoor Learning Centre and its surrounds developed significantly. The EIT team planted a rongoā (Māori medicine) garden, new native planting areas, restored a native planted gully, revitalised native flax for weaving, and refurbished a log cabin which is available for interactive learning and research.

The most recent Centre development was the addition of a large outdoor shelter to be used for arts, performance and other creative activities.

In 2020, the Centre was recognised as a finalist in the 2020 Green Gown Awards run by Australasian Campuses Towards Sustainability (ACTS). EIT was the only New Zealand ITP and one of the country's two tertiary institutions to be announced as awards finalists during the year.





EIT has years of experience in providing agriculture training.

EIT and UCOL join forces to re-establish agriculture training at Taratahi

EIT and UCOL worked together during the year to re-establish delivery of tertiary education at the former Taratahi Agriculture Training Centre in the Wairarapa. The residential taster and familiarisation courses started in July and are designed for people to decide if they want to pursue a career in the sector.

The re-establishment of Primary sector training at Taratahi supported by EIT and UCOL Wairarapa is part of the national COVID-19 recovery of the agriculture sector.

The training is the result of collaboration between primary sector leaders, UCOL Wairarapa, EIT, Ngāti Kahungunu, and the Wairarapa Economic Development Committee. Working with Ministry of Primary Industries, Dairy NZ and with the liquidators of Taratahi, the collaborative network secured government funding to provide the free taster courses and other primary sector training. The focus of these programmes is to assist potentially displaced New Zealanders from their previous employment and introduce them to the uniqueness of a career on the land.

EIT Head of School for Primary Industries, Nigel Udy and Berni Pothan, at the time Director of UCOL Wairarapa, both highlighted the commitment of everyone involved in the project.

The goal of this initiative is to introduce learners to the uniqueness of a career on the land.

"EIT is one of the leading primary industry tertiary providers in the country. We have years of experience in supporting agriculture education, including residential training facilities such as Pukemiro, Smedley and Waipaoa Stations" said Nigel. "We strongly believe that our expertise and resources will help get the primary sector training up and running again."

Robin Potangaroa, Chair of Ngāti Kahungunu ki Wairarapa Tāmaki Nui-a-Rua Settlement Trust, is happy things are moving in the right direction and said this initiative has a bright future.

The Wairarapa Economic Development Group, chaired by Dame Margaret Bazeley, had been instrumental in liaising with government and the liquidators to progress these offerings.

EIT selected for Centre of Vocational Excellence

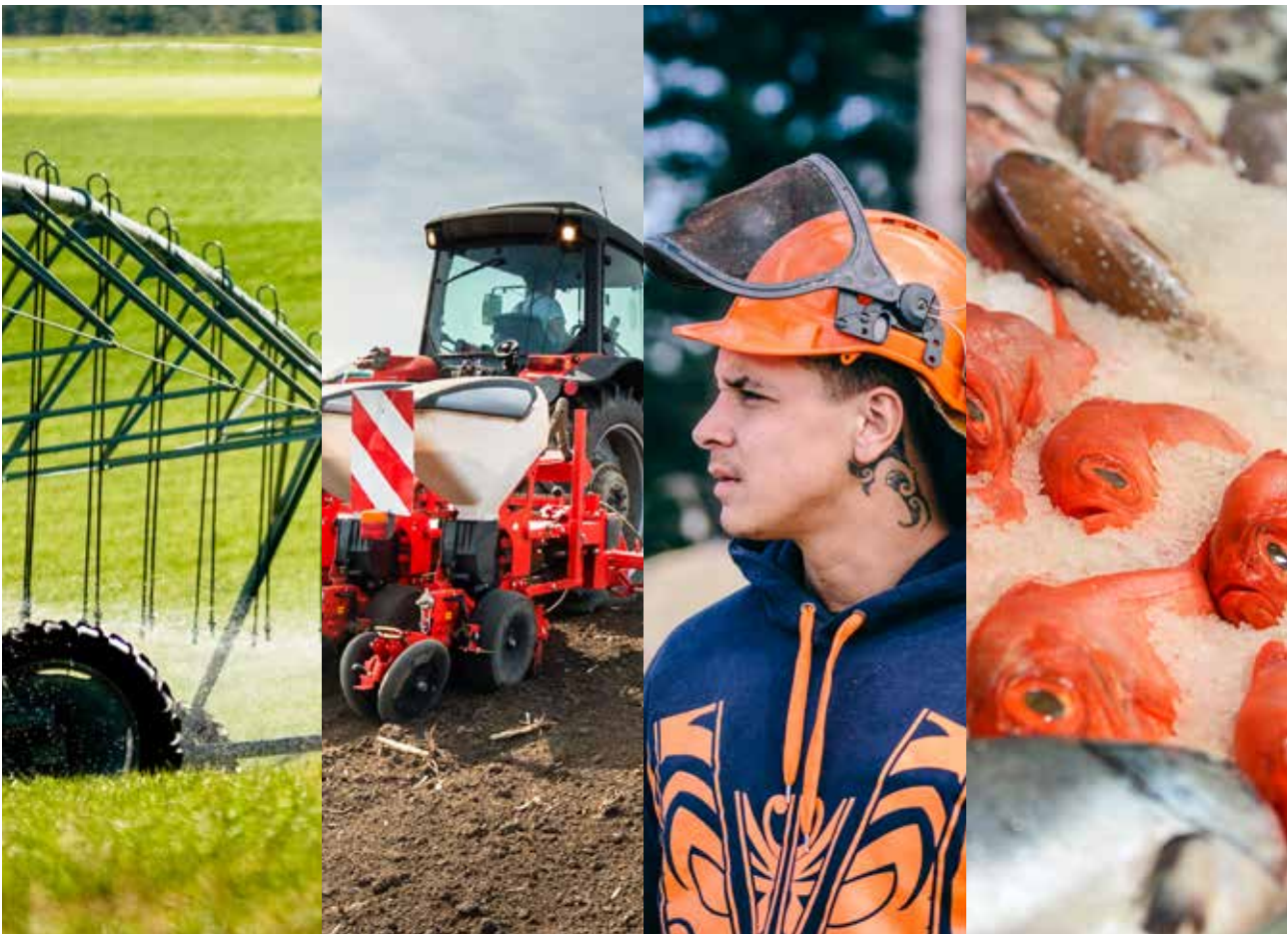
In November, EIT was selected to host the Government Funded Food and Fibre Centre of Vocational Excellence (CoVE). While the CoVE is based at EIT, the initiative has been set up by an industry-led consortium, involving 54 organisations across the entire food and fibre sector including industry associations, tertiary education providers, Māori, employers, employees, and standard-setting bodies.

The Food & Fibre Cove is one of several CoVEs that will be created through the Government's Reform of Vocational Education (RoVE). CoVEs will play an important role in the vocational education system. As part of the structural changes being made, the CoVE will work closely with Workforce Development Councils, Regional Skills Leadership Groups, the new national institute Te Pūkenga - New Zealand Institute of Skills and Technology, and other CoVEs.

Paul Hollings was appointed as General Manager of the Food and Fibre CoVE, and Dr Mark Paine became Board Chair. Prue Younger, Turi Ngatai, Wiremu McMillan, William Beetham, Sandy Scarrow, Ben Allomes, and Glen Harkness joined the Board as Board members.



Hosted by:



Sharing the knowledge of traditional Māori food gathering

In 2020, EIT launched a Certificate in Māori Traditional Food Production, Harvest and Management at its regional learning centre in Waipukurau. The traditional food, or mahinga kai, course was such a success it will be offered at other locations in 2021.

Amiria Nepe-Apatu (Ngāti Kahungunu, Rangitāne) ran the programme with incredible passion. Born and bred in Takapau, twenty minutes from Waipukurau, Amiria has been a teacher for all of her adult life. She has taught at different levels from early childhood to adult learners, worked as a te reo and kapa haka teacher and taught for many years in the Kura Kaupapa Māori in Takapau.

Amiria also brought a profound knowledge of tikanga and mātauranga Māori

The guiding principle of the programme was the maramataka, the Māori lunar calendar. As one of the first projects the students turned the ragged vegetable patch adjacent to the learning centre into a blooming and thriving kai and rongoā (traditional Māori medicine) garden.

Amiria taught her students about the three sources of food: moana (ocean), maara (land) and ngahere (forest/bush) and how to gather food in a sustainable and responsible way.



The Mahinga Kai programme was such a success it will be offered at other locations in 2021.

The group also worked in the community garden in Waipukurau, went for bush walks and grew kōwhai and totara seedlings. Amiria showed the students how to use traditional tools such as digging sticks (kō) and they mapped the area to record where they had sourced their food.



Promoting Tairāwhiti as tourist destination

Tairāwhiti is building itself as a destination, not just a stop off, as New Zealanders seek to explore their own back yard more and more.

This is the view of a newcomer to the tourism industry, student and i-SITE visitor information officer, Ewan Sinclair. Originally from Scotland, the 22-year-old has a huge interest in the history of the region and is buzzing about the potential. "There are the stingrays, rail bikes, Rere rockslides, and the big events like R and V. There is so much to do here and Gisborne will establish itself as a destination more and more in the years to come." Cultural tourism is another opportunity for this district."

The arrival of the pandemic COVID-19 has not changed his thinking toward a career in tourism. "It will always be a thing. People always want to travel and see different things. I thought I will study in the slump and come out when it's booming"

The former Gisborne Boys' High School student said tourism was a natural path because travelling has been an important part of his life and opened his eyes to tourism.

John Harré Award helped Michaelyn launch her business

EIT graduate Michaelyn Jacobs, who completed her Bachelor in Creative Practice in 2019, was the winner of the 2020 John Harré Award which has a value of \$3,500.

The award was established to support EIT Hawke's Bay graduates with a disability transition from study into employment. Michaelyn has Autism and throughout her studies was supported by EIT's Student Disability & Wellbeing Team who provided guidance, education resources and general support in helping her succeed in her aspirations.

Michaelyn is thriving and discovered a niche that she is extremely passionate about. The award was not only a recognition of her academic success but also a stepping stone to a career as a self-employed graphic designer and digital artist.



Michaelyn Jacobs presenting one of her commercial Dungeons and Dragons characters.



Mauritian twin doctors embark on new life in New Zealand

Viraj (l) and Varun (r) don't shy away from new challenges.

By the time identical twins Viraj and Varun Boodhun started their Bachelor of Nursing degree studies at EIT, they had gained a medical degree overseas and were well on their way to becoming medical specialists. The brothers had won a three-year scholarship covering their postgraduate training costs and had already published a few research articles. But life had different plans.

Of Indian descent, Viraj and Varun grew up in Mauritius. After completing high school in 2009, they moved to China to study at the Wenzhou Medical University. Viraj explained their reasons for the big move: "The medical sector in China is far more advanced and students get a lot more practice while still at university. In Mauritius patients are quite reluctant to deal with medical students and placements are scarce."

Although the study language was English, they learned Chinese, which added to their knowledge of French, Hindi, and Mauritian Creole, their mother tongue. Five years of degree study was followed by a one-year internship and

18 months of specialist training, with Viraj delving into orthopaedics, and Varun into neurology.

Unfortunately, over the years of their study, the job market in Mauritius had changed dramatically. The retirement age had been put up from 60 to 65 years. In addition, a lot of young doctors were hunting for jobs. All of a sudden, the medical field was completely saturated. Not having much hope of starting a medical career in their homeland, they decided to interrupt their postgraduate training in China and migrate to New Zealand - once again as international students.

Knowing that their medical degree wouldn't be recognised in New Zealand, Viraj and Varun had to rethink their career plans. First, they brushed up on their English, and then they completed a high-level English language course which enabled them to enrol in the Bachelor of Nursing.

Both brothers work part-time in aged-residential care which adds another valuable aspect to their education. As qualified registered nurses they hope to find good jobs.



Bachelor of Viticulture and Wine Science students Jacob Walker and Leah McElligott.

Three new substantial scholarships awarded to top students



Master of Digital Business Candice D'Acre.



Bachelor of Creative Practice, Screen Production, graduate Rāmari Fox.

Bachelor of Viticulture and Wine Science students Leah McElligott and Jacob Walker received a new scholarship offered by the organic winegrowing company Urlar in the Wairarapa where they also spent the summer helping with the vintage. The two students shared the generous scholarship worth \$10,000.

Candice D'Acre (Ngāti Porou) was awarded the \$15,000 scholarship offered by Ryman Healthcare, in honour of visionary Hawke's Bay entrepreneur Sir James Wattie (1902-1974). When the scholarship was announced in July, Caren Wattie, Sir James' granddaughter, said it was great to see him honoured. "We're really proud of our grandfather's legacy and thank Ryman, EIT and the Hawke's Bay community for honouring him in this way. We hope that the scholarship will inspire those business students to go forward as entrepreneurs and help grow Hawke's Bay."

Candice gained her Bachelor in Business Studies in 2020 and is now studying toward a Master of Digital Business at EIT. The scholarship will also help start her own business. Candice and her husband are in the process of launching Mellows, their own Gourmet Marshmallow company.

"We hope that the Sir James Wattie Scholarship will inspire those business students to go forward as entrepreneurs and help grow Hawke's Bay."

Caren Wattie, Sir James' granddaughter

Rāmari Fox (Ngāti Kahungunu, Ngāti Porou), who graduated from a Bachelor of Creative Practice, Screen Production in 2020, won the Manini-tua Scholarship. It's a significant new scholarship between Ngāti Porou and EIT. The scholarship aims to support Ngāti Porou iwi members studying in areas of strategic significance to the iwi. At the end of 2020, Ramari moved to Auckland after she landed a job at a film production company.

Addressing the shortage of skilled truck drivers

As a child Rachel Ripohau loved to accompany her father, a truck driver, on rides around the country. Rachel (Ngāti Kahungunu) says that her passion for trucks stems from these childhood days. Some years went by before Rachel decided to follow her greatest interest. "I had been doing many different jobs but I always wanted to drive," said Rachel.

Rachel enrolled in a NZ Certificate in Commercial Road Transport from which she graduated in March last year. While the programme is fees-free now, it wasn't free back then but Rachel received the Māori and Pasifika Trades Training Scholarship which paid for the course.

Only a few days after passing her last exam she started her first job at Mark Pittar Transport. Mark, who employs twelve drivers, has been in the industry for over 30 years and knows the industry inside out. Rachel is the second EIT graduate that he has taken on.

"The EIT programme is brilliant," said Mark. "We simply don't have enough truck drivers in the country. There is so much work out there, and the drivers also take home a reasonable pay packet."

For the first three months, Rachel just drove her loaded truck and trailer from the mill to the port and back, getting up to speed with operating the heavy vehicle, learning how to identify hazards, trucking safely in road construction zones and changing gears constantly.

Now, Rachel drives her own \$500,000 truck. Meanwhile Rachel has extended her radius, drives to the forests and loads the truck. "It's mentally demanding. Everything has to happen by the book. You have to be on the top of your game all the time. Driving in the dark and transitioning from night to day shifts is really hard. And there are a lot of challenges, steep sites, slippery slopes and sharing the road with reckless drivers. I'm still learning every day."



EIT graduate Rachel Ripohau and her new truck.

Fighting against Māori health inequities

Te Aroha Hunt is the coordinator of Tuai Kōpū, a programme initiated in 2020 by the Hawke's Bay District Health Board. Tuai Kōpū is supporting pregnant Māori and Pasifika women living in low socio-economic areas, ensuring that they have equitable access to maternal health and social services. The 29-year old acts as a link between the women and health and social services.

Of Ngāti Hineuru, Te Arawa, Taranaki & Cook Island Māori descent, Te Aroha graduated from EIT in 2014 with a Bachelor in Recreation and Sport. She also completed a Certificate in Māori Health which Te Aroha describes as an eye-opener regarding Māori health inequities.

Her studies taught her how to communicate effectively and engage with people, to be innovative and to step out of her comfort zone. "I always felt uncomfortable, like the black sheep of the class just for being Māori. But to be honest it has been my greatest asset. I strongly believe that we need more Māori specific health studies incorporating Te Tiriti o Waitangi practices," says Te Aroha. "It's crucial that these studies are put through to the Government and are reflected in their decision making to ensure that we don't stagnate with achieving equitable health outcomes for Māori."

"We have to make sure that we don't stagnate with achieving equitable health outcomes for Māori."



Māori health advocate Te Aroha Hunt (r) pictured with her family, from left, Corey Papanui, Ataahua Papanui, Aariana Papanui and Te Arawa-Kauwhata.

New partnership expected to grow wine & viticulture research capability

EIT's School of Viticulture and Wine Science, Otago Polytechnic and the Nelson Marlborough Institute of Technology (NMIT) signed an agreement that will see them collaborate on research and student learning with two research organisations in Marlborough.

The Memorandum of Understanding (MoU) brings together researchers, tutors and students from EIT, Otago Polytechnic, NMIT, the Bragato Research Institute, as well as the Marlborough Research Centre (MRC).

Sue Blackmore, Head of EIT's School of Viticulture and Wine Science, said the new MoU was close to being signed pre lockdown but the value brought by involving three subsidiaries of Te Pūkenga was worth the wait. "This is a great step in terms of building collaboration with industry and research organisations and solidifying existing goodwill between the NZIST subsidiaries. The EIT School already has a number of research projects running in Hawke's Bay with NZ Winegrowers and this MoU will further strengthen and grow the relationship with industry."



The picture shows the Bragato Research Institute in Blenheim where EIT students will be able to study and conduct research.

Wine leader chose EIT to upgrade viticulture skills

In July 2020, Wine entrepreneur Erica Crawford completed her Graduate Diploma in Viticulture at EIT. Erica is the powerhouse behind Loveblock Organic Winery in Marlborough's Awatere Valley and an influential female leader in New Zealand's wine industry.

Before meeting her Kiwi wine maker husband Kim in South Africa, Erica had started a career as a medical researcher which she gave up for a life in New Zealand and a career in the wine industry.

By the time Erica and Kim launched Loveblock Wines, they had built the highly successful brand Kim Crawford Wines and sold it to Constellation Brands.

In 2002 they bought their first vineyard in Marlborough's Awatere Valley, in 2008 they made the decision to go organic and four years later they got certified. It's a philosophy that Erica lives by. Going organic, however, is not just a small shift but an audacious goal which involves long-term plans, filling up knowledge gaps and trial-and-error attempts.

Despite having years of industry experience, Erica says that the EIT qualification has been hugely beneficial. "It gave me a great insight into the technicalities of vineyard management, soil science, vine health and physiology. I got an intimate understanding of why we are doing things in a certain way, what changes I want to see and how we are to ensure consistency throughout the vineyard management. The vineyards really are my big and first love!"



Erica Crawford has upgraded her knowledge with a postgraduate diploma at EIT's School of Viticulture and Wine Science.

EIT Students receive Wine Awards

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 NAME	VARIETY	STUDENT NAME/S	VINTAGE	AWARD
Wild Ferment Chardonnay	Chardonnay	Jordan Tilton-Mist	2020	Gold*
Aldridge Albarino	Albarino	Tim Aldridge	2020	Silver
BAUS WSP Sauvignon Blanc	Sauvignon Blanc	Stephen Des Rochers, Brandon Reff IV, Anna Young and Utkarsh Sharma	2020	Silver
Nealie Young Port	Syrah	Nealie Young	2020	Silver
SASA WSP Sauvignon Blanc	Sauvignon Blanc	Shishir Acharya, Arjun Bhandari, Santosh Bhusal and Ashok Dangol	2020	Silver
Cool Kids Make Wine Rosé	Merlot	Jillian Meier, Robert Golding, Samuel Mackey, Serenity Sigley, Alina Langley, Sui Cheun Fund, Jihui Lee	2019	Bronze
Five Star WSP Sauvignon Blanc	Sauvignon Blanc	Merlin Thomas, Menaka Adikari Mudalige, Poonam Poonam, Akhina Sojan and Sangita Dulal	2020	Bronze
Halo WPI Sauvignon Blanc	Sauvignon Blanc	Lily Mosolino, Zhaohui Wang and Olivia Anderson	2020	Bronze
Jack and Bryn FOW Sauvignon Blanc	Sauvignon Blanc	Jack Wilson-Bramwell and Bryn Craddock	2020	Bronze
Jacob and Kevin FOW Sauvignon Blanc	Sauvignon Blanc	Jacob Walker and Hanbo Wang	2020	Bronze
JICass WPI Sauvignon Blanc	Sauvignon Blanc	Cassandra Audette and Jihui Lee	2020	Bronze
John and Johanna WPI Sauvignon Blanc	Sauvignon Blanc	John Bathgate and Johanna Palmers	2020	Bronze
Kelly and Theo FOW Sauvignon Blanc	Sauvignon Blanc	Kelly Davis and Theo Wilson	2020	Bronze
MS and JF FOW Sauvignon Blanc	Sauvignon Blanc	Matthew Sadler and Jacob Finlayson	2020	Bronze
Rigenenstein WPI Sauvignon Blanc	Sauvignon Blanc	David van der Merwe and Wencong Wu	2020	Bronze
Sass FOW Sauvignon Blanc	Sauvignon Blanc	Serenity Sigley	2020	Bronze
Seagals WPI Sauvignon Blanc	Sauvignon Blanc	Alena Kamper and Jordyn Harper	2020	Bronze
STAV WSP Sauvignon Blanc	Sauvignon Blanc	Akash Arokiaswamy, Vasupriyan Kaliaperumal, Sayooj Kalladayil Shaji and Thalif Yoosuf Shakeela	2020	Bronze
The ABYeas WPI Sauvignon Blanc	Sauvignon Blanc	Anna Kelland, Bridget Stange and Yimeng Cao	2020	Bronze
Wine for the Ages Chardonnay	Chardonnay	Ben Fulton, David van der Merwe, Olivia Anderson and John Bathgate	2020	Bronze
Wine for the Ages Port	Syrah	Ben Fulton, Alina Langley, Samuel Mackey, John Bathgate	2019	Bronze

* Top student wine



EIT Auckland students during a visit to Hawke's Bay in November.

The COVID-19 pandemic clearly presented a lot of challenges to EIT's Auckland postgraduate campus. Many international students had applied to study at EIT but weren't able to enter the country. In 2020, EIT Auckland delivered to a total of 437 students. During lockdown, staff worked tirelessly to keep students engaged. On 24 March, one day after starting term 1, EIT Auckland commenced online delivery, and continued online delivery through to the beginning of term 4 (October 27).

As soon as restrictions were eased, students and staff were overjoyed to return and take part in activities. A highlight was a trip to Rotorua to visit Tangatarua Marae at Toi Ohomai Institute of Technology on 10 August. Over 90 students and staff took the opportunity to learn about Māori values and customs, and experience a pōwhiri first-hand.

Auckland students also stepped up to help their peers. Following the launch of an International Student Representative Initiative in 2019, EIT Auckland student Sarang Yande took on the student representative role in 2020. Originally from Mumbai, India, Sarang impressed students and staff alike with his enthusiasm, including Auckland Campus Director, Cherie Freeman. "Sarang understands that communication is key to ensuring ongoing success for EIT students and works tirelessly

EIT Auckland students found positives in tough times

to ensure students are kept informed and that their voice is heard," says Cherie. Sarang, along with four other selected representatives, met with the EIT Auckland staff team once a month to talk about initiatives, objectives, and innovative ways to increase student engagement.

EIT Auckland also employs a dedicated Industry Partnership Manager, Brendon Hickey. Brendon works closely with students to enhance their employability through workshops, employment coaching, and visits to workplaces. In November, Health Science students had the chance to hear from Vishal Rishi, Director of The Asian Network Incorporated (TANI). Vishal has been an influential advocate for Asian New Zealanders' health and wellbeing for the last twenty years. Vishal also invited the students to attend a TANI regional network meeting.

During 2020, EIT Auckland delivered to a total of 437 students.

To cap off the academic year, 39 EIT students and five staff travelled intercampus from Auckland to Hawke's Bay. With an action-packed itinerary, the two-day trip (November 5-6) encompassed industry visits (e.g. to Church Road Winery and Bostock), local sightseeing, and the opportunity for students and staff from both campuses to connect.

EIT International College in China opened

The founding ceremony on 10 October 2020 to welcome the first 229 students to the Zhejiang Yuexiu University of Foreign Languages (ZYU) EIT Data Science and Communication College in Shaoxing City, Zhejiang Province, South East China, was an historic moment for both EIT and ZYU. It was also an incredible achievement when set against the backdrop of some of the most unprecedented events in recent times. Both institutions were committed to continuing their collaboration throughout the pandemic and to launch the joint institute.

In 2019, EIT received approval from the China Ministry of Education to deliver its degree programmes in China with the potential to enrol up to 1000 students by year four and is working towards formal approval from the New Zealand Qualifications Authority (NZQA) in early 2021.

"Zhejiang Yuexiu University of Foreign Languages and EIT have a shared vision and goal. We want to deliver quality teaching and learning to our students. College students will be taught by teachers from New Zealand and China. They will have a learning experience of both the New Zealand and Chinese systems. This

is going to be a unique experience for college students," says Philippa Jones, EIT Executive Director International.

The opening ceremony took place at ZYU and was presided over by Vice President, Professor Xiaolin Wei. Due to COVID-19 border restrictions, EIT staff were unfortunately unable to travel to China. Therefore they took part in a video which was screened to students and staff at the ceremony. The video opened with a welcome from EIT's CEO, Chris Collins. "We're excited to be on this journey with you. The next generation of creative thinkers and problem solvers. EIT has a long history as one of New Zealand's leading institutes of technology. We've supported thousands of students to graduate with undergraduate and postgraduate qualifications, and we're now bringing this expertise and applied professional education to China."

With a strong focus on developing industry-led, real-world digital skills and expertise, two of EIT's degrees will be taught at ZYU, the Bachelor of Computing Systems and Bachelor of Creative Practice. Three majors will be offered: Information Systems, Intelligent Systems and Digital Media.

RESEARCH HIGHLIGHTS

Team of researchers tackle child wellbeing in Hawke's Bay

A team of EIT researchers started to work with Auckland University on an initiative to improve the wellbeing of children in Hawke's Bay, particularly in priority communities.

The Nourishing Hawke's Bay project recognises the link between nutrition and overall wellbeing including children's mental, physical and oral health. It is part of the National Science Challenge "A Better Start", one of 11 challenges funded by MBIE to tackle the biggest science-based issues and opportunities facing New Zealand.

He wairua tō te kai - the guiding principle for this initiative - considers the wider values around food and eating, be they spiritual, cultural, relational or environmental. These values may provide future guidance for the Hawke's Bay community around sustainable food-related behaviours.

This coordinated approach is unique in that it will combine Mātauranga Māori methods with a systems science framework, building upon the input of local communities. "This is a novel approach. The goal is that communities come up with the problem as well as ideas to take action. The communities own this project, not the researchers," explained Pippa McKelvie-Sebileau, one of the EIT researchers.

"The latest UNICEF report showed that New Zealand has the second highest childhood obesity rate in the OECD. In addition, the latest B4 School Check data showed pre-schooler obesity was rising at 2.5% per year in Napier. These figures motivated us to look more closely into the problem, extending insights and to try to come up with initiatives of intervening," said Pippa.

According to the Ministry of Health there is evidence that obese children and adults are at greater risk of short-term and long-term health consequences.

EIT Research lead, Professor David Tipene-Leach said, "The answers are likely to be found in two places - one is around the obesogenic environment that we put up with in New Zealand - particularly in poorer communities and the other is in finding ways that engage Māori and Pacific parents and children in programmes of change."

Through a series of community engagement workshops the team will investigate the underlying drivers of poor nutrition and the vagaries of dysfunctional food environments in the "fruit bowl of New Zealand". The researchers will engage traditional stakeholders like the DHB, the Ministry of Education, iwi and councils, but also students, parents, and community health interventions groups.



The research team from left, Pippa McKelvie-Sebileau, David Tipene-Leach, Erica D'Souza, Dayna Peterson and Boyd Swinburn.

Ground-breaking Bay pilot improving vulnerable children's lives

Vulnerable children in Hawke's Bay and their families are benefitting from a three-year national pilot programme growing the skills of professionals working with them. Thirty organisations with over 500 workers are collaborating in the Ngātahi programme with senior researchers from EIT.

EIT's research team was led by Māori and Indigenous Research Professor David Tipene-Leach and Research Professor Kay Morris Matthews. Other members of the multi-disciplinary team were Dr Sally Abel, Dr Anne Hiha, Chris Malcolm, Pippa McKelvie-Sebileau, Charlotte Chisnell and Karlin Austin.

Ngātahi came about after workers in health, education and social services in Hawke's Bay reported increasing numbers of children with learning and behaviour issues. These children often live with parents in poverty who struggle with violence, mental illness and addictions. Tamariki Māori were over-represented among these referrals.

There was a strong view among many workers that they needed additional skills to adequately assess and manage these issues and that there were few evidence-based interventions available. There was concern across the sector that the government organisations involved worked in silos. Families/whānau and children were often confused about the number of services involved and either disengaged or fell between the gaps.

The lack of clear referral pathways, delays and waiting times were other concerns. To address this, leaders drew up a three-year plan to address the situation in Hawke's Bay. From this, Ngātahi, which means 'many together', emerged.

In late 2020, EIT finished a three-year contract with the HBDHB to evaluate the impact of Ngātahi for the 500 professionals who work with these children and their families.

Ngātahi began by first developing partnerships with Māori through the Hawke's Bay DHB's Māori Relationship Board and Ngāti Kahungunu Iwi Incorporated. The DHB Māori Health team helped Ngātahi develop a Māori conceptual framework which came to be known as Ngā Pou. All wānanga are written and delivered together with experts in Ngāti Kahungunu tikanga, and tikanga is woven throughout the programme.

Ngātahi has established a system for practitioners to identify the additional skills they believe they need, to develop training programmes, and to build relationships between workers in different organisations that would make it easier to work together with families/whānau with complex needs.

With funding now in place, Ngātahi can go from strength to strength. More organisations will also be invited to join the project, and there has also been interest from other regions to implement the project in their areas.

(Abridged version of Kay Morris Matthews' opinion piece published in Hawke's Bay Today)



Research Professor Kay Morris Matthews was leading the research project along side Māori and Indigenous Research Professor David Tipene-Leach.

Thirty organisations with over 500 workers are collaborating in the Ngātahi programme with senior researchers from EIT.

Research project examines benefits of outdoor learning

A research project called 'Learning in Nature' has seen EIT and University of Waikato researchers collaborate to actively explore education and nature connectivity. The project, which also involves Predator Free Hawke's Bay, focused on how schools and the local community use the Ōtātara Outdoor Learning Centre, which was officially opened in 2020 (refer to story "EIT celebrated official opening of Ōtātara Outdoor Learning Centre", page 27).

Dr Emily Nelson, who is EIT's Programme Coordinator of the Bachelor of Teaching (Primary), was co-leading the Learning in Nature project with Professor Bronwen Cowie, Associate Dean of Research at the University of Waikato.

The researchers tried to get a sense of the diverse use of the outdoor space to help gain an understanding of the values prioritised by the different user groups.

The first phase of the research saw interviews being held with lecturers, management and anyone involved with the development of the outdoor space. "We questioned them on why they were interested in the space, why nature was important to them and how they saw it fitting in to their work." The perceived benefits were that it was promoting eco-consciousness, place-based education was connecting with the space and student teachers were getting regular exposure to outdoor education.

Phase two of the project moved from the participants' starting point to an investigation into how people are using the space, using a photo voice approach. The user groups were invited to take photos that represented their valued experiences, learning and nature-connectedness with regards to their time at the Centre. Each participant spoke about their photos, why they took them, and what it was like learning in nature.

The research was being done as a developmental evaluation and aimed to show how the project to develop the Ōtātara Outdoor Learning Centre has taken life over time. The work was showcased at an exhibition at the Centre later in 2020. Each person's photo or drawing had a QR code which went through to an audio recording of them talking about their work in the space.



EIT researcher Dr Emily Nelson collaborated with researchers from the University of Waikato to explore how education and nature are connected.

RESEARCH OUTPUTS

	2015	2016	2017	2018	2019	2020
Research Outputs (refereed & non-refereed)	254	241	308	293	346	366
Outputs per Academic FTE	0.84	0.72	0.94	0.95	1.24	1.15
Outputs per Academic FTE with Research Hours *				2.05	3.04	3.21

* New measure in 2018

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 Executive Director of Māori.

The MSAG comprises 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 Board. The MSAG held meetings in 2020 on 5 June, 17 July and 16 October. An opportunity was also provided for Māori Strategic Advisory Committee members to meet with the EIT Board at its meeting held on 7 December 2020.

Chrissie Hape (Chair)

Kaiwhakahere Matua o Ngāti Kahungunu Iwi Incorporated, EIT Board, Ngāti Kahungunu - Ngāti Papatuamaro me Ngāi Kohatu nga hapū, Ngāi Tahu - Ngāti Irakehu me Ngāti Makō nga hapū Moriori

Bayden Barber

Waimārama Marae, Hastings District Councillor, Company Director - Health HB, Beef + Lamb NZ, Ngāti Kahungunu, Ngāpuhi, Ngāi Tahu

Hilton Collier

EIT Board Chair, Managing Director - Agfirst, Ngāti Porou

Kim Ngārimu

EIT Board, Company Director - Taaua Ltd, Ngāti Porou

Heke Huata

GM Strategic Relationships - Te Kohanga Reo National Trust

Farley Keenan

Senior Advisor Te Puni Kōkiri, Gisborne & Hawkes Bay, Ngāti Kahungunu, Ngāpuhi, Ngāi Tahu

Industry Advisory Committees

Advisory Committees have the task of providing strategic advice and industry based perspectives to EIT's Board, 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.

| AGRICULTURE



Rob Evens Smedley Station	Kristy Roa Sheep and Beef
Tam Jex-Blake Waipaoa Station	Jono Torkington Papatu Sheep and Beef
Dave McKenzie ADB Williams Trust	

| APICULTURE



Barry Foster Tawari Apiaries Ltd	Theo Grzeda Universal Engineering
Jenny Grzeda Tree Smart Gisborne Ltd	

| BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)



Cherreen Exeter Ministry of Education	Roberta Thomson Edukids Taradale
Kimi Joel Taokotaianga Apii Kuki Airani ECC	Sue Walker Happy Days Child Care Centre
Deborah Neilson NZEI	

| BACHELOR OF TEACHING (PRIMARY)



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

| BEAUTY



Dawn Baxter Casa Bella Beauty	Rebecca Field Caci Havelock North
Amy Dawson Beauty Rituals	Fiona Ritchie Simply Indulgent
Kay Deakin Visage	

| BUSINESS & COMPUTING



Helen Armstrong Iona College	Scott Jenyns Aramex
Gabby Bakker-Reynolds MIT Student Representative	Rawinia Lewis Kahungunu Asset Holding Co Ltd
Duncan Barr Napier City Council	Karla Lee Hawke's Bay Chamber of Commerce
Shae Bauerfeind Student Representative	Rob Merwood Furnware
Martin Bischofer DataNow	Carolyn Neville Business Hawke's Bay
Jenny Brown Callaghan Innovation	Lee Neville Hastings District Council
Emma Cook BDO Central (NI) Ltd	Julie Peterson Woodford House
Sarah Ferero Kraft Heinz	Tim Price-Walker Napier City Council
Perry Field ABB	Bruce Robertson Gibson Export Management
Andrew Fowler Haden Custance	Phil Shakespeare Devine Technology
Phil Gale Re-Leased	Andrew Siddles CIO To Go
Emma Glover Hawke's Bay Farmers Market	James Simmonds WebFox
Anthony Gouder SPARK Digital	Erin Simpson NZ Apples and Pears
Teriwa Graham Te Taiwhenua o Heretaunga	Andrew Smith Hastings District Council
Chris Guillemot Crowe Horwath	Dean Smith Hawke's Bay Airport
Mark Heaney Hawke's Bay Regional Council	Steve Watson Port of Napier
Luke Irving Fingermark	Hamish White NOW NZ
Simon James Hastings District Council	Bruce Wilson Omron

CENTRE OF VETERINARY NURSING



Yvonne Haren Vet Services Hawkes Bay

Mike Lintott Carlyle Veterinary Clinic

Debbie Neave Pet2Us Kennels

Karen Watts VetsOne Hastings

ENGLISH LANGUAGE



Sanjeev Bhatia The Multicultural Association

Jan Dearing Taradale High School

Geraldine Edwards Iona College

Jillian Frizzell Hastings Girls' High School

Sue Holdaway Dannevirke High School

Kana Koga Agent

Lyn Malaugh Hastings Boys' High School

Robin Stewart William Colenso College

HAIRDRESSING



Natasha Bird M>phosis	Max Lambert Maxim Barbers
Brittany Chick Defining Elegance	Peleti Oli Somehz Touch
Tessa Corby Hair2Go	Kathy Owen Korr Hairdressing
Yvonne Jenkinson MeCHE	Kerry Rayner Kings Union

HEALTH AND WELLBEING



Jeff Carroll Hohepa Hawke's Bay	Teresa Loughlin Ōtatāra Resthome Residential Care
Kim Henneker Hawke's Bay District Health Board	Pete McLachan Strive Rehabilitation
Kai Jugo Emerge Aotearoa	Horiana Nukutarawhiti-Dagg Te Taiwhenua o Heretaunga
Jackson Liam Hawke's Bay District Health Board	Lammas Shirley Whatever It Takes

HORTICULTURE



Mark Anderson Mr Apple	Allan Mouat Mr Apple
Stephen Anderson Taylor Corp	Brydon Nisbet Hawke's Bay Fruitgrowers Association
John Cocker Yummy Fruit	George Rarere NZ Apples and Pears
Hans Devendans QMACS	Erin Simpson NZ Apples and Pears
Jan Flowers Mr Apple	Jason Smyth Primary ITO
Emma George T&G Global Limited	Rob Sykes Mr Apple
Graeme Hodges Hawke's Bay Fruit Growers Association	Warren Temperton Frescho Wakes
Alysia Howard T&G Global Limited	Simon Thursfield The Fresh Fruit Company of NZ
Danielle McArley NZ Apples and Pears	Maurice Windle T&G Global
Lachlan McKay T&G Global Limited + Hawke's Bay Fruitgrowers Association	

IDEASCHOOL ARTS AND THINKING



Roy Brown The Cabana	Kevin Murphy Napier City Council
Tom Burnstyn Cinematographer	Melaina Newport Aroha, Napier
Richie Jackman Music Machine	John Norris Producer
Caroline Lawrence Sew Unlimited	Ashton Northcott Sacred Heart College
Sally Louisson Production Manager	Sarah Shand Napier Girls' High School
Kaye McGarva MUSE Gallery	Makiko Smith David Trubridge Design
Toni MacKinnon Hastings City Art Gallery	Susie Walker Business Consultant, ex Fashion Industry
Chris McLean Number 9 Design	Sophie Wallace Parlour Projects

NURSING EDUCATION



Lee Allsop The Doctors Napier	Peta Rowden Hawke's Bay District Health Board
Jayne Bain Hastings Health Centre	Karen Smiley Options Hawke's Bay & Allied Health Directorate
Ngaira Harker Hawke's Bay District Health Board	Laureen Sutherland Anglican Care (Waiapu) Ltd
Sally Houliston Hawke's Bay District Health Board	Talalelei Taufale Hawke's Bay District Health Board
Chris McKenna Hawke's Bay District Health Board	Leigh White Hastings Health Centre

SOCIAL SCIENCES



Lisa Harrington Oranga Tamariki	Sophia Raroa Oranga Tamariki
Brian Johnstone Department of Corrections Ara Poutama Aotearoa	Lorraine Sayers Hawke's Bay District Health Board
Paige Jordan Te Kupenga Hauora	

| SPORT, MASSAGE & HEALTH SCIENCE



Mark Aspden Sport Hawke's Bay	Joe Payton Hawke's Bay Community Fitness Centre Trust
Ellers Dennise Hastings District Council	Andrew Phillips Hawke's Bay District Health Board
Lucas Jo Flaxmere College	Dan Rodden Sport Hawke's Bay
Glenn Lucas Napier City Council	Sue Smith Sport Hawke's Bay
Jock MacIntosh Hawke's Bay Regional Sports Park	Pisheif Stefan Sport Gisborne
Wi Ormsby PHO	

| TE ŪRANGA WAKA



Crystal Edwards Radio Kahungunu	Pomare Sidney Lindisfarne College
Cynthia Sidney Uawa School	

TOURISM AND HOSPITALITY



James Beck Bistronomy	Terry Lowe Terry Lowe Catering
John Bland Princess Alexander Aged Care	Norka Mella Munoz Mangapapa
Megan Harris In House Marketing	Katie Nimon Nimons
Jason Heaven Heavens Bakery	Rob Poole Emporium
Peter Hibbard Bay Tours and Charters	Margy Pope Napier i-SITE
Ian Hughes Nimon and Son	Kim Saber Trattoria Toscana
Ben Hutton Hawke's Bay Tourism	Bill Sheppard Best Travel
Chris Jarvis Bay Espresso	Greg Smith Airport Manager
Gareth Kelly Odyssey Tours	Hamish Saxton Hawke's Bay Tourism
Kristine Kilpatrick Craggy Range Vineyards Limited	Kerren Withington Bay Tours
Jane Libby Napier i-SITE	

TRADES AND TECHNOLOGY



Scott Applegate Member, Master Electricians	Grant Lower Stichbury Automotive Care
Andrew Crompton Eastbridge Ltd	Darron Mathews EMF Electrical Ltd
Lans Hasselmann Titan Buildings Ltd	Gordon Sanson Homeworx Design and Build Ltd
Bob Hawley Red Steel New Zealand	Mark Watkins Advanced Plumbing Ltd
Craig Legarth Motor Industry Training Organisation (MITO)	

VITICULTURE & WINE SCIENCE



Katrina Allen Craggy Range	Sophie Harris Te Awanga Estate
Paul Barber Delegat	Chris Howell Prospect Vines
Graham Bartleet Pernod Ricard	Ollie Powrie Villa Maria
Sid Chandra Villa Maria	Lauren Swift Ash Ridge Wines
Kate Franklin Sacred Hill	Craig Thomas Pernod Ricard
Brett Fullerton Constellation Brands	Bridget Wilton Horticulture Group
Xan Harding Grapegrower	



Elizabeth McKay | Master of Health Science student
Elizabeth was awarded the Master of Health Science
Scholarship to help fund her Master's programme that
started in July 2020. Her ultimate goal is to become a
health and sports science lecturer.

2020 STATEMENT OF PERFORMANCE

for the 12 months ended 31 December 2020

(2019 comparatives are for the predecessor Eastern Institute of Technology)

Commentary on Strategic and Annual Planning Approach

In 2019 it was agreed between Management and the EIT Council that the 2015-2019 Strategic Plan had served EIT well over that period. Whilst the strategic priorities were still seen as fit for purpose for 2020-2022, adjustments were made to

ensure the Strategic Plan took into consideration the transitions likely during 2020-2022 stemming from the RoVE programme. EIT began the 2020 academic year with a refreshed strategic plan as outlined below;

Strategic Plan Framework 2020-2022

MISSION

To provide

- High quality, relevant, and accessible tertiary education and training for the achievement of learners, industry and the wellbeing of whanau and communities

VISION

- Engage Learners - Inspire Communities - Transform Worlds

SUCCESS FOR MĀORI

We are committed to Māori success:

- Supporting and preparing Māori learners and staff to succeed
- Achieving aspirational outcomes for education and employment
- Employing and developing more Māori staff at all levels
- Engaging and supporting Māori communities with high-quality programmes that are responsive to needs
- Ensuring Māori responsiveness of all staff
- Supporting growth and development of the Māori economy

LEARNER SUCCESS

Our learners:

- Are engaged in relevant applied programmes and pathways
- Are successfully supported in their learner journey
- Are sought-after and work-ready
- Thrive/achieve in work-based learning
- Achieve educational and career success - local and global
- Are valued by employers
- Are globally-linked

CONNECTEDNESS

We build constructive and collaborative relationships with:

- Key participants in the vocational education reforms and the wider education sector
- Iwi, hapu, marae and whanau
- Pacifica communities
- Local and global communities
- Employers, industry and professions

ENQUIRING MINDS

Our research and innovation:

- Contributes significantly to strengthening applied research in key sectors across the national network of research
- Informs, and is informed by practice in industry and the professions
- Underpins our teaching and learning
- Contributes to Māori knowledge and development
- Connects with local, Pacific and international communities

SMART THINKING

We are sustainable and effective across the national network of tertiary provision:

- Collaboratively integrating systems and services
- Influencing the use of enabling technologies
- Providing access to information
- Valuing collaborative and innovative thinking and practice
- Using social, economic and environmental resources responsibly and responsively
- Being future focused

We are:

- Inspired by EIT's mission, vision and priorities
- Committed to achieving success for Māori students
- Passionate about success for all learners
- Connected across campuses, communities of learning and training delivery sites
- Supported to develop personal and professional capabilities for the future
- Committed to supporting each other through change
- Recognised for our expertise
- Committed to staff safety, wellbeing and engagement

As acknowledged by the then Council, the above 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. Rather, success measures were incorporated in the Institute's 2020 Annual Plan, which in light of the RoVE was an annual plan more refined than previous years, with focus being to three key goals addressing our staff wellbeing, contributing to the goals and aspirations of Te Pūkenga, and ensuring EIT budgets and targets for 2020 were met to ensure we remained a strongly successful organisation.

However, within the first quarter of 2020 it became clear that COVID-19 would significantly impact on all aspects of EIT's operations and therefore planned activity for the year. EIT rapidly responded to the emerging crisis and shifted focus where necessary to re-prioritise activity and resources. As a result, performance against the annual plan success measures was impacted, however in hindsight the more refined approach to the 2020 annual plan still allows EIT to report positively against the high-level goals, albeit via what was achieved in our response to COVID-19. Key goals and success measures supporting the initial 2020 annual plan are discussed below.

The impact of COVID-19 on Performance

In addition to the below reporting against the 2020 annual plan, EIT provides additional commentary on the significant challenges, responses, successes and impacts created by COVID-19 on staff, students and performance in 2020. In late 2020 a significant project was launched to undertake a self-assessment of EIT's response to COVID-19 with findings due to be reported in 2021. Early indications however make it clear that EIT staff went "above and beyond" at times to ensure the ongoing support of colleagues and learners during 2020. Significant COVID-19 related performance activity included;

- A cross organisational Academic Business Continuity Committee (ABC) was initiated just prior to the lockdown. The committee consisted of six Executive members and some Directors with student and academic facing responsibilities, and education advisors from the Education Development Centre (EDC) and Faculties. The purpose of the ABC was to enable students to have the best opportunity to continue and complete their learning during the COVID-19 disruption. The group quickly gathered information on staff capacity to work remotely and the implications for students in work-based learning. The information was regularly revised to reflect the ever-changing needs and mitigation strategies.
- Programme teaching staff quickly recognised the impact online delivery would have on assessment and considered changes to assessment types that would support both academic progress and academic rigour. Normal approval channels for changes to assessment (i.e. through Academic Approvals Committee) were adapted to help manage the volume of assessment changes in a timely but robust fashion. This allowed EIT to respond quickly to the evolving delivery plans.
- Guidelines for matters of enrolment, deferment and extensions were developed. Information about managing Unit Standards and bulk course assessment extensions was also developed and made available to academic staff.
- Utilising the TEC Hardship Fund for Learners (HAFL) and the Technology Access Fund for Learners (TAFL). HAFL aimed to provide financial assistance to learners facing financial hardship as a result of COVID-19; and TAFL enabled us to provide devices and internet connections to those who were unable to access their courses when they moved online.
- The process for applying for hardship grants and for the issuing of laptops to students was developed early and made as simple as possible. Finance, Support Services, Information Technology, Academic Services and faculty staff were all involved in the creation of a workable system. The hardship grant coordination kept at least 1 FTE occupied fulltime throughout the lockdown period.
- Overall 1,553 learners were supported via HAFL (\$471K) and 468 learners via the TAFL fund. The TAFL fund also ensured an additional 226 devices were able to be put into the loan service for learners as well as covering costs associated with the distribution of devices during lockdown.
- 223 learners withdrew from their studies citing the impacts of COVID-19 as the main reason. All withdrawals were treated as per revised withdrawal policies and withdrawn on compassionate grounds where possible. This meant fees were returned where applicable, studies deferred if possible, and results held over pending enrolment again at a future date. This number of withdrawals was not significantly bigger than withdrawal levels seen in previous years and overall EPI results for 2020 are not significantly different to 2019 (discussed below).
- Significant impact can be observed in EIT's mix of delivery in 2020, in both level and location. Only 400+ EFTS were delivered into community and employer venues in 2020, compared to over 600 in 2019. Given most of this delivery tends to be at levels 2-3 there is a noticeable drop in the volume of foundational certificate delivery in 2020 compared to previous years.

The impact of COVID-19 has clearly meant aspects of the 2020 annual report have not been achieved, however EIT is proud of its response as outlined above and believe that the experience and lessons learned will only strengthen the organisation, its people and its learners for the foreseeable future.

Annual Plan Activities That Supported Strategic Priorities Performance

OBJECTIVE

EIT staff are supported, engaged and positive about the future.

STRATEGIC PRIORITY ALIGNMENT	Connectedness, Ngā Kaitiaki	
SUCCESS MEASURES	Effective change support provided	<p>Pulse/Mood surveys of staff were implemented in early 2020 to gauge staff engagement and concerns related to RoVE, however these were quickly adjusted to understand impacts of the emerging COVID-19 challenge.</p> <p>Phone calls, online chats and zooms, and emails were used to further understand how people were reacting in the lockdowns. Both the staff and the student pulse surveys indicated people were generally positive about spending time with family. The data did indicate that the camaraderie and connectedness of the workplace were sorely missed by staff living on their own. EIT then implemented a strategy to call all staff with a "How are you coping?" phone call. Subsequent follow-up post lockdown indicates that it was greatly appreciated by all interviewees. Despite the stress and anxiety of changed work patterns and overall uncertainty, the Staff Pulse Survey showed most were feeling "positive".</p>
	Strong staff engagement maintained	<p>Following the lockdown staff were able to engage directly with Te Pūkenga leadership in regards to RoVE with all staff sessions held by Stephen Town (CEO Te Pūkenga) and Merran Davis (DCE Transformation and Transition) on the Hawke's Bay campus in September. Staff from Auckland, Tairāwhiti and Regional Learning Centres were able to join virtually.</p> <p>Additionally, in October staff from the Te Pūkenga "Akonga at the Centre" workstream spent three days at EIT Hawke's Bay, Wairoa and Tairāwhiti engaging with staff and students, to understand barriers and enablers to learner success.</p> <p>EIT's CEO provided regular RoVE updates and opportunities for discussion at seven full staff meetings and two Management group meetings held during 2020. These sessions were supported with the development of a dedicated RoVE intranet page providing latest updates and documents for staff to access as well as EIT's already established dedicated employee wellness programme (with specific components added in 2020 relating to change and uncertainty).</p>

	Workload implications of RoVE managed effectively	The workload implications on staff from RoVE did not eventuate as predicted in the 2020 annual plan, largely due to the interruption of COVID-19. Nonetheless EIT still contributed significantly, with the workload largely falling on those staff outlined below and managed within their existing 2020 budgets and plans.
	Actions from the H&S Self-Assessment Report implemented	<p>Key achievements related to the Health and Safety Self-Assessment Report in 2020 were:</p> <ul style="list-style-type: none"> • Improved Leadership and worker empowerment via the strengthening of the Health, Safety and Wellbeing (HSW) Committee (including Board and Executive safety walkabouts) • Increased HSW resourcing (an administrator was appointed in February) • Moved to a risk-based hazard management model (including Critical Risk Assessment workshops held with the Board and Executive) • Regular and consistent reporting on HSW to the Board with clear progress against objectives including work to be completed in 2021
	Recommendations of the Process Rationalisation and Efficiency Project (PREP) and Cross Campus Communication Projects implemented	<p>Key recommendations carrying over into 2020 from the 2019 PREP project were;</p> <ul style="list-style-type: none"> • Staff Workload Allocation Tool (SWAT) upgrade to enhance user experience. Staff engaged on potential refined models with a final upgrade version and development plan signed off in late 2020, to be implemented by 1 April 2021. • Assessment moderation - PREP identified both inconsistent and what was perceived as complex moderation practices. A reference group was established to work with a small team of experts. Following a process to review and revise the process (including forms) all staff were consulted, and feedback incorporated, before a revised moderation process and requirements were implemented. • Workload guidelines - multiple submissions suggested that there was an issue with inconsistent or unfair workload allocation. It was evident that the existing workload guidelines required improvements. The workload guidelines were extensively reviewed and then consulted on before being implemented.

OBJECTIVE

EIT contributes significantly to the successful establishment of NZIST.

STRATEGIC PRIORITY ALIGNMENT	Connectedness, Enquiring Minds, Smart Thinking, Ngā Kaitiaki	
SUCCESS MEASURES	Staff involved in NZIST workstreams and other establishment initiatives	<p>Considerable staff input into NZIST/Te Pūkenga activities occurred in 2020 including:</p> <ul style="list-style-type: none"> • Chris Collins - Interim CEO and Chair of Academic Board (Poari Akoranga) until July; and NZQA Advisory Committee. • Natalie Waran - appointed to Poari Akoranga • Patrick Jones - ROVE (TEC) Workforce Development Council (WDC) Reference Group / Unified Funding System Workstream (TEC/MoE) / Workstream on qualification design (NZQA) / Data 2020 sector consultation group (TEC) / ITP representative on domestic student pastoral care code of practice implementation and sector reference group (NZQA). • Philippa Jones - NZIST International Working Group • Victor Saywell - Unified Funding System Workstream (TEC/MoE) / Lead of the ITP Finance Forum / Capital Asset Planning Group • Glen Harkness - NZIST COVID-19 Recovery / Training and Skills Needs Group (focus area Primary Industries) • Tuhakia Keepa - Member of Te Tira Manukura Māori Managers network for subsidiaries / seconded to Te Pūkenga as Kaitautoko PAE Team • Jonathan Sibley - Research activities working group • Barbara West & Patrick Jones - Ākonga/Learner at the Centre Workstream
	EIT expertise and experience influences NZIST decision making	Whilst the influence these contributions has had on decision making is difficult to measure, the request for the contributions demonstrates that EIT expertise and knowledge is being considered as the Te Pūkenga operating model development progresses in 2021.

	<p>Constructive relationships with WDCs, ITOs and peak bodies in the region maintained and strengthened</p>	<p>WDCs were not established in 2020, however EIT did connect, largely through being part of the WDC design and reference group project.</p> <p>Regional Skills Leadership Groups (RSLGs) were established in late 2020 and EIT ensured connection to this process and with their establishment via Paul Hursthouse (Director, Business Relationships Unit).</p> <p>Two significant projects established with ITOs and peak bodies in 2020 included work undertaken to utilise the Taratahi site, and the establishment of the Food and Fibre Centre of Vocational Excellence (CoVE).</p> <p>Taratahi</p> <p>During late 2019 and in the first quarter of 2020 EIT, along with UCOL and the Primary ITO, in partnership with Ministry of Primary Industries (MPI), developed a proposal to the Taratahi liquidator for the long-term re-establishment of training at Taratahi. However immediately following the COVID-19 lockdown MPI's focus shifted to utilising Taratahi in response to the acute training and workforce needs in the primary sector driven by COVID-19. Following an expression of interest from EIT and UCOL a contract with MPI was signed late June. Subsequently, Minister O'Connor re-opened the Taratahi Agricultural Training Center at a ceremony at Taratahi on 30 July.</p> <p>Delivery commenced at Taratahi on 27 July, with a 3-day primary industry taster course developed in in partnership with Southern Institute of Technology (SIT), and delivery of Dairy NZ developed 3-week familiarisation programme. Subsequently a 6-week agricultural contracting and a 2-week apiculture course was introduced along with several other short courses including a partnership with Apple and Pears NZ, Ministry of Business, Innovation and Employment (MBIE) and MPI on a programme for Recognised Seasonal Employer (RSE) workers who were confined to New Zealand with little or no employment.</p> <p>Food and Fibre CoVE</p> <p>On 3 September, Minister Hipkins announced the establishment of the first two CoVEs. The Construction CoVE is based at MIT, and EIT hosts the Primary Sector CoVE, known as the Food and Fibre CoVE based on the Hawke's Bay Campus. To secure the right to host the CoVE, EIT developed an expression of interest, supported by the Hawke's Bay food and fibre sector.</p> <p>The Food and Fibre CoVE Consortium is a pan-sector collaboration, industry led and inclusive of the food and fibre provider network. It offers a unique and innovative connection between industry and education, reflected in a shared responsibility for defining and driving vocational excellence. Te Pūkenga is a member of the Food and Fibre CoVE Consortium, as is EIT (as the CoVE host) and 10 other Te Pūkenga subsidiaries.</p>
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OBJECTIVE

EIT continues to perform as a successful tertiary organisation in meeting or exceeding budget and educational targets for 2020.

STRATEGIC PRIORITY ALIGNMENT	Success for Māori, Student Success, Smart Thinking	
SUCCESS MEASURES	Educational Performance remains strong (EPI data)	<p>Overall, the domestic course completion rate for 2020 is similar to 2019 (78% in 2020 compared to 79% in 2019). Given the challenges to student success created by COVID-19 this is a pleasing result however is largely driven by the drop off in delivery at levels 1 to 3. In 2020 40% of EIT's domestic delivery portfolio was at levels 1 to 3 compared to 43% in 2019. This decline was as a result of COVID-19 restrictions.</p> <p>This impacted mix of delivery into EIT regions also resulted in decreased Māori participation with 51.5% in 2020 (from 53.5% in 2019).</p> <p>The course completion rate for Māori did increase to 73% in 2020 (from 71.6% in 2019) however this is related to the decrease in 2020 participation at levels 1-3 where EIT has historically worked with cohorts and learners challenged with complex social and economic issues.</p> <p>Where delivery at levels 1-3 was able to occur and be completed there were improvements on 2019 with the expected number of Māori and Pasifika graduates increasing and similar progression to higher level rates as in 2019.</p> <p>Pleasingly first year retention rates across all student groups (a measure of retention into 2020 from 2019) were up on 2019. EIT is therefore confident that learner success strategies were working and that we will see a return to stronger EPIs in 2021.</p> <p>In relation to quality assurance at EIT, despite significant disruptions caused by COVID-19, EIT and NZQA were still able to engage in and complete the NZQA Targeted Evaluation in October and November. This was a project requiring significant commitment of resources and staff to prepare and then to engage with NZQA (with the entire evaluation carried out virtually). The evaluation focussed on three key areas being:</p> <ol style="list-style-type: none"> 1. How effectively are learners supported? 2. How effectively is learning assessed? 3. What are the subsidiary's areas of strength? <p>The draft findings summary states:</p> <p><i>"Performance is strong in all focus areas. EIT's effectiveness as a regional provider of education and training and, increasingly, research, is underpinned by longstanding connectedness and collaboration with the wider community. EIT's policy framework for assessment and student support is comprehensive and effectively operationalised. Regular reporting and review processes provide assurance of overall standards and consistency and inform ongoing improvements."</i></p> <p>Particularly pleasing for EIT was the summary findings in relation to focus area 1 being:</p> <p><i>"The effectiveness of EIT's relational and holistic approach to student support is reflected in overall strong pass rates and high rates of student satisfaction. Specialist support staff and tutors are responsive to the needs of EIT's diverse and distributed students. Data on student referrals and service provision is regularly gathered and shared. However, a greater focus on understanding the impact of support provision on wellbeing and success could provide stronger evidence for planning and resource allocation."</i></p>

	<p>Significant projects and programme developments prioritised (Proceed/Pause/Stop)</p> <p>Priority projects successfully implemented</p>	<p>Significant projects achieved during 2020 related largely to responding to the COVID-19 impacts, with examples cited above, in addition to the PREP project achievements, the Taratahi partnerships model, the establishment of the Food and Fibre CoVE at EIT and the NZQA Targeted Evaluation.</p>
	<p>Budget achieved (EFTS and revenue)</p>	<p>EIT recruited 4,703 EFTS in 2020 against a budget of 4,974 (95%). Of this, 4,085 were domestic EFTS against a budget of 4,165 (98%). 618 International EFTS were recruited against a budget of 811 (76%).</p> <p>The primary reason for not achieving the international EFTS budget relates to the closure of New Zealand's border.</p> <p>Domestic EFTS targets were not achieved primarily due to EIT not being able to deliver the same volume of learning into communities as in past years as the lockdown meant travel, venues and face to face delivery was restricted, and post lockdown, communities reprioritised their energies into COVID-19 recoveries, with much planned EIT activity cancelled or deferred.</p> <p>The financial impact of this recruitment resulted in an overall \$2.856 M deficit against a consolidated budget of \$1.212 M deficit, as presented in the financial reports.</p>

INVESTMENT PLAN - KEY PERFORMANCE INDICATORS

COURSE COMPLETION			TEO PLAN PERFORMANCE COMMITMENT		
			2019 Result	2020 Commitments*	2020 Result
The successful course completion rate (SAC Eligible EFTS)	Māori	All levels	71.6%	77.0%	73.1%
	Pasifika	All levels	75.6%	77.0%	74.1%
	Non- Māori and non- Pasifika	All levels	83.2%	82.0%	83.0%

QUALIFICATION COMPLETION			TEO PLAN PERFORMANCE COMMITMENT		
			2019 Result	2020 Commitments	2020 Result
The expected number of graduates (SAC Eligible EFTS)	Māori	Levels 1-3	1,185	925	1,260
	Pasifika	Levels 1-3	101	70	152
	Non- Māori and non- Pasifika	Levels 1-3	881	425	693

STUDENT PROGRESSION			TEO PLAN PERFORMANCE COMMITMENT		
			2019 Result	2020 Commitments	2020 Result
The student progression rate (SAC eligible student count) to a higher level	Māori	Levels 1-3	38.2%	50.0%	38.2%
	Pasifika	Levels 1-3	39.4%	50.0%	39.7%
	Non- Māori and non- Pasifika	Levels 1-3	40.1%	50.0%	43.3%

STUDENT FIRST YEAR RETENTION			TEO PLAN PERFORMANCE COMMITMENT		
			2019 Result	2020 Commitments	2020 Result
The student first year retention rate (SAC eligible student count)	Māori	Levels 4-7 (non degree)	61.4%	57.0%	75.0%
		Level 7 degree	61.5%	72.0%	66.3%
	Pasifika	Levels 4-7 (non degree)	40.0%	55.0%	100.0%
		Level 7 degree	40.9%	75.0%	58.3%
	Non- Māori and non- Pasifika	Levels 4-7 (non degree)	70.4%	57.0%	74.3%
		Level 7 degree	74.3%	72.0%	74.9%

YOUTH GUARANTEE			TEO PLAN PERFORMANCE COMMITMENT		
			2019 Result	2020 Commitments	2020 Result
The successful course completion rate	All students	Levels 1-3	75.5%	80.0%	75.3%
The expected number of graduates	Māori	Levels 1-3	71	75	52
	Pasifika	Levels 1-3	11	14	7
	Non- Māori and non- Pasifika	Levels 1-3	149	76	156
The student progression rate to a higher level	Māori	Levels 1-3	45.6%	50.0%	28.3%
	Pasifika	Levels 1-3	54.5%	50.0%	0.0%
	Non- Māori and non- Pasifika	Levels 1-3	31.5%	50.0%	25.5%

PARTICIPATION		TEO PLAN PERFORMANCE COMMITMENT		
		2019 Result	2020 Commitments	2020 Result
The proportion of SAC eligible EFTS enrolled	Māori	Levels 1-3	67.2%	66.3%
		Levels 4-7 (non degree)	52.3%	49.0%
		Level 7 degree	37.2%	35.6%
		Levels 8-10	30.6%	42.0%
	Pasifika	Levels 1-3	6.1%	7.5%
		Levels 4-7 (non degree)	5.7%	6.6%
		Level 7 degree	3.9%	5.5%
		Levels 8-10	2.1%	2.3%
	Non- Māori and non- Pasifika	Levels 1-3	29.4%	29.4%
		Levels 4-7 (non degree)	44.7%	47.0%
		Level 7 degree	60.6%	61.2%
		Levels 8-10	68.9%	56.4%

OTHER	TEO PLAN PERFORMANCE COMMITMENT		
	2019 Result	2020 Commitments	2020 Result
The amount of external research income earned	\$186,071	\$200,000	\$311,855
The number of international student EFTS	783	680	618
The number of Research Degrees completed	4	20	2

* Note that 2020 commitments are as per the 2019 Investment Plan. EIT was exempted by TEC in late 2019 from having to produce a 2020 Investment Plan including revised EPIs. As a result, the 2020 commitments were not revisited and are as per set in 2018 for the 2019 Investment Plan



Turei Kire | Diploma in Music student
Turei holds a Bachelor of Māori Performing Arts and a Diploma in Teaching but says that the EIT Diploma in Music adds value to his existing knowledge. His long-term goal is to work as a performing arts director.

ACADEMIC OUTCOMES

ACADEMIC OUTCOMES 2019

SCHOOL	AWARDS							
	Training Scheme Awards	Certificate (L1-5)	Diploma (L5-6)	Degree (L7)	Graduate Diploma (L6-7)	Postgrad (L8+)	Master (L9)	Total
Centre of Veterinary Nursing		15	14					29
English Language Centre		71						71
IDEAschool		45	38	23				106
School of Business		82	58	42	177	175	36	570
School of Computing		270		10	25	70	6	381
School of Education and Social Sciences		148		48		1		197
School of Health and Sport Science	2	308	41	9		70	2	432
School of Nursing	138			83		65	5	291
School of Primary Industries	129	345	19					493
School of Tourism and Hospitality		99	33					132
School of Trades and Technology	100	323	4					427
School of Viticulture and Wine Science			3	5	20			28
Te Ūranga Waka	266	631	13	6		1		917
Toihoukura		6	2	8		9	5	30
EIT Total	635	2,343	225	234	222	391	54	4,104
EIT Hawke's Bay Total	207	1,264	179	189	104	150	13	2,106
EIT Tairāwhiti and Regional Learning Centres Total	428	1,052	46	45		8	1	1,580
EIT Auckland Total		27			118	233	40	418

ACADEMIC OUTCOMES 2020 *

SCHOOL	AWARDS							
	Training Scheme Awards	Certificate (L1-5)	Diploma (L5-6)	Degree (L7)	Graduate Diploma (L6-7)	Postgrad (L8+)	Master (L9))	Total
Centre of Veterinary Nursing		9	6					15
English Language Centre		29						29
IDEAschool		35	35	37				107
School of Business	16	128	36	54	114	168	57	573
School of Computing	1	163	4	33	26	72	25	324
School of Education and Social Sciences		197		38			1	236
School of Health and Sport Science		287	44	4		89	9	433
School of Nursing	23			92		83	1	199
School of Primary Industries	43	255	18					316
School of Tourism and Hospitality		136	24					160
School of Trades and Technology	43	343	4					390
School of Viticulture and Wine Science			3	7	35			45
Te Ūranga Waka	166	336	1	3		4		510
Toihoukura			2	4		8	3	17
EIT Total	292	1,918	177	272	175	424	96	3,354
EIT Hawke's Bay Total	134	1,174	168	239	149	194	15	2,073
EIT Tairāwhiti and Regional Learning Centres Total	158	731	9	33		6		937
EIT Auckland Total		13			26	224	81	344

* Note; these figures are collated based on likely 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 or likely application not being made or declined.

EIT REPRESENTATION ON NATIONAL / INTERNATIONAL

Organisations, Grants and Awards

Austin, Karlin

- Member, Fieldwork Co-ordinator's Committee for CSWEANZ

Blakeley, Jo

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

Buckley, Clare

- Co-Chair, Nurse Education in the Tertiary Sector (NETS)
- Member, Nurse Education Advisory Team (NEAT)
- Member, National Nursing Organisations group (NNOg)

Colette Hall

- Member, ISANA NZ: International Education Association
- Board Member, Learning Hawke's Bay

Collins, Christopher

- Interim Chief Executive NZIST/Te Pūkenga (1 April - 6 July)
- Member, Business Hawke's Bay Board
- Board Member, Tertiary Accord of New Zealand (TANZ)
- Board Member, TANZ eCampus Ltd
- Trustee, Ōtātara Trust
- Member, Matariki (Hawke's Bay Regional Economic Development Strategy) Executive Group
- Member, Tairāwhiti Economic Action Plan Strategy Group
- Chair, Poari Akoranga (Academic Board), NZIST/Te Pūkenga (April-November)

Dipper, Markus

- Executive Group Member, Institutes of Technology and Polytechnics (ITP) Academic Managers' Forum

Erturk, Emre

- President, Royal Society of New Zealand Hawke's Bay Branch
- Executive Editor, Journal of Applied Computing and Information Technology
- 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, Computing and Artificial Intelligence

- Reviewer, Computer Standards & Interfaces
- Reviewer, Recent Patents on Computer Science
- Reviewer, International Conference on Computing and Big Data
- Reviewer, International Journal of Interdisciplinary Global Studies
- Reviewer, International Journal of Doctoral Studies
- Member, Australasian Business Ethics Network
- Member, ACM (Association for Computing Machinery)
- Reviewer, Future Internet (Journal)

Eubanks, Taylor

- Member, NAESA: Association of International Educators and EAIE: European Association for International Education

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

- Board Member, WILNZ (Work Integrated Learning NZ)
- Member, Hi-Tech Advisory Committee for Business Hawke's Bay
- Member, ISACA
- Director, GovHack NZ
- Chairperson, EIT's Cybersecurity Committee

Hursthouse, Paul

- Member, Matariki (Hawke's Bay Regional Economic Development Strategy) Executive Steering Group
- Trustee, Hawke's Bay Youth Futures Trust
- Trustee, Hawke's Bay Labour Governance Group
- President, YMCA Hawke's Bay

Jones, Philippa

- Member, ITP International Directors Group
- EIT and ITP sector representative, NZIST Establishment International Education Workstream
- EIT and ITP sector representative, Te Pūkenga COVID-19 Internationalisation Recovery Working Group
- Member, Learning Hawke's Bay (LHB)

Lander, Patrick

- Reviewer, Journal of Rehabilitation Medicine
- Review Editor, Frontiers in Digital Health
- Editorial Board Member, International Journal of Exercise Science
- External Monitor, MIT Bachelor of Applied Sport and Exercise Science
- External Moderator, Unitec NZ Diploma of Sport Recreation and Exercise

Lengyel, Istvan

- Seconded, OTH Regensburg, Germany

MacKenzie, Louise

- ITP Academic Representative on the Tertiary Education Union (TEU) National Women's Committee
- Member of the CAANZ (Chartered Accountants - Australia and New Zealand) Hawke's Bay Local Leadership Committee

Morris Matthews, Kay

- Editorial Board Member and Reviewer, History of Education
- Editorial Board Member and Reviewer, History of Education Review
- Member, Ngātahi Steering Group, Hawke's Bay District Health Board
- Committee Member, Historic Places Hawke's Bay

Nelson, Emily

- Executive member, Teacher Education Forum of Aotearoa New Zealand (TEFANZ)

Nikula, Pii-Tuulia

- Assistant editor, Higher Education Research and Development
- Board Member, Climate Action Network for International Educators
- Member, ISANA NZ Student Experience reference group

Otis, Edmond

- International Chairman and Chief Instructor, Shotokan International Alliance, Tokyo, Japan

Pentecost, Mandy

- National Executive Member, NZ Association of Counsellors
- NZQA monitor, Bachelor of Applied Counselling, MIT
- Reviewer, NZ Journal of Counselling

Portas, Hannah

- New Zealand Institute of Safety Management

Roy, Ram

- Course Coordinator for two courses in Management at BBS programme
- Course Coordinator for two courses in Masters in Applied Management programme
- External Examiner for Master's thesis, Massey University, Palmerston North, New Zealand
- External Moderator of Postgraduate courses for NMIT, Nelson, New Zealand
- Member on Staff Panel: Zoom Room Class-to-Class Video Conferencing Upgrade Project. EIT Teaching & Learning Conference 2020, Sep. 17-18, Taradale Campus, New Zealand

- Member on Staff Panel on "Online Simulations in Teaching and Learning", EIT Teaching & Learning Conference 2020, Sep. 17-18, Taradale Campus, New Zealand
- Member, ANZAM (Australia New Zealand Academy of Management)
- Member, Chartered Institute of Logistics and Transport, New Zealand
- Member, Production and Operations Management Society (POMS), USA
- Member, Research Committee, School of Business & Computing, EIT, Hawke's Bay
- Member, Royal Society of New Zealand
- Reviewer, Computing & Information Technology Research & Education New Zealand (CITRENZ) Conference

Saywell, Victor

- Facilitator, ITP and Wananga Finance Forum
- Chair, Strive Rehabilitation @ Hawke's Bay Trust
- Trustee, Strive Rehabilitation Trust
- Unified Funding System Workstream (TEC/MoE)
- Tertiary Education & Research Electricity Buying Group (Te Pūkenga representative)
- Capital Asset Management Group (Te Pūkenga)

Sim, Song

- Member, ISANA NZ: International Education Association

Sinclair, Andrew

- Executive Committee Member, FABENZ (Foundation and Bridging Education NZ)

Stewart, Deb

- NZQA Degree Monitor, Toi Ohomai Bachelor or Community Health
- Member (external Learning and Teaching specialist), Ara Tertiary Teaching Programme Advisory Committee

Surej, John

- Member, American Marketing Association
- Member, Marketing Association New Zealand
- Member, Australia New Zealand Marketing Academy
- Member, Editorial Review Board. Journal of Hospitality and Tourism Management
- Section Editor, Australasian Journal of Information Systems
- Editorial Advisory Board Member, FIIB Business Review (FBR)
- Advisory Board Member, Focus: Journal of International Business
- Program Committee Member, Digital Marketing and C-Commerce Conference 2020
- Reviewer, Australasian Marketing Journal
- Reviewer, Anatolia
- Reviewer, Australasian Journal of Information Systems
- Reviewer, International Journal of Tourism Policy
- Reviewer, Tourism Review International

Taylor, Lee-Anne

- Committee member, Physiotherapy New Zealand, Hawke's Bay Branch
- Member, Sport and Exercise Physiotherapy special interest group
- Member, Physiotherapy New Zealand (MPNZ)

Turner, Lee

- Executive Committee, Foundation and Bridging Education New Zealand (FABENZ)

Walker, Rachael

- Australia and New Zealand Dialysis and Transplant Registry Advisory Committee - Patient Reported Outcome Measures (PROMS) Working Group Member
- KHA-CARI Steering Committee Member
- KHA CARI Indigenous Guidelines Writing Group
- Australasian Kidney Trials Network Scientific Committee (Nursing Representative)
- International Society of Nephrology, Kidney Health Professional Working Group Member

- International Society of Nephrology - OSEA Regional Board Member
- International Society of Nephrology - CME Working Group Member
- Renal Society of Australasia
- International Society of Peritoneal Dialysis
- International Society of Peritoneal Dialysis - Nursing Group

West, Barbara

- Member, Te Pūkenga, Ākonga at the Centre Design Network Forum

Westwood, Kirsten

- President, Hawke's Bay Medical Research Foundation
- Trustee, Hawke's Bay Power Consumers Trust

International Centre Membership Organisations

EIT has institutional membership of the following international education related organizations

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

Prizes, Awards & Grants

| AWARDS

The following Chief Executive Awards were presented to staff in December:

Chief Executive's Excellence Award (Research)

Raewyn Paterson, Lecturer, IDEASchool

Chief Executive's Excellence Award (General Staff)

Hannah Portas, Health, Safety & Wellbeing Adviser

Chief Executive's Excellence Award (Teaching)

Aniwairua Komarkowski-Chapman, Project Manager, Māori Student Success

Outstanding Community Engagement Award

Gordon Reid, Horticulture Tutor, School of Primary Industries

Chief Executive's Tairāwhiti Award

Sue Matthews, Co-ordinator ACE/STAR/FFTO, Corporate Services

Chief Executive's Auckland Awards

Gina Park, Secretary

Jonathan Wang, International Accommodation and Student Support Officer

Teaching & Learning Awards

- Overall Award for Contribution to Teaching and Learning: Adrianna Grogan & Katherine Harrison, Lecturers, School of Nursing
- Innovation Award - For Standout contribution to the learning environment and student support during lockdown: Angela Haggerty, School of Nursing

| EIT INTERNAL RESEARCH GRANTS

Surej John

The role of technology in contemporary marketing practices

Pii-Tuulia Nikula

Investigating what enables businesses to take climate action in NZ

Lynn Davies

Investigating how teachers organise students for mathematics in modern learning environments

Charlotte Chisnall

The experiences of young adult carers studying at EIT

Erena Koopu

Book publication from the Hei o mo Apanui exhibition

Victor Ye

Wine science: Polarised partial napping project

Vicki Forbes

Determining analytical variances within and between nursing students and nurse educators for nursing student vital sign assessments

Anita Jagroop Dearing

Investigating peripheral vascular disease and heart rate variability

Karlin Austin

Exploring the interdisciplinary placement experiences of EIT Bachelor of Social Work students at the DHB

Matthew Marshall
Publishing the 'Fragments' CD

Olivia Maclaren
Bay Play - developing a nutritional intervention

Chey Dearing
Variance and power in running performance

Carl Paton
Pharmo-kinetics of different forms of caffeine delivered during rest and exercise

Emily Nelson
Phase 2 Developmental evaluation of the Nature in Learning project: Photo Voice for nature Connectedness

Chandre Honeth
Viticultural treatments for improving Syrah quality

Jane Qin
Investigation of chemical compounds and their contributions to mouthfeel of Chardonnay wines, and how winemaking techniques could alter the mouthfeel perception of Chardonnay wines

| EXTERNAL RESEARCH GRANTS

Emre Erturk
21st Century Opportunities for Regional Small Businesses (Digital Divide)

David Tipene-Leach
Whakamana - Improving Māori Kidney Transplant Outcomes: Stage 2

David Tipene-Leach
Te Tiaki I te whakapututunga taonga-a-tuhi a ngā tipuna

Pareputiputi Nuku
Whakarongo ki ngā kī mai ā ngā tipuna / Kahungunu Archives

David Tipene-Leach
Māori-led Investment - Raranga, Raranga taku takapau: hapū ora for tamariki

David Tipene-Leach
Judith Binney Writing Award - Henare Matua and the Repudiation Manuscripts

Bridget Sutherland
Developing a documentary on the artist Peter Roche phase one

Dobрила Lopez
Developing a collaborative peer-mentoring model for international student support

Pippa McKelvie-Sebileau
Hauora Hawke's Bay

Emma Passey
Learning in Nature - Workshops for Kaiako /Teachers



The view from Te Mata Peak, Havelock North, looking out towards the Bay.

STATEMENT OF RESOURCES

for the year ended 31 December 2020

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 2020 was 58,817 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, most of which was gifted to the people of Hawke's Bay by the late Mrs H M Hetley and that 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, within the Hawke's Bay region in Hastings, Maraenui, with leased facilities in 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.

There are Regional Learning Centres operating in leased premises on the East Coast at Ruatoria and Tolaga Bay.

The Auckland campus operates out of leased facilities in a multi-storey building in the middle of Queen Street, Auckland CBD, as a Graduate School for 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, tourism and hospitality complex with a public restaurant, student amenities facilities and atrium, lecture theatres, Te Ūranga Waka administration complex, Whare Matoro meeting house, marae, reception building, children's centre, five multi-storey buildings, and a modern library with adjoining learning centre complex, along with administration offices, ideaschool complex, winery, a video production complex, veterinary nursing training facilities and farming buildings.

Pettigrew Green Arena

The Institute leases permanent specialist areas at the Pettigrew Green Arena opposite the main Hawke's Bay campus, including 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.

EIT Institute of Sport & Health

In conjunction with the Hawke's Bay Community Fitness Centre Trust the Institute committed to be a major partner in the development of a community sport and health centre based at the Regional Sports Park in Hastings. The Institute has naming rights for the facilities, which opened mid-2019. EIT leases a specialist sport science laboratory, two classrooms, sports equipment storage and research office facilities within the complex.

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 72-bed student residential village, consisting of twelve residential villas. In addition, the Institute owns and manages an 11-bed self-contained apartment complex located in the nearby suburb of Greenmeadows, two 6-bed self-contained flats adjoining the student residential village, and a 3-bedroom ex-residential house located on the Hawke's Bay campus. The total number of student beds owned and managed by the Institute at the end of 2020 was 98.

Hastings Centre

The Hastings campus includes computer rooms, computer hub, lecture rooms, reception and public information area, café training facilities, offices and student amenities.

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. EIT owns an adjoining section of land which is being considered for the development of a new Regional Learning Centre complex.

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.

Tolaga Bay

EIT leases 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 Auckland campus facilities in Queen Street occupy three consecutive floors. EIT occupies the sixth floor (reception, administration, tutor offices and classrooms), fifth floor (student common room, computer hub, computer suites and general classrooms) and fourth floor (classrooms, seminar rooms, student research offices).

3. SPACE ALLOCATION

Location	Tenants m ²	Teaching m ²	Administration m ²	Amenities m ²	Services m ²	Total Net Area m ²
Taradale	1,069	17,087	6,027	7,705	6,604	38,492
Maraenui	-	254	-	34	14	302
Hastings	-	271	150	115	89	625
Central Hawke's Bay	-	269	76	13	7	365
Wairoa	-	233	76	85	45	439
Pettigrew.Green Arena	-	1,377	-	32	-	1,409
EIT Institute of Sport & Health	-	284	17	0	-	301
Tairāwhiti	81	6,305	1,612	2,001	939	10,938
RSU Stout Street	-	1,604	213	1,046	45	2,908
Bakery Taradale	-	200	-	0	0	200
Tolaga Bay	0	184	-	35	24	243
Ruatoria	-	506	81	187	86	860
Auckland	-	794	311	379	332	1,816
TOTALS	1,069	29,368	8,563	11,632	8,185	58,817

General Statistical Data on Space Utilisation

Gross Floor Area

The total floor area for all EIT facilities is 57,748m², which equates to a floor area of 12.3m² per EFTS, for 2020.

Net Floor Area

The combined net area of all EIT teaching spaces is 29,368m², which equates to an area of 6.25m² per EFTS.

4. HUMAN RESOURCES

Expressed as Full-Time Equivalent staff (FTEs)

	2015	2016	2017	2018	2019	2020
Tutorial Staff	303.3	326.3	328.4	342.0	354.0	339.3
Allied Staff and Management	230.1	238.5	245.6	238.8	243.0	252.2
TOTAL STAFF	533.4	564.8	574.0	580.8	597.0	591.5

STATEMENT OF STATISTICS

for the 12 months ended 31 December 2020

EFFECTIVENESS INDICATORS

EFTS TARGET : ACTUAL	Target	Actual	%
2016	4,546	4,597	101
2017	4,653	4,518	97
2018	4,757	4,794	101
2019	4,787	4,957	104
2020	4,974	4,703	94

EFFICIENCY INDICATORS

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

TUTORIAL STAFF : STUDENT RATIO	2016	2017	2018	2019	2020
FTE Teaching Staff : EFTS	1 : 14.1	1 : 13.8	1 : 14.0	1 : 13.9	1 : 13.8

NET TEACHING AREA PER EFTS	2016	2017	2018	2019	2020
Ratio of Teaching Area per EFTS (m ²)	6.2	6.4	6.0	5.8	6.3

GROSS OPERATING COSTS PER EFTS	2016	2017	2018	2019	2020
Operating Costs per EFTS	\$13,257	\$14,220	\$14,195	\$14,195	\$16,107

EQUAL EMPLOYMENT OPPORTUNITY INDICATORS

COMPOSITION OF STAFF	2019			2020		
	Teaching	Non Teaching	Total	Teaching	Non Teaching	Total
% of permanent staff who identify themselves as Māori	23%	20%	22%	23%	23%	23%
% of female staff	54%	73%	62%	55%	72%	62%
% of permanent staff who identify themselves as having disabilities	5%	6%	5%	5%	6%	5%

WOMEN AND MĀORI STAFF IN SENIOR POSITIONS	Women	Māori
2016	52%	14%
2017	55%	14%
2018	50%	18%
2019	52%	22%
2020	50%	23%

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	2016	2017	2018	2019	2020
Current Assets / Current Liabilities	250%	241%	179%	165%	163%

DEBT : EQUITY RATIO	2016	2017	2018	2019	2020
Debt : Equity Ratio	-	-	-	-	-

CHANGE IN FINANCIAL VALUE	2016	2017	2018	2019	2020
Net Assets (\$000)	153,353	153,272	152,391	166,777	162,969
Change (%)	16.54%	-0.05%	-0.57%	9.44%	-2.28%

RETURN ON NET ASSETS	2016	2017	2018	2019	2020
Return on Net Assets	1.71%	0.10%	0.04%	1.33%	-23.79%

NET SURPLUS (BEFORE EXTRAORDINARIES)	2016	2017	2018	2019	2020
As % of Income	4.12%	0.23%	0.10%	2.98%	-201.24%

EFTS NUMBERS

SCHOOL	2018 Actual	2019 Actual	2020 Target	2020 Actual
Primary Industries	527	465	434	507
Veterinary Nursing	61	47	61	59
Viticulture & Wine Science	76	85	80	89
Business	557	642	640	584
Computing	390	415	451	381
Education & Social Sciences	289	307	345	309
English Language Centre	98	105	101	41
Health & Sport Science	353	436	431	411
IDEAschool	201	184	207	167
Nursing	504	481	500	450
Tairāwhiti, Regional Learning Centres & Adult Community Education	114	119	112	150
Te Ūranga Waka	614	761	667	628
Toihoukura	58	58	60	45
Tourism & Hospitality	246	186	223	180
Trades Academy	108	108	110	126
Trades & Technology	598	558	552	577
TOTAL EFTS	4,794	4,957	4,974	4,703

EMPLOYEE REMUNERATION

The number of employees or former employees who received remuneration and other benefits of \$100,000 or more for the 9 months ended 31 December 2020, and within specified \$10,000 bands were as follows:

TOTAL REMUNERATION PAID OR PAYABLE:	No. of employees 2020 Actual
\$100,000 - 109,999	6
\$110,000 - 119,999	1
\$120,000 - 129,999	1
\$130,000 - 139,999	2
\$140,000 - 149,999	1
\$150,000 - 159,999	1
\$160,000 - 169,999	1
\$190,000 - 199,999	1
TOTAL EMPLOYEES	14

Talesha Ker | NZ Certificate in Barber Skills graduate
Straight after completing her EIT programme, Talesha
landed a job at Mr M's Barbershop in Taradale.



COMPARATIVE STATEMENTS

Reporting Period and Reform of Vocational Education

On 1 August 2019 the Minister of Education announced the Government's decisions on the Reform of Vocational Education proposals, and then enacted the Education (Vocational Education and Training and Reform) Amendment Act 2020 (the Act) on 24 February 2020 to give effect to those reforms.

In essence, the Act reforms the delivery of vocational education in New Zealand and created a new Crown entity, initially called the New Zealand Institute of Skills and Technology (NZIST), which then changed its name Te Pūkenga - New Zealand Institute of Skills and Technology. The Act also converted all existing institutes of technology and polytechnics (ITPs) into crown entity companies, which each took over the operational activities of those existing ITPs on 1 April 2020.

The Act therefore disestablished Eastern Institute of Technology and transferred its assets and liabilities to a new company, Eastern Institute of Technology Limited on 1 April 2020. Eastern Institute of Technology produced its final report for the 3 months to 31 March 2020. This report contains the first financial statements for Eastern Institute of Technology Limited for the 9 month period from 1 April 2020 to 31 December 2020.

Significant Accounting Impact of Public Benefit Entity Accounting

Public Benefit Entity Accounting - PBE IPSAS 23 Revenue from non-exchange transactions (PBE) requires an entity to account for the income in the period that it is "legally" entitled to retain irrespective of whether the actual delivery that the income relates to has been completed. Prior to 31 March 2020, the Minister of Education confirmed that there would not be any recovery of Investment Plan funding because of either, poor Education Performance Indicators (EPIs), or under-delivery during the 2020 year. This meant that the government would be guaranteeing full year 2020 investment plan funding irrespective of delivery. Under PBE accounting, as there were no further delivery requirements to earn the funding, the accounts for Eastern Institute of Technology for the 3 months to 31 March 2020 recorded all of 12-month 2020 investment plan funding. This contributed to the PBE adjustment significantly increasing income for the 3 month period without requiring the costs to be recognised that were incurred for that delivery. This led to the significant surplus being recognised as the surplus for the 3 months to 31 March 2020. Moreover, the accounts for the 9 months to 31 December 2020 included all of the delivery and operating costs for that period but without the associated delivery income that was already recognised in the previous accounts. This has contributed to the significant deficit recorded in the 9 months accounts to 31 December 2020 for Eastern Institute of Technology Limited.

Whilst both the accounts for 3 months to 31 March 2020 for Eastern Institute of Technology and the 9 months to 31 December 2020 for Eastern Institute of Technology Limited were technically correct - separately, looked in isolation, they could be construed as misleading. We have therefore combined the results to show the financial operating performance for Eastern Institute of Technology and Eastern Institute of Technology Limited for the 12 months to 31 December 2020.

REVENUE STATEMENT

for the 12 months ended 31 December 2020

			Consolidated		
	2020 Actual \$000	2020 Actual \$000	2020 Actual \$000	2020 Budget \$000	2019 Actual \$000
	3 Months ended 31 March 2020	9 Months ended 31 December 2020	12 Months ended 31 December 2020	12 Months ended 31 December 2020	12 Months ended 31 December 2019
Notes					
REVENUE					
Government Funding	39,792	4,068	43,859	41,065	42,674
Domestic Tuition Fees	9,498	2,287	11,785	12,366	11,665
International Students Fees	2,453	8,589	11,042	14,685	13,819
Investment Income	183	419	602	654	1,104
Other Revenue	914	3,906	4,822	4,737	5,168
Total Operating Revenue	52,840	19,269	72,110	73,507	74,430
EXPENDITURE					
Cost of Services	17,744	58,047	75,791	74,769	72,209
Total Cost of Services	17,744	58,047	75,791	74,769	72,209
Net Surplus / (Deficit) from Operations	35,096	(38,778)	(3,681)	(1,262)	2,221
Share of Associate's Surplus / (Deficit)	(83)	65	(18)	50	13
NET SURPLUS / (DEFICIT)	35,013	(38,713)	(3,699)	(1,212)	2,234

NB Under Te Pūkenga policy funding received for fees-free is to be shown as part of the tuition fees. Previously EIT showed these as a separate line. For comparative purposes the fees-free funding is shown in tuition fees for all periods.

The above information is unaudited and does not form part of our Financial Statements and are not covered by the audit opinion provided by Audit New Zealand.

STATEMENT OF FINANCIAL POSITION

as at 31 December 2020

			Consolidated		
		2020 Actual \$000	2020 Actual \$000	2020 Budget \$000	2019 Actual \$000
	Notes	31 March 2020	31 December 2020	31 December 2020	31 December 2019
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	1	7,347	3,557	1,735	2,388
Short Term Investments	1	24,567	16,153	18,000	27,603
Trade and Other Receivables	3	39,326	3,353	1,745	3,288
Inventories		778	353	720	755
Prepayments		1,297	1,086	834	1,198
Total Current Assets		73,315	24,502	23,034	35,232
LESS CURRENT LIABILITIES					
Trade and Other Payables	4	7,444	4,739	6,985	8,132
Other Trading Liabilities	4	112	154	129	130
Fees and Income in Advance	4	14,215	4,939	9,505	9,365
Employee Entitlements	9	3,881	5,097	3,774	3,676
Other Current Liabilities		3	3	3	3
Total Current Liabilities		25,655	14,932	20,396	21,306
NET CURRENT ASSETS		47,660	9,570	2,638	13,926
NON-CURRENT ASSETS					
Other Financial Assets	2	1,261	1,369	1,327	1,345
Investment in Associates	2	1,104	1,169	1,177	1,187
Receivables Non-Current		262	290	247	362
Property, Plant and Equipment	6	140,945	143,598	137,007	141,890
Intangible Assets	7	4,043	3,669	3,989	4,106
Capital Works in Progress	8	6,673	3,476	4,385	4,114
Total Non-Current Assets		154,288	153,571	148,132	153,004
LESS NON-CURRENT LIABILITIES					
Lease - Make Good Provision		50	50	50	50
Employee Entitlements	9	108	122	130	103
Total Non-Current Liabilities		158	172	180	153
NET ASSETS		201,790	162,969	150,590	166,777
EQUITY					
General Funds		128,193	89,480	89,146	93,180
Asset Revaluation Reserve		73,597	73,488	61,444	73,597
TOTAL EQUITY		201,790	162,969	150,590	166,777

The above information is unaudited and does not form part of our Financial Statements and are not covered by the audit opinion provided by Audit New Zealand.

Julian Kairau | Bachelor of Nursing student
Julian completed a degree in Sport and Recreation at EIT. After working for four years as a fitness instructor he returned to EIT to study nursing. His goal is to work as a nurse while staying involved in sports.



COMPULSORY STUDENT SERVICES LEVY

The student services fee in 2020 was \$304 including GST for a student enrolled in a full year programme, and \$90 including GST for Distance (fully online) students only, with pro rata fees for part time students. Students in many programmes are exempted levies.

EIT consulted with students on their well-being and support needs throughout the pandemic lockdown periods. Consultation on the levy was held at student-led events on each campus (pre and post lockdown) and on-line, through course and programme evaluations, and through regular consultation with the President and staff of the Students' Association (Younited) which is contracted by EIT. Consultation covered the level of fees, the type of services, the procurement of services, and the authorisation of expenditure. The pandemic amplified the need for support for students' mental health and wellbeing, and for financial and technology support. Feedback has been that students are generally comfortable with the range and quality of the services provided. Income and expenditure associated with the provision of these services is separately accounted for in our accounting system. Details of types of service and of the income and expenditure for the year ended 31 December 2020 are set out in the table below:

	Total \$000	Advocacy & Legal Advice \$000	Careers Info, Advice & Guidance \$000	Counselling Services \$000	Employment Information \$000	Financial Support & Advice \$000	Health Services \$000	Media \$000	Club & Societies \$000	Sport, Rec & Cultural Activities \$000
REVENUE										
Compulsory student services fees	530	53	95	19	29	48	164	-	21	101
Other	109	11	19	4	6	10	34	-	4	21
Total Revenue	639	64	114	23	35	58	198	-	25	122
Expenditure	776	137	122	21	92	87	203	-	16	98
EXPENDITURE FUNDED BY EIT	(137)	(73)	(8)	2	(57)	(29)	(5)	-	9	24

Advocacy and Legal Advice

EIT Learner Services staff and Younited provide an integrated support service to students needing assistance with academic grievances, income support matters, and other issues related to their study. This included 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. Good working relationships with industry and agencies have developed and continue to be fostered.

Counselling Services

Staff dedicated to the provision of pastoral care for students, including targeted to priority learner groups, youth, and international students were coordinated centrally from the Hawke's Bay campus. Staff and contractors providing student guidance services work together on initiatives and activities across campuses. Holistic support is provided through the support services being networked closely with community groups. A chaplaincy service is provided in Hawke's Bay.

Employment Information

A collaborative EIT and the EIT Students' Association service provide information on employment opportunities for students while they study. Younited is contracted to provide programmes and events that assist students with: employment information and opportunities; the preparation of job applications; and holiday employment applications.

Financial Support and Advice

A financial support and advice service is provided to students. Those requiring further support are referred through to the EIT Hardship and Technology Funds and to budgeting referral

services. Younited worked with EIT to develop a fair system for the distribution of external hardship funds.

Health Services

Students access contracted services of nursing, counselling and medical health professionals during the main academic terms on the Hawke's Bay campus. Referral services for health and counselling were provided for students at the Auckland and the Tairāwhiti campuses

Wellness promotion and 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. The EIT Students' Association assist students with this.

Clubs and Societies

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

Sport, Recreation and Cultural Activities

A wide range of amenities including rooms, recreation and sporting equipment, furniture, audio and visual equipment, were available to all students and student groups. New equipment was purchased in consultation with the EIT Students' Association. Activities designed to support and engage students occurred throughout the year. These included orientation events, cultural, international and whanau events, and recreational and sporting activities.

Further information on compulsory student services levies including FAQs is available on our website www.eit.ac.nz.

Kereru Walters | Horticulture graduate
EIT Tairāwhiti.





STATEMENT OF RESPONSIBILITY

Annual financial report for 9 months ended 31 December 2020

In terms of Section 306 of the Education & Training Act 2020 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 Service 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 fairly reflect the financial position of this institution for the 9 months ended 31 December 2020, and that the Statement of Service Performance fairly reflects the operations of this institution for the year ended 31 December 2020.

Hilton Collier
Board Chair

Ross McKelvie
Audit Committee Chair

Chris Collins
Chief Executive

Anthony Robertson
Executive Director
Finance



FINANCIAL STATEMENTS

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STATEMENT OF FINANCIAL POSITION

as at 31 December 2020

		Consolidated			Parent	
	Notes	2020 Actual \$000	2020 Budget \$000	1st April 2020 Actual \$000	2020 Actual \$000	1st April 2020 Actual \$000
ASSETS						
CURRENT ASSETS						
Cash and Cash Equivalents	1	3,557	1,735	7,347	3,526	7,310
Short Term Investments	1	16,153	18,000	24,567	16,000	24,500
Trade and Other Receivables	3	3,353	1,745	39,326	3,353	39,323
Inventories		353	720	778	353	778
Prepayments		1,086	834	1,297	1,086	1,297
Total Current Assets		24,502	23,034	73,315	24,319	73,208
LESS CURRENT LIABILITIES						
Trade and Other Payables	4	4,739	6,985	7,444	4,728	7,433
Other Trading Liabilities	4	154	129	112	154	112
Fees and Income in Advance	4	4,939	9,505	14,215	4,939	14,215
Employee Entitlements	9	5,097	3,774	3,881	5,097	3,881
Other Current Liabilities		3	3	3	3	3
Total Current Liabilities		14,932	20,396	25,655	14,921	25,644
NET CURRENT ASSETS		9,570	2,638	47,660	9,397	47,564
NON-CURRENT ASSETS						
Other Financial Assets	2	1,369	1,327	1,261	3	3
Investment in Associates	2	1,169	1,177	1,104	1,169	1,104
Receivables Non-Current		290	247	262	289	262
Property, Plant and Equipment	6	143,598	137,007	140,945	143,598	140,945
Intangible Assets	7	3,669	3,989	4,043	3,669	4,043
Capital Works in Progress	8	3,476	4,385	6,673	3,476	6,673
Total Non-Current Assets		153,571	148,132	154,288	152,204	153,030
LESS NON-CURRENT LIABILITIES						
Lease - Make Good Provision		50	50	50	50	50
Employee Entitlements	9	122	130	108	122	108
Other Non-Current Liabilities		-	-	-	-	-
Total Non-Current Liabilities		172	180	158	172	158
NET ASSETS		162,969	150,590	201,790	161,430	200,436
EQUITY						
General Funds		89,480	89,146	128,193	87,941	126,839
Asset Revaluation Reserve		73,488	61,444	73,597	73,488	73,597
TOTAL EQUITY		162,969	150,590	201,790	161,430	200,436

On the 1st of April 2020 the existing Institute's of Technology and Polytechnics (ITP's) became Subsidiaries of the newly formed Te Pūkenga. The above figures for the 1st April are both the closing balances of the Eastern Institute of Technology, and the opening balances of Eastern Institute of Technology Limited. There were no changes in equity resulting from this transition on 1 April 2020.



Hilton Collier
Director
14 April 2021



Ross McKelvie
Director
14 April 2021

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

STATEMENT OF FINANCIAL PERFORMANCE

for the 9 months ended 31 December 2020

		Consolidated		Parent	
	Notes	2020 Actual \$000	2020 Budget \$000	2020 Actual \$000	
REVENUE					
Government Funding		4,068	534	4,068	
Domestic Tuition Fees		2,287	6,860	2,287	
International Students Fees		8,589	12,443	8,589	
Investment Income		419	490	319	
Other Revenue		3,906	3,511	3,906	
Total Operating Revenue		19,269	23,838	19,169	
EXPENDITURE					
Cost of Services	10	58,047	57,171	58,132	
Total Cost of Services		58,047	57,171	58,132	
Net Surplus / (Deficit) from Operations		(38,778)	(33,333)	(38,963)	
Share of Associate's Surplus / (Deficit)		65	50	65	
NET SURPLUS / (DEFICIT)		(38,713)	(33,283)	(38,898)	

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

for the 9 months ended 31 December 2020

		Consolidated		Parent	
	Notes	2020 Actual \$000	2020 Budget \$000	2020 Actual \$000	
Net Surplus / (Deficit)		(38,713)	(33,283)	(38,898)	
OTHER COMPREHENSIVE REVENUE AND EXPENSE					
Building Impairment		(109)	-	(109)	
Gains on Property Revaluations		-	-	-	
Total Other Comprehensive Revenue and Expense		(109)	-	(109)	
TOTAL COMPREHENSIVE REVENUE AND EXPENSE		(38,822)	(33,283)	(39,007)	

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

STATEMENT OF CASH FLOWS

for the 9 months ended 31 December 2020

		Consolidated		Parent
		2020 Actual \$000	2020 Budget \$000	2020 Actual \$000
	Notes			
CASH FLOWS FROM OPERATING ACTIVITIES				
Receipt of Government Funding		34,774	32,459	34,774
Receipt from Other Revenue		4,061	3,951	4,061
Receipt of Student Fees		7,071	12,101	7,071
Interest and Dividend Income Received		532	490	487
Payments to Employees & Suppliers		(53,421)	(51,701)	(53,387)
Net Cash Flow from Operating Activities	11	(6,983)	(2,700)	(6,994)
CASH FLOWS FROM INVESTING ACTIVITIES				
Receipts from Realisation of Investments		18,596	18,500	18,500
Acquisition of Short Term Investments		(10,000)	(6,000)	(10,000)
Acquisition of Long Term Investments		(178)	(16)	(65)
Purchase of Property, Plant and Equipment		(5,269)	(9,700)	(5,269)
Purchase of Intangible Assets		(25)	-	(25)
Proceeds from Sale of Assets		69	-	69
Net Cash Flow to Investing Activities		3,193	2,784	3,210
CASH FLOWS FROM FINANCING ACTIVITIES				
Capital Funding		-	-	-
Net Cash Flow from Financing Activities		-	-	-
Total Increase (Decrease) in Cash Flows		(3,790)	84	(3,784)
Add Opening Balance		7,347	1,651	7,310
Closing Balance		3,557	1,735	3,526
COMPRISING: CASH AND CASH EQUIVALENTS		3,557	1,735	3,526

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

STATEMENT OF CHANGES IN EQUITY

for the 9 months ended 31 December 2020

	Notes	Consolidated		Parent	
		2020 Actual \$000	2020 Budget \$000	2020 Actual \$000	
Opening Balance		201,790	183,873	200,436	
		201,790	183,873	200,436	
Net Surplus / (Deficit)		(38,713)	(33,283)	(38,898)	
Other Comprehensive Revenue and Expense		(109)	-	(109)	
CLOSING BALANCE		162,969	150,590	161,430	

On the 1st of April 2020 the existing Institutes of Technology and Polytechnics (ITP's) became Subsidiaries of the newly formed Te Pūkenga. There have been no changes between the closing assets, liabilities and equity of the Eastern Institute of Technology and the opening assets, liabilities, equity of Eastern Institute of Technology Limited resulting from this transition.

STATEMENT OF CHANGES IN ASSET REVALUATION RESERVE

for the 9 months ended 31 December 2020

	Notes	Consolidated		Parent	
		2020 Actual \$000	2020 Budget \$000	2020 Actual \$000	
Opening Balance		73,597	61,444	73,597	
Land & Buildings Revaluation		-	-	-	
Building Impairment		(109)	-	(109)	
CLOSING BALANCE		73,488	61,444	73,488	

STATEMENT OF CHANGES IN GENERAL FUND

for the 9 months ended 31 December 2020

	Notes	Consolidated		Parent	
		2020 Actual \$000	2020 Budget \$000	2020 Actual \$000	
Opening Balance		128,193	122,429	126,839	
Net Surplus / (Deficit)		(38,713)	(33,283)	(38,898)	
CLOSING BALANCE		89,480	89,146	87,941	

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

STATEMENT OF COMMITMENTS

as at 31 December 2020

CAPITAL WORKS

EIT is undertaking the following capital works and commitments at balance date:

Hawke's Bay Campus - at balance date there were four main capital works projects underway: Student Amenities - \$505K, G Block workshop extension - \$388K, CoVE Refurbishment \$315K, & the Robotics Lab - \$281K. Other additional smaller projects include the Wharenui External Carving - \$60K and other smaller projects totalling \$242K.

Total Capital Works commitment 2020 - \$1,791K

CAPITAL WORKS	2020 \$000
Services	382
Buildings	1,409
TOTAL CAPITAL WORKS COMMITMENT	1,791

NON-CANCELLABLE OPERATING CONTRACTS	2020 \$000
Operating commitments in respect of building rentals, cleaning, health and student services are as follows:	
Due within one year	1,797
Due later than one year, but not later than five years*	3,889
Due later than five years*	0
TOTAL NON-CANCELLABLE OPERATING COMMITMENTS	5,686

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

Leases can be renewed at EIT's option, with rents set by reference to current market rates for items of equivalent age and condition. There are no restrictions placed on the Institute and group by any of the leasing arrangements.

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

STATEMENT OF ACCOUNTING POLICIES

For the 9 months ended 31 December 2020

REPORTING ENTITY

The Eastern Institute of Technology Limited (the Institute or EIT) is a Crown entity subsidiary that is domiciled and operates in New Zealand. The Institute was established on 1 April 2020 and its immediate controlling entity is Te Pūkenga - New Zealand Institute of Skills and Technology, and the ultimate controlling entity is the New Zealand Crown. The relevant legislation governing the Institute's operations includes the Education and Training Act 2020, the Crown Entities Act 2004, and the Companies Act 1993.

The consolidated financial statements of the Group consist of Eastern Institute of Technology ('the parent') and includes a 16.67% share of its associate TANZ eCampus Ltd which is equity accounted, Te Aho a Māui Limited (a wholly owned subsidiary, formerly known as Eastern Institute of Technology Limited until 26 February 2020) and Ōtātara Trust (a charitable trust). All subsidiaries and associates 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 complying with GAAP.

The financial statements of the Institute and Group are for the 9 months ended 31 December 2020. The financial statements were authorised for issue by the Board on 23 March 2021.

BASIS OF PREPARATION

The Education and Training Act 2020 (schedule 1, clause 21) states that all Te Pūkenga subsidiaries will continue in existence until 31 December 2022. Thereafter the rights, assets, and liabilities of Eastern Institute of Technology Limited will be transferred to Te Pūkenga - New Zealand Institute of Skills and Technology (Te Pūkenga). There are mechanisms in the legislation to vary this date.

Despite these provisions, the financial statements have been prepared on a going concern basis, as the disestablishment is more than 12 months after the date the financial statements are issued, and because the operational delivery of the functions of Eastern Institute of Technology Limited will continue through Te Pūkenga after 31 December 2022. Consequently, there have been no changes to the recognition and measurement, or presentation of information in these financial statements.

Reporting Period

Eastern Institute of Technology Limited came into existence on 1 April 2020. These financial statements are for the nine month period 1 April 2020 to 31 December 2020. The budget is for the 9 month period 1 April 2020 to 31 December 2020. No comparative period is disclosed, except for 1 April 2020 opening balances on the Statement of Financial Position. The financial statements of the predecessor entity Eastern Institute of Technology can be found at www.eit.ac.nz.

Statement of Compliance

The financial statements of the Institute and the group have been prepared in accordance with the requirements of the Crown Entities Act 2004 and the Education and Training Act

2020, which include the requirement to comply with generally accepted accounting practice in New Zealand (NZ GAAP).

These financial statements 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, other than the Board member remuneration disclosures and the related party transaction disclosures in Note 17, are rounded to the nearest thousand dollars (\$000). Board member remuneration and related party transaction disclosures are rounded to the nearest dollar.

Standard Early Adopted

PBE IPSAS 40 PBE Combinations was issued in July 2019 and is effective for annual financial statements covering periods beginning on or after 1 January 2021. The Institute has early adopted PBE IPSAS 40 and applied the standard for the vesting of the predecessor ITP's assets and liabilities to the Institute on 1 April 2020. Further information about the vesting is disclosed below.

Standards Issued and Not Yet Effective and Not Early Adopted

Standards and amendments issued but not yet effective that have not been early adopted and which are relevant to the Institute are:

PBE IPSAS 41 Financial Instruments

PBE IPSAS 41 Financial Instruments replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement and PBE IFRS 9 Financial Instruments and is effective for financial years beginning on or after 1 January 2022, with earlier adoption permitted. The main changes compared to PBE IPSAS 29 that are relevant to the Institute are:

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

The Institute intends to adopt PBE IPSAS 41 for the 31 December 2022 financial year. The Institute has not yet assessed in detail the impact of the new standard.

PBE IPSAS 2 Statement of Cash Flows

Amendment to PBE IPSAS 2 Statement of Cash Flows: An amendment to PBE IPSAS 2 Statement of Cash Flows requires entities to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. This amendment is effective for annual periods beginning on or after 1 January 2021, with early application permitted. The Institute does not intend to early adopt the amendment.

PBE FRS 48 Service Performance Reporting

PBE FRS 48 replaces the service performance reporting requirements of PBE IPSAS 1 and is effective for reporting periods beginning on or after 1 January 2022. The Institute has

not yet determined how application of PBE FRS 48 will affect its statement of service performance.

PBE IPSAS13 Accounting for Leases

PBE IPSAS13 Accounting for Leases is effective for reporting periods beginning on or after 1 January 2021 with early adoption permitted in the financial year starting 1 January 2020. The Institute has chosen not to early adopt this standard and intends to adopt the standard for the 31 December 2021 financial year. The Institute has not yet assessed in detail the impact of the new standard.

Vesting

As part of the reform of the delivery of vocational education in New Zealand, the Education (Vocational Education and Training Reform) Amendment Act 2020 converted the Eastern Institute of Technology into the Eastern Institute of Technology Limited on 1 April 2020. On this date, the rights, assets, and liabilities of Eastern Institute of Technology vested in Eastern Institute of Technology Limited for no consideration.

The Eastern Institute of Technology Limited has applied PBE IPSAS 40 PBE Combinations to account for the vesting of the assets and liabilities. The carrying amount of assets, liabilities, and equity reserves included in Eastern Institute of Technology's final disestablishment report as at 31 March 2020 were carried forward to become the opening balances for the Eastern Institute of Technology Limited's statement of financial position at 1 April 2020. No adjustments were made to the amounts reported as at 31 March 2020. The opening 1 April 2020 balances are presented in the statement of financial position.

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. The group financial statements are prepared using uniform accounting policies for like transactions and other events in similar circumstances. The consolidation of an entity begins from the date the Institute obtains control of the entity and ceases when the Institute loses control of the entity.

Subsidiaries

The Institute consolidates in the group financial statements those entities it controls. Control exists where the Institute is exposed, or has rights, to variable benefits (either financial or non-financial) and has the ability to affect the nature and amount of those benefits from its power over the entity. Power can exist over an entity if, by virtue of its purpose and design, the relevant activities and the way in which the relevant activities of the entity can be directed has been predetermined by the Institute. Investments in subsidiaries are measured at cost in the parent financial statements.

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. Accounting policy note H provides

information about the estimates and assumptions exercised in the measurement of revalued assets. Accounting policy notes E and G provides additional information on depreciation and impairment.

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.

Foreign Currency Transactions

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

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

Student Achievement Component Funding

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

However, for the 2020 year, the predecessor ITP has recognised all the funding for 2020. This was because, in response to the Covid-19 pandemic, the TEC confirmed at the end of March 2020 that it will not seek repayment of 2020 investment plan funding, which includes SAC funding, if there is under-delivery in the 2020 year. As a consequence, the Institute has not recognised this SAC funding during the nine-month period.

Tuition Fees

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

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

Fees-Free Revenue

The Institute considers fees-free revenue is non-exchange revenue and recognises revenue when the course withdrawal date for an eligible student has passed. The Institute has presented funding received for fees-free as part of tuition fees. This is on the basis that receipts from the TEC are for payment on behalf of the student as specified in the relevant funding mechanism.

However, for the 2020 year, the predecessor ITP has recognised all the 2020 fees-free funding because, in response to the Covid-19 pandemic, the TEC confirmed that it will not seek repayment of 2020 fees-free funding. As a consequence, the Institute has not recognised this fees-free funding during the nine-month period.

Performance-Based Research Fund

The Institute considers funding received from Performance-Based Research Fund (PBRF) to be non-exchange in nature. PBRF funding is specifically identified by the TEC as being for a funding period as required by section 425 of the Education and Training Act 2020. The Institute recognises its confirmed allocation of PBRF funding at the commencement of the specified funding period, which is the same as the financial year. PBRF revenue is measured based on the funding entitlement adjusted for any expected adjustments as part of the final wash-up process. Indicative funding for future periods is not recognised until confirmed for that future period.

Research Revenue

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

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

Other Grants Received

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

Donations, Trust Funds, Endowments, Bequests, and Pledges

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

Sales of Goods

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

Accommodation Services

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

Interest and Dividends

Interest revenue is recognised by accruing on a time proportion basis the interest due for the investment. Dividends are recognised when the right to receive payment has been established.

Scholarships

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

B. Budget Figures

The budget figures for the Institute are reported for only the 9 month period 1 April 2020 to 31 December 2020 and the budget figures are those approved by the Institute Council for the Group at the start of the financial year. The budget figures have been prepared in accordance with NZ GAAP, using accounting policies that are consistent with those adopted by the Board in preparing these financial statements. The variance between the Group and parent is immaterial.

C. Inventory

Inventories are held for distribution or for use in the provision of goods and services. The measurement of inventories depends on whether the inventories are held for commercial or non-commercial (distribution at no charge or for a nominal charge) distribution or use. Inventories are measured as follows:

- ▶ **Commercial:** measured at the lower of cost and net realisable value.
- ▶ **Non-commercial:** measured at cost, adjusted for any loss of service potential.

Cost is allocated using the first in, first out (FIFO) method, which assumes the inventories that were purchased first are distributed or used first.

Inventories acquired through non-exchange transactions are measured at fair value at the date of acquisition. Any write-down from cost to net realisable value or for the loss of service potential is recognised in surplus or deficit in the year of the write-down.

D. Provisions

A provision is recognised for future expenditure of uncertain amount or timing when:

- ▶ There is a present obligation (either legal or constructive) as a result of a past event;
- ▶ It is probable that an outflow of future economic benefits or service potential will be required to settle the obligation;
- ▶ A reliable estimate can be made of the amount of the obligation.

Provisions are measured at the present value of the expenditure expected to be required to settle the obligation using market yields on Government bonds at balance date with terms to maturity that match, as closely as possible, the estimated future cash outflows. The increase in

the provision due to the passage of time is recognised as an interest expense and is included in “finance costs”.

Restructuring

A provision for restructuring is recognised when either an approved detailed formal plan for the restructuring has been announced publicly to those affected, or implementation of it has already started.

E. Property, Plant and Equipment

Property, plant, and equipment consists of nine asset classes: land, buildings, infrastructure, leasehold improvements, computer hardware, furniture and equipment, motor vehicles, library collection, and heritage collections. Land is measured at fair value, and buildings and infrastructure are measured at fair value less accumulated depreciation. All other asset classes are measured at cost, less accumulated depreciation and impairment losses.

Additions

The cost of an item of property, plant, and equipment is recognised as an asset only when it is probable that future economic benefits or service potential associated with the item will flow to the Institute and the group and the cost of the item can be measured reliably. Work in progress is recognised at cost less impairment and is not depreciated. In most instances, an item of property, plant, and equipment is initially recognised at its cost. Where an asset is acquired through a non-exchange transaction, it is recognised at its fair value as at the date of acquisition. Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to the Institute and the group and the cost of the item can be measured reliably. The costs of day-to-day servicing of property, plant, and equipment are recognised in the surplus or deficit as they are incurred. Additions over \$2,000 in value are capitalised. Amounts under this are expensed.

Disposals

Gains and losses on disposals are determined by comparing the 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 revaluation reserves in respect of those assets are transferred to general funds within equity.

Under the Education and Training Act 2020, the Institute is required to notify Te Pūkenga of any land and building disposals. Te Pūkenga will then obtain consent from the Secretary for Education, to dispose of those land and buildings.

F. Depreciation

Depreciation is provided on a straight-line basis on all property, plant, and equipment other than land and heritage collections, at rates that will write off the cost (or valuation) of the assets to their estimated residual values over their useful lives. Heritage collections are not depreciated because they are maintained such that they have indefinite or sufficiently long useful lives that any depreciation is considered to be negligible. The useful lives and associated depreciation rates of major classes of assets have been estimated as follows:

Buildings (including components)	25 to 100 years	1% to 4%
Infrastructure	10 to 50 years	2% to 10%

Leasehold Improvements	3 to 10 years	10% to 33.3%
Computer Hardware	5 years	20%
Furniture and Equipment	2 to 13 years	7.7% to 50%
Motor Vehicles	4 years	25%
Library Collection	10 years	10%

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

G. Intangibles

Software Acquisition and Development

Computer software licenses are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs that are directly associated with the development of software for internal use are recognised as an intangible asset. Direct costs include software development employee costs and relevant professional fees. Staff training costs are recognised as an expense when incurred. Costs associated with maintaining computer software are recognised as an expense when incurred.

Course-Related Software and Websites

Course-related software and website development costs are classified as software and accounted for in accordance with the accounting policy for software. Capitalised costs are tested for impairment and, once available for use, amortised in accordance with that policy.

Courses Purchased from Other Organisations

Separately acquired courses and programmes (including trademarks and licences) acquired from outside of the Te Pūkenga group are initially recognised at historical cost. They have a finite useful life and, subsequent to initial recognition, should be carried at cost less accumulated amortisation and impairment losses. They are amortised over a period not exceeding 5 years.

Internally Developed Courses

Course development costs are expensed when incurred unless the course development costs are directly attributable to the design of identifiable and unique courses and programmes controlled by the group in which case they are recognised as intangible assets where all of the following criteria are met:

- ▶ The course material is identifiable and the use and redistribution of course material is controlled by the group through legal or other means.
- ▶ It is probable that the courses will generate future economic benefits or service potential attributable to the course and the cost can be reliably measured. This is the case when:
- ▶ It is technically feasible to complete the development so that the course or programme will be available for use and/or sale;
- ▶ Management intends to complete the development of the course or programme and use or sell it;
- ▶ There is an ability to use or sell the course or programme;
- ▶ It can be demonstrated how the course or programme will generate probable future economic benefits;

- There are adequate technical, financial and other resources available to complete development of the course or programme and to use or sell the course or programme; and
- The expenditure attributable to the course or programme development can be reliably measured.

Capitalised course development costs related to courses that are not yet available for use are tested for impairment annually and whenever there is an indication that the asset may be impaired.

Capitalised course development costs are amortised from the point at which the course or programme is ready for use and are amortised over a period not exceeding 5 years. They are carried at cost less accumulated amortisation and impairment losses. They are tested for impairment whenever there is an indication that the asset may be impaired.

Costs associated with maintaining courses and programmes are recognised as an expense as incurred.

Amortisation

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

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

Computer Software	3 to 6 years	16.7% to 33.3%
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Capitalised intellectual property development costs are still work in progress. The useful life of completed projects will be established at project completion.

Impairment of intangible assets

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

Access Rights

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.

Naming Rights

The EIT Institute of Sport and Health Naming Rights relates to a facility constructed by the Hawke's Bay Community Fitness Centre Trust at the Hawke's Bay Regional Sports Park in Hastings and gives EIT naming rights to the facility and various activities. The facility opened in July 2019 and EIT leases part of the facility for its own educational use. These naming rights will be amortised on a straight line basis over 35 years. The carrying value of this asset will be tested for impairment and where indicators of impairment exist an impairment expense will be recognised.

H. 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.

Impairment of Property, Plant and Equipment

Property, plant, and equipment are reviewed for impairment at each balance date and whenever events or changes in circumstances indicate that the carrying amount might not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use. If an asset's carrying amount exceeds its recoverable amount, the asset is considered to be impaired and the carrying amount is written-down to the recoverable amount. For revalued assets, the impairment loss is recognised against the revaluation reserve for that class of asset. Where that results in a debit balance in the revaluation reserve, the balance is recognised in the surplus or deficit. For assets not carried at a revalued amount, the total impairment loss is recognised in the surplus or deficit. The reversal of an impairment loss on a revalued asset is credited to other comprehensive revenue and expense and increases the asset revaluation reserve for that class of asset. However, to the extent that an impairment loss for that class of asset was previously recognised in the surplus or deficit, a reversal of an impairment loss is also recognised in the surplus or deficit. For assets not carried at a revalued amount, the reversal of an impairment loss is recognised in the surplus or deficit.

Value in use for non-cash-generating assets

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

Value in use for cash-generating assets

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

I. Revaluations

Land, buildings, and infrastructure are revalued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value and at least every three years. Revaluation movements are accounted for on a class-of-asset basis.

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

The land, buildings, infrastructure and services were valued by C W Nyberg (a Director and registered valuer of CBRE Limited). The Hawke's Bay Campus and Tairāwhiti Campus were last valued as at 31 December 2019. All land has been valued at fair value as determined from market-based evidence.

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.

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.

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 Statement of Financial Performance in the year the item is de-recognised.

J. Receivables

Short-term receivables are recognised initially at fair value (the amount due) and subsequently measured at amortised cost using the effective interest method, less provision for impairment.

At the end of each reporting period an assessment is made of whether there is objective evidence that short-term receivables is impaired. They are impaired and impairment losses are incurred only if there is objective evidence of impairment as a result of one or more events that occurred after the initial recognition of the receivable (a 'loss event') and that loss event (or events) has an impact on the estimated future cash flows from the receivable that can be reliably estimated.

Evidence of impairment may include indications that the debtors or a group of debtors is experiencing significant financial difficulty, default or delinquency in interest or principal payments, the probability that they will enter bankruptcy or other financial reorganisation, and where observable data indicate that there is a measurable decrease in the estimated future cash flows, such as changes in arrears or economic conditions that correlate with defaults.

The amount of the loss is measured as the difference between the receivable's carrying amount and the present value of estimated future cash flows (excluding future credit losses that have not been incurred) discounted at the receivable's original effective interest rate. The carrying amount of the asset is reduced and the amount of the loss is recognised in surplus or deficit.

If, in a subsequent period, the amount of the impairment loss decreases and the decrease can be related objectively to an event occurring after the impairment was recognised, the reversal of the previously recognised impairment loss is recognised in surplus or deficit.

K. Trade and Other Payables

Short-term payables are recorded at the amount payable. Payables are non-interest bearing and are normally settled on 30-day terms. Therefore, the carrying value of payables approximates their fair value.

L. Financial Assets

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

Term Deposits and Loans to Subsidiaries

Term deposits and loans to subsidiaries are initially measured at the amount invested. Where applicable, interest is subsequently accrued and added to the investment balance. At year end, term deposits and loans to subsidiaries are assessed for indicators of impairment. If they are impaired, the amount not expected to be collected is recognised in the surplus or deficit.

Unlisted Shares

Investments in unlisted shares are classified as available-for-sale financial assets. They are included in non-current assets unless it is intended that the investments will be disposed of within 12 months of the end of the reporting period.

Unlisted shares are recognised initially at fair value (plus transaction costs). Subsequent to initial recognition they are carried at fair value with change in their fair value recognised in other comprehensive revenue and expense.

At the end of each reporting period an assessment is made of whether there is objective evidence that they are impaired. A significant or prolonged decline in the fair value of the shares below their original cost is considered evidence that they are impaired. If any such evidence exists, the cumulative loss – measured as the difference between the acquisition cost and the current fair value, less any impairment loss on that financial asset previously recognised in surplus or deficit – is removed from equity and recognised in surplus or deficit. Impairment losses recognised in surplus or deficit are not reversed through surplus or deficit.

Fair Value

For those instruments recognised at fair value in the statement of financial position, fair values are determined according to the following hierarchy:

- ▶ Quoted market price (level 1) - Financial instruments with quoted prices for identical instruments in active markets.
- ▶ Valuation techniques using observable inputs (level 2) - Financial instruments with quoted prices for similar instruments in active markets or quoted prices for identical or similar instruments in inactive markets and financial instruments valued using models where all significant inputs are observable.
- ▶ Valuation techniques with significant non-observable inputs (level 3) - Financial instruments valued using models where one or more significant inputs are not observable.

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.

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 Statement of Financial Performance.

M. Goods and Services Tax (GST)

Items in the financial statements are stated exclusive of GST, except for receivables and payables, which are presented on a GST-inclusive basis. Where GST is not recoverable as input tax then it is recognised as part of the related asset or expense. The net amount of GST recoverable from, or payable to, the IRD is included as part of receivables or payables in the statement of financial position. The net GST paid to, or received from the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows. Commitments and contingencies are disclosed exclusive of GST.

N. Taxation

The Institute and the group are exempt from Income Tax. Accordingly, no provision has been made for Income Tax.

O. Leases

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased item or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability.

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

Operating Leases

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

P. Employee Entitlements

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

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the year in which the employee provides the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- Likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information; and
- The present value of the estimated future cash flows.

Presentation of Employee Entitlements

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

Superannuation schemes

Employer contributions to KiwiSaver, the Government Superannuation Fund, and other defined contribution superannuation schemes are accounted for as defined contribution schemes and are recognised as an expense in the surplus or deficit when incurred.

Q. Derivative Financial Instruments

Derivative financial instruments are used to manage exposure to foreign exchange and interest rate risks arising from financing activities. The Institute does not hold or issue derivative financial instruments for trading purposes. The Institute and the group have elected not to apply hedge accounting. Derivatives are initially recognised at fair value on the date a derivative contract is entered into and are subsequently re-measured at their fair value at each balance date with the resulting gain or loss recognised in the surplus or deficit. A forward foreign exchange derivative is classified as current if the contract is due for settlement within 12 months of balance date. Otherwise, the full fair value of forward foreign exchange derivatives is classified as non-current. The portion of the fair value of an interest rate derivative that is expected to be realised or settled within 12 months of the balance date is classified as current, with the remaining portion of the derivative classified as non-current.

R. 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 Statement of Financial Performance.

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

S. Cash Flows, Cash and Cash Equivalents

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

Cash Reserves and Ring Fencing

The Government set a policy whereby existing reserves from previous Institutes of Technology and Polytechnics (above a set limit) would be consolidated through the central balance sheet of Te Pūkenga, but would only be able to be drawn upon for projects and capital expenditure in the relevant region that have been approved by the Te Pūkenga Council. The objective is that existing reserves are in the future spent on the regions in which they had been accumulated by the relevant legacy ITPs. The use of ring-fenced amounts is restricted to particular uses, which may include major capital expenditure projects, routine/minor capital expenditure, operating investments (e.g. funding the establishment of a new capability) or operating losses of the regional operation.

T. Investment in Associates

Associate

An associate is an entity over which the Institute has significant influence and that is neither a subsidiary nor an interest in a joint venture. Investments in associates are accounted for in financial statements using the equity method of accounting.

Under the equity accounting method of accounting, the investment is initially recognised at cost and the carrying amount is increased or decreased to recognise the group's share of the change in net assets of the entity after the date of acquisition. The group's share of the surplus or deficit is recognised in the Institute's surplus or deficit. Distributions from the investee reduce the carrying amount of the investment in the Institute's financial statements.

U. Equity

Equity is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into the following components:

- ▶ General funds;
- ▶ Property revaluation reserves
- ▶ Fair value through other comprehensive revenue and expense reserve; and
- ▶ Trusts and bequests reserve

Property revaluation reserves

These reserves relate to the revaluation of land, buildings and infrastructure assets to fair value.

Share capital

On 1 April 2020, the Institute issued 100 shares to Te Pūkenga in accordance with clause 20(1)(c) of Schedule

1 to the Education and Training Act 2020. Each share carries one vote and an equal share in dividends and distribution of the Institute's surplus assets.

V. Related Party Transactions and Key Management Personnel

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

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

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

W. Critical Judgements in Applying Accounting Policies

Management has exercised the following critical judgements in applying accounting policies for the 9 months ended 31 December 2020:

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 yet being transferred and accordingly it would be misleading to exclude these assets from the financial statements. The Crown assets in Tairāwhiti will transfer ownership to the Institute in 2021 from the Crown, this is a reclassification of asset – not additional. It is also likely that the Crown assets in Hawkes Bay will also transfer to the Institute in 2021. 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.

NOTES TO THE FINANCIAL STATEMENTS

for the 9 months ended 31 December 2020

1. CASH, CASH EQUIVALENTS AND SHORT TERM INVESTMENTS

CURRENT

	Consolidated 2020 \$000	Parent 2020 \$000
ASB Bank	4,000	4,000
Bank of New Zealand	-	-
Forsyth Barr for Ōtātara Trust	31	-
Investments - Current Portion via Forsyth Barr	153	-
Kiwi Bank	5,000	5,000
ANZ Bank	4,000	4,000
Westpac	6,526	6,526
TOTAL	19,710	19,526
These funds are held for:		
Operating Purposes	4,883	4,699
Ring-fenced Funds	14,673	14,673
Specific Purposes	154	154
TOTAL	19,710	19,526
These funds are classified as:		
Cash and Cash Equivalents	3,557	3,526
Short Term Investments	16,153	16,000
TOTAL	19,710	19,526

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

INTEREST RATES & MATURITY

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

	2020	
Current Average Interest Rate	1.23%	
	Less than 6 months \$000	6-12 months \$000
Current – maturity at 31 December 2020 for the Institute	10,000	6,000

2. OTHER FINANCIAL ASSETS

	Consolidated 2020 \$000	Parent 2020 \$000
Held to maturity via Forsyth Barr	762	-
Fair Value through P&L via Forsyth Barr	605	-
Farmlands Shares	2	2
Te Aho a Māui Ltd	-	1
TOTAL	1,369	3

Fair Value

New Zealand Government Bonds: 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: recognised at their fair value. Fair value has been determined using published bid price quotations from the NZX at balance date.

Managed Fund: 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.

Investment in Subsidiaries

Te Aho a Māui Ltd (formerly known as Eastern Institute of Technology Ltd) is a non-trading subsidiary.

The Ōtātara Trust was formed in 1977 and exists to support students studying at the Eastern Institute of Technology in Hawke's Bay. As the institute has the right to appoint at least half the trustees it is concluded that it controls the Trust for financial reporting purposes, although the trustees remain responsible to manage the capital and assets of the Trust for the purposes of the Trust.

Investment in Associates

TANZ eCampus Ltd is jointly owned by six New Zealand Polytechnics, one of which is the Eastern Institute of Technology (EIT). TANZ eCampus Ltd delivers online tertiary education. The investment in TANZ eCampus Ltd has been equity accounted in 2020, for EIT's 1/6th share.

	Consolidated	Parent
	2020 \$000	2020 \$000
Opening Balance	1,104	1,104
Investment	-	-
Share of total comprehensive revenue and expense	65	65
CLOSING BALANCE	1,169	1,169

Summarised financial information of associate presented on a gross basis:

	Consolidated	Parent
	2020 \$000	2020 \$000
Assets	7,966	7,966
Liabilities	(953)	(953)
Revenue	7,466	7,466
Surplus / (Deficit)	834	834
EIT's Interest in Associate	16.67%	16.67%

3. TRADE AND OTHER RECEIVABLES

	Consolidated	Parent
	2020 \$000	2020 \$000
Student Receivables		
Student Fee Receivables	378	378
Less: Provision for Impairment	(124)	(124)
Net Student Fee Receivables	254	254
Other Receivables		
Other Debtors and Receivables	719	720
Less: Provision for Impairment	-	-
Net Other Receivables	719	720
Other Non-Exchange Receivables		
Other Non-Exchange Receivables	2,380	2,379
TOTAL DEBTORS AND OTHER RECEIVABLES	3,353	3,353

Other Receivables includes accrued interest receivable.

AGEING OF STUDENT RECEIVABLES:

	Gross \$000	2020 Impairment \$000	Net \$000
Institute & Group			
Due 1-30 days	37	-	37
Due 31-60 days	18	-	18
Due 61-90 days	74	-	74
Greater than 90 days	249	(124)	125
TOTAL	378	(124)	254

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

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

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

4. TRADE AND OTHER PAYABLES

	Consolidated 2020 \$000	Parent 2020 \$000
Creditors	2,696	2,696
Accrued Expenses	1,133	1,122
Contract Retentions	213	213
GST Payable	697	697
TOTAL CREDITORS AND OTHER PAYABLES	4,739	4,728

Payables are non-interest bearing and are normally settled on normal commercial terms. Therefore, the carrying value of payables approximates their fair value. \$1,127k is non-exchange.

OTHER TRADING LIABILITIES

	Consolidated 2020 \$000	Parent 2020 \$000
Special Funds	154	154
TOTAL OTHER TRADING LIABILITIES	154	154

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

FEES AND INCOME IN ADVANCE

	Consolidated 2020 \$000	Parent 2020 \$000
Student Fees Received in Advance	4,215	4,215
Other Income Received in Advance	724	724
TOTAL FEES AND INCOME IN ADVANCE	4,939	4,939

5. BANKING FACILITIES (PARENT AND CONSOLIDATED)

The Institute has a credit card facility of \$250K with Westpac (2019: \$250K).

The BNZ holds a registered first mortgage over leasehold property situated at Gloucester Street, Waiohiki, Napier. Certificate of Title Number HBP2/464. No loans are outstanding.

6. PROPERTY, PLANT AND EQUIPMENT

FOR THE 9 MONTHS ENDED 31 DECEMBER 2020

	Opening Cost \$000	Opening Accum Depn \$000	Opening Carrying Amt \$000	Impairment / Revaluation / Transfers \$000	Additions \$000	Disposals Cost \$000	Closing Cost \$000	Disposals Accum Depn \$000	Depn \$000	Closing Accum Depn \$000	Closing Carrying Amount \$000
Land	17,532	-	17,532	-	-	-	17,532	-	-	-	17,532
Infrastructure	8,884	88	8,796	(80)	165	-	8,970	-	268	357	8,613
Total Land & Infrastructure	26,416	88	26,328	(80)	165	-	26,502	-	268	357	26,145
Building & Services	106,166	1,124	105,042	(29)	6,466	-	112,603	-	3,548	4,672	107,931
Leasehold Improvements	1,446	693	753	-	23	275	1,195	275	79	498	697
Total Building, Services & Leasehold	107,612	1,817	105,795	(29)	6,490	275	113,798	275	3,628	5,170	108,628
Furniture & Equipment	11,439	8,279	3,160	*732	1,387	2,750	11,211	2,659	899	6,923	4,289
Computer Hardware	16,872	13,028	3,844	*(732)	727	8,163	8,300	8,178	991	5,437	2,863
Motor Vehicles	1,769	1,081	688	-	131	108	1,791	146	245	1,180	611
Heritage Collection	722	-	722	-	-	-	722	-	-	-	722
Library	1,682	1,273	409	-	5	538	1,148	538	75	809	340
Total Other Assets	32,483	23,661	8,822	-	2,250	11,560	23,173	11,521	2,210	14,349	8,825
2020 TOTAL	166,511	25,566	140,945	(109)	8,904	11,835	163,472	11,796	6,106	19,876	143,598

* Transfers in the above note are at Net Book value (therefore opening accumulated depreciation + depreciation for the year in the note will not add to closing accumulated depreciation, and Opening Cost + additions + transfers - disposals will not add to closing cost).

Crown assets have been included in the Balance Sheet. Refer Statement of Accounting Policy W. These assets comprise most of the land and buildings on the Taradale campus, together with part of the Tairāwhiti campus land and buildings.

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

There are no restrictions on assets, although it is noted that a large portion of the Hawke's Bay campus comprises land gifted by Margaret Hetley.

7. INTANGIBLE ASSETS

FOR THE 9 MONTHS ENDED 31 DECEMBER 2020

	Opening Cost \$000	Opening Accum Depn & Amortisation \$000	Opening Carrying Value \$000	Impairment / Revaluation \$000	Additions \$000	Disposals \$000	Closing Cost \$000	Disposals Accum Depn & Amortisation \$000	Depn & Amortisation \$000	Closing Accum Depn & Amortisation \$000	Closing Carrying Amount \$000
Acquired Software	4,641	3,049	1,592	-	25	2,631	2,035	2,631	322	740	1,295
RISEC Trust Prepayment*	3,100	2,380	720	-	-	-	3,100	-	39	2,419	681
EIT Institute of Sport and Health Naming Rights**	1,769	38	1,731	-	-	-	1,769	-	38	76	1,693
2020 TOTAL	9,510	5,467	4,043	-	25	2,631	6,904	2,631	399	3,235	3,669

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

** EIT Institute of Sport and Health Naming Rights are to be amortised over 35 years. The facility was completed in July 2019.

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

8. CAPITAL WORKS IN PROGRESS

	Consolidated	Parent
	2020 \$000	2020 \$000
Buildings	3,476	3,476
Intangibles	-	-
TOTAL WORKS IN PROGRESS	3,476	3,476

9. EMPLOYEE ENTITLEMENTS

	Consolidated	Parent
	2020 \$000	2020 \$000
Current Portion		
Salary Accrual	808	808
Annual Leave Accrual	4,289	4,289
Total Current Portion	5,097	5,097
Non-Current Portion		
Long Service Leave	82	82
Retirement Gratuities	40	40
Total Non-Current Portion	122	122
TOTAL EMPLOYEE ENTITLEMENTS	5,219	5,219

10. COST OF SERVICES

The Institute has included the following expenses in the Statement of Financial Performance:

	Consolidated	Parent
	2020 \$000	2020 \$000
Audit Fees – to Audit New Zealand for audit of financial statements	119	114
Total Audit Fees	119	114
Depreciation - Buildings & Services	3,548	3,548
Depreciation - Other	2,404	2,404
Amortisation - Intangibles	322	322
Amortisation of RISEC Trust Prepayment	39	39
Amortisation of HBCFC Trust Prepayment	38	38
Total Depreciation & Amortisation	6,352	6,352
Fees Paid to Board Members - Refer Note 17	102	102
Operating Leases of Electronic Equipment	-	-
Renting of Buildings	588	588
(Gain) / Loss on Disposal of Assets or Assets Written Off	(64)	(64)
Bad Debts	80	80
Salaries and Wages	32,908	32,908
Employee Defined Contribution Plan	890	890
Change in Provision for Impairment on Receivables	(144)	(144)
Other Costs	17,217	17,307
Total	51,576	51,666
TOTAL COST OF SERVICES	58,047	58,132

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

	Consolidated	Parent
	2020	2020
	\$000	\$000
Net Surplus	(38,713)	(38,898)
Add back Non-Cash Depreciation, PBE	5,193	5,363
+/(-) Movements in Working Capital Items		
(Increase)/Decrease in Accounts Receivable and Prepayments	36,181	36,181
(Increase)/Decrease in Inventory	425	425
(Decrease)/Increase in Accounts Payable and Provisions	(793)	(789)
(Decrease)/Increase in Income in Advance	(9,276)	(9,276)
NET CASH FLOW FROM OPERATING ACTIVITIES	(6,983)	(6,994)

12. FINANCIAL INSTRUMENTS

FINANCIAL INSTRUMENT CATEGORIES

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

	Consolidated	Parent
	2020	2020
	\$000	\$000
FINANCIAL ASSETS		
Loans & Receivables		
Cash and Cash Equivalents	3,557	3,526
Student Receivables	254	254
Other Receivables	719	720
Other Financial Assets		
- Term Deposits	16,153	16,000
Total Loans & Receivables	20,684	20,501
Investments Held to Maturity	917	3
Fair Value through P&L		
Other Financial Assets	605	-
Total Fair Value through P&L	605	-
FINANCIAL LIABILITIES		
Financial Liabilities at Amortised Cost		
Trade and Other Payables	4,739	4,728
Other Trading Liabilities	154	154
Total Financial Liabilities at Amortised Cost	4,894	4,883

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, accounts payable and term borrowing and are recognised in the Balance Sheet.

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

The Institute limits the amount of credit exposure to any one financial institute for term deposits to no more than 50% of total investments held. The Group invests funds only with registered banks that have a Standard and Poor's credit rating of at least A. There are no other financial assets that have credit quality information available.

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

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

Liquidity Risk

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

For the purposes of financial contractual maturity analysis, all financial liabilities (referred to in Note 4), 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. COVID-19

On 11 March 2020, the World Health Organisation declared the outbreak of the COVID-19 virus a pandemic and two weeks later the New Zealand Government declared a State of National Emergency. From this, the country was in lockdown at Alert Level 4 for the period 26 March to 27 April. The institute remained in lockdown at Alert Level 3, thereafter, except for a limited number of programmes which resumed teaching on site and some other essential services staff on site, until 13 May.

During this period, the Institute closed all delivery sites and brought forward the mid-semester break to align with the new timing of the school holidays in New Zealand. Most staff moved to a "work from home" model, and teaching was changed to online delivery after the mid-semester break.

After 13 May, when New Zealand moved to lower Alert Levels, students were able to attend classes on-site or continue to access classes remotely.

The effect on our operations is reflected in these financial statements for the 9 months to 31 December 2020, based on the information available to the date these financial statements are approved.

The main impacts on the Institute's financial statements due to COVID-19 are explained below. This includes information about key assumptions concerning the future and other sources of estimation uncertainty due to COVID-19. The main impacts on the Institute's performance measures are explained in the statement of service performance on page 53.

Government Funding

The TEC confirmed during March 2020 that 2020 funding for Investment Plans and Fees Free will continue, and that it will not recover 2020 funding because of either non-achievement of Education Performance Indicators or under-delivery during the 2020 year. This provided EIT with certainty that it could continue to deliver to students despite the disruption caused by COVID-19. As a consequence of this, EIT recognised all the 2020 funding as revenue in its financial statements for the three-month period ended 31 March 2020.

Student Fees

Domestic students were unable to physically enrol or attend classes once lockdown commenced. Recruitment of students therefore slowed from usual patterns and some enrolled students withdrew on compassionate grounds. While it was expected that domestic student enrolments would recover to some extent as the year progressed, but there has been a shortfall in Domestic Students for 2020. However, expectations are numbers for 2021 will be stronger, as demand for reskilling and upskilling increases.

International students were unable to arrive after the lockdown commenced in March, reducing cash flow and revenue. Borders were closed in March and remained closed for 2020 for all except NZ nationals. Therefore further arrivals and enrolments for 2020 were limited to those within the country. Revenue has therefore been significantly affected and is well below budget for 2020. It remains unclear when the borders will open in 2021.

Operating Expenses

As a result of COVID-19, the Institute did incur additional expenditure e.g. cleaning and support, but other expenditure has been reduced e.g. travel and overseas commission agents. Overall changes in expenditure have not been significant.

Valuation of Land and Buildings

Land and buildings were last revalued as at 31 December 2019. While COVID-19 has created some valuation uncertainties in respect of land, the Institute has assessed and determined the carrying amount of land and buildings as at 31 December 2020 does not materially differ to their fair value at that date.

15. CONTINGENT ASSETS AND LIABILITIES

Contingent Liabilities - As at 31 December the Institute has no known contingent liabilities.

Contingent Assets - As at 31 December the Institute has no known contingent assets.

16. RELATED PARTY INFORMATION

Related party disclosures have not been made for the transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that are reasonable to expect that the Institute would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with Government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements with TELs and undertaken on the normal terms and conditions for such transactions.

The Eastern Institute of Technology provides accounting and secretarial services to the Otatara Trust for a nominal sum.

There are no related party transactions to be disclosed.

KEY MANAGEMENT PERSONNEL	Actual 2020
Board Members	
Full-time Equivalent Members	6
Remuneration (\$000)	102
Executive Management Team, including the Chief Executive	
Full-time Equivalent Members	9
Remuneration (\$000)	1,427

Executive Management personnel include the Chief Executive, Executive Directors, Tairāwhiti Campus Executive Director and Executive Deans. Remuneration includes the cost of employer contributions to Kiwisaver and the Government Superannuation Fund.

Due to the difficulty in determining the full-time equivalent for Board members, the full-time equivalent figure is taken as the number of Board members.

There were no other related party transactions.

17. BOARD MEMBER FEES

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

BOARD MEMBER	2020 \$
H Collier (Chair)	28,023
C Hape (Board Deputy Chair)	17,513
T Johnston	14,010
R McKelvie	14,010
K Ngarimu	14,010
G Travers	14,010
TOTAL	101,576

18. CAPITAL MANAGEMENT

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

The Institute is subject to the financial management and accountability provisions of the Education & Training Act 2020, which include restrictions in relation to disposing of assets or interests in assets, ability to mortgage or otherwise charge assets or interests in assets, granting leases of land or buildings or parts of buildings, and borrowing.

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

The objective of managing the Institute'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

19. EXPLANATION OF MAJOR VARIANCES AGAINST BUDGET

Statement of Financial Performance

The budget figure for the 9 months from 1 April 2020 to 31 December 2020 are the phased monthly budget for 2020 as approved by Council, apart from Government Funding which has been adjusted to reflect all SAC type guaranteed funding that was recorded in the actual results for the 3 months to 31 March 2020.

Total consolidated operating revenue for the 9 months was below budget by \$4.6M. Major variances include: International student fees were less than budget by \$3.9M. This is a direct impact of the International border closures. Government Funding shows a positive variance of \$3.5M on budget, some of this being made up of new contracts signed during the period, and accounting adjustments with PBE revenue recognition. Domestic Revenue shows a negative variance to budget of \$4.5M, this is due to the recognition of all domestic revenue being required in the March 2020 accounts for actuals, but not in the budget. In addition other revenue is above budget by \$0.4M.

Total consolidated expenditure was \$0.9M above budget for the the year, with staffing costs above budget by \$0.9M.

Statement of Financial Position

Total consolidated cash and cash equivalents and short term investments were \$25K below budget. Trade Debtors are \$1.6M higher than budget - with the debtor from the PBE adjustment (as per above) making up the majority of the amount. Income in Advance is \$4.6M lower than budget - reflecting the impact the International borders being closed has on our International student fees - which are primarily paid in advance of the new years study. Trade Creditors are also lower than budget by \$2.3M, this being primarily due to creditors being paid quicker as a result of COVID-19 economy recovery plans. The increase in value from Property, plant and equipment is made up of the Revaluation value of \$12.2M - which occurred after the budget had been finalised and therefore wasn't included, and the management of Capital expenditure spending in the later part of 2020.

Statement of Cash Flows

Refer to the explanations provided above for the Balance Sheet with respect to cash and cash equivalents, short term investments and capital expenditure. The increase in net cash flow from consolidated operating activities primarily reflects the increases in current liabilities and the higher than budgeted operating result referred to in the explanations provided above for the Statement of Financial Performance.

20. ŌTĀTARA CHILDREN'S CENTRE

INCOME AND EXPENDITURE FOR THE 12 MONTHS ENDED 31 DECEMBER 2020

	2020 Actual \$000	2020 Budget \$000
INCOME		
Ministry of Education		
ECE - 20 hours Funding	350	416
ECE - Funding Subsidy Under 2	150	116
ECE - Funding Subsidy Over 2	153	144
	653	676
Fees - Staff, Students, Public	203	203
Family Assistance (WINZ)	52	81
	255	284
Total Income	908	960
EXPENSES		
Personnel	875	819
Other	43	59
Total Expenses	918	878
NET SURPLUS/(DEFICIT)	(10)	82

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, Institute overheads or depreciation of buildings and equipment used by the childcare centre, which are included in the Financial Statements of the Institute.



Shine Falls, Boundary Stream Reserve, Hawke's Bay is the region's most spectacular waterfall.

INDEPENDENT AUDITOR'S REPORT

To the readers of Eastern Institute of Technology Limited and group's financial statements and statement of service performance for the period ended 31 December 2020

The Auditor-General is the auditor of Eastern Institute of Technology Limited (the company) 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 company and group on his behalf.

Opinion

We have audited:

- the financial statements of the company and group on pages 84 to 106, that comprise the statement of financial position as at 31 December 2020, the statement of financial performance, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the period 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 company and group on pages 52 to 62.

In our opinion:

- the financial statements of the company and group on pages 84 to 106:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2020; and
 - the financial performance and cash flows for the period then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards.
- the statement of service performance on pages 52 to 62:
 - presents fairly, in all material respects, the company and group's service performance achievements as compared with the forecast outcomes included in the investment plan for the year ended 31 December 2020; and
 - complies with generally accepted accounting practice in New Zealand.

Our audit was completed on 14 April 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw attention to other matters. In addition, we outline the responsibilities of the Board of Directors and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of matters

Without modifying our opinion, we draw your attention to:

Te Pūkenga subsidiaries to exist until 31 December 2022

The Basis of preparation within the Statement of Accounting Policies on page 89 outlines that all Te Pūkenga subsidiaries will continue in existence until 31 December 2022. There have been no changes to the financial statements as the rights, assets, and liabilities of the company will be transferred to Te Pūkenga.

Impact of Covid-19

Note 14 of the financial statements on pages 103 to 104 and pages 53 to 59 of the statement of service performance information outline the impact of Covid-19 on the company and group.

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 Board of Directors for the financial statements and the statement of service performance

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

The Board of Directors is also responsible on behalf of the company and group for preparing a statement of service performance that is fairly presented and that complies with generally accepted accounting practice in New Zealand.

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

The Board of Directors' responsibilities arise from the Education and Training Act 2020 and the Crown Entities Act 2004.

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.

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
- 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 company 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 Board of Directors.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Directors and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company 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 company 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 Board of Directors 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 Board of Directors is responsible for the other information. The other information comprises the information included on pages 3 to 50 and 64 to 82, 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 company 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: International 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 company or any of its subsidiaries.

A handwritten signature in blue ink, appearing to read 'S B Lucy', is positioned above the printed name and title.

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



Parekura Rohe-Belmont | Bachelor of Arts (Māori)




Parekura has been with EIT for 25 years, first as a student, now teaching on the Bachelor of Arts (Māori). She is EIT's most senior kaikaranga and also studying towards a Master of Māori Studies.



'Kauae' and 'Hotiki' kōwhaiwhai
patterns from Te Ara o Tāwhaki
meeting house, EIT Taradale.



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Te Pūkenga