



**NorthTec**  
TAI TOKERAU WĀNANGA

# 2017 ANNUAL REPORT



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*Cover: Shantel Naera, Bachelor of Nursing*

*Shantel, from Kaitaia, was inspired to study nursing after working in a care home. Without any qualifications, she enrolled for a NorthTec Foundation learning programme, and from there was accepted for the nursing degree. After completing clinical placements in paediatric nursing, Shantel chose to work as a Plunket Nurse after graduating in 2017. She is now studying towards postgraduate qualifications enabling her to become a Well Child Nurse.*

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# NORTHTEC

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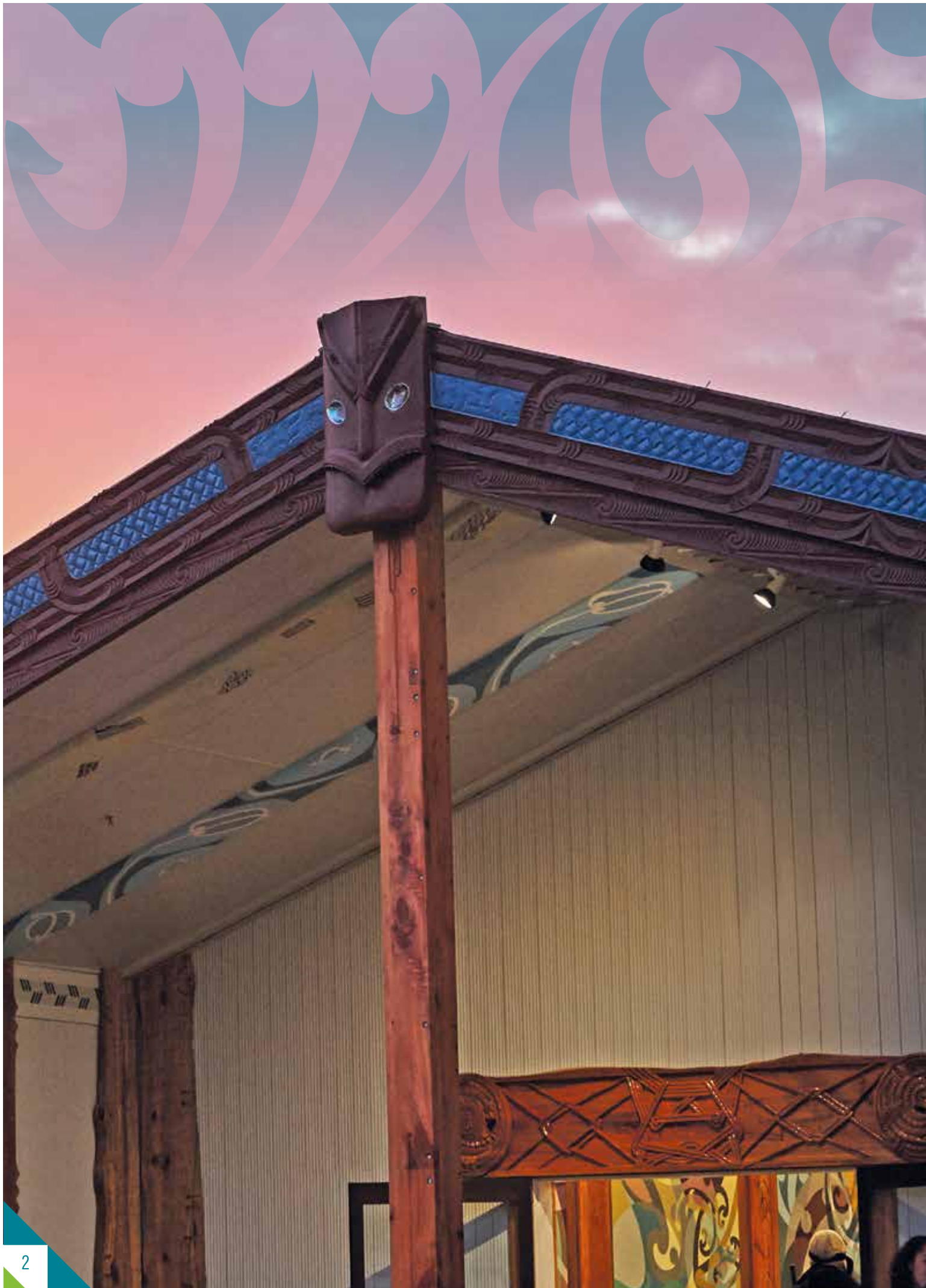
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# Welcome to NORTHTEC

## He mihi tēnei nā te Kaumātua

E ngā mana, e ngā reo, e ngā kārangaranga tāngata tēnā koutou katoa kua huri kanohi mai ki tō tātou kuratini ki Te Tai Tokerau Wānanga. Ki a koutou katoa e tirihiā nei i tēnei pukapuka, ko te reo maioha tēnei e tangi atu nei, tēnā koutou katoa.

Ka huri atu ki te hunga kua wehe atu ki te pō. Kāti rā ki a koutou e kui mā e kara mā, takoto mai koutou i te moenga o te hunga e kore e hoki whakamuri mai. Takoto mai, takoto mai, takoto mai rā.

Āpiti hono, tātai hono, ko rātou te hunga mate ki a rātou; āpiti hono tātai hono, ko tātou te hunga ora ki a tātou. Tēnā koutou, tēnā koutou, tēnā koutou katoa.

As the Kaumātua here at our place of learning, it is both my honour and great pleasure to join with the Chief Executive/Te Ahurei, Mark Ewen, and Council Chair, Wayne Jackson, to express my greetings, salutations and a warm-hearted welcome to this storehouse of knowledge, Tai Tokerau Wānanga, NorthTec. Welcome once, twice, three times welcome.

Te Tai Tokerau Wānanga, NorthTec, is a 'mover and shaker' helping to shape the future of Te Tai Tokerau and its communities. I am very proud to be a part of it and I hope you will be too.

Kia ora tātou katoa.

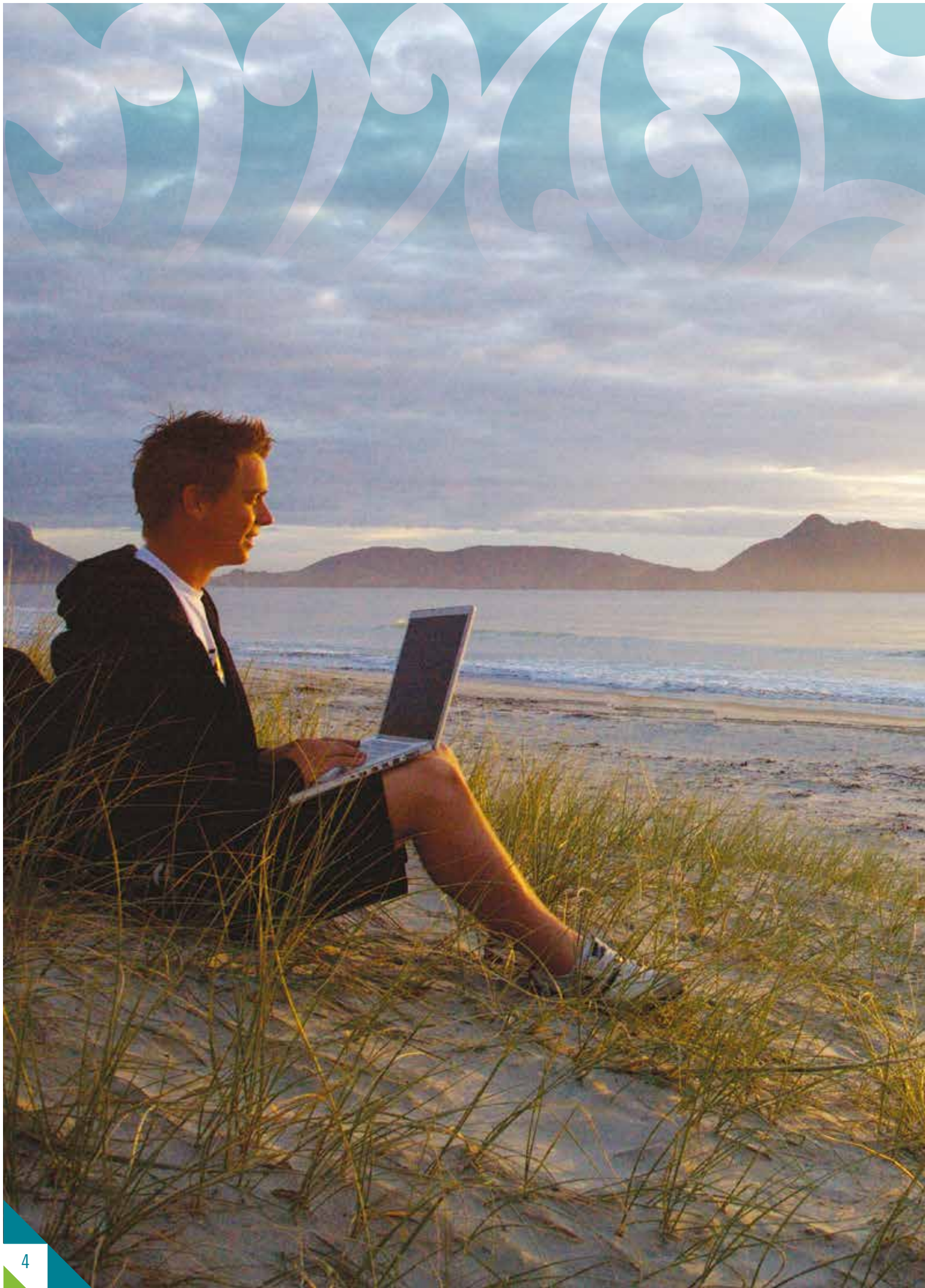
Nā Hohepa Rudolph, Kaumātua

Te Tai Tokerau Wānanga, NorthTec

## Our 2017 COUNCIL

*Left to right: Warren Moyes, Wayne Jackson (Chair), Karleen Everitt, Bronwyn Yates, Jane Hindle (Deputy Chair), Eru Lyndon, Kate Cherrington, Ken Eastwood*





# Our role IN OUR REGION

NorthTec is the only Institute of Technology and Polytechnic (ITP) and the largest tertiary education provider in Tai Tokerau/Northland, delivering certificate, diploma, graduate diploma and degree level programmes. Since 1978, NorthTec has provided practical, quality education to Tai Tokerau communities.

NorthTec has campuses and learning centres in Whangarei, Kaikohe and Kaitiā. In 2017 we also delivered training and education in Dargaville, Kerikeri and Rāwene, and from more than 50 community-based locations, from rural Rodney to the Far North.

Northland is New Zealand's least urbanised region with 168,000 residents spread across 13,789 square kilometres, and only half of the population living in urban environments. Tai Tokerau has a large Māori population, with around 34 per cent of the population identifying as Māori. Improvement of Māori learner achievement, and increased Māori participation at diploma and degree level study, are important issues for NorthTec.

Northland has the highest rate of young people not in employment, education or training (NEET) in New Zealand. In 2017, close to 20 percent (3,200) of Northland youth between the ages of 15 and 24 were NEET. For those aged between 20 and 24, the proportion was higher at 27 per cent. This is a challenge and opportunity for NorthTec and we are working with secondary schools in the region to increase the number of school leavers going on to tertiary education, especially at Level 4 and above.

In 2017 there were 9,061 students enrolled at NorthTec. This included 8,010 domestic students and 1,051 international students, and corresponds to 3,744 Equivalent Full Time Students (EFTS).

International student numbers continued to grow, increasing by nearly 10 per cent in 2017 with 740 EFTS in 2017, compared to 672 in 2016.

In October 2017 we underwent major change as we realigned our structure to better meet the needs of our region, and revised our Vision, Purpose, Values and Key Goals accordingly:

**Our Vision:** Better lives through education.

**Our Purpose:** We exist so that the economic, environmental, cultural and social prosperity of Tai Tokerau/Northland grows through education.

**Our Values:**

**Whakaea (Ambition):** We create and role model ambition and leadership

**Arotahi (Focus):** We put the success of our ākonga and our team at the centre of all we do

**Tutika (Accountability):** We each take personal responsibility for achieving our purpose

**Hiranga (Excellence):** We are proud of everything we do.

**Our Key Goals:**

- Measurably greater ākonga outcomes
- Clear commitment to Te Tiriti o Waitangi
- High quality, supported and accountable staff
- Future-focused programmes
- Equitable access for all learners
- Strong relationships with our stakeholders
- Robust financial management
- Effective and respected systems and processes
- Valued communication.

# Message from COUNCIL CHAIR and CHIEF EXECUTIVE

The 2017 year can be described as challenging. At the beginning of the year we did not have a permanent Chief Executive, the NorthTec board was refreshed with a majority of new members and we had a New Zealand Qualifications Authority External Evaluation Review (EER) on the horizon. Additionally there was uncertainty of funding contributing to financial sustainability, and we had commenced a significant organisational restructure.

In April, a new Council Chair was appointed followed by a Chief Executive in May. New Council members joined the board with strong iwi representation, a good gender balance and a mix of skills and experience in tertiary education, local business, government funding and business management. This was followed in July by the appointment of a new Senior Leadership Team (SLT).

In its entirety, the new team has been in place for eight months. During this time there has been a significant amount of mahi undertaken on a number of work streams that has informed and guided our new Strategic Plan, with a clear Vision, Purpose, Values and Goals.

The EER conducted in June by the New Zealand Qualifications Authority (NZQA) provided a public statement that it was **confident** in NorthTec's educational performance and **confident** in our capability to self-assess. With good evidence of planning and evidence-based decision-making, NZQA is confident in the educational performance of NorthTec and its continued ability to strengthen the organisation into the future. This gives us the confidence and a platform to move forward and seek "**highly confident/highly confident**" in the next EER in three years' time.

For a number of years our performance across a number of financial indicators has been in slow but steady decline. Our costs have been out of alignment, are higher than average and our financial results have shown significant decline. We

face a large financial loss in 2017 year (\$3.36m), however a proportion of that loss is associated with the cost of repositioning NorthTec for the future to ensure revenue and cost structures are sustainable. In addition, we are funded according to a volume model when student numbers in tertiary education are declining (due to population dynamics and high levels of employment amongst other things).

We began to realign our structure to meet our Vision with a ground-up organisational review of the whole of NorthTec to ensure that we are both viable in the short term and meeting our region's and students' needs in the future.

Our Vision of **Better Lives Through Education** is clear but will require fundamental changes to our educational programmes, the way in which we deliver them and the way in which we organise and run NorthTec. We need to contribute more significantly to better lives and outcomes for our learners, for their whānau, for employers, for the industries they are part of and for Tai Tokerau as a whole.

Strengthening relationships with iwi, community and business in the region at all levels of the organisation is a priority. NorthTec clearly understands that Māori students, staff, whānau and iwi/hapū, and industry, are significant stakeholders in the organisation's future success. We are aware that these priority groups are eagerly waiting to see how effectively and meaningfully NorthTec will relate to, support, and mobilise success at all levels across our region of influence.

In the past NorthTec has not sufficiently aligned itself with our region's cultural, economic and social needs. Our region has long been identified as rich in natural resources and cultural heritage, but its geographic remoteness, low population density, low labour force participation and low educational outcomes have contributed to lower than average economic performance. These issues are wider than just NorthTec but



as the region's Polytechnic and Wānanga it is our duty to drive success. Presently there is a great deal of uncertainty around how the ITP/tertiary education sector will be steered by government, however Northland will be a key focus area and this provides an opportunity to better align NorthTec with its region.

NorthTec has a key part to play in Northland's prosperity and growth, and we have a major challenge to deliver relevant, accessible education throughout the region by helping develop vocational skills that stay in the region. Be assured that NorthTec is moving forward with fundamental changes and multiple priorities to ensure a sustainable, culturally appropriate, long-term future, with strong and relevant outcomes for the community and our students.

We believe that NorthTec will be a major contributor to Northland's future as a highly effective provider of tertiary education. We are proud of our history and we look forward to working with all our stakeholders in 2018 to develop a Regional Investment Plan to ensure NorthTec can be one of the foundations for prosperity for Northland/Tai Tokerau, for Aotearoa New Zealand and for individual students and their whānau.

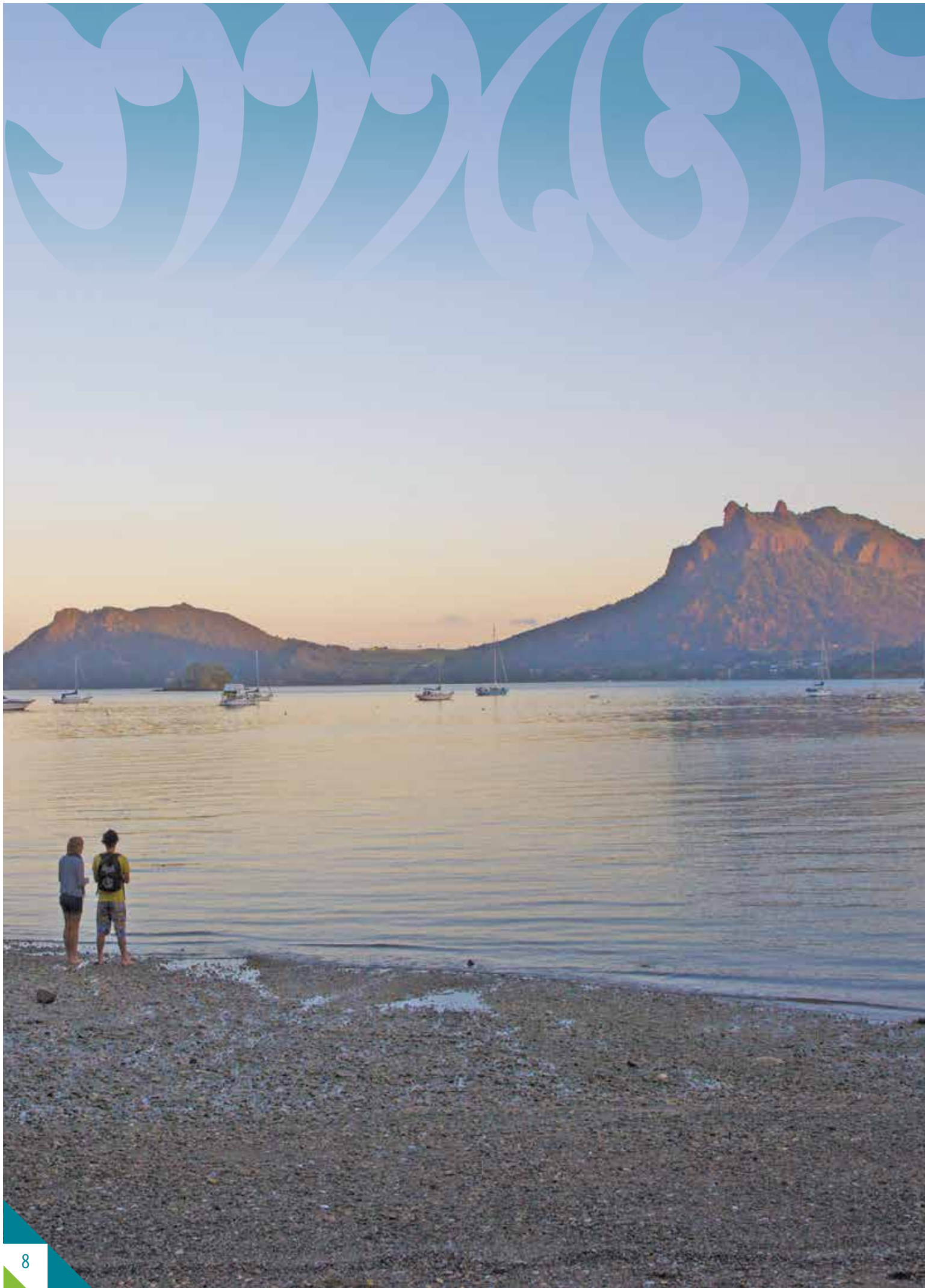
In 2018 we will continue the detailed work of putting in place a new structure, and focusing on improving our systems, policies and processes, so that the issues and impacts of our work are transparent and available to all in a timely manner. The key work of engaging all staff in the new Vision and ways of working will begin, supported by our transformation plan and business plan.

We will be looking to the Government to help NorthTec in its transformation as part of the recently announced sector review, so that we can achieve our purpose ensuring that the economic, environmental, cultural, and social prosperity of Northland/Tai Tokerau grows through education.

We would like to finish by acknowledging that 2017 has been a very unsettling time for many staff and their whānau. We recognise the human cost of the changes, with many staff, some with many years of dedicated service to NorthTec, having left as we concentrate our education provision in high value areas and seek greater operational efficiencies and effective management processes.

Wayne Jackson  
*Council Chairperson*

Mark Ewen  
*Chief Executive*



# Our 2017 SENIOR LEADERSHIP TEAM

2017 SENIOR  
LEADERSHIP TEAM



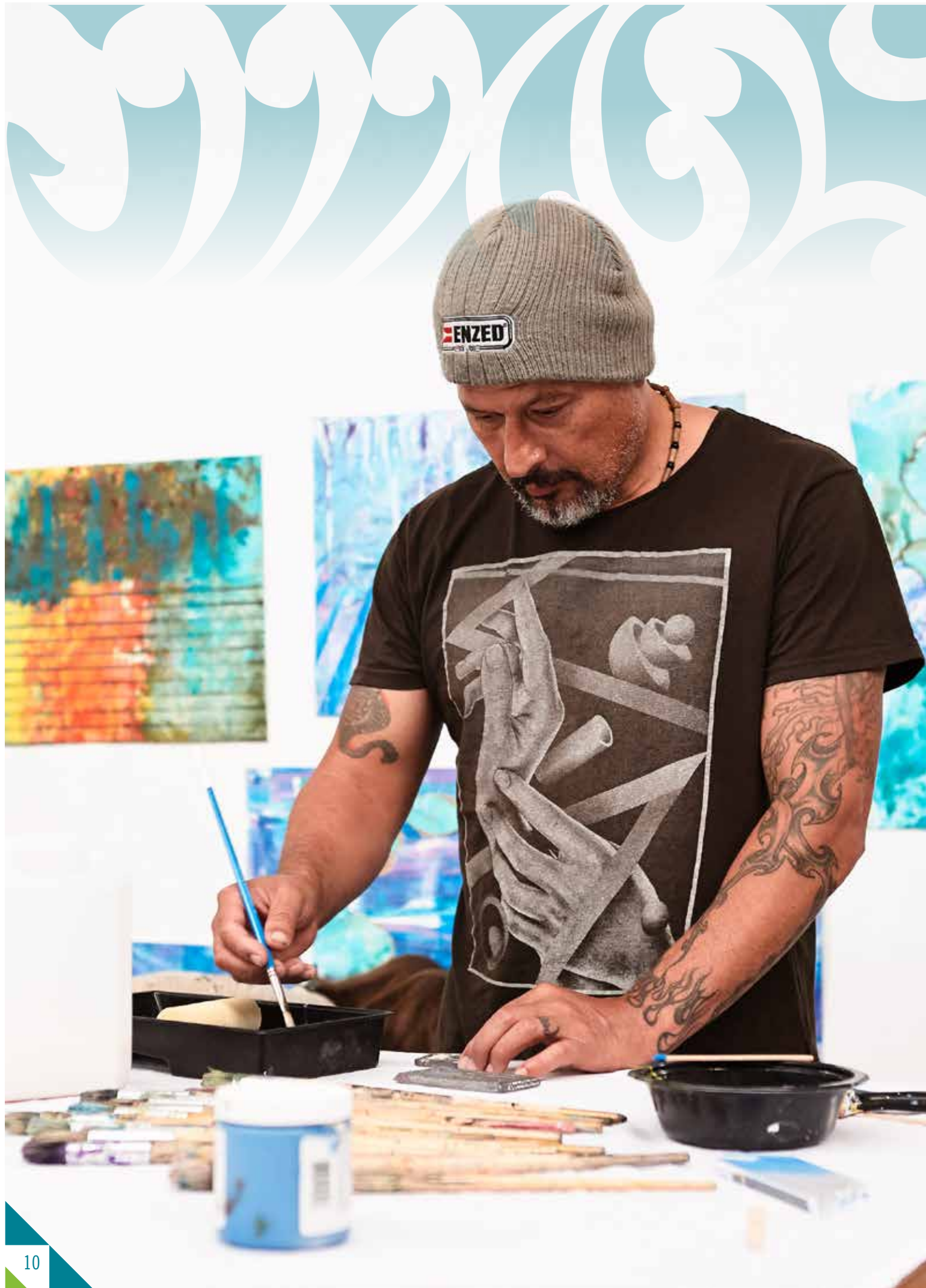
*Back row, left to right:*

*John Langley (Director Outcomes), Will Workman (Director International), Darrell Lambert (Director Māori and Capability), Phil Alexander-Crawford (Director Development)*

*Front row, left to right:*

*Gordon Trainer (Acting Director Business Solutions), Mark Ewen (Chief Executive), Hayley Semenoff (Executive Assistant to Chief Executive)*

*Absent: Hohepa Rudolph (Kaumātua), Judy Campbell (Transformation Advisor)*



# 2017 *at a Glance*

A summary of financial and  
non-financial key measures

# Summary of

## FINANCIAL INFORMATION

Total Revenue

**\$42.40m**

SURPLUS/(Deficit)  
**(\$3.36m)**

WORKING CAPITAL  
**\$4.81m**

Total Equity

**\$49.76m**

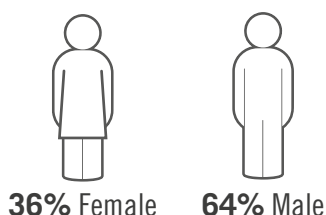
# Summary of

## NON-FINANCIAL INFORMATION

SUMMARY  
OF NON-FINANCIAL  
INFORMATION

**3,744** TOTAL EFTS  
(ALL STUDENTS)  
EFTS = EQUIVALENT FULL-TIME STUDENT

### STUDENT GENDER



**9,061**  
STUDENTS  
ENROLLED  
(Headcount)

Formal programmes of study  
that lead to a qualification  
EFTS by Programme Level  
for all MoE-funded students

Level 1 - 2 **183**

Level 3 - 4 **1,219**

Level 5 - 6 **270**

Level 7 **410**

### Students by AGE GROUP

Under 17  
years **8.5%**

17 - 19  
years **17%**

20 - 24  
years **19.5%**

25 +  
years **55%**

### STUDENT ETHNICITY

MĀORI  
MoE-funded EFTS  
- all students

**55%**

Headcount  
- all students

**33%**

PASIFIKA  
MoE-funded EFTS  
- all students

**7%**

Headcount  
- all students

**4%**

### INTERNATIONAL

Headcount  
(all students)

**1,051**

% of Headcount  
(all students)

**12%**

MoE-Funded EFTS

**2,312**

Number of  
Programmes of  
Study

**105**

COURSE  
SUCCESS RATE  
(all students)

**82%**

# Occupational HEALTH AND SAFETY

NorthTec is committed to providing a safe and healthy environment for staff, students and visitors to our campuses. We have a comprehensive programme, supported by committed employees, to support and ensure compliance to Health and Safety legislation.

One of the key tools for managing Health and Safety in the workplace is our Risk Register, which systematically identifies, assesses and manages risk in accordance with Australian/New Zealand Standard AS/NZS 4360:2004.

In order to assist the safe management of driving behaviour, the E-road system (GPS tracking) was implemented in the NorthTec fleet, giving information on driver habits such as speed, heavy braking and rapid acceleration.

As part of a series of changes to the organisation, the Health and Safety function is now known as Organisational Wellness. This is to reflect a strategic

decision to increase the focus on the holistic wellbeing of staff. NorthTec will adopt models of wellbeing that are informed by Māori worldview and paradigms, and reflect Tai Tokerau/Northland.

The Organisational Wellness team will work closely with our Student Voice team to offer joint wellness strategies for the benefit of staff and students, with the aim of increasing entire organisational wellness. Health and Safety will remain a high priority area for NorthTec and the investment in organisational wellness will ensure that we provide not only physical safety, but mental and spiritual wellbeing too.

This new direction acknowledges that our students are at the centre of all we do, and in order for our staff to be able to assist our students to be successful, we must support staff with their overall wellbeing.



# Student SURVEYS 2017

STUDENT  
SURVEYS



STUDENT BAROMETER™ PARTNER  
THE GLOBAL BENCHMARK FOR THE STUDENT EXPERIENCE

NorthTec uses formal and informal methods to obtain feedback from current students, graduates, key employers and industry partners. In 2017, SIL Research externally facilitated these surveys to provide an overview of how well NorthTec is meeting the needs of our stakeholders. During 2017, a total of 2,703 people engaged with the NorthTec surveys.

Students, graduates and employers were somewhat to very satisfied with NorthTec (using a 1-5 scale with 5 being the upper score). The 2017 Net Promotor Score for all students was a positive 27% (Good), meaning that students were more likely to recommend NorthTec. The 2017 Net Promotor Score for graduates was a very high positive 39.4% (Good) indicating that graduates are very likely to recommend NorthTec as a place to study or upskill.

**4.45/5.00** On all NorthTec tutor performance  
★★★★☆ and Importance statements

**4.45/5.00**

With their NorthTec  
tutor experience



**4.69/5.00**

NorthTec programmes  
are well designed



**4.69/5.00**

NorthTec tutors support  
student learning



**4.72/5.00**

NorthTec is  
student-focused



**4.68/5.00**

NorthTec is responsive to my  
learning needs



**4.74/5.00** NorthTec is a good  
★★★★☆ place to study

Scale: 1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Neither dissatisfied or satisfied, 4 = Somewhat satisfied, 5 = Very satisfied

#### Footnote

SIL Research is a full service research company and is obliged to comply with the Research Association of New Zealand (RANZ) code of practice. Based on global Net Promotor Score (NPS) standards, any score above 0 would be considered "good." +50 is "excellent," and above 70 is considered "world class."



# Highlights OF THE YEAR 2017

## External Evaluation and Review (EER) report

In 2017, NZQA carried out its four-yearly review of NorthTec's performance. The reviewing panel stated that it was **confident** in our educational performance, and **confident** in our capability in self-assessment. Given that the review occurred at a time when NorthTec was going through a period of major change, the rating was considered a positive achievement. We are continuing to develop both our performance in terms of outcomes for students and stakeholders, and self-assessment procedures, with the aim of NZQA being **highly confident** in our abilities by the next review in 2021.

## Te Whare Manaaki – Student Hub

Services for students were centralised into a new Student Hub, known as Te Whare Manaaki. This brought together the student support and ICT services into one central building located adjacent to the library and café. The new area also includes a refreshed student common room and quiet areas to work or hold meetings, close to the main reception and enquiries area. The new student hub has enhanced the student experience and improved the facilities available at our main Raumanga campus.

## Chinese ambassador visit

With NorthTec's international department continuing to grow and develop its links to partner schools in China, we were honoured to host a visit to the main Raumanga campus by Wang Letong, China's Ambassador to New Zealand. Together with Chen Yue, Education Counsellor from the Chinese Embassy, he enjoyed a campus tour and a visit to the NorthTec marae. Paying his first official visit to Northland, the Ambassador took the opportunity to find out more about NorthTec's strong relationships with partner schools in several regions of China and in particular the sister city relationship between Whangarei and Haikou.

## Minister's business breakfast

The Apprentice Restaurant on the Raumanga campus was the venue for a very successful business breakfast hosted by the former Government Minister, Louise Upston, along with NorthTec's Chief Executive and the Northland Regional Director for the Ministry of Education. At that time, the Minister's portfolio included being Associate Minister for Education; Tertiary Education, Skills and employment; Primary Industries, and Minister for Women. Catering was provided by NorthTec hospitality students, who were applauded by the guests for their excellent work. The event brought together a wide range of employers from throughout Tai Tokerau, with guest speakers giving an insight into successful partnerships between industry and educational or social agencies.

## First Māori Arts degree show

Third year students on our Maunga Kura Toi – Māori Arts programme staged the first ever degree show for this programme. Students from each of three strands – whakairo (carving), raranga (weaving) and rauanga (visual arts) – took part in the exhibition at the Geoff Wilson Gallery on the Raumanga campus. The exhibition launch was marked with a pōwhiri for students, staff, whānau and friends and supporters, as well as members of the community, before the exhibition was opened for public viewing.

## Engineering Education 2 Employment (EE2E) programme

In 2016, NorthTec successfully bid for a share of the Tertiary Education Commission's EE2E funding, aimed at getting more school students to study engineering at tertiary level. The programme ran throughout 2017, organised by a dedicated project leader. It consisted of workshops held at NorthTec for students from Northland secondary schools, as well as site visits for students, plus workshops and visits for secondary school teachers. The programme was well attended and also included a private screening of an engineering-themed movie at the Whangarei cinema.



### **Conference for support workers**

NorthTec joined forces with the QRC Tai Tokerau Resort College to host the region's first workshop for people who work to support ākonga in their studies. The one-day workshop looked at strategies to provide the best support to students, as well as the importance of self-care for pastoral support workers. Those attending represented schools, tertiary providers, iwi services, private training establishments, social agencies and organisations involved in the care and support of students and clients of any age.

### **Gallery activities**

The Geoff Wilson Gallery, NorthTec's popular arts venue at the heart of the Raumanga campus, recorded a busy and successful year. A wide range of external artists chose to show their work in the various, repurposed exhibition spaces, alongside several NorthTec student shows and exhibitions by visiting Chinese art students on an exchange programme (pictured above). The gallery signage and parking areas were also upgraded.

### **Smokefree NorthTec**

In 2017, NorthTec implemented a smokefree policy covering all campuses and learning centres. Working in partnership with "quit" providers in the region, the policy was communicated to students and staff in advance of the implementation date, and smokers were offered free cessation support on a voluntary basis. The launch of "Smokefree NorthTec" was celebrated with a lunchtime event bringing together staff and students on each campus.

### **Online student services**

During 2017 we upgraded our student online services to include a Student Portal, a fully online Enquiries and Apply to Enrol process, as well as key information around our different study programmes. The Student Portal is now a one-stop-shop for students, giving information and access to a range of services, including booking appointments with student advisors or health services, reserving study spaces and registering for graduation. We also participated in the TEC project, Key Information for Students (KIS), which enables student to find information relating to qualifications from NZQF Level 5 to 7, including entry requirements, duration of study, tuition fees, student success rates, average earnings and graduate outcomes. This information can be accessed via a link from the programme pages on the NorthTec website directly to the Careers NZ site.

### **Fonterra tanker partnership**

Driver training in the North received a boost with the long-term loan of a decommissioned milk tanker from Fonterra. The vehicle was formally handed over and blessed at a special ceremony bringing together staff from NorthTec, Fonterra and road industry training organisations. The event marked the start of a new industry partnership with Fonterra, which is keen to increase the number of fully trained heavy vehicle drivers coming through the education system.



*Statement  
of*  
**Service  
Performance**

# The NorthTec STRATEGY

In 2017 we revised our strategic approach to align with the needs of our region, and created a new Vision, Purpose, and set of Key Goals.

## Our Vision

Better lives through education.

## Our Purpose

We exist so that the economic, environmental, cultural and social prosperity of Tai Tokerau/Northland grows through education.

## Our Values

**Whakaea (Ambition):** We create and role model ambition and leadership

**Arotahi (Focus):** We put the success of our ākonga and our team at the centre of all we do

**Tutika (Accountability):** We each take personal responsibility for achieving our purpose

**Hiranga (Excellence):** We are proud of everything we do.

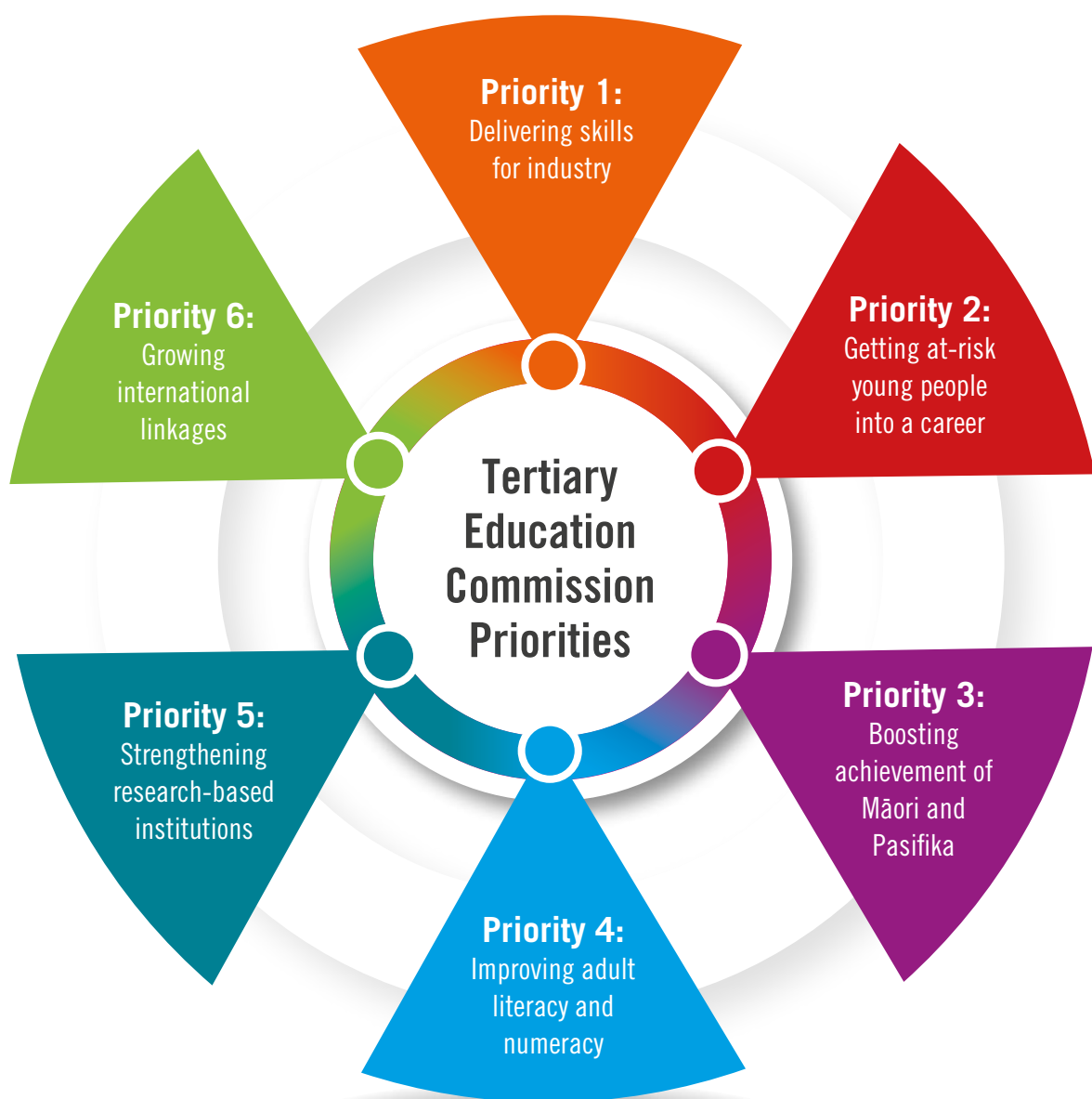
## Our Key Goals

- Measurably greater ākonga outcomes
- Clear commitment to Te Tiriti o Waitangi
- High quality, supported and accountable staff
- Future-focused programmes
- Equitable access for all learners
- Strong relationships with our stakeholders
- Robust financial management
- Effective and respected systems and processes
- Valued communication.

We developed a comprehensive transformation plan for the organisation, to guide our restructure in order to best support the achievement of our Key Goals. In addition, we created development plans for each new directorate, aimed at supporting our Vision and Purpose and reaching our goals at every level of the organisation.

# *Tertiary Education Commission*

## PRIORITIES



# Statement of SERVICE PERFORMANCE

## Student participation

In 2017, we delivered training and education to 9,061 students. Of these, 8,010 were domestic students including 169 Youth Guarantee, 679 Adult Community Education, 850 Industry Training Organisation and 995 STAR and Trades Academy, as well as 1,051 international students. This equates to 3,744 EFTS – 3,004 domestic and 741 international – located throughout Tai Tokerau and Auckland.

Students at NorthTec achieve well overall. This reflects NorthTec's commitment to successful outcomes for students with all Educational Performance Indicators (EPI) showing marginal and significant improvements from 2016. Outcomes varied across the organisation with excellent outcomes in some programmes, favourable trends in others, and others identifying ways to improve with some early indications of success.

In 2017, we set organisational targets that applied to all students, including priority groups, with course completions set at a minimum level of 82 per cent. This target was achieved. For Student Achievement Component (SAC)-funded students, completions were 75 per cent, which though below target was an improvement on 2016.

## Course completions

	Draft 2017	Target 2017	Actual 2016
<b>SAC students</b>			
Levels 1-2	76.07%	82%	73.96%
Level 3 and above	74.94%	81%	73.24%
Level 4 and above	79.24%	82%	76.20%

## Qualification completions

Overall, we achieved 67 per cent for qualification completions. Although below the 2017 target, this was a significant improvement of 9 per cent on 2016.

## Qualification completions

	Draft 2017	Target 2017	Actual 2016
<b>SAC students</b>			
Levels 1-2	73.77%	67%	62.00%
Level 3 and above	68.63%	73%	60.46%
Level 4 and above	78.25%	73%	68.15%

SAC-funded students performed well with students at Levels 1 and 2, and 4 and above, exceeding 2017 targets. Level 3 and above programmes, although below the target, have improved by 8 per cent from 2016. This can be attributed to a review of Level 2 and 3 programmes offered, to better meet the needs of our stakeholders, and to the introduction of new qualifications.

Qualification completion at Levels 3 and 4 is a focus area of improvement in 2018.



### Retention

	Draft 2017	Target 2017	Actual 2016
<b>SAC students</b>			
Levels 1-2	64.59%	75%	70.00%
Level 3 and above	66.33%	69%	66.33%

### Progression

	Draft 2017	Target 2017	Actual 2016
<b>SAC students</b>			
Levels 1 & 2, to a higher level	37.3%	42%	40.00%
Levels 1-3, to a higher level	30.5%	41%	37.35%

Retention at Levels 3 and above remains constant at 66 per cent. Progression rates remain below target, however NorthTec has identified this as an area for improvement, particularly in lifting the expectations of students to achieve higher-level qualifications.

The positive trends in EPI can be attributed to a range of factors in 2017. The primary factor is our deliberate focus on project management methodologies to strengthen capability across the key performance improvement initiatives (Māori learner achievement, lead-indicator data, assessment and moderation). This ensured that changes of focus and improvements were based on evidence from both reliable data and consultation with relevant stakeholders. Through the collaboration and partnerships developing as a result of these projects, expertise is being shared across the organisation to better understand successful initiatives and identify barriers, to lift performance.

Secondly, we attribute them to a comprehensive and robust self-assessment process, which began with an organisation-wide evaluation against an excellence framework and is now maturing and providing opportunities for collaboration within programme areas and across the organisation. The continuous focus on improving outcomes for all students is informed by increasingly robust data and information in an organisation with effective teaching and learning, solid educational performance indicators, and good evidence of valued outcomes for graduates.

As a result, we have better understanding of the consistency of our educational performance across our programme areas, year-on-year and by location. There has been a clear emphasis on evidence-based actions and improvements using accurate and timely data. Individual student achievement is well understood and monitored. All students, including priority groups, have the same performance targets to drive and ensure parity of outcomes.

This has been backed up by our central support services, which are appreciated by students who value the careful attention to their academic needs, to ensure their progress and success. Student satisfaction surveys rate many of these services very highly. Staff in these areas place a high priority on ensuring students are well supported and directed to the right support.

NorthTec is strongly committed to embedding a culture of self-assessment and reflection across all programmes, activities and campuses. Formal and informal processes review and evaluate the value and relevance of the programmes to students, community and employers, and verify high levels of satisfaction with the outcomes achieved.

# PRIORITY 1

## Delivering skills for industry

86%

of students agreed they used the acquired skills and knowledge from their qualifications in the workplace

NorthTec produces graduates with relevant capabilities to undertake roles in employment and careers within their specific profession or industry. At programme level, various strategies are used to maintain and enhance relationships with industry and community stakeholders. These include involvement in conferences, regular meetings with professional bodies, joint research projects, industry experts as guest speakers, field trips to broaden perspectives and enhance career opportunities, and liaison work to maintain the integrity of clinical placements and work placements.

Graduate outcomes are strong, with good progression to higher-level qualifications and relevant employment outcomes across the programme focus areas. The value and relevance of qualifications to stakeholders is achieved through strong and purposeful industry and community engagement to inform programme planning and industry alignments. Programme staff are using innovative ways to engage with local employers and communities and provide work-based learning to ensure graduates have the right skills and capabilities for their chosen industry or profession.

83%

of employers were satisfied with the knowledge and skills of NorthTec students

NorthTec is well connected to industry, community and the region. Tai Tokerau is a very “local” region and stakeholder engagement tends to be based on personal as well as organisational relationships at all levels. Highly qualified, industry-experienced teaching staff build strong learning relationships with their students to support achievement. Programmes and qualifications are clearly future-focused and strongly aligned to produce graduates who can transition seamlessly into the workplace and meet the standards required by industry. Key external stakeholders indicate that NorthTec provides high-quality graduates who are work-ready with the relevant skills needed for industry.

### Industry Training Organisation (ITO)

	Draft 2017	Target 2017	Actual 2016
ITO EFTS	399.5	426	219.1



**Full Cost Recovery**

	Draft 2017	Target 2017	Actual 2016
Full Cost Recovery EFTS	141.09	112.30	146.82

Innovative practices are used in delivery to support holistic and culturally appropriate student engagement and authentic learning. These have proven successful with students, particularly those studying in the regions. This innovative delivery builds the key skills and capabilities that align with workplace requirements. Students have access to a range of real-world opportunities which complement their study, including partnering with staff on research projects, entering competitions, supporting community events, industry projects, internships and work placements.

Staff engage students as partners in research projects which provide valuable experience to prepare them for the workforce. Community-based projects are integrated into teaching and learning and this is supporting the needs of communities, including painting and renovating housing, town beautification and maintenance activities in communities of low socioeconomic status. Community organisations are constantly looking for ways to be involved in student projects and provide practicum and summer jobs so that those trained and qualified in Northland remain in the region.

Students gain a range of professional, technical and work-ready skills at the standard required for employment and further study. Core skills and capabilities being achieved by students include self-confidence, time management, and an ability to work in teams with a range of complementary skills and abilities such as problem-solving and positive attitudes. Students and graduates have been successful in winning medals at regional competitions and going forward to national competitions, and value the opportunity to showcase their technical abilities and work-ready skills.

Students and stakeholders value the quality of teaching at NorthTec and attribute their success to the commitment and dedication of staff. The positive learning environment, strong relationships between staff and students, high level of industry-specific experience and willingness to support students in their studies, are key contributing factors which engage students and lead to increased interest, enjoyment and success. Teaching staff are highly experienced and knowledgeable in their specialist areas with diverse and extensive links with industry and research opportunities.

# 4.16/5.00

I have been suitably prepared for work (I am work ready)



Students value the positive, responsive and industry-aligned learning environment that provides opportunities for students to achieve new skills and knowledge. NorthTec has recently implemented a range of approaches to gather reliable information and obtain formal feedback from stakeholders to inform areas for improvement.

NorthTec regularly reviews its programmes and activities to ensure that different stakeholder needs are being met. The NZQA Targeted Review of Qualifications at Levels 1-6 has resulted in 74 programmes of study being approved for delivery over the past two years. This has provided an opportunity for NorthTec to ensure that programmes are industry-relevant, use flexible delivery strategies, are student-centred and use appropriate digital technology. NorthTec is a member of the Tertiary Accord of New Zealand (TANZ) and participates in the delivery of programmes through TANZ eCampus.

NorthTec maintains local and national relationships and affiliations with a number of professional and industry forums that result in positive outcomes for students. NZQA consistency reviews undertaken in 2017 demonstrate that NorthTec has met requirements, assuring national consistency of graduate outcomes.

# 4.65/5.00

Tests and assessments are well designed and linked to real work



# 4.65/5.00

NorthTec has up-to-date industry resources and equipment



# 4.73/5.00

Chosen programme is relevant to the real world



# 4.30/5.00



My knowledge, skills and attitudes gained from NorthTec reflect those expected from someone with a qualification in this field

## Delivering skills for industry

PRIORITY  
1

### Lachlan (Lockie) McLeod

New Zealand Certificate in Carpentry (Level 4)

Lockie studied part time at NorthTec as he completed his ITAB carpentry apprenticeship with Whangarei company, md construction.

“At NorthTec we had to complete unit standards and also attend two two-week block courses a year, for three years. We did both theory and practical projects.

“The best part of our training was the theory because we got introduced to things that we may not get taught on site for quite some time – like door-locks, stairs and pitched roofing. The tutors taught us practical tricks plus they challenged us to build things like a ten-sided, flared-out flower pot.

“I directly experienced the relevance of our training to what we did on the job. We were introduced to a broad range of industry skills and trained in how to problem-solve. We also learned how to deal with clients, contractors and customers. Because the NorthTec workshops are so well equipped, we learned to competently use machinery like buzzers and digital thicknesses that we would rarely come across on site.

“My skills were put to the test when I won the Northland Certified Builders Apprentice Challenge in 2016.”

# PRIORITY 2

## Getting at-risk young people into a career

For most young people, achieving a tertiary qualification is a crucial milestone towards a successful working career. Northland presents a challenging landscape, with the highest rate of young people not in employment, education or training (NEET) rate in New Zealand. In 2017, close to 20 percent (3,200) of Northland youth between the ages of 15 and 24 were NEET in Northland. For those aged between 20 and 24, the proportion was higher at 27 per cent.

Around half of Northland school leavers are not in tertiary study the year after leaving school, and those going into tertiary study are more likely to study at low levels. Currently the proportion of young people staying in school to at least 17, and the proportion of those achieving NCEA Level 2 or equivalent, are 4 per cent lower in Northland than national levels.

As many jobs in Northland are in rural areas with very limited access to public transport, driver licensing is critical for people to get to work, yet many people do not have a valid licence. Demand for unqualified labour (those with no post-school qualifications), especially in the primary sector in New Zealand, is forecast to decline.

The challenge in 2017 was further impacted by a significant reduction to government funding via the TEC, with funding reallocated to the Private Training Establishment sector for the delivery of some Level 2 and 3 provision.

### Participation under 25

	Draft 2017	Target 2017	Actual 2016
<b>SAC students</b>			
Level 3 and above	32.62%	30%	32.49%
Level 4 and above	34.07%	26%	34.57%

### Course completions under 25

	Draft 2017	Target 2017	Actual 2016
<b>SAC students</b>			
Level 3 and above	72.39%	81%	71.01%
Level 4 and above	78.93%	81%	76.38%

### Qualification completions under 25

	Draft 2017	Target 2017	Actual 2016
<b>SAC students</b>			
Level 3 and above	53.24%	63%	50.17%
Level 4 and above	58.45%	64%	57.60%

### Youth Guarantee

	Draft 2017	Actual 2016
<b>SAC students</b>		
Youth Guarantee EFTS	138.43	198.28

### All students under 25 years

All students **43%** (Headcount: 3,926)

Successful course completion **82%** ↑ (4% increase on 2016)

Successful qualification completion **57%** ↑ (8% increase on 2016)

### SAC students under 25 years

SAC students **39%** (Headcount: 1,325)

Successful course completion **72%** ↑ (2% increase on 2016)

Successful qualification completion **54%** ↓ (4% decrease on 2016)

## Getting at-risk young people into a career

PRIORITY  
2

### Zyanah Mahia

#### Bachelor of Nursing

Zyanah is in her first year of the Bachelor of Nursing, having progressed to the degree from a Level 3 Foundation class and a Level 4 Academic Studies programme.

She said: “I managed to take myself off WINZ and was working in hospitality and hairdressing, but the hours were too long to fit in with looking after my daughter. I realised I wanted a solid day job that pays more than the minimum wage if I’m going to stay in New Zealand, so I decided to improve my study skills and get into nursing.

“I was behind in the basics because my parents moved a lot and I went to heaps of different Māori schools before going to my first mainstream school in Australia when I was 12.

“The Academic Studies course really opened my eyes to the value of mainstream education. Before starting the course, I had been too scared and embarrassed to get help but the support was there. I was amazed that I loved studying human biology. I never thought I’d be interested in something so technical but it fascinated me so much that I did extra work.”



Tai Tokerau  
Trades Academy

**93 STUDENTS**  
Automotive, cookery, health,  
construction, arts

STAR and  
Taster courses

**1,302 STUDENTS**

STAR and Trades Academy (TA)

	Draft 2017	Actual 2016
STAR and TA EFTS	154.6	152.12

Tai Tokerau Trades Academy programmes continued to support students to study free for a year at several secondary schools and NorthTec simultaneously, working towards nationally transferable qualifications in areas such as automotive and engineering, electronics, horticulture, hospitality and the arts. In 2017, 93 students participated in our academies in automotive, cookery, health, construction and arts programmes, with 1,302 students joining STAR and taster courses.

Ngawha Corrections students played an important role in community projects. As well as gaining valuable technical skills and capabilities, the students felt a strong sense of pride and were able to see the value of gaining formal qualifications in a trade, with 87 per cent of students aged under 25 in Ngawha successfully completing courses at Levels 2 to 4.

The introduction of attendance monitoring through the lead-indicator dashboard enabled at-risk students to be quickly identified and steps taken to resolve any issues. A strong reflective culture is embedded in the centralised support services, particularly the Student Success team and the library. Students speak highly of the exemplary service provided. Highly skilled staff who are strongly student-centred in their practice are providing quality support to learners to achieve well. The student advisory services provided 4,737 support session and 259 counselling sessions to students throughout Tai Tokerau. Students aged between 20 and 25 were the highest users of student support services in 2017.

Student Advisory  
services

**259 COUNSELLING**  
SESSIONS

Student Advisory  
services

**4,737 SUPPORT**  
SESSIONS

NorthTec joined forces with the QRC Tai Tokerau Resort College to host the region’s first workshop for people who work to support ākonga (learners) in their studies. The one-day workshop looked at strategies to provide the best support to students, as well as the importance of self-care for pastoral support workers. Those attending represented schools, tertiary providers, iwi services, private training establishments, social agencies and organisations involved in the care and support of students and clients of any age, with a common interest in uplifting the Tai Tokerau leaders of tomorrow to be successful in their endeavours.

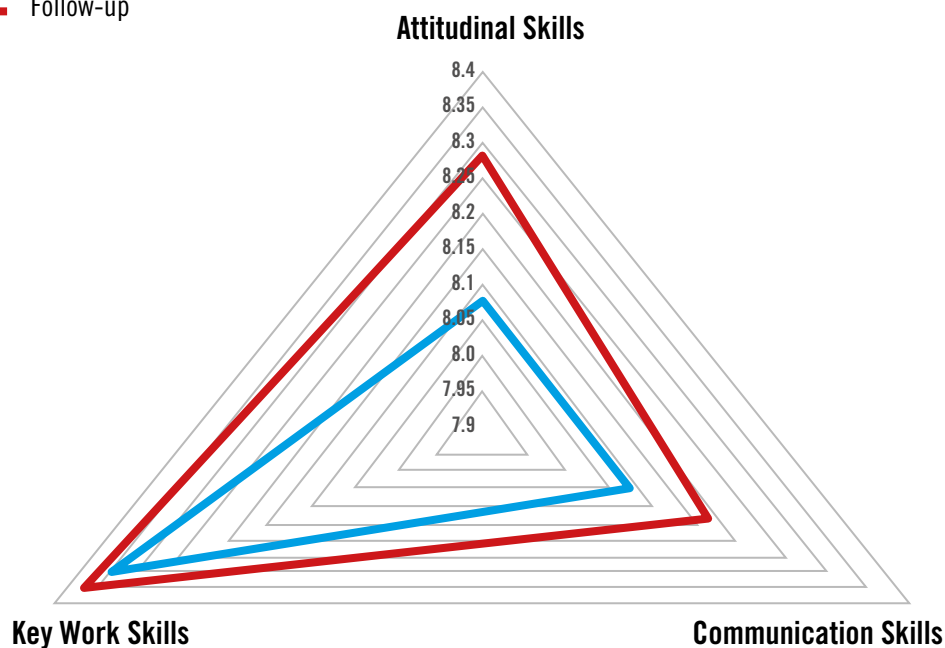


Students enrolled in Level 2 and 3 certificates in 2017 were invited to complete Professional Skills Surveys at the commencement and conclusion of their programmes. A total of 298 baseline and 48 follow-up surveys were completed in full and included in the results analysis.

The graph below shows the improvement in self-reported skills across three areas: Attitudinal Skills, Communication Skills and Key Work Skills. The results show a modest increase in skill levels across all three categories.

#### Professional Skills Survey 2017 Summary Data

— Baseline  
— Follow-up



Also included in the surveys were free-text questions inviting students to give feedback on the types of support they believe would enable them to further increase their professional skills while studying at NorthTec. Trends from these answers, as well as data on the areas in which students rated themselves lowest at baseline, were shared with the Head of Student Services to inform the support offered to students by the student services team.

For example, motivational and organisational skills were identified as having the lowest ratings in baseline data, and students identified “workshops outside of class time” as a preferred option for supporting development of these skills. This information will be used to guide the development of support materials and activities in 2018.

# PRIORITY 3

## Boosting achievement of Māori and Pasifika

### Participation

#### All students

Students identified as Māori **33%** ↓ (Headcount: 2,966) (2% decrease on 2016)

Students identified as Pasifika **4% =** (Headcount: 385) = 2016

### Course completions

#### All students

In 2017, 74 per cent of Māori successfully completed courses – an improvement of 3 per cent on 2016 and the highest percentage since the introduction of the EPLs in 2010.

In 2017, 81 per cent of Pasifika successfully completed courses – an improvement of 4 per cent on 2016.

#### SAC students

Māori	Draft 2017	Target 2017	Actual 2016
Levels 1-2	60.84%	29%	58.27%
Level 3 and above	54.68%	33%	52.46%
Level 4 and above	48.12%	29%	50.12%
Pasifika	Draft 2017	Target 2017	Actual 2016
Levels 1-2	6.38%	1.5%	7.79%
Level 3 and above	7.31%	2%	6.34%
Level 4 and above	7.02%	2%	6.41%

SAC-funded Māori and Pasifika students continued to exceed participation targets. Although we noted a significant decrease in Māori students at Levels 1 to 2 in 2017, this can be attributed to the loss of some funding in the Level 2 space.

#### SAC students

Māori	Draft 2017	Target 2017	Actual 2016
Level 3 and above	72.17%	81%	70.52%
Level 4 and above	75.58%	81%	73.00%
Pasifika	Draft 2017	Target 2017	Actual 2016
Level 3 and above	78.63%	81%	77.97%
Level 4 and above	82.79%	81%	77.98%

Although the majority of the targets were not achieved in 2017, Māori and Pasifika course completions all improved by at least 2 per cent. Pasifika students studying at Level 4 and above exceeded the target.

## Qualification completions

### All students

Māori successful qualification completion **60%** ↑ (10% increase on 2016)

Pasifika successful qualification completion **61%** ↑ (10% increase on 2016)

### SAC students

Māori	Draft 2017	Target 2017	Actual 2016
Level 3 and above	63.59%	69%	56.93%
Level 4 and above	71.02%	70%	64.52%

Pasifika	Draft 2017	Target 2017	Actual 2016
Level 3 and above	67.18%	69%	55.14%
Level 4 and above	81.28%	70%	62.53%

Significant improvements have been made with Māori qualification completions across all levels, with a noted improvement of 10 per cent when compared to 2016. Significant improvements can also be seen with our Pasifika students.

There are persistent gaps between Māori and non-Māori course achievement in a number of programmes, but also instances of this gap being closed where targeted strategies and interventions, improvements and support have been put in place. This has supported upward trends for Māori course completions leading to the gap between Māori and non-Māori qualification completions closing in 2017 to 7 per cent. In some programmes this has led to Māori achieving better than non-Māori. This demonstrates the potential for reducing the achievement gap between Māori and others at NorthTec.

## Retention

Māori	Draft 2017	Target 2017	Actual 2016
Level 3 and above	64.79%	69%	64.29%

Pasifika	Draft 2017	Target 2017	Actual 2016
Level 3 and above	65.96%	69%	66.98%

## Progression

Māori	Draft 2017	Target 2017	Actual 2016
Levels 1 – 3, to a higher level	35%	41%	40.73%

Pasifika	Draft 2017	Target 2017	Actual 2016
Levels 1 – 3, to a higher level	27.6%	36%	38.24%

NorthTec continues to work with Māori in a range of ways to improve engagement, participation and achievement in our programmes. Some of our achievements in 2017 included the Kaupapa Māori (Tautoko Mai) mentoring of cohorts with lower achievement than their peers, as successfully demonstrated in the Bachelor of Applied Management, Bachelor of Nursing and cookery programmes. This was supported by purposeful staff capability training on Māori pedagogies, Te Whakaputanga or Te Tiriti o Waitangi, the Māori history of NorthTec – including of its name Tai Tokerau Wānanga – and the value of the marae to underpin tikanga.

Improving Māori achievement and further strengthening relationships with iwi, community and business in the region, at all levels of the organisation, is a priority for NorthTec. An organisational review of NorthTec's cultural responsiveness,



to ensure that programmes are culturally inclusive and free from barriers to success for Māori students, will take place in 2018. Providing social and cultural value to whānau, hapū and iwi within Tai Tokerau communities is high on the agenda of NorthTec staff and students.

Māori are a significant part of the Northland economy, accounting for 30 per cent of the population and 23 per cent of the labour force. Students on a number of programmes had the opportunity to learn and apply work skills in realistic work environments while providing real benefit to communities.

The Raumanga whare hui has provided opportunities for whakawhanaungatanga, learning in a culturally appropriate space, and free accommodation for regional students. Te Puna o Te Mātauranga marae has hosted a range of professional development sessions with whanaungatanga as the focus. It has seen an increase in usage for staff hui, key

internal and external stakeholder meetings and conferences, which has enhanced NorthTec's engagement with staff, the local community and iwi. Student initiatives, such as study groups for Māori students on the marae and "kai and catch up", have also proved successful.

Hospitality students provided value to staff and students while they learned each week in the marae kitchen, preparing and serving low-cost lunches on a commercial cost-recovery basis. This supported the students in learning about nutrition and cooking economical healthy meals for themselves and their families. Our regional trade-based students continued to apply their skills to support community projects, like repairing and painting churches and marae.

## Boosting achievement of Māori and Pasifika

PRIORITY  
3

### Jordan Moon

#### Bachelor of Applied Management

Jordan completed the Bachelor of Applied Management in 2017, and is now enrolled in a Master's in Business programme at Auckland University of Technology (AUT). She also runs a whānau-based fitness company.

"Business always fascinated me, even at school. So I started studying business part time in Auckland, then chose to cross-credit the papers to NorthTec because I have family here and it makes life easy.

"I found other students here with the same drive, so we were on our journeys together. The tutors are so accessible, they give so much guidance, and they are flexible and understanding around family commitments.

"I started the degree with no major, then I found my real interest is in Project Management and Business Transformation so I did a double major.

"Our own business project combined several passions and drive within our family. We're creating a fitness whānau business that will combine fitness, nutrition and coaching youth. My husband has the fitness and nutrition tickets, his mum has the old-school business experience and skills, and I have the new business skills. Our greater whānau gives us a big drive and a container to pour it all into."

# PRIORITY 4

## Improving adult literacy and numeracy

# 4.30/5.00

Students are satisfied to very satisfied with the support provided to develop Literacy and Numeracy Skills



NorthTec students are satisfied to very satisfied with the support provided to develop Literacy and Numeracy Skills.

Lifting literacy and numeracy skills of students and staff continues to be a priority for NorthTec. In 2017 a further 16 were awarded the National Certificate in Adult Literacy and Numeracy (NCALNE) qualification within an online environment, supported by seven face-to-face learning opportunities across all campuses.

This training has enabled staff to raise their skills and equip themselves with strategies to develop the literacy and numeracy skills of learners. Staff have a clear understanding of how to administer the literacy and numeracy diagnostic tool, how to read the results of this tool, how to embed appropriate levels of literacy and numeracy skills into their schemes of work and how to align their teaching to the relevant levels of the Adult Learning Progressions.

NorthTec learners have engaged well with the literacy and numeracy diagnostic tool, with 97 per cent of learners completing initial assessments (versus 95 per cent, 2019 TEC target), 13 per cent of learners making significant gains in reading (an increase of 2 per cent on 2016) and 15 per cent making significant gains in numeracy (an increase of 3 per cent on 2016).

Learners completing initial assessments **97%** ↑ (2% increase on 2016)

Learners making significant gains in reading **13%** ↑ (2% increase on 2016)

Learners making significant gains in numeracy **15%** ↑ (3% increase on 2016)

Literacy and numeracy is embedded into all Level 2 programmes, and further curriculum development work will ensure that embedded practice of literacy and numeracy is “business as usual” at Level 3. Individual learning plans are prepared with learners that test at Steps 1 and 2 of the Adult Learning Progressions, with individual literacy and numeracy goals being set by the learners. The learning tool, Pathways Awarua, is used as a resource by learners in their self-directed learning time and often used by tutors during timetabled teaching hours.

From 2018, our Adult Literacy and Numeracy Education and Adult Tertiary qualifications will be offered through eCampus. These programmes continue to be a priority for professional development for all tutors teaching at Levels 2 and 3 at NorthTec, to assist with the achievement of a fully embedded approach to improving literacy and numeracy for our students.

### Adult Community Education (ACE)

	Draft 2017	Target 2017	Actual 2016
ACE EFTS	95.22	82	67.79

## Improving adult literacy and numeracy

PRIORITY  
4

### Bruno Roberts

#### New Zealand Certificate in Agriculture

Bruno had previously studied and worked, but wanted to gain a qualification in agriculture and upskill himself for a career in farming.

“I wanted to pick up from when I was farming a few years ago, to learn more and update myself on the paperwork. I moved up here from Auckland where I was doing furniture removal and landscaping but my wife was working on a dairy farm so the motivation was there.

“Experiencing everything on the course was exciting for me. I loved both the theory and practical but writing my ideas on paper was a challenge. The tutor and my partner supported me in that and there was a great team spirit there, so we all brought our experiences and learned from each other.

“I want to be a farm manager and maybe add options like AI or other technician contracts to broaden the mix. I also want to pass on what I’ve learned to the young generation. Passing it on is a strong driver for me.”

# PRIORITY 5

## Strengthening research-based institutions

**106** research outputs in  
9 subject areas

Research is undertaken by NorthTec to create and share knowledge within Tai Tokerau, to inform our business activity and to inform and enhance teaching and learning. Collaborative research activity undertaken by students and tutors provides contextual learning and is able to be tailored to the needs of potential employers. Students and tutors are able to conduct research that contributes to their learning while creating real-world experience and developing relationships in community and with industry. NorthTec has produced quality research of local and national value in environmental, health, art and technology initiatives over a number of years.

In 2017 research continued to gain momentum with a notable shift in the research culture, attributed to a new research strategy which fosters a research-active philosophy through improved support of key research-active staff members, and the reorganisation of research administration with new on-line systems to ensure quicker turnarounds for new applications. More funds have been allocated to release staff engaged in research from some of their teaching duties. As a result, availability of quality research time has improved and research has become more conspicuous, leading to a broader and more active research committee and greater participation in research projects. This approach has also contributed to enhanced research productivity across departments and the institution.

NorthTec is fully committed to excellence in research and the Performance-Based Research Fund (PBRF) process. NorthTec is finalising the list of staff members who will

be eligible and able to submit an Evidence Portfolio by the final submission deadline in July 2018, for research which took place from 2012 through to 2017.

In applied and environmental sciences, the expertise of staff members has also been called upon to benefit the conservation of marine mammals at international level (Australia and Kingdom of Tonga) as well as in New Zealand. Research activity in Applied and Environmental Sciences continues to be underpinned by strong industry links at local, national and international levels. Also, as regular contributors to staff-driven projects, students continue to benefit from their exposure to quality research throughout their education.

In 2017, NorthTec-led research has directly benefitted the Bream Head Conservation Trust, Kiwi Coast, Department of Conservation, Northland Regional Council, and several iwi groups, with projects centred on monitoring and translocation of threatened species and ecological associations of native and pest species. Ecological and taxonomic studies have also been undertaken in conjunction with Landcare Research, AgResearch, Te Papa Tongarewa-Museum of New Zealand, Waikato University and Otago University.

Research within the nursing programme focused on two key focus areas: the introduction of technology into the nursing programme, and a collaborative research approach. The team approach promoted research expertise and support for a wide range of projects. The department also promoted educational outcomes through research on the introduction of new technologies such as simulation and ePortfolios to support effective teaching and learning. Collaborative research and consultancy with Northland District Health Board and other health providers also promoted links to industry.



The applied arts team continued to maintain a high level of research outcomes through participation in exhibitions at a local, national and international level in 2017. Following up on the arts precinct international exhibition held in three venues in China in 2016, the Geoff Wilson Gallery at NorthTec hosted a reciprocal exhibition in 2017 by staff and students from Haikou College of Economics, which culminated in an international student exchange programme between the two institutions.

Involvement in creative symposia by staff nationally, and industry opportunities for students to gain practical experiences, continued to play an important component of the 2017 arts programmes.

Research within the sport and recreation programme area continues to underpin the teaching and learning of staff and students. Adding to the already strong programme links between NorthTec and AUT, in 2017 staff have engaged in Master's and PhD study under the supervision of AUT. The major focus areas for research have included athlete development, coach development and community health and wellness.

This thirst for developing knowledge and understanding within staff has been directly reflected by the enthusiasm for, and calibre of, students' own academic work. As a result there are a number of graduates who are enrolling in post graduate study.

The 2017 academic year was the strongest year so far for business research. Auckland-based staff generated three peer-reviewed journal articles and six conference, symposium or workshop peer-reviewed presentations in Canada, Korea, China, India and Hawaii.

We convened the very successful Local Food Conference at Raumanga. Two Whangarei staff presented at conferences and symposia with themes connected to the primary industries and food systems. Tutor, Gayani Hewagama, successfully completed her doctoral studies.

Progress is being made with a measurable action plan from the joint research project on barriers and access to learning with Te Matarau Education Trust, Ako Aotearoa and NorthTec around five key priorities in relation to the study needs for people to participate in tertiary study within the region. These include partnerships and stakeholder engagement, leadership, learners and graduates and staff capability.

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

	Draft 2017 \$000	Target 2017 \$000	Actual 2016 \$000
PBRF	99	13	95

# PRIORITY 6

## Growing international linkages



STUDENT BAROMETER™ PARTNER  
THE GLOBAL BENCHMARK FOR THE STUDENT EXPERIENCE

International student achievement remained strong in 2017 and our international students recognise the value of studying at NorthTec.

Successful course completion **92%** ↑ (3% increase on 2016)

Successful qualification completion **93%** ↑ (2% increase on 2016)

In 2017, our students participated in the 'International Student Barometer' i-graduate Survey. The survey captured 41,482 international students from 84 institutions in 10 countries. This included 13 institutions and 3,467 students studying in New Zealand. NorthTec students reported high levels of satisfaction with many elements of the student experience.

**94 per cent** of NorthTec international students are satisfied/very satisfied with their experience (compared to 89 per cent national average)

**97 per cent** of NorthTec international students are satisfied/very satisfied with the quality of lectures (6th ranked globally, 1st ranked nationally)

**96 per cent** of NorthTec international students are satisfied/very satisfied with the quality of their tutors

**85 per cent** of NorthTec international students would recommend NorthTec (Top Ranked New Zealand provider, compared to 76 per cent national average)

NorthTec consolidated its Auckland international campuses to ensure a fuller range of programmes at our Queen Street campus. NorthTec campuses provide efficient and effective education and support to our international students (741 EFTS), with a number of diverse programmes and products in place. The Whangarei campus continues to be the administration hub for both the Auckland and Whangarei campuses with the processing of applications and enrolments allowing for a more streamlined process for our students.

The leasing of apartments in Whangarei is providing quality accommodation for students, with demand increasing from new students studying at the Whangarei campus.

NorthTec's Pearson Test of English (PTE) Academic Test Centre is making very good progress since its introduction in 2016. Enrolments have increased from 386 test takers in 2016 to 6,689 in 2017. PTE Academics is the world's leading computer-based test of English for study abroad and immigration.

The international recruitment team focused on improved immigration statistics with Immigration New Zealand (INZ). A nine per cent improvement was gained to reach an off-shore percentage total of 73 per cent, and our global percentage showed an increase of five per cent, resulting in a total of 84 per cent, which exceeds the target set by INZ.

NorthTec's partnership programme continues to grow and develop its links to partner schools in China. In May we were honoured to host a visit by Wang Letong, China's Ambassador to New Zealand, together with Chen Yue, Education Counsellor from the Chinese Embassy. Paying his first official visit to Northland, the Ambassador took the opportunity to find out more about NorthTec's strong relationships with partner schools in several regions of China and in particular the sister city relationship between Whangarei and Haikou.

NorthTec continues to use appropriate practices to support the success of international students and to manage growth in this area. The monitoring of the Code of Practice is well managed.

International Students **10.1%** ↑ 741 EFTS (2017)  
672 EFTS (2016)  
Target 750 (2017)

Headcount **13.9%** ↑

## Growing international linkages

PRIORITY  
6

### Karandeep (Karan) Randhawa

New Zealand Diploma in Cookery (Advanced)

Karan studied cookery at NorthTec after coming to New Zealand from India, graduating in 2017 and going into work in Whangarei's thriving hospitality industry.

"I'm working as Commis Chef at The Quay in the Town Basin. It is in Cuisine Magazine's top 100 New Zealand restaurants and one of only two in Northland on that list. It is number one in desserts – and I love making desserts.

"My tutor told me about this place and I started as a kitchen hand for a month when I was still studying. In that time I was also helping the chefs with prep work, and then I was offered full-time work as Commis Chef once I finished my study.

"Everything from my NorthTec training is relevant here. I loved the course emphasis on a mix of cultures and I was able to research food from my own Indian culture. We got to research then create our own dish, practice and trial it, and if it was good it went on the hospitality service menu. We had practical experience catering for events that involved team work preparing, making, and plating the dishes."



# 2017

# Financial

## *Reporting*

# Audit REPORT

AUDIT NEW ZEALAND  
Mana Arotake Aotearoa

## Independent Auditor's Report

### To the readers of Northland Polytechnic's financial statements and statement of service performance for the year ended 31 December 2017

The Auditor-General is the auditor of Northland Polytechnic (the Polytechnic). The Auditor-General has appointed me, Leon Pieterse, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the Polytechnic on his behalf.

#### Opinion

We have audited:

- the financial statements of the Polytechnic on pages 47 to 81, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Polytechnic on pages 19 to 42.

In our opinion:

- the financial statements of the Polytechnic on pages 47 to 81:
  - present fairly, in all material respects:
    - its financial position as at 31 December 2017; and
    - its financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Reporting Standards; and
- the statement of service performance of the Polytechnic on pages 19 to 42 presents fairly, in all material respects, the Polytechnic's service performance achievements measured against the proposed outcomes described in the investment plan for the year ended 31 December 2017.

Our audit was completed on 27 April 2018. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

## **Responsibilities of the Council for the financial statements and the statement of service performance**

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

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

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

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

The Council's responsibilities arise from the Crown Entities Act 2004 and the Education Act 1989.

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

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

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements and statement of service performance.

For the budget information reported in the financial statements and the statement of service performance, our procedures were limited to checking that the information agreed to the Polytechnic's Investment Plan.

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 Polytechnic's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Council and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Polytechnic'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 Polytechnic to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements and the statement of service performance, including the disclosures, and whether the financial statements and the statement of service performance represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Council is responsible for the other information. The other information comprises the information included on pages 3 to 18 and 82 to 96, 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 Polytechnic in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the Polytechnic.



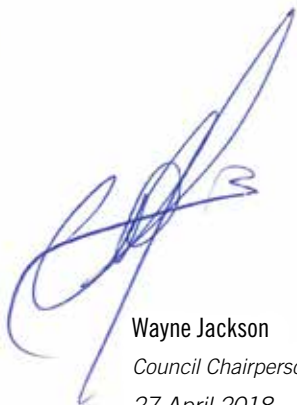
Leon Pieterse  
Audit New Zealand  
On behalf of the Auditor-General  
Auckland, New Zealand

# Statement of RESPONSIBILITY

For the year ended 31 December 2017

In terms of the Education Act 1989 and the Crown Entities Act 2004, Council and Management certify that:

- 1 We have been responsible for the preparation of these financial statements and the statements of service performance for Northland Polytechnic and the judgements used therein.
- 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 and non-financial information.
- 3 We are of the opinion that these financial statements and the statements of service performance fairly reflect the financial position of Northland Polytechnic as at 31 December 2017 and the results of the operations for the year ended 31 December 2017.



Wayne Jackson  
Council Chairperson  
27 April 2018



Mark Ewen  
Chief Executive  
27 April 2018

# FINANCIAL

## Statements and Notes

### Statement of Comprehensive Revenue and Expense for the year ended 31 December 2017

		Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
<b>Revenue</b>				
	Note			
Government grants	3	23,471	25,355	27,580
Tuition fees	3	16,586	18,281	15,328
Other revenue	3	2,348	2,455	1,772
Total revenue		42,405	46,091	44,680
<b>Expenses</b>				
Personnel costs	4	27,547	26,190	26,773
Depreciation and amortisation expense	10, 11	3,085	2,913	2,782
Other expenses	5	15,129	16,154	15,069
Total expenses		45,761	45,257	44,624
<b>Surplus/(deficit)</b>		<b>(3,356)</b>	834	56
<b>Other comprehensive revenue and expense</b>				
Transfer to reserves	16	-	-	-
Property revaluations	16	(13)	-	5,128
Total other comprehensive revenue and expense		(13)	-	5,128
<b>Total comprehensive revenue and expense</b>		<b>(3,368)</b>	834	5,184

Explanations of major variations against budget are provided in note 22.

*The accompanying notes form part of these financial statements.*

# FINANCIAL STATEMENTS AND NOTES

## Statement of Financial Position as at 31 December 2017

		Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
<b>Assets</b>	Note			
<b>Current assets</b>				
Cash and cash equivalents	6	6,166	1,086	2,085
Receivables	7	3,221	2,707	3,421
Other financial assets	8	6,763	14,605	14,063
Inventories	9	28	35	35
Prepayments		352	389	413
<b>Total current assets</b>		<b>16,530</b>	<b>18,822</b>	<b>20,017</b>
<b>Non-current assets</b>				
Other financial assets	8	2,500	-	500
Property, plant and equipment	10	41,235	42,127	42,436
Intangible assets	11	511	620	1,042
Investment in other entities	12	722	760	-
<b>Total non-current assets</b>		<b>44,968</b>	<b>43,506</b>	<b>43,978</b>
<b>Total assets</b>		<b>61,497</b>	<b>62,328</b>	<b>63,995</b>
<b>Liabilities</b>				
<b>Current liabilities</b>				
Payables	13	3,516	1,456	2,909
Deferred revenue	14	4,988	5,858	6,508
Employee entitlements	15	1,473	1,048	1,428
Provisions	17	1,744	-	-
<b>Total current liabilities</b>		<b>11,721</b>	<b>8,362</b>	<b>10,845</b>
<b>Non-current liabilities</b>				
Employee entitlements	15	14	-	19
<b>Total non-current liabilities</b>		<b>14</b>	<b>-</b>	<b>19</b>
<b>Total liabilities</b>		<b>11,735</b>	<b>8,362</b>	<b>10,864</b>
<b>Net assets</b>		<b>49,762</b>	<b>53,966</b>	<b>53,131</b>
<b>Equity</b>				
General funds	16	28,015	32,206	31,371
Property revaluation reserves	16	21,666	21,679	21,679
Restricted reserves	16	81	81	81
<b>Total equity</b>		<b>49,762</b>	<b>53,966</b>	<b>53,131</b>

# FINANCIAL STATEMENTS AND NOTES

## Statement of Changes in Equity for the year ended 31 December 2017

	Note	Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
Balance at 1 January		53,131	53,132	47,947
Transfer to reserves		-	-	-
Total comprehensive revenue and expense		(3,368)	834	5,184
<b>Balance at 31 December</b>	16	<b>49,762</b>	53,966	53,131

## Statement of Cash Flows for the year ended 31 December 2017

	Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
<b>Cash flows from operating activities</b>			
Receipts from government grants	24,441	25,356	27,613
Receipts from tuition fees	15,526	16,778	15,884
Interest revenue received	547	623	630
Dividends received	43	40	43
Receipts from other revenue	1,410	1,792	858
Payments to employees	(26,874)	(26,990)	(26,544)
Payments to suppliers	(14,606)	(16,061)	(14,967)
Goods and services tax (net)	308	(2)	295
Net cash flow from operating activities	795	1,536	3,812
<b>Cash flows from investing activities</b>			
Receipts from sale of property, plant and equipment	25	-	136
Application of student hardship funds	1	-	2
Purchase of property, plant and equipment	(1,805)	(2,165)	(1,969)
Purchase of intangible assets	(233)	(146)	(631)
Acquisition of shares	-	(224)	
Purchase of investments	(21,763)		(30,363)
Receipts from sale/maturity of investments	27,063		27,363
Net cash flow from investing activities	3,287	(2,535)	(5,463)
<b>Net (decrease)/increase in cash and cash equivalents</b>	<b>4,081</b>	(999)	(1,651)
Cash & cash equivalents at beginning of the year	2,085	2,085	3,735
<b>Cash &amp; cash equivalents at end of the year</b>	<b>6,166</b>	1,086	2,085

Explanations of major variations against budget are provided in note 22.

The accompanying notes form part of these financial statements.

# FINANCIAL STATEMENTS AND NOTES

## Statement of Cash Flows for the year ended 31 December 2017 (continued)

### Reconciliation of net surplus (deficit) to the net cash flow from operating activities

	Actual 2017 \$000	Budget 2017 \$000	Actual 2016 \$000
<b>Surplus/(deficit)</b>	<b>(3,356)</b>	834	56
<b>Add/(less) non-cash items</b>			
Depreciation and amortisation expense	3,085	2,913	2,782
(Gains)/losses on shares acquisition	(186)		
Increase/(decrease) in non-current employee entitlements	(5)	(19)	10
Total non-cash items	2,894	2,894	2,792
<b>Add/(less) items classified as investing or financing activities</b>			
(Gains)/losses on disposal of property, plant and equipment	(6)	(569)	(107)
Prior year reclassification of work in progress	125	-	-
Total items classified as investing or financing activities	119	(569)	(107)
<b>Add/(less) movements in working capital items</b>			
(Increase)/decrease in receivables	199	714	(2,628)
(Increase)/decrease in inventories	7	-	5
(Increase)/decrease in prepayments	61	24	(22)
Increase/(decrease) in payables	2,349	(1,331)	634
Increase/(decrease) in deferred revenue	(1,522)	(650)	2,864
Increase/(decrease) in current employee entitlements	44	(380)	218
Net movement in working capital items	1,139	(1,623)	1,071
<b>Net cash flow from operating activities</b>	<b>795</b>	1,536	3,812

*The accompanying notes form part of these financial statements.*

# FINANCIAL STATEMENTS AND NOTES

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# 1. STATEMENT OF ACCOUNTING POLICIES

## REPORTING ENTITY

Northland Polytechnic, trading as NorthTec, is a TEI that is domiciled and operates in New Zealand. The relevant legislation governing NorthTec's operations includes the Crown Entities Act 2004 and the Education Act 1989.

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

NorthTec has designated itself a public benefit entity (PBE) for financial reporting purposes.

The financial statements of NorthTec are for the year ended 31 December 2017. The financial statements were authorised for issue by the Council on 27 April 2018.

## BASIS OF PREPARATION

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

### Statement of compliance

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

The financial statements have been prepared in accordance with Tier 1 PBE accounting standards.

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 related party transaction disclosures in Note 18, are rounded to the nearest thousand (\$000). Related party transaction disclosures are rounded to the nearest dollar.

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

There are no standards issued and not yet effective that are relevant to NorthTec.

## SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

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

### Leases

#### *Finance leases*

A finance lease is a lease that 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 and 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 certainty as to whether NorthTec 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.

### Foreign currency transactions

Foreign currency transactions (including those for which forward foreign exchange contracts are held) are translated into New Zealand dollars (the functional currency) using the spot exchange rate prevailing at the date 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.

# 1. STATEMENT OF ACCOUNTING POLICIES (CONTINUED)

## Goods and services tax

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

## Income tax

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

## Budget figures

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

## Critical accounting estimates and assumptions

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

The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are:

- Estimating the fair value of land, buildings and infrastructure – refer to Note 10.

## Critical judgements in applying accounting policies

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

- Distinction between revenue and capital contributions – refer to Note 3
- Research revenue – refer to Note 3
- Crown-owned land and buildings – refer to Note 10.

## 2. SUMMARY COST OF SERVICES

### ACCOUNTING POLICY

The cost of service for each significant activity of NorthTec has been derived using the cost allocation system outlined below.

Direct costs are those costs directly attributable to a significant activity. Indirect costs are those costs that cannot be identified in an economically feasible manner with a specific significant activity.

Direct costs are charged directly to significant activities.

There have been no changes to the cost allocation methodology since the date of the last audited financial statements.

<b>Breakdown of summary cost of services for NorthTec</b>	<b>Actual 2017 \$000</b>	<b>Budget 2017 \$000</b>	<b>Actual 2016 \$000</b>
<b>Revenue</b>			
Creative Industries and Languages	2,734	2,673	2,729
Foundation Learning	1,410	1,384	1,948
Health and Applied Sciences	7,770	9,053	8,053
Commerce	2,128	2,887	2,410
Graham Lowe Academy	-	-	286
Primary Industries	5,098	5,472	6,933
Trades	8,114	8,776	8,415
Service Industries	3,382	3,857	3,299
Workplace Safety	1,538	1,421	1,428
Other activities international	8,457	8,332	6,367
<i>Total revenue from services</i>	<b>40,631</b>	43,854	41,868
Other support services income	1,773	2,237	2,812
<b>Total revenue</b>	<b>42,405</b>	46,091	44,680
<b>Expenses</b>			
Creative Industries and Languages	1,525	1,457	1,359
Foundation Learning	935	886	1,177
Health and Applied Sciences	3,541	3,664	3,197
Commerce	1,302	1,305	1,172
Graham Lowe Academy	3	-	497
Primary Industries	3,215	3,289	3,634
Trades	4,698	4,769	4,650
Service Industries	2,522	2,514	2,416
Workplace Safety	748	828	789
Other activities international	5,597	6,009	4,919
<i>Total cost of services</i>	<b>24,085</b>	24,722	23,810
Other support services cost	21,676	20,536	20,814
<b>Total expenses</b>	<b>45,761</b>	45,257	44,624

## 3. REVENUE

### ACCOUNTING POLICY

Revenue is measured at fair value.

The specific accounting policies for significant revenue items are explained below:

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

SAC funding is NorthTec's main source of operational funding from the Tertiary Education Commission (TEC). NorthTec 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.

#### *Student tuition fees*

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

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

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

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

#### *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 when received and recognised as revenue when the conditions of the grant are satisfied.

#### *Donations, bequests and pledges*

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

#### *Sales of goods*

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

#### *Interest and dividends*

Interest revenue is recognised using the effective interest method.

Dividends are recognised when the right to receive payment has been established.

### 3. REVENUE (CONTINUED)

#### CRITICAL JUDGEMENTS IN APPLYING ACCOUNTING POLICIES

##### *Distinction between revenue and capital contributions*

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

##### *Research revenue*

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

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

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

	2017 \$000	2016 \$000
<b>i) Government grants</b>		
<b>Tertiary Education Commission</b>		
Student Achievement Component (SAC) funding	20,672	25,076
Performance-Based Research Funding	100	95
Adult Community Education (ACE)	363	301
<b>Total Tertiary Education Commission</b>	<b>21,135</b>	<b>25,472</b>
<b>Other</b>		
Other grants	304	384
Quest Rapuara (STAR)	631	578
Industry Training Organisations (ITO)	1,401	1,146
<b>Total Other</b>	<b>2,336</b>	<b>2,108</b>
<b>Total Government grants</b>	<b>23,471</b>	<b>27,580</b>
<b>ii) Tuition fees</b>		
Fees from domestic students	6,003	6,299
Fees from international students	10,583	9,029
<b>Total tuition fees</b>	<b>16,586</b>	<b>15,328</b>
<b>iii) Other revenue</b>		
Compulsory Student Services Fee	130	-
Café revenue	387	369
Interest	547	630
Dividends	43	43
Rent received	424	117
Other revenue	818	613
<b>Total other revenue</b>	<b>2,348</b>	<b>1,772</b>

## 4. PERSONNEL COSTS

### ACCOUNTING POLICY

#### Superannuation schemes

##### *Defined contribution 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.

	2017	2016
Breakdown of personnel costs and further information	\$000	\$000
Academic salaries	14,273	14,580
General salaries and wages	11,404	11,410
Redundancies	1,303	188
Employer contributions to defined contribution scheme	567	595
<b>Total personnel costs</b>	<b>27,547</b>	<b>26,773</b>

For the year ended 31 December 2017, NorthTec made 3 (2016: 2) severance payments to employees totalling \$83,789 (2016: \$56,700).

	2017	2016
Council member remuneration	\$000	\$000
<b>Councillor remuneration paid or payable during the year was:</b>		
Wayne Jackson                      Chairperson	28	18
Jane Hindle                          Deputy Chairperson	17	14
Kenneth Eastwood                Appointed June 2017	11	-
Warren Moyes	16	14
Bronwyn Yates	15	14
Karleen Everitt	19	14
Eru Lyndon	13	5
Kate Cherrington	16	4
Vern Dark                          Former Council Chair, term expired April 2017	11	29
Anna Cassells-Brown              Resigned August 2016	-	11
John Mote                          Resigned May 2016	-	7
<b>Total Councillors' remuneration</b>	<b>146</b>	<b>130</b>

No Councillors received compensation or other benefits in relation to cessation (2016 \$nil)

## 5. OTHER EXPENSES

### ACCOUNTING POLICY

#### *Scholarships*

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

#### *Operating leases*

An operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset.

Lease payments under an operating lease are recognised as an expense on a straight-line basis over the lease term.

Lease incentives received are recognised in the surplus or deficit as a reduction of rental expense over the lease term.

<b>Breakdown of other expenses and further information</b>	<b>2017 \$000</b>	<b>2016 \$000</b>
Fees to auditor		
Fees to Audit New Zealand for audit of financial statements	115	112
Provision for fees and disbursements to Audit New Zealand including prior year	15	6
Fees to other audit firms for other services	-	10
Operating lease payments	1,713	1,391
Repairs and maintenance	681	588
Other occupancy costs	826	750
Information technology	739	665
Advertising and public relations	738	632
Insurance premiums	156	164
Consultants and legal fees	878	517
Office costs	1,185	1,180
Travel and accommodation	458	484
Other course-related costs	6,231	7,180
Impairment of work in progress	194	-
Impairment of receivables	93	176
Council remuneration	131	130
Loss on sale of property plant and equipment	(192)	(37)
Staff development and training (P/D)	355	374
Other operating expenses	813	747
<b>Total other expenses</b>	<b>15,129</b>	<b>15,069</b>

## 5. OTHER EXPENSES (CONTINUED)

### *Operating leases as lessor*

NorthTec sub-leases a portion of the Raumanga Campus property to Te Wānanga o Aotearoa under an operating lease arrangement. The initial lease had a term of 3 years with 3 rights of renewal each for 3 years. The sub-lease is currently in its 2nd right of renewal. The future aggregate minimum lease payments to be collected under non-cancellable operating leases are as follows:

	2017 \$000	2016 \$000
Not later than one year	117	114
Later than one year but not later than five years	473	569
Later than five years	59	57
<b>Total non-cancellable operating leases</b>	<b>649</b>	<b>740</b>

### *Operating leases as lessee and sublessee*

NorthTec leases property, plant and equipment in the normal course of business. The leases have varying non-cancellable terms of at least 36 months and up to 10 years.

The long-term lease on the Futures Trades Centre building is \$605,992 per year with 9 months left on the current renewal period. Renewal options are available with 3 periods of 5 years each. The remaining renewal dates are 1 August in years 2018, 2023 and 2028. Rent is to be reviewed to market in 2018 and 2028, and on the basis of the movement of the annual Consumer Price Index over the previous 5 years plus 1% per annum in 2023. NorthTec is planning to implement these options when they become available.

NorthTec leases residential apartments located at Central Avenue in Whangarei to provide international student accommodation. The initial lease term is for 10 years with rent review and one right of renewal at 10 years.

The future aggregate minimum lease payments payable under non-cancellable operating leases are as follows:

Lease	2017 \$000	2016 \$000
Not later than one year	1,185	1,105
Later than one year but not later than five years	4,211	4,412
Later than five years	4,739	5,637
<b>Total non-cancellable operating leases</b>	<b>10,135</b>	<b>11,155</b>
<b>Sublease</b>		
Not later than one year	85	85
Later than one year but not later than five years	65	150
Later than five years	-	-
<b>Total non-cancellable operating sublease</b>	<b>150</b>	<b>235</b>

### *Contingent Rent*

NorthTec has a lease contract with Fuji Xerox New Zealand Limited for its printing devices due to expire in May 2018. The pricing structure is based on set contract rates for devices charged on monthly print volumes.

## 6. CASH AND CASH EQUIVALENTS

### ACCOUNTING POLICY

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

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

	2017 \$000	2016 \$000
<b>Breakdown of cash and cash equivalents and further information</b>		
Cash at bank and on hand	10	8
Call deposits	1,156	2,077
Term deposits with maturities less than 3 months at acquisition	5,000	-
<b>Total cash and cash equivalents</b>	<b>6,166</b>	<b>2,085</b>

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

## 7. RECEIVABLES

### ACCOUNTING POLICY

Receivables are recorded at the amount due, less any provision for uncollectability.

A receivable is considered uncollectable when there is evidence that the amount due will not be fully collected.

The amount that is uncollectable is the difference between the amount due and the present value of the amount expected to be collected.

	2017 \$000	2016 \$000
<b>Breakdown of receivables and further information</b>		
<b>Student fee receivables</b>		
Student fee receivables	2,788	3,139
Less: provision for impairment	(199)	(89)
<b>Net student fee receivables</b>	<b>2,588</b>	<b>3,050</b>
<b>Other receivables</b>		
Other	633	371
<b>Total receivables</b>	<b>3,221</b>	<b>3,421</b>

## 7. RECEIVABLES (CONTINUED)

### *Fair value*

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

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

### *Assessment for uncollectability*

The ageing profile of student fee receivables at year end is detailed below:

	2017			2016		
	Gross	Provision for uncollectability	Net	Gross	Provision for uncollectability	Net
	\$000	\$000	\$000	\$000	\$000	\$000
Not past due	2,037	-	2,037	2,885	-	2,885
Past due 1–30 days	259	-	259	47	-	47
Past due 31–60 days	32	-	32	37	-	37
Past due 61–90 days	8	-	8	44	-	44
Past due over 90 days	452	199	253	125	89	36
<b>Total</b>	<b>2,788</b>	<b>199</b>	<b>2,588</b>	<b>3,138</b>	<b>89</b>	<b>3,049</b>

The ageing profile of other receivables at year end is detailed below:

	2017			2016		
	Gross	Provision for uncollectability	Net	Gross	Provision for uncollectability	Net
	\$000	\$000	\$000	\$000	\$000	\$000
Not past due	630	-	630	371	-	371
Past due 1–30 days	(1)	-	(1)	-	-	-
Past due 31–60 days	-	-	-	-	-	-
Past due 61–90 days	2	-	2	-	-	-
Past due over 90 days	1	-	1	-	-	-
<b>Total</b>	<b>633</b>	<b>-</b>	<b>633</b>	<b>371</b>	<b>-</b>	<b>371</b>

Due to the large number of student fee receivables, the impairment assessment is performed on a collective basis, based on an analysis of past collection history and debt write-off. All receivables greater than 30 days in age are considered past due.

Movements in the provision for impairment of student fee receivables are as follows:

	2017	2016
	\$000	\$000
At 1 January	89	499
Additional provisions made during the year	110	(410)
<b>At 31 December</b>	<b>199</b>	<b>89</b>

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

## 8. OTHER FINANCIAL ASSETS

### ACCOUNTING POLICY

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

Purchases and sales of financial assets are recognised on trade-date, the date on which NorthTec commits to purchase or sell the asset. Financial assets are derecognised when the rights to receive cash flows from the financial assets have expired or have been transferred and NorthTec has transferred substantially all the risks and rewards of ownership.

#### *Term deposits*

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

#### *Impairment*

A significant or prolonged decline in the fair value of the investment below its cost is considered objective evidence of impairment. If impairment evidence exists, the cumulative loss recognised in other comprehensive revenue and expense is transferred from equity to the surplus or deficit.

Impairment losses on equity investments recognised in the surplus or deficit are not reversed through the surplus or deficit.

Breakdown of other financial assets and further information	2017 \$000	2016 \$000
<b>Current portion</b>		
Term deposits with maturities greater than 3 months and remaining duration less than 12 months	6,763	14,063
<i>Total current portion</i>	<b>6,763</b>	14,063
<b>Non-current portion</b>		
Term deposits maturities with remaining duration greater than 12 months	2,500	500
<i>Total non-current portion</i>	<b>2,500</b>	500
<b>Total other financial assets</b>	<b>9,263</b>	14,563

### Fair value

#### *Term deposits*

The fair value of current term deposits is deemed to be the carrying value.

#### *Impairment*

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

## 9. INVENTORIES

### ACCOUNTING POLICY

Inventories are held for distribution or for use in the provision of services. Inventories that are not supplied on a commercial basis are measured at cost adjusted, when applicable, for any loss of service potential.

Inventories acquired through non-exchange transactions are measured at fair value at the date of acquisition.

Inventories held for use in the production of goods and services on a commercial basis are valued at the lower of cost and net realisable value.

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

The amount of any write-down for the loss of service potential or from cost to net realisable value is recognised in the surplus or deficit in the year of the write-down.

Breakdown of inventories and further information	2017 \$000	2016 \$000
<b>Inventories held for distribution</b>		
Materials and consumables	27	33
<b>Commercial inventories</b>		
Student café	1	2
<b>Total inventories</b>	<b>28</b>	<b>35</b>

No inventories are pledged as security for liabilities (2016 \$nil). However, some inventories are subject to retention of title clauses.

#### *Inventories held for distribution*

There have been no write-downs of inventories held for distribution during the year (2016 \$nil) and there have been no reversals of write-downs (2016 \$nil).

# 10. PROPERTY, PLANT AND EQUIPMENT

## ACCOUNTING POLICY

Property, plant, and equipment consist of the following asset classes: land, buildings, leasehold improvements, computer hardware, furniture and fittings, electronic equipment, motor vehicles, library collection, and art collections.

Land is measured at fair value, and buildings are measured at fair value less accumulated depreciation and impairment losses. All other asset classes are measured at cost, less accumulated depreciation and impairment losses.

### *Revaluations*

Land and buildings are revalued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value, and at least every three years.

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

Revaluations of property, plant, and equipment 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 not recognised in other comprehensive revenue and expense but is recognised in the surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value recognised in the surplus or deficit, will be recognised first in the surplus or deficit up to the amount previously expensed, and then recognised in other comprehensive revenue and expense.

### *Additions*

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

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

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

In most instances, an item of property, plant, and equipment is initially recognised at its cost. Where an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value as at the date of acquisition.

### *Disposals*

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

### *Depreciation*

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

## 10. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

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

Buildings	1% to 5%
Leasehold improvements	Life of lease
Furniture and fittings	10%
Electronic equipment	25%
Computer hardware	25%
Office equipment	20%
Motor vehicles	20%
Library collection	10%
Art Collection	Nil
Plant and tools	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. Leasehold improvements are depreciated over the shorter of the unexpired period of the lease or the estimated remaining useful lives of the improvements, whichever is the shorter.

### *Impairment of property, plant and equipment*

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

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

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

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

For non-cash-generating assets, value in use is determined using an approach based on either a depreciated replacement cost approach, 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.

## 10. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

### CRITICAL ACCOUNTING ESTIMATES AND ASSUMPTIONS

#### *Estimating the fair value of land, buildings and infrastructure*

The most recent valuations of land and buildings were performed by independent registered valuers, M Richards ANZIV MPINZ and B Sworn MPINZ of Telfer Young Ltd. The valuation is effective as at 31 December 2016.

#### *Land*

Land is valued at fair value using market based evidence based on its highest and best use with reference to comparable land values. Adjustments have been made to the "unencumbered" land value for campus land where there is a designation against the land, or the use of the land is restricted because of reserve or endowment status. These adjustments are intended to reflect the negative effect on the value of the land where an owner is unable to use the land more intensely.

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

#### *Buildings*

Specialised buildings (e.g. campuses) are valued at fair value using depreciated replacement cost because no reliable market data is available for buildings designed for education delivery purposes.

Depreciation replacement cost is determined using a number of significant assumptions. Significant assumptions include:

- The replacement asset is based on the reproduction cost of the specific assets with adjustments where appropriate for obsolescence due to over-design or surplus capacity.
- The replacement cost is derived from recent construction contracts of similar assets and Property Institute of New Zealand cost information.
- Estimating the remaining useful life of assets.
- Straight-line depreciation has been applied in determining the depreciated cost value of the asset.

Non-specialised buildings (e.g. residential buildings) are valued at fair value using market-based evidence. Market rents and capitalisation rates were applied to reflect market value.

### CRITICAL JUDGEMENTS IN APPLYING ACCOUNTING POLICIES

#### *Crown-owned land and buildings*

Property in the legal name of the Crown that is occupied by NorthTec is recognised as an asset in the statement of financial position. NorthTec considers that it has assumed all the normal risks and rewards of ownership of this property despite legal ownership not being transferred and accordingly it would be misleading to exclude these assets from the financial statements.

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

	Land		Buildings	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000
NorthTec-owned	2,243	2,243	17,720	18,475
Crown-owned	1,767	1,767	10,962	11,429
<b>Total</b>	<b>4,010</b>	<b>4,010</b>	<b>28,682</b>	<b>29,904</b>

## 10. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

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

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

2017	Cost / Revaluation					Accumulated Depreciation					Net Book Value	
	Balance at 1 Jan 2017	Additions/ reclassifi- cations	Revaluation increment/ (decrement)	Disposals	Balance at 31 Dec 2017	Balance at 1 Jan 2017	Depreciation	Disposal/ elimination on revaluation	Accumulated Depreciation on reclassifications	Balance at 31 Dec 2017	Balance at 1 Jan 2017	Balance at 31 Dec 2017
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Land	4,010	-	-	-	4,010	-	-	-	-	-	4,010	4,010
Buildings	29,964	405	-	-	30,369	3	1,313	-	-	1,316	29,961	29,053
Leasehold improvements	4,926	185	-	-	5,111	1,544	209	-	-	1,753	3,382	3,358
Computer hardware	4,385	525	-	(3)	4,907	3,340	567	(3)	-	3,904	1,045	1,003
Computers (Leased)	618	-	-	-	618	618	-	-	-	618	-	-
Electronic equipment	1,427	64	-	-	1,491	1,242	93	-	-	1,335	185	156
Electronic equipment (Leased)	27	-	-	-	27	27	-	-	-	27	-	-
Furniture and fittings	1,978	122	-	-	2,100	1,479	101	-	-	1,580	499	520
Library collection	2,724	99	-	(1,562)	1,261	2,127	116	(1,562)	-	681	597	580
Art collection	500	-	-	-	500	-	-	-	-	-	500	500
Motor vehicles	959	98	-	(29)	1,028	523	151	(12)	-	662	436	365
Office equipment	274	8	-	-	282	253	6	-	-	259	21	23
Plant and equipment	4,358	402	-	(5)	4,755	2,889	307	(5)	-	3,191	1,469	1,563
Work in progress	332	(230)	-	-	102	-	-	-	-	-	332	102
<b>Total plant and equipment</b>	<b>56,482</b>	<b>1,679</b>	<b>-</b>	<b>(1,599)</b>	<b>56,562</b>	<b>14,045</b>	<b>2,862</b>	<b>(1,581)</b>	<b>-</b>	<b>15,326</b>	<b>42,437</b>	<b>41,235</b>

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

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

2016	Cost / Revaluation					Accumulated Depreciation					Net Book Value	
	Balance at 1 Jan 2016	Additions/ reclassifi- cations	Revaluation increment/ (decrement)	Disposals	Balance at 31 Dec 2016	Balance at 1 Jan 2016	Depreciation	Disposal/ elimination on revaluation	Accumulated Depreciation on reclassifications	Balance at 31 Dec 2016	Balance at 1 Jan 2016	Balance at 31 Dec 2016
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Land	5,109	(1,349)	250	-	4,010	-	-	-	-	-	5,109	4,010
Buildings	26,470	1,695	1,799	-	29,964	2,065	1,018	(3,078)	(2)	3	24,405	29,961
Leasehold improvements	4,811	115	-	-	4,926	1,336	206	-	2	1,544	3,475	3,382
Computer hardware	4,145	464	-	(224)	4,385	2,986	578	(224)	-	3,340	1,159	1,045
Computers (Leased)	1,397	-	-	(779)	618	1,397	-	(779)	-	618	-	-
Electronic equipment	1,433	28	-	(34)	1,427	1,175	101	(34)	-	1,242	258	185
Electronic equipment (Leased)	27	-	-	-	27	27	-	-	-	27	-	-
Furniture and fittings	1,852	141	-	(15)	1,978	1,393	89	(3)	-	1,479	459	499
Library collection	2,600	124	-	-	2,724	2,011	116	-	-	2,127	589	597
Art collection	500	-	-	-	500	-	-	-	-	-	500	500
Motor vehicles	892	232	-	(165)	959	468	164	(109)	-	523	424	436
Office equipment	255	19	-	-	274	249	4	-	-	253	6	21
Plant and equipment	4,433	342	-	(417)	4,358	2,982	297	(390)	-	2,889	1,451	1,469
Work in progress	96	236	-	-	332	-	-	-	-	-	96	332
<b>Total plant and equipment</b>	<b>54,020</b>	<b>2,047</b>	<b>2,049</b>	<b>(1,634)</b>	<b>56,482</b>	<b>16,089</b>	<b>2,573</b>	<b>(4,617)</b>	<b>-</b>	<b>14,045</b>	<b>37,931</b>	<b>42,437</b>

## 10. PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

### *Restriction on title*

Under the Education Act 1989, NorthTec is required to obtain consent from the Ministry of Education to dispose or sell off property where the value of the property exceeds an amount determined by the Minister.

Detailed information on the asset disposal rules can be found on the Tertiary Education Commission website.

### *Finance leases*

The net carrying amount of computers and electronic equipment (included within computer hardware) held under finance leases is nil (2016 \$nil).

### *Work in progress*

The total amount of property, plant and equipment in the course of construction is \$102,117 (2016: \$332,417).

Work in progress by asset class is as follows:

	2017 \$000	2016 \$000
Building structures	45	197
Computers	-	5
Furniture and fittings	17	20
Library	2	-
Motor vehicles	-	43
Electronic equipment	36	-
Plant and equipment	3	67
<b>Total work in progress</b>	<b>102</b>	<b>332</b>

### *Capital commitments*

Capital commitments represent capital expenditure contracted for at balance date but not yet incurred.

The amount of contractual commitments for the acquisition of property, plant and equipment is:

	2017 \$000	2016 \$000
Building structures	-	159
Computer hardware	-	96
Plant and equipment	-	46
Electronic equipment	55	-
Furniture and fittings	-	1
<b>Total</b>	<b>55</b>	<b>302</b>

## 11. INTANGIBLE ASSETS

### ACCOUNTING POLICY

#### *Software acquisition and development*

Acquired computer software licences 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 the software development employee related costs and an appropriate portion of relevant overheads.

Staff training costs are recognised as an expense when incurred.

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

#### *Course development costs*

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

#### *Intellectual property development*

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

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

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

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

#### *Amortisation*

The carrying value of an intangible asset with a finite life is amortised on a straight-line basis over its useful life.

Amortisation begins when the asset is available for use and ceases at the date that the asset is derecognised. The amortisation charge for each period is recognised in the surplus or deficit.

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

Computer software	3 - 5 years	20% to 33.3%
Course development costs	5 years	20%
Teaching licences	3 - 5 years	20% to 33.3%

Capitalised intellectual property development costs are still work in progress. The useful life of completed projects will be established at project completion.

## 11. INTANGIBLE ASSETS (CONTINUED)

### *Impairment of intangible assets*

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

For further details refer to the policy for impairment of property, plant and equipment in Note 10. The same approach applies to the impairment of intangible assets.

### **Breakdown of intangible assets and further information**

**Movement for each class of intangible asset is as follows:**

	Software \$000	Course development costs \$000	Teaching licences \$000	Work in progress \$000	Total \$000
<i>Balance at 1 January 2017</i>					
Cost	1,387	1,171	150	619	3,327
Accumulated amortised and impaired	1,190	956	139	0	2,285
<b>Opening carrying amount</b>	<b>197</b>	<b>215</b>	<b>11</b>	<b>619</b>	<b>1,042</b>
<i>Year ended 31 December 2017</i>					
Additions	83	150	0	0	233
Disposals	(176)	(3)	0	(536)	(715)
Amortisation	77	(123)	(3)		(49)
<b>Closing carrying amount</b>	<b>181</b>	<b>239</b>	<b>8</b>	<b>83</b>	<b>511</b>
<i>Balance at 31 December 2017</i>					
Cost	1,294	1,318	150	83	2,845
Accumulated amortisation and impairment	1,113	1,079	142	0	2,334
<b>Closing carrying amount</b>	<b>181</b>	<b>239</b>	<b>8</b>	<b>83</b>	<b>511</b>
<i>Balance at 1 January 2016</i>					
Cost	1,388	1,167	150	0	2,705
Accumulated amortised and impairment	1,098	843	135	0	2,076
<b>Opening carrying amount</b>	<b>290</b>	<b>324</b>	<b>15</b>	<b>0</b>	<b>629</b>
<i>Year ended 31 December 2016</i>					
Additions	4	8	0	619	631
Disposals	(5)	(4)	0	0	(9)
Amortisation	(92)	(113)	(4)	0	(209)
<b>Closing carrying amount</b>	<b>197</b>	<b>215</b>	<b>11</b>	<b>619</b>	<b>1,042</b>
<i>Balance at 31 December 2016</i>					
Cost	1,373	1,171	150	619	3,327
Accumulated amortisation and impairment	1,190	956	139	0	2,285
<b>Closing carrying amount</b>	<b>197</b>	<b>215</b>	<b>11</b>	<b>619</b>	<b>1,042</b>

There are no restrictions over the title of NorthTec's intangible assets. No intangible assets are pledged as security for liabilities.

There were no contractual commitments for the acquisition of intangible assets for the Institute (2016 \$nil).

## 12. INVESTMENTS IN OTHER ENTITIES

### ACCOUNTING POLICY

#### *Associate*

Investments in associates are carried at cost in NorthTec's parent entity financial statements.

#### *Joint Venture*

Investments in jointly controlled entities are carried at cost in NorthTec's parent entity financial statements.

#### *Investments in other entities*

##### *Shares*

Unlisted shares are held in non-commercial entities and are carried at cost because

- Fair value cannot be reliably determined using a standardised valuation technique; or
- The cost is not materially different to fair value.

There is currently no intention to dispose of these investments.

<b>Breakdown of investments in other entities</b>	<b>2017 \$000</b>	<b>2016 \$000</b>
Ordinary Shares Issues 1,134,102 @ \$1.00	<b>1,134</b>	-
Less Uncalled Shares 374,360 @ \$1.00	<b>(374)</b>	-
Value of Called Shares	<b>760</b>	-
Less Unrealised Gain	<b>(38)</b>	-
<b>Investment in TANZ eCampus Limited</b>	<b>722</b>	-

NorthTec is a member of the Tertiary Accord of New Zealand (TANZ) which is incorporating Tertiary Accord of New Zealand Limited and TANZ eCampus Limited in 2017. NorthTec holds a 14% share in Tertiary Accord of New Zealand Limited and 16.67% share in TANZ eCampus Limited. Of the 1,134,103 ordinary shares in TANZ eCampus Limited issued to NorthTec, 759,743 are called and fully paid at \$759,743, at \$1.00 per share, 374,360 shares remain uncalled as at 31 December 2017. A first call was made on the shares on 15 January 2018 - refer note 19.

NorthTec has a 25% share (\$0 fair value) in Motortrain as at 31 December 2017. Motortrain is jointly an Associate of the Wellington Institute of Technology, Waikato Institute of Technology, NorthTec and Southern Institute of Technology. NorthTec has contributed \$23,673 to Motortrain in 2017 (2016: \$18,839).

NorthTec previously held one share at \$2.00 fair value in Artena Society Limited (formerly A-Plus Society), the assets of which were divided with NorthTec receiving final distribution dividend income of \$41,558 in 2017 (2016: \$43,478). No expenses were paid to Student Management Software Solutions (related to A-Plus Society) in 2017 (2016: \$179,706). There were no accounts payable or accounts receivable balances at year end.

## 13. PAYABLES

### ACCOUNTING POLICY

Short-term creditors and other short-term payables are recorded at the amount payable.

<b>Breakdown of payables and further information</b>	<b>2017 \$000</b>	<b>2016 \$000</b>
<b>Payables under exchange transactions</b>		
Creditors	<b>1,773</b>	909
Accrued expenses	<b>728</b>	1,017
Total payables under exchange transactions	<b>2,501</b>	1,926
<b>Payables under non-exchange transactions</b>		
Taxes payable (e.g. GST, FBT and rates)	<b>1,015</b>	983
<b>Total payable</b>	<b>3,516</b>	2,909

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

## 14. DEFERRED REVENUE

	2017 \$000	2016 \$000
<b>Breakdown of deferred revenue and further information</b>		
Tuition fees	4,768	6,310
Research funding	-	23
Other revenue received in advance	220	175
<b>Total deferred revenue</b>	<b>4,988</b>	<b>6,508</b>

### *Further information about deferred revenue items*

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

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

## 15. EMPLOYEE ENTITLEMENTS

### ACCOUNTING POLICY

#### *Short-term employee entitlements*

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

A liability for sick leave is recognised to the extent that absences in the coming year are expected to be greater than the sick leave entitlements earned in the coming year. The amount is calculated based on the unused sick leave entitlement that can be carried forward at balance date to the extent it will be used by staff to cover those future absences.

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.

#### *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 renders the related service, such as long service leave, have been calculated based on:

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

#### *Presentation of employee entitlements*

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

## 15. EMPLOYEE ENTITLEMENTS (CONTINUED)

Breakdown of employee entitlements	2017 \$000	2016 \$000
<b>Current portion</b>		
Accrued pay	462	526
Long service leave	7	-
Annual leave	1,004	902
Total current portion	1,473	1,428
<b>Non-current portion</b>		
Long service leave	14	19
Total non-current portion	14	19
<b>Total employee entitlements</b>	<b>1,487</b>	<b>1,447</b>

## 16. EQUITY

### ACCOUNTING POLICY

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
- Restricted reserves.

#### *Property revaluation reserves*

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

#### *Restricted reserves*

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

## 16. EQUITY (CONTINUED)

	2017 \$000	2016 \$000
<b>General funds</b>		
Balance at 1 January	31,371	31,182
Transfer from revaluation reserve	-	133
Surplus/(deficit) for the year	(3,356)	56
Balance 31 December	28,015	31,371
<b>Property revaluation reserves</b>		
Balance at 1 January	21,679	16,684
Land net revaluation gains	-	250
Buildings net revaluation gains	(13)	4,878
Plant and equipment transfer to general funds	-	(133)
Balance at 31 December	21,666	21,679
<i>Property revaluation reserves consist of:</i>		
Land	4,189	4,189
Buildings	17,477	17,490
Plant and equipment	-	-
Total property revaluation reserves	21,666	21,679
<b>Restricted reserves</b>		
Balance at 1 January	81	81
Transfer from surplus	-	-
Application of reserve funds	-	-
Balance at 31 December	81	81
<b>Total equity</b>	<b>49,762</b>	<b>53,131</b>

### *Capital management*

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

NorthTec is subject to the financial management and accountability provisions of the Education Act 1989, which includes 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.

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

The objective of managing NorthTec'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.

## 17. PROVISIONS

### *General*

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; and
- 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 a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the obligation.

### *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.

<b>Breakdown of provisions</b>	<b>2017</b>	<b>2016</b>
<b>Current portion</b>		
General provision	<b>1,109</b>	-
Restructuring provision	<b>635</b>	-
<b>Total provisions</b>	<b>1,744</b>	-

As at balance date, the decisions of an organisation structure document had been released in December 2017 but not yet fully implemented by NorthTec, with a number of affected staff expected to depart the organisation in 2018. The restructuring provision represents the estimated cost for redundancy payments arising from this event.

## 18. RELATED PARTY TRANSACTIONS

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

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

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

### *Related party transactions required to be disclosed*

TANZ eCampus Limited, in conjunction with the Tertiary Accord of New Zealand (TANZ), have been developing an eCampus platform, associated infrastructure and programmes. From January 2015 to February 2017 NorthTec has held their share of the associated intangible assets which were later transferred to TANZ eCampus Limited in exchange for shares (refer note 12). As at balance date, \$329,161 is held as a receivable in association with these transactions. NorthTec also enters into other transactions with TANZ eCampus Limited in the normal course of business. These include shareholders' levies, and purchase of a range of services.

*During the financial period to 31 December 2017 NorthTec had the following transactions with TANZ eCampus Limited:*

	<b>2017</b>	<b>2016</b>
Shareholder Levies	<b>\$405,171</b>	-
Purchase Services	<b>\$12,168</b>	-
Purchase Intangible Assets	<b>\$759,743</b>	-
Receivables	<b>\$329,161</b>	-
<b>Total related party transactions</b>	<b>\$1,506,243</b>	-

## 18. RELATED PARTY TRANSACTIONS (CONTINUED)

<b>Key management personnel compensation</b>	<b>2017</b>	<b>2016</b>
<b>Council members</b>		
Full-time equivalent members	<b>8.0</b>	7.8
Remuneration	<b>\$145,797</b>	\$131,400
<b>Executive Management Team, including the Chief Executive</b>		
Full-time equivalent members	<b>6.0</b>	10.7
Remuneration	<b>\$1,361,673</b>	\$1,705,901
<b>Full-time equivalent members</b>	<b>14.0</b>	18.5
<b>Total key management personnel compensation</b>	<b>\$1,507,470</b>	\$1,837,301

The full-time equivalent for Council members has been determined based on the frequency and length of Council meetings and the estimated time for members to prepare for meetings.

An analysis of Council member remuneration is provided in Note 4.

## 19. EVENTS AFTER THE BALANCE DATE

### *Investment in TANZ eCampus Limited*

On the 15th January 2018, TANZ eCampus Limited issued a notice of Call on Shares to each of its shareholders for 187,130 shares at a value of \$187,130, out of a total of 374,360 shares issued on 22 December 2017.

### *Organisational restructure*

Further to the organisation structure document released in early December 2017, staff were notified on 15 December 2017 that 2018 programme offerings would be subject to another review in early February 2018 with the potential for further academic staffing changes. Decisions following this second review were made in mid February 2018 with staff consultations concluding in mid March 2018. The cost of this is estimated to be \$1.15m. No provision is held at balance date in relation to this event.

## 20. FINANCIAL INSTRUMENTS

### 20A Financial instruments categories

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

<b>Financial assets</b>	<b>2017</b>	<b>2016</b>
	<b>\$000</b>	<b>\$000</b>
<b>Loans and receivables</b>		
Cash and cash equivalents	<b>6,166</b>	2,085
Receivables	<b>3,221</b>	3,421
Other financial assets:		
Term deposits	<b>9,263</b>	14,563
<b>Total loans and receivables</b>	<b>18,650</b>	20,069
<b>Financial liabilities</b>	<b>2017</b>	<b>2016</b>
	<b>\$000</b>	<b>\$000</b>
<b>Financial liabilities at amortised cost</b>		
Payables	<b>3,516</b>	2,909
<b>Total financial liabilities at amortised cost</b>	<b>3,516</b>	2,909

### 20B Financial instruments risk

NorthTec's activities expose it to a variety of financial instrument risks, including market risk, credit risk and liquidity risk. NorthTec has a series of policies to manage the risks associated with financial instruments. It is risk averse and seeks to minimise exposure from its treasury activities. These policies do not allow any transactions which are speculative in nature to be entered into.

#### Market risk

##### *Currency risk*

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate due to changes in foreign exchange rates.

NorthTec purchases library items from overseas which exposes it to currency risk.

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

Fair value interest rate risk is the risk that the value of a financial instrument will fluctuate due to changes in market interest rates. Borrowings and investments issued at fixed rates of interest create exposure to fair value interest rate risk. NorthTec does not actively manage its exposure to fair value interest rate risk.

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

Cash flow interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. Borrowings and investments issued at variable interest rates create exposure to cash flow interest rate risk.

## 20. FINANCIAL INSTRUMENTS (CONTINUED)

### 20B Financial instruments risk (continued)

#### Credit risk

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

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

NorthTec invests funds only with registered banks that have a Standard and Poor's credit rating of AA, and other financial institutions approved by NorthTec Council as having the required credit rating, and further minimises its credit exposure by limiting the amounts placed with any one institution at any one time.

NorthTec holds no collateral or other credit enhancement for financial instruments that give rise to credit risk.

#### *Credit quality of financial assets*

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

	2017 \$000	2016 \$000
<b>Counter-parties with credit ratings</b>		
<i>Cash at bank and term deposits</i>		
AA		
AA-	15,429	16,648
<b>Total cash at bank and term deposits</b>	<b>15,429</b>	<b>16,648</b>
<b>Counter-parties without credit ratings</b>		
<i>Receivables</i>		
Existing counter-party with no default in the past	3,221	3,421
<b>Total debtors and other receivables</b>	<b>3,221</b>	<b>3,421</b>

#### Liquidity risk

##### *Management of liquidity risk*

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

NorthTec manages liquidity risk by continuously monitoring forecast and actual cash flow requirements and matching the maturity profiles of financial assets and liabilities.

## 20B Financial instruments risk (continued)

### *Contractual maturity analysis of financial liabilities, excluding derivatives*

The table below analyses financial liabilities (excluding derivatives) into relevant maturity groupings based on the remaining period at balance date to the contractual maturity date. Future interest payments on floating rate debt are based on the floating rate on the instrument at balance date. The amounts disclosed are the contractual undiscounted cash flows.

<b>2017</b>	<b>Payables</b>	<b>Employee entitlements</b>	<b>Total</b>
	<b>\$000</b>	<b>\$000</b>	<b>\$000</b>
Carrying amount	3,516	462	3,978
Contractual cash flows	3,516	462	3,978
Less than 6 months	3,516	462	3,978
6 - 12 months	-	-	-
1 - 2 years	-	-	-
2 - 3 years	-	-	-
More than 3 years	-	-	-

<b>2016</b>	<b>Payables</b>	<b>Employee entitlements</b>	<b>Total</b>
	<b>\$000</b>	<b>\$000</b>	<b>\$000</b>
Carrying amount	2,909	526	3,435
Contractual cash flows	2,909	526	3,435
Less than 6 months	2,909	526	3,435
6 - 12 months	-	-	-
1 - 2 years	-	-	-
2 - 3 years	-	-	-
More than 3 years	-	-	-

### **Sensitivity analysis**

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

<b>Interest rate risk</b>	<b>2017</b>		<b>2016</b>	
	<b>\$000</b>	<b>\$000</b>	<b>\$000</b>	<b>\$000</b>
	<b>-50bps Surplus</b>	<b>+150bps Surplus</b>	<b>-50bps Surplus</b>	<b>+150bps Surplus</b>
Cash and cash equivalents	(31)	92	(10)	31
<b>Total sensitivity</b>	<b>(31)</b>	<b>92</b>	<b>(10)</b>	<b>31</b>

### *Explanation of interest rate risk sensitivity*

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

## 21. CONTINGENCIES

NorthTec has a contingent liability in the form of a counterclaim against invoices issued by a supplier. This is unresolved as at balance date. NorthTec has no contingent assets.

## 22. EXPLANATION OF MAJOR VARIANCES AGAINST BUDGET

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

### STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSES

#### *Government grants*

Government grants were \$1.9 million below budget. \$1.8 million was the result of underachievement of NorthTec's allocated funding from the Tertiary Education Commission (Student Achievement Component \$0.8 million and Youth Guarantee \$1.0 million). A further \$0.09m of budgeted STAR funding was not achieved during the year.

#### *Tuition fees*

Tuition fees were \$1.7 million below budget. The \$1.0 million shortfall in domestic fees was the consequence of underachieved targets in Student Achievement Component fee-paying students. Despite overall international student numbers not being significantly lower than budgeted, there is a \$0.9 million shortfall in international fees due to lower than expected student numbers in budgeted higher fee paying programmes. This was offset by \$0.3 million of international commission revenue.

#### *Personnel costs*

Personnel costs were \$1.3 million higher than budget. Throughout the financial year, NorthTec has been in the process of organisational restructure with \$0.7 million incurred for staff departures mid year. A further \$0.6 million has been provided for organisational changes announced in December 2017.

#### *Other expenses*

Other expenses were \$1.0 million below budget with \$0.8 million attributable to lower course-related costs for delivering to lower number of students than budgeted and \$0.2 million net gain on the sale of NorthTec's intangibles in exchange for shares in TANZ eCampus Limited.

### STATEMENT OF FINANCIAL POSITION

#### *Cash and cash equivalents, and other financial assets*

Cash and cash equivalents are \$5 million higher than budget, however this is offset by other financial assets (current and non-current) which are \$5.3 million lower than budget. All financial assets are budgeted as cash movements along with cash and cash equivalents as current assets.

#### *Payables*

Payables are \$2.0 million higher than budget attributable to a higher level of funding recovery due to the Tertiary Education Commission because of underachieved targets and higher GST as at balance date following increased volumes of future year enrolment invoicing.

#### *Provisions*

Provisions were \$1.7 million higher than budget consisting of a \$1.1 million expenditure provision and \$0.6 million redundancy provision following further organisational restructure during the financial year, both of which were not budgeted for.

### STATEMENT OF CASH FLOWS

#### *Receipts from tuition fees*

As reflected in the Statement of Comprehensive Revenue and Expenses, receipts from tuition fees were \$1.3 million lower than budget due to underachievement of budgeted student numbers and lower level of international fees paid in advance to NorthTec than budgeted.

#### *Payments to suppliers*

Payments to suppliers were \$1.5 million lower than budget as reflected in the reduced operating expenditure in the Statement of Comprehensive Revenue and Expenses.



# 2017 Equity Statement *and* Research

# Equity Statement

## MANA TAURITE

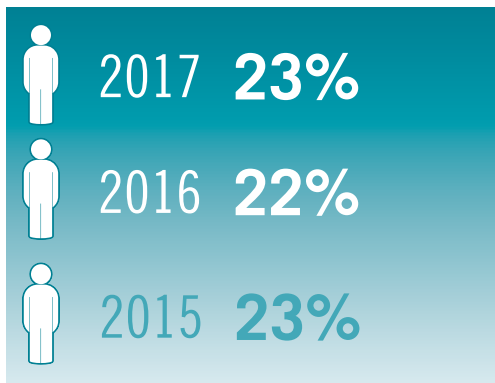
### Equal Employment Opportunities

Northland Polytechnic is committed to valuing and promoting Equal Employment Opportunities in all areas of recruitment, employment, training and promotion. We continue to work towards creating and maintaining an environment that is based on individual merit and inclusiveness, where all employees can develop their full potential, irrespective of their race, gender, marital status, age, disability, religious belief, political opinion, or sexual orientation.

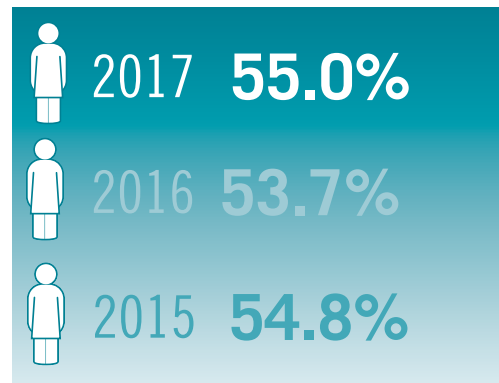
In order to achieve these aims NorthTec works to eliminate barriers and reduce bias in all decisions relating to the employment of staff. During 2017 a couple of key initiatives were undertaken, including:

1. Revising employment agreements to ensure the organisation is meeting its obligations around employment law changes.
2. Reviewing recruitment processes to ensure the organisation is meeting diversity requirements.

#### Staff Māori



#### Staff Female



### Student Equity Statement

NorthTec acknowledges that tertiary education enhances the lives of our students and society, and recognises the need for diverse, flexible and inclusive learning pathways that seek to meet the needs and aspirations of individuals and the communities we work with, from Auckland to Kaitiaki.

Whānau is a core value of NorthTec. This means we are concerned with valuing diversity and uniqueness; enhancing the mana of individuals; fostering a sense of collaboration and belonging; whanaungatanga (a sense of connection); and treating people with respect.

This continues to shape our efforts to provide an inclusive, accessible and equitable learning environment for all students, and to support the shift of tertiary education towards social inclusion. The economic growth and improved social outcomes for both Tai Tokerau and New Zealand hinge on equal access and the equal opportunities for all learners, which NorthTec is committed to.

We work on initiatives and activities to bring our students and staff together to celebrate achievement, diversity and uniqueness, as well to support and encourage one another to continue to strive for success. Events include student celebration events,

Whānau Days, Hauora Days, shared kai, celebrating Spring, the Chinese New Year, Diwali (the Indian Festival of lights), Matariki (Māori New Year), Te Wiki O Te Reo Māori (Māori Language week) and health awareness promotions. These are initiated with whanaungatanga and manaakitanga at heart, and provide places and spaces for relationships to be developed through shared experiences and working together, providing staff and students with a sense of belonging and connectedness which is key to educational success.

Key initiatives and services in 2017 included:

- Student Voice team activated with the appointment of a Student Voice Coordinator and a Kaiawhina. Nine students committed to being a part of the transition team (student rep group), representing certificate to degree programmes and regional campuses
- Through Student Voice we supported student study wānanga, mentoring and student attendance at national hui and conferences
- Student Voice delivered a number of events focused on improving the student experience, engaging students to obtain feedback of services and experiences and improving culture on campus through events encouraging whanaungatanga
- Counselling – 259 sessions to students throughout Tai Tokerau
- Student health services – 2,416 visits to Registered Nurses on a variety of health issues
- Student advisory services – 2,321 support sessions recorded covering learning advice, financial advice and pastoral care
- 317 students with disabilities accessed support
- Launch of the online booking of Student Advisors for support (LibCal)
- Launch of the online carpool system to support students sharing transport arrangements
- Health awareness promotion led and implemented by the Health Centre Nurses.

## Compulsory Student Service Fees

In 2017 NorthTec charged a compulsory student services fee of \$200 per Equivalent Full Time Student (domestic fee-paying students only - excluding online).

Student Services Activities	Income \$000's	% of Total Income	Expenditure \$000's	% of Total Expenditure	Surplus/ (Deficit) \$000's	% of Surplus/ (Deficit)
Advocacy	49	27%	86	27%	(37)	-12%
Careers, information, advice and guidance	0	0%	0	0%	(0)	0%
Counselling services	18	10%	31	10%	(13)	-4%
Employment information	-	0%	0	0%	0	0%
Financial support and advice	0	0%	0	0%	(0)	0%
Health services	84	47%	147	47%	(63)	-20%
Media	1	1%	2	1%	(1)	0%
Childcare services	-	0%	0	0%	0	0%
Clubs and societies	1	1%	2	1%	(1)	0%
Sports, recreation and cultural activities	26	15%	46	15%	(20)	-6%
<b>Total Student Services Activities</b>	<b>180</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>(134)</b>	<b>-43%</b>

There are no restrictions over the title of NorthTec's intangible assets. No intangible assets are pledged as security for liabilities.

## Accounting requirements for Compulsory Student Service Fees and Expenditure

NorthTec accounts separately for the revenue and expenditure related to the compulsory student services fee.

### Health Services

The Student Health Centre, based at Raumanga campus, is staffed by two experienced Registered Nurses who offer a comprehensive range of professional and confidential health services. Scheduled services are also provided at Dyer Street and Kensington with phone and online support provided to regional students.

# Research OUTPUTS 2017

## 2017 Summary of Research Outputs

	Architectural Technology	Applied Sciences	Applied Writing	Arts	Business	ICT	Nursing	Social Work	Strategy	TOTAL
Authored Book				1						1
Chapter in Book								1		1
Conference Contribution - Other	1	6	1		8	2	5	1	1	25
Creative Work				28						28
Journal Article		4			1		4			9
Oral Presentation				1	4		6	7		18
Other Form of Assessable Output		1		9	3		3			16
Report		3					2			5
Thesis			1		2					3
<b>TOTAL</b>	<b>1</b>	<b>14</b>	<b>2</b>	<b>39</b>	<b>18</b>	<b>2</b>	<b>20</b>	<b>9</b>	<b>1</b>	<b>106</b>

## Research Outputs 2017

### AUTHORED BOOK

Northland Polytechnic. (2016). *In dialogue*. Whangarei, New Zealand: NorthTec.

### CHAPTER IN BOOK

Summersgill, A. (2017). Without borders: Community development, biculturalism and multiculturalism. In G. Craig (Ed.), *Community organising against racism: 'Race', ethnicity and community development* (pp. 311-326). Bristol, England: Policy Press.

### CONFERENCE CONTRIBUTION – OTHER

Alam, S. (2017, May 23-26). *Biologically inspired data mining techniques*. Paper presented at the PAKDD 6th Workshop on Biologically Inspired Data Mining Techniques, 21st Pacific-Asia Conference on Knowledge Discovery and Data Mining, Jeju, South Korea.

Ball, O. J.-P., Shepherd, L., & Webber, W. R. (2017, April 19-21). *Biogeographic observations of the landhopper genus Waematau (Amphipoda: Talitridae)*. Paper presented at the 66th Entomological Society of New Zealand Conference, Wellington, New Zealand.

Ball, O. J.-P., Wing, J. M., Barratt, B. I. P., & Dickinson, K. J. M. (2017, November 26-December 1). *Response of landhoppers (Crustacea: Amphipoda: Talitridae) to fire in New Zealand tussock grasslands*. Paper presented at the joint conference of the Ecological Society of Australia and the New Zealand Ecological Society, Cypress Lakes, Australia.

Bruce-Iri, P. (2017, February 13-14). *Accelerating food systems change in Northland*. Conference Convenor at the Local Food Northland Conference, Whangarei, New Zealand.

Bruce-Iri, P. (2017, February 13-14). *Accelerating food systems change in Northland*. Paper presented at the Local Food Northland Conference, Whangarei, New Zealand.

Christian, L. (2017, September 28-30). *Shining light on spiritual care*. Poster session presented at the Australasian Nurse Educators Conference 2017, Christchurch, New Zealand.

Daly, T. (2017, October 10-12). *Bridging the gap in Northland*. Paper presented at the ConSTANZ17 Conference, Whangarei, New Zealand.

Davison, J., & Mackay, B. (2017, September 28-30). *Suicide risk assessment and simulation: What are the possibilities?* Paper presented at the Australasian Nurse Educators Conference 2017, Christchurch, New Zealand.

Derrick, K. (2017, August 19). *Grand designs: The building blocks of story*. Paper presented at the Romance Writers Conference 2017, Rotorua, New Zealand.

Hicks, B. J., Tempero, G. W., Ling, N., & Morgan, D. K. J. (2017, July 22-24). *Responses of the fish community and biomass in Lake Ohinewai to fish removal and a carp exclusion barrier*. Oral presentation at the Australian Society for Fish Biology Conference, Albany, Australia.

Irvine, C. (2017, June 29-30). *MDM – The magic of device management*. Oral presentation at the AUC X-World 2017 Conference, Sydney, Australia. Retrieved from <https://www.youtube.com/watch?v=ehf5kV45ugk&feature=youtu.be>

Irvine, C. (2017, September 6-8). *Modern device management*. Oral presentation at the Tertiary ICT Conference, Wellington, New Zealand.

Mackay, B., & Anderson, J. (2017, September 28-30). *ePortfolios enforce transparency in supporting and assessing clinical competence of undergraduate nursing students*. Paper presented at the Australasian Nurse Educators Conference 2017, Christchurch, New Zealand.

McNally, G. (2017, April). *Smartphones in clinical nursing practice*. Paper presented at the Global Nurse Educators Conference, Las Vegas, NV.

McNally, G. (2017, October). *The role and appropriateness of personal smart phones in clinical practice*. Paper presented at the Perioperative Nurses Conference, Napier, New Zealand.

Morgan, D. K. J., Ball, O. J.-P., Arcus, N., Gash, D., Cook, T., & Gillanders, J. (2017, November 8-10). *The effect of habitat type and edges on the composition of exotic and native bird species across an urban landscape*. Oral presentation at the Australasian Ornithological Conference, Geelong, Australia.

Newman, T. (2017, September 7-8). *Strategic social work activism in Aotearoa New Zealand – Reigniting our professions' commitment to justice*. Paper presented at the ANZSWWER (Australia New Zealand Social Work Welfare Education and Research) 2017 Symposium, Auckland, New Zealand.

Pais, S., Parry, D., & Huang, Y. (2017, January 4-7). *Suitability of fast healthcare interoperability resources (FHIR) for wellness data*. Paper presented at the Hawaii International Conference on System Sciences, Waikoloa, HI.

Pais, S., Parry, D., Petrova, K., & Rowan, J. (2017, August 21-25). *Acceptance of using an ecosystem of mobile apps for use in diabetes clinic for self-management of gestational diabetes mellitus (GDM)*. Paper presented at the 16th World Congress on Medical and Health Informatics, Hangzhou, China.

- Pais, S., Parry, D., Rowan, J. (2017, July 14-16). *Framework of evaluation of mobile wellness apps for use in a clinical setting*. Paper presented at the IEEE TENSYS 2017 Conference, Cochin, India.
- Rehman, S. U., Sowerby, K. W., Chong, P. H. J., & Alam, S. (2017, October 8-13). *Robustness of radiometric fingerprinting in presence of an impersonator*. Paper presented at the IEEE International Symposium on Personal, Indoor, and Mobile Radio Communications, Montreal, Canada.
- Rogers, W. (2017, August 27-29). *Architectural Whakawhanaungatanga*. Oral presentation at Te Toi Taura Mo Te Matariki, Christchurch, New Zealand.
- Rotimi, J., Arasanmi, C., Rotimi, F. E., Ramanayaka, C., & Komolafe, A. (2017, November 30-December 1). *Antecedents of BIM training effectiveness amongst AEC firms in New Zealand*. Paper presented at the International Conference on Innovative Production and Construction IPC, Perth, Australia.
- Studdart, N. C., Haywood, G., & Doncheva, V. (2017, June 8-9). *Future proofing curriculum design and delivery for a digitally disrupted world (great landing, right airport)*. Presentation at The International Conference: The Future of Education, Florence, Italy.
- Torre-Williams, L., Reinke, J., Meynecke, J.-O., Martinez, E., & Stockin, K. A. (2017, October 22-27). *Newborn humpback whale (Megaptera novaeangliae) calf observations outside of known calving grounds in the Gold Coast Bay, Queensland, Australia*. Oral presentation at the 22nd Biennial Conference on the Biology of Marine Mammals, Halifax, Canada.
- [Unique silver gelatin print]; Untitled (after Moholy-Nagy) V [Unique silver gelatin print]; Untitled (after Moholy-Nagy) VII [Unique silver gelatin print]. In *All the voices*. Whangarei, New Zealand: Future Perfect, 2 Feb 2017 – 31 Mar 2018.
- Clunie, L. (2017). The ladder (after Fox Talbot) II [Wet collodion on aluminium]; Untitled (after Edgerton) [C-type print]. In *PHOTON: Art school & beyond*. Whangarei, New Zealand: The Shutter Room, 22 Nov – 22 Dec 2017.
- Clunie, L. (2017). Puddle [Archival inkjet print]. In *Grand opening*. Hikurangi, New Zealand: Hikurangi Art Station, 6 Dec 2017 – 10 Jan 2018.
- Clunie, L. (2017). 6 works [Wet plate collodion]. Gold Coast, Australia: Wet Plate Collodion Masterclass with Craig Tuffin, 14 Apr – 15 Apr 2017.
- Clunie, L. (2017). The ladder (after Fox Talbot) II [Wet collodion on aluminium]; Untitled (after Daguerre) I [Wet collodion on aluminium]. In *The collodion collective*. Auckland, New Zealand: Lake House Arts Centre, 31 May – 25 Jun 2017.
- Clunie, L. (2017). Working study I [Mixed media]; Working study II [Mixed media]. In *Floribunda - homage to the botanical world*. Whangarei, New Zealand: Megan Dickinson Gallery, 7 Jul – 2 Sep 2017.
- Clunie, L. (2017). Your silent face [Ink, gouache and charcoal on paper]. In *Works on paper*. Whangarei, New Zealand: Megan Dickinson Gallery, 14 Sep – 21 Oct 2017.
- Gibbs, M. (2017). Installation [Graphite on paper, (24 works) river rocks]. In *Collections*. Whangarei, New Zealand: Geoff Wilson Gallery, 8 Feb – 23 Feb 2017.
- Gibbs, M. (2017). Shut [Ceramic]. In *Great plate*. Whangarei, New Zealand: Yvonne Rust Gallery, May 2017.
- Gibbs, M. (2017). Untitled [Graphite on paper, wire]. In *Floribunda - homage to the botanical world*. Whangarei, New Zealand: Megan Dickinson Gallery, 7 Jul – 2 Sep 2017.
- Gibbs, M. (2017). West Coast [Mixed media, ceramic, paint, found objects]. In *Here and there, translating the landscape*. Whangarei, New Zealand: Megan Dickinson Gallery, 26 Oct – 2 Dec 2017.
- Marks, L. (2017). The blue porcelain hunt [Porcelain, wood]. In *Collections*. Whangarei, New Zealand: Geoff Wilson Gallery, 8 Feb – 23 Feb 2017.
- Marks, L. (2017). A farewell [Ink on paper]. In *Works on paper*. Whangarei, New Zealand: Megan Dickinson Gallery, 14 Sep – 21 Oct 2017.

## CREATIVE WORK

- Clunie, L. (2017). All the while [Archival inkjet print (from scanned wet collodion on aluminium photograph)]. In *Shared lines: Wellington*. Wellington, New Zealand: Thistle Hall Gallery, 17 Oct – 21 Oct 2017.
- Clunie, L. (2017). Chasing the Beluga [9 photographic and drawing works, mixed media]; Orbit [6 photographic works, archival inkjet prints]. In *Repatee*. Whangarei, New Zealand: Geoff Wilson Gallery, 26 Sep – 26 Oct 2017.
- Clunie, L. (2017). A flock of birds [Mixed media]; Untitled [Mixed media]. In *Collections*. Whangarei, New Zealand: Geoff Wilson Gallery, 8 Feb – 23 Feb 2017.
- Clunie, L. (2017). Fold VI [Unique silver gelatin print]; Fold VII [Unique silver gelatin print]; Untitled (after Moholy-Nagy) IV

## Research Outputs 2017 continued ...

- Marks, L. (2017). Six red roses [Glass, steel]. In *Floribunda - homage to the botanical world*. Whangarei, New Zealand: Megan Dickinson Gallery, 7 Jul – 2 Sep 2017.
- McManus, F. (2017). Completing the triangle [Woodcut]. In *Indigenous mapping*. Boulder, CO: Jerry Crail Johnson Earth Sciences & Map Library, Nov 2017.
- McManus, F. (2017). Kia tau te rangimarie (octopus wreath for Manos) [Constructed print]; Kia tau re rangimarie (wreath for Ganny) [Constructed print]. In *Floribunda - homage to the botanical world*. Whangarei, New Zealand: Megan Dickinson Gallery, 7 Jul – 2 Sep 2017.
- McManus, F. (2017). Ko te ha [Woodcut]. In *Ko te ha*. Boulder, CO: University of Colorado, 16 May – 5 Jun 2017.
- McManus, F. (2017). Te kuhu – the fog [Woodcut/monotype]; Wairua whakaata – spirits reflected in the water [Woodcut/monotype]; Te whare awa – the river house [Woodcut/monotype]. In *The cloud project*. Auckland, New Zealand: The Cloud, Apr 2017.
- McManus, F. (2017). Te kuhu – the fog [Woodcut/monotype]; Wairua whakaata – spirits reflected in the water [Woodcut/monotype]; Te whare awa – the river house [Woodcut/monotype]. In *Māori art market*. Wellington, New Zealand: Te Wharewaka o Pōneke, 17 Mar – 19 Mar 2017.
- McManus, F. (2017). Riders of the red manuka suite [Woodcut]. In *He koha*. Boulder, CO: University of Colorado, 16 May – 5 Jun 2017.
- Morgan, J. (2017). Charged [Framed digital print]; Connected [Framed digital print]; Cross connect [Framed digital print]; Direct current [Framed digital print]; Electrification [Framed digital print]; Force field [Framed digital print]; Jolt [Framed digital print]; Power tower [Framed digital print]; Powerplay [Framed digital print]; Pylon power [Framed digital print]; Space invader 1 [Framed digital print]; Space invader 2 [Framed digital print]; Transmission tower [Framed digital print]; Urban distribution [Framed digital print]; Utility pole – black [Unframed digital print]; Utility pole – white [Unframed digital print]; Voltage 1 [Unframed digital print]; Voltage 2 [Unframed digital print]; Voltage 3 [Unframed digital print]; Voltage 4 [Unframed digital print]; Voltage 5 [Unframed digital print]; Voltage 6 [Unframed digital print]; Voltage 7 [Unframed digital print]. In *High voltage*. Whangarei, New Zealand: The Shutter Room, 5 Apr – 29 Apr 2017.
- Morgan, J. (2017). Charged [Framed digital print]; Cross connect [Framed digital print]; Direct current [Framed digital print]; Force field [Framed digital print]; Jolt [Framed digital print]; Urban distribution [Framed digital print]. In *Grand opening*. Hikurangi, New Zealand: Hikurangi Art Station, 8 Dec 2017 – 8 Jan 2018.
- Morgan, J. (2017). Day 35 – high voltage [Framed digital print]. In *PHOTON: Art school & beyond*. Whangarei, New Zealand: The Shutter Room, 22 Nov – 22 Dec 2017.
- Morgan, J. (2017). Day 35 – high voltage [Framed digital print]. In *Tricolours*. Whangarei, New Zealand: The Shutter Room, 30 Aug – 30 Sep 2017.
- Morgan, J. (2017). High voltage – 100 days [Digital print poster]. In *Auckland day 100 show*. Auckland, New Zealand: Thievery Studio, 30 Sep – 1 Oct 2017.
- Morgan, J. (2017). Liliithium [Framed digital print]. In *Floribunda - homage to the botanical world*. Whangarei, New Zealand: Megan Dickinson Gallery, 7 Jul – 2 Sep 2017.
- Morgan, J. (2017). Skyscapes [50 x photos]. In *Auckland day 100 show*. Auckland, New Zealand: Thievery Studio, 25 Feb – 26 Feb 2017.
- Morgan, J. (2017). Skyscapes [100 x photos]. In *100 days project*. Whangarei, New Zealand: Geoff Wilson Gallery, 9 Mar – 30 Mar 2017.
- Smith, E. (2017). [Untitled]. In *Collections*. Whangarei, New Zealand: Geoff Wilson Gallery, Feb 2017.
- Smith, E. (2017). [Untitled]. In *Floribunda - homage to the botanical world*. Whangarei, New Zealand: Megan Dickinson Gallery, 7 Jul – 2 Sep 2017.
- Smith, E. (2016). [Untitled]. In *Hiko o te rangi - into the light* (Waitangi). Kawakawa, New Zealand: Kings Creative Gallery, 27 Jan – 12 March 2017.
- Smith, E. (2017). [Untitled]. In *PHOTON: Art school & beyond*. Whangarei, New Zealand: The Shutter Room, 22 Nov – 22 Dec 2017.

## JOURNAL ARTICLE

- Al-Sa'di, A., & Parry, D. (2017). Successful user-centred design for tablet PC: A conceptual framework. *Human IT: Journal for Information Technology Studies as a Human Science*, 13(3), 89-114.
- Ball, O. J.-P., Webber, W. R., & Shepherd, L. D. (2017). New species and phylogeny of landhoppers in the genus *Waematau* Duncan, 1994 (Crustacea: Amphipoda: Talitridae) from northern New Zealand. *Zootaxa*, 4306(2), 151–207.
- Briscoe, J., Mackay, B., & Harding, T. (2017). Does simulation add value to clinical practice?: Undergraduate student nurses' perspective. *Kai Tiaki Nursing Research*, 8(1), 10-15.
- Davison, J., Mackay, B., & McGivern, M. J. (2017). The potential of simulation to enhance nursing students' preparation for suicide risk assessment: A review. *Open Journal of Nursing*, 7(2), 129-144.

- Fiori, L., Doshi, A., Martinez, E., Orams, M. B., & Bollard-Breen, B. (2017). The use of unmanned aerial systems in marine mammal research. *Remote Sensing*, 9(6), 543-556.
- Mackay, B. J., Anderson, J., & Harding, T. (2017). Mobile technology in clinical teaching. *Nurse Education in Practice*, 22, 1-6.
- McNally, G., Frey, R., & Crossan, M. (2017). Nurse manager and student nurse perceptions of the use of personal smartphones or tablets and the adjunct applications, as an educational tool in clinical settings. *Nurse Education in Practice*, 23, 1-7.
- Morgan, D. K. J., Clapperton, B. K., Gillanders, J. A., & Wehi, P. M. (2017). The palatability of undyed carrot surface-coated with repellents, or dyed blue or green to a terrestrial macroinvertebrate. *New Zealand Journal of Zoology*, 44(3), 212-224.
- Vanni, M. J., McIntyre, P. B., Allen, D., Arnott, D. L., Benstead, J. P., Berg, D. J., Brabrand, Å., Brosse, S., Bukaveckas, P. A., Caliman, A., Capps, K. A., Carneiro, L. S., Chadwick, N. E., Christian, A. D., Clarke, A., Conroy, J. D., Cross, W. F., Culver, D. A., Dalton, C. M., Devine, J. A., Domine, L. M., Evans-White, M. A., Faafeng, B. A., Flecker, A. S., Gido, K. B., Godinot, C., Guariento, R. D., Haertel-Borer, S., Hall, R. O., Henry, R., Herwig, B. R., Hicks, B. J., Higgins, K. A., Hood, J. M., Hopton, M. E., Ikeda, T., James, W. F., Jansen, H. M., Johnson, C. R., Koch, B. J., Lamberti, G. A., Lessard-Pilon, S., Maerz, J. C., Mather, M. E., McManamay, R. A., Milanovich, J. R., Morgan, D. K. J., Moslemi, J. M., Naddafi, R., Nilssen, J. P., Pagano, M., Pilati, A., Post, D. M., Roopin, M., Rugenski, A. T., Schaus, M. H., Shostell, J., Small, G. E., Solomon, C. T., Sterrett, S. C., Strand, Ø., Tarvainen, M., Taylor, J. M., Torres-Gerald, L. E., Turner, C. B., Urabe, J., Uye, S.-I., Ventelä, A.-M., Villeger, S., Whiles, M. R., Wilhelm, F. M., Wilson, H. F., Xenopoulos, M. A., & Zimmer, K. D. (2017). A global database of nitrogen and phosphorus excretion rates of aquatic animals. *Ecology*, 98(5), 1475.
- Frayling, M. (2017, June 22). *Communicate to support peoples' health and wellbeing*. Presentation and workshop at Northland District Health Board, Whangarei, New Zealand.
- Frayling, M. (2017, August 24). *The grief experience – understanding, responding, supporting, and enabling those grieving a loss*. Presentation and workshop at Massey University, Albany, New Zealand.
- Frayling, M. (2017, March 29). *Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting*. Presentation and workshop at Northland District Health Board, Whangarei, New Zealand.
- Frayling, M. (2017, April 27). *Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting*. Presentation and workshop at Northland District Health Board, Whangarei, New Zealand.
- Frayling, M. (2017, October 4). *Report writing and considerations for writing effective case notes*. Oral presentation at STAND Children's Services, Whangarei, New Zealand.
- Hewagama, G. V. L. (2017). *Service recovery through empowerment: HRM and performance in the hotel sector: A short overview of my doctoral research, as well as some reflections on my PhD journey*. Oral presentation at Seminar Talk: MIB Celebrating PhD Success at University of Auckland, Auckland, New Zealand.
- Mackay, B. (2017, February). *ePortfolios and clinical competency*. Oral presentation at The Nursing Showcase, Whangarei, New Zealand.
- McGivern, M. (2017, February). *Supporting nursing students in the rural North: How are we doing?* Oral presentation at The Nursing Showcase, Whangarei, New Zealand.
- McManus, F. (2017, May 26). *Heart mapping: Indigenous perspectives on land*. Oral presentation at the Jerry Crail Johnson Earth Sciences & Map Library, University of Colorado, Boulder, CO. Retrieved from <https://www.youtube.com/watch?v=F9iMfG9XCEA>
- McNally, G. (2017, February). *Student use of technology in clinical environments*. Oral presentation at The Nursing Showcase, Whangarei, New Zealand.
- Munro, V. (2017, February). *Infection control in aged care*. Oral presentation at The Nursing Showcase, Whangarei, New Zealand.
- Neeley, E. (2017, August). *Gumboots & grassroots*. Oral presentation at a 3-Minute Thesis Competition, Massey University, Albany, New Zealand.

## ORAL PRESENTATION

- Christian, L. (2017, February). *Spirituality and spiritual care in nursing*. Oral presentation at The Nursing Showcase, Whangarei, New Zealand.
- Davison, J. (2017, February). *Suicide risk assessment and simulation: What is the potential?* Oral presentation at The Nursing Showcase, Whangarei, New Zealand.
- Frayling, M. (2017, May 23). *Communicate to support peoples' health and wellbeing*. Presentation and workshop at Northland District Health Board, Whangarei, New Zealand.

## Research Outputs 2017 continued ...

- Neeley, E. (2017, September). *Grassroots leadership*. Oral presentation at Massey University, Albany, New Zealand.
- Neeley, E. (2017, November). *Leadership in the 21st century*. Oral presentation at NorthTec, Whangarei, New Zealand.
- Summersgill, A. (2017, October 4). *Report writing and considerations for writing effective case notes*. Oral presentation at STAND Children's Services, Whangarei, New Zealand.

## OTHER FORM OF ASSESSABLE OUTPUT

- Clunie, L. (Co-curator). (2017). *PHOTON: Art school & beyond*. Whangarei, New Zealand: The Shutter Room, 22 Nov – 22 Dec 2017.
- Davison, J. (Peer reviewer). (2017). *Journal of Clinical Nursing*.
- Hewagama, G. V. L. (Reviewer of manuscripts). (2017). *78th Annual Meeting of the Academy of Management Conference*.
- Hewagama, G. V. L. (Reviewer of manuscripts). (2017). *Journal of Sustainable Forestry*.
- Hewagama, G. V. L. (Reviewer of manuscripts). (2017). *IPM National HR Conference*.
- Mackay, B. (Peer reviewer). (2017). *Nurse Education in Practice*.
- McNally, G. (Presenter). (2017, February 2). *Managers and student nurses at odds over smartphone use*. [Audio podcast] Retrieved from <https://www.nursingreview.com.au/2017/02/managers-and-student-nurses-at-odds-over-smartphone-use-study/>
- Morgan, D. K. J. (Peer reviewer). (2017). *Forests*. [Manuscript ID: forests-213038].
- Smith, E. (Curator). (2017). *Collections – Tony Fomison, Ralph Hotere, Serephine Pick, Toss Wollaston*. Whangarei, New Zealand: Geoff Wilson Gallery, 27 Sep – 26 Oct 2017.
- Smith, E. (Curator). (2017). *DRAW – Rowan Gardiner, Penny Howard, Anneke Muijlwijk, James Ormsby, Cathy Tuato'o Ross, Lorene Taurerewa*. Whangarei, New Zealand: Geoff Wilson Gallery, 27 Sep – 26 Oct, 2017.
- Smith, E. (Curator). (2017). *Drawing a crowd 1 – Cathy Tuato'o Ross* [Community collaborative project]. Whangarei, New Zealand: Geoff Wilson Gallery, Oct 2017.
- Smith, E. (Curator). (2017). *Drawing a crowd 2 – Cathy Tuato'o Ross* [Community collaborative project]. Whangarei, New Zealand: Geoff Wilson Gallery, Oct 2017.
- Smith, E. (2017). [e-Photobook] *in an attempt to work it out 2* [self published]. Whangarei, New Zealand: Author.
- Smith, E. (Curator). (2017). *Repartee – Lisa Clunie & Mike Lyon*. Whangarei, New Zealand: Geoff Wilson Gallery, 27 Sep – 26 Oct 2017.

- Smith, E. (Curator). (2017). *Taking a line for a walk 1 – Linda Cook* [Community collaborative project]. Whangarei, New Zealand: Geoff Wilson Gallery, Oct 2017.
- Smith, E. (Curator). (2017). *Taking a line for a walk 2 – Linda Cook* [Community collaborative project]. Whangarei, New Zealand: Geoff Wilson Gallery, Oct 2017.

## REPORT

- Briscoe, J., Williamson, Z., Panov, M., MacKay, B., Beveridge, S., & TePuni, R. (2017). *What would promote the use of the SOAP(IE) documentation framework into medical nurses practice?* (Unpublished research report). Whangarei, New Zealand: NorthTec.
- Hartigan, B., Arcus, N., & Morgan, D. (2017). *Pateke surveys on the Kiwi Coast* (Unpublished report). Whangarei, New Zealand: NorthTec.
- Mackay, B., Anderson, J., & Munro, V. (2017). *The value of ePortfolios in clinical courses: An exploratory research study* (Unpublished research report). Whangarei, New Zealand: NorthTec.
- Morgan, D. K. J. (2017). *Proposed management plan for the Parihaka reserves* (Unpublished report). Whangarei, New Zealand: NorthTec.
- Morgan, J. (2017, December 12). *Digital art in education: Building educational relationships through a cross cultural framework* (Unpublished report). Whangarei, New Zealand: NorthTec.

## THESIS

- Bell, Z. (2017). *Hollows left behind: A women's 'biography' of Zimbabwe/Rhodesia* (Unpublished doctoral thesis, Auckland University of Technology, Auckland, New Zealand). Retrieved from <http://aut.researchgateway.ac.nz/bitstream/handle/10292/11006/BellZ.pdf?sequence=6&isAllowed=y>
- Hewagama, G. V. L. (2017). *Service recovery through empowerment: HRM and performance in the hotel sector* (Doctoral thesis, University of Auckland, Auckland, New Zealand). Retrieved from <https://researchspace.auckland.ac.nz/handle/2292/34053>
- Neeley, E. (2017). *"Gumboots and grassroots": Exploring leadership for social change at a grassroots level in New Zealand* (Unpublished master's thesis, Massey University, Albany, New Zealand). Retrieved from [https://mro.massey.ac.nz/bitstream/handle/10179/12498/02\\_whole.pdf?sequence=2&isAllowed=y](https://mro.massey.ac.nz/bitstream/handle/10179/12498/02_whole.pdf?sequence=2&isAllowed=y)

# Graduates 2017

## Diploma in Information Systems

Joginder Arora  
Rimpy Bajaj  
Tarush Bajaj  
Jatinderbir Singh Bhatti  
Karmjeet Kaur Bhullar  
Chetan Chandok  
Hardik Yogeshkumar Chauhan  
Amritpal Singh Dhillon  
Prabhjot Singh Dhillon  
Dhruv Vinaybhai Giri  
Vibhor Gupta  
Jaspreet Singh Hans  
Zachary Paul Herman  
Yodhveer Jassal  
Ankit Singh Jaswal  
Amrit Pal Singh Kang  
Amandeep Kaur  
Arshdeep Kaur  
Harmanpreet Kaur  
Harsimran Kaur  
Manpreet Kaur  
Navpreet Kaur  
Charnpreet Singh Khaira  
Komal  
Jamie Andrew Levy  
Sorav Palyal  
Sahil Puri  
Saurav Rana  
Cherag Saini  
Simranjot Singh Saini  
Mandeep Sareen  
Dharmendra Shah  
Harinder Kumar Sharma  
Mohit Sharma  
Paarth Sharma  
Adeshbir Singh  
Ajitpal Singh  
Akashdeep Singh  
Akashdeep Singh  
Amritpal Singh  
Amritpal Singh  
Armanpreet Singh  
Arshdeep Singh  
Arshdeep Singh  
Arshdeep Singh  
Arshpal Singh  
Arshpreet Singh

Daljit Singh  
Deepak Singh  
Gaganpreet Singh  
Gurjeet Singh  
Gurkeerat Singh  
Gurkirat Singh  
Gurpreet Singh  
Gurpreet Singh  
Gurpreet Singh  
Gurwinder Singh  
Hardeep Singh  
Harmandeep Singh  
Harpreet Singh  
Inderjeet Singh  
Jagroop Singh  
Jasbir Singh  
Jashandeep Singh  
Jaskaranpreet Singh  
Jasvir Singh  
Jugraj Singh  
Karanbir Singh  
Kawaldeep Singh  
Lovepreet Singh  
Malkit Singh  
Mandeep Singh  
Manjot Singh  
Manpreet Singh  
Manpreet Singh  
Navjot Singh  
Palwinder Singh  
Paramjeet Singh  
Parampreet Singh  
Prabhjit Singh  
Prabhjot Singh  
Prabhjot Singh  
Prabhkirat Singh  
Rajanbir Singh  
Rajvinder Singh  
Ranbir Singh  
Sampreet Singh  
Sandeep Singh  
Sarwan Singh  
Satinder Singh  
Shubham Singh  
Skattar Singh  
Sukhraj Singh  
Surinder Singh  
Raj Nehulsinh Suratia  
Tejinder Singh

## Diploma in Software Development

Karamveer Singh Arora  
Pawan Bala  
Meryl Christian Balani  
Satinderjit Singh Brar  
Guanming Chen  
Gurveer Singh Dhaliwal  
Harpreet Singh Dhaliwal  
Pritpal Singh Dhillon  
Ramdeep Singh Gill  
Jaspreet Singh Hans  
Ravi Kumar Jaidka  
Yodhveer Jassal  
Prabhjot Kaur  
Rajpreet Kaur  
Ramanpreet Kaur  
Satvir Kaur  
Nitin Kumar  
Qitong Li  
Abhishek Nayyar  
Violetta Oxenyuk  
Mandeep Sareen  
Amandeep Singh  
Harvinder Jit Singh  
Jobanjit Singh  
Lovepreet Singh  
Sandeep Singh  
Santokh Singh  
Tejbir Singh  
Kunal Walia  
Junhui Wu

## National Diploma in Architectural Technology (Level 6)

### incorporating Northland Polytechnic Diploma in Architectural Technology

Kahn Carson Brown  
Paul Andrew Franklin  
Matina Hemoata Henare  
Luke Kenneth Morgan  
Rachelle Dawn O'Callaghan  
Christopher David Parry  
Eva Sanson  
Beau Henry Tipene  
Joseph Carlos Waddell

## New Zealand Institute of Management - Diploma in Management

Girle Natasha Matilda Apiata  
Gurwinder Singh Aulakh  
Daniel Becher-Tatnell  
Amandeep Singh Bhathal  
Inderjeet Kaur Brar  
Manpreet Kaur Brar  
Sarah Louise Coutts  
Prabhjot Singh Dhillon  
Shelly Rose Maria Elu  
Maria Louise Fraser  
Lovepreet Singh Gill  
Manjinder Singh Gill  
Gurinder Preet Grover  
Bethan Jennens  
Pardeep Kaler  
Mandeep Kaur  
Navdeep Kaur  
Parminder Kaur  
Lovepreet Khanna  
Nitish Kumar  
Narina Deirdre Larsen  
Benjamin Heremiah Marsden  
Neeve Claire McCarthy  
Shayla Angelene Mexted  
Yangzhuoyu Miao  
Aseri Kulaniwai  
Dromuinatubari Narukutabua  
Lanieta Disa Ramacake  
Jagmeet Singh Randhawa  
Hazel Evelyn Roberts  
Manav Sehgal  
Brijmohan Sharma  
Gagandeep Singh Sidhu  
Akshpreet Singh  
Amritpal Singh  
Daljit Singh  
Dilyadpreet Singh  
Gagandeep Singh  
Gurbinder Singh  
Gurjit Singh  
Gurkirtan Singh  
Gurpreet Singh  
Hardeep Singh  
Hardip Singh  
Harinder Singh  
Harmeet Singh  
Harmeet Singh



Harpreet Singh  
 Jobanjit Singh  
 Kanwarpal Singh  
 Karamjot Singh  
 Karandeep Singh  
 Lovedeep Singh  
 Lovepreet Singh  
 Maninder Singh  
 Navrajdeep Singh  
 Pritpal Singh  
 Ravinder Singh  
 Simranjit Singh  
 Sukhraj Singh  
 Shivam Singla  
 Harkirat Singh Tiwana  
 Litiana Qolovou Tukuca  
 Abhishek Verma  
 Joshua William

**New Zealand Institute of Management - Diploma in Management (Advanced)**

Sherie Becka Noble-Trembath

**New Zealand Institute of Management - Diploma in Practice Management (Health)**

Dennise Makuini Janine  
 Carrington  
 Janice Ann Gillespie  
 Chantelle Kiernan  
 Lana Brook McNicholas

**New Zealand Diploma in Business (Level 5)**

Sandeep Kaur Baraich  
 Raminder Bhangu  
 Aashish Chaudhary  
 Jasmail Singh Dadalia  
 Sukhpreet Singh Grewal  
 Hardeep Kaur  
 Manjit Kaur  
 Jagmanpreet Singh Khaira  
 Sachin Kumar  
 Pradeep Maan  
 Parteek Rana

Karamdeep Singh Sekhon  
 Akashdeep Singh  
 Angrejbir Singh  
 Arshdeep Singh  
 Devinder Singh  
 Gurkeerat Singh  
 Gurlal Singh  
 Gurpreet Singh  
 Harinder Singh  
 Harkirat Singh  
 Harman Singh  
 Harmanbir Singh  
 Harmanbir Singh  
 Harmanpreet Singh  
 Harnek Singh  
 Jobanpreet Singh  
 Kanwarpal Singh  
 Komalpreet Singh  
 Kulraj Singh  
 Lovepreet Singh  
 Lovepreet Singh  
 Parwinder Singh  
 Ravinder Singh  
 Robinpreet Singh  
 Saurav Dutt Vaid

**New Zealand Diploma in Business (Level 6)**

Vishal Airy  
 Harmandeep Singh Athwal  
 Gurwinder Singh Aulakh  
 Sanjay Basnet  
 Hardeep Singh Benipal  
 Bikramjot Singh Bhangu  
 Shiraj Bhanot  
 Mandeep Singh Brar  
 Manpreet Kaur Brar  
 Manpreet Kaur Brar  
 Pirtpal Singh Brar  
 Sukhveer Kaur Brar  
 Karl Glen Browning  
 Raghav Chadha  
 Shubham Chhabra  
 Manpreet Singh Dhaliwal  
 Prabhjot Singh Dhillon  
 Divakar

Chaman Gaur  
 Amandeep Kaur Gill  
 Harmeet Singh Gill  
 Manpreet Singh Gill  
 Marcel David Harris-Wikaira  
 Jims Joseph  
 Himanshu Juneja  
 Sahil Kashyap  
 Chitesh Katyal  
 Arshdeep Kaur  
 Arshveer Kaur  
 Harmanpreet Kaur  
 Kulwinder Kaur  
 Mandeep Kaur  
 Navdeep Kaur  
 Navjot Kaur  
 Rajdeep Kaur  
 Sandeep Kaur  
 Saiyam Khanna  
 Himani Khullar  
 Kunwar Kumar  
 Mehak  
 Gurwinder Singh Muhar  
 Abigail New  
 Julie Anne Palmer  
 Satnam Singh Rai  
 Jagmeet Singh Randhawa  
 Sukhpreet Singh Randhawa  
 Renu Raveendran  
 Sarbjot Singh Sahni  
 Lovepreet Singh Sekhon  
 Ankush Sharma  
 Hardev Singh Sidhu  
 Kiranjeet Kaur Sidhu  
 Ajaypal Singh  
 Amarjeet Singh  
 Arshdeep Singh  
 Gurmandeep Singh  
 Gurshehbaj Singh  
 Harinder Singh  
 Harmanpreet Singh  
 Harroop Singh  
 Harwinder Singh  
 Ishpreet Singh  
 Jarmanjot Singh

Jaspreet Singh  
 Jogeswer Singh  
 Kanwarpal Singh  
 Karanbir Singh  
 Karanbir Singh  
 Kirandeep Singh  
 Lakhwinder Singh  
 Mandeep Singh  
 Maninderjit Singh  
 Navkaranbir Singh  
 Paramjit Singh  
 Pritpal Singh  
 Rajat Singh  
 Rajinder Singh  
 Ranbir Singh  
 Ranjeet Singh  
 Ranjit Singh  
 Ravinder Singh  
 Sukhraj Singh  
 Udaypal Singh  
 Shane Desmond Stanners  
 Ankit Taneja  
 Robin Thakur  
 Harkirat Singh Tiwana  
 Abhishek Verma  
 Annelise Gabrielle Watene

**New Zealand Diploma in Cookery (Advanced) (Level 5)**

Maninderpal Singh Chatha  
 Sharron Dhuria  
 Xing He  
 Alexander Thomas Holt  
 Chuyong Huang  
 Ziyang Huang  
 Sanpreet Kaur  
 Somang Lee  
 Yanan Liu  
 Whitney Georgia Moore  
 Mykyta Serhiyovych  
 Ponomarov  
 Karandeep Kaur Randhawa  
 Maninderjit Singh  
 Manjit Singh  
 Pavitterpal Singh

Rajbir Singh  
Renee Aroha Warburton  
Yuming Zhai  
Mengya Zhang

### **New Zealand Diploma in Engineering (Civil)**

Caleb Michael Houltham  
Davis Wiremu Humphreys  
Soohyun Kim  
Trent Taylor Knox  
Navneet Singh  
Tony Robert Smith

### **Graduate Diploma in Accounting**

Nitin Khurana

### **Graduate Diploma in Business**

Suresh Prasad Aryal (with Merit)  
Indranil Banerjee  
Chi Chen  
Davinder Singh Chhoker  
Sijia Dong  
Malkiat Singh Gurdial Singh  
Karamjit Kaur (with Merit)  
Hemant Kushwaha (with Merit)  
Qiang Li (with Merit)  
Yixiong Li  
Yunbing Liu  
Rahul Mehra  
Sherie Becka Noble-Trembath  
Luisa Pelissier (with Distinction)  
Asaikumar Puthenkulangara  
Prabhakaran  
Zhuo Qin  
Jennifer Raphael  
Karla Jane Sabellano  
Prateek Singh Sandhu (with Merit)  
Aryaman Sethi  
Yao Shen  
Bariyam Singh  
Preetwant Singh  
Monika Dhavalkumar Thakkar  
Hepeng Xue  
Jingmao Zhang  
Xiaoying Zhu

### **Graduate Diploma in Business (Accounting)**

Sona Basnet  
Ke Chen  
Warnakulasuriya Antony  
Nishantha Fernando  
Wei Han Li  
Jeffrey Calaquín Rosario (with Merit)

Rupinder Kaur Sandhu  
Archit Hitendrakumar Shah  
Vageeshwaran Suppusamy

### **Graduate Diploma in Business Information Systems**

Abin Augustine  
Bolbin Benjamin  
Sonali Chopra  
Parminder Singh Deam  
Kiranjit Kaur  
Sukhpreet Kaur (with Merit)  
Janet Martis (with Distinction)  
Ankit Manishbhai Mehta  
Deep Munjalkumar Pandya  
Akashkumar Arvindbhai Patel  
Reetika (with Merit)  
Ma Gianina Bea Roman (with Merit)  
Pardeep Kaur Sekhon  
Ankush Sharma  
Mandeep Kaur Sidhu  
Gurminder Singh  
Abrar Ul Haque  
Junfeng Yu

### **Graduate Diploma in Business Transformation and Change**

Bryant Sia (with Distinction)

### **Graduate Diploma in Information Technology**

Manpreet Kaur Cheema  
Bhasker Gulati  
Amanpreet Kaur  
Navneet Kaur  
Veerpall Kaur  
Amandeep Singh Maan  
Renee Montero  
Harjapinder Singh  
Gurdev Singh Sandhu  
Gurishak Preet Singh  
Gurpreet Singh  
Gurpreet Singh  
Gurwinder Singh

### **Graduate Diploma in Project Management**

Jigneshkumar Valjibhai Bagadiya  
Rajkumar Kiritkumar Dave  
Akash Dhaka  
Hiren Rajesh Dudhat  
Jaydip Vinubhai Dudhat  
Alina Karpenko (with Merit)  
Suresh Kumar  
Ravi Rameshbhai Kumbhani  
Ankit Arnold Lazarus  
Mukunda Pokhrel  
Jason Reti (with Distinction)  
Arshpreet Singh

Gurinder Singh  
Iqbal Singh  
Jaspreet Singh  
Yogendra Kailas Surve  
Jayesh Thilakan  
Jinu Mary Thomas (with Merit)  
Kirtibhai Kanubhai Valand  
Latika Yadav (with Merit)  
Sheng-Hsun Yang

### **Graduate Diploma in Sales and Marketing**

Kanika Arora  
Amandeep Kaur Brar  
Amandeep Singh Brar  
Manpreet Kaur Dhaliwal  
Navleen Kaur  
Ramandeep Kaur  
Sukhdeep Kaur  
Taranpreet Kaur  
Pooja  
Anish Puri  
Jagdeep Singh Riar  
Jagjit Sabarwal  
Pankaj Sehgal  
Bikramjit Singh  
Navjot Singh  
Prabhjot Singh  
Satinderbir Singh  
Satnam Singh  
Vikram Singh  
Amandeep Singh Sodhi  
**Bachelor of Applied Management**  
Jiming Li  
Jingran Li  
Feiran Liu  
Shihe Wang  
Tan Xie  
Yuanxiao Yang

### **Bachelor of Applied Management (Accounting)**

Zoe Olivia Estelle Edmonds (with Distinction)  
Tracy Renee Findlay  
Shubo Ma  
Deidre Ann Pukeroa  
Sheridan Willing (with Merit)  
Maggie Ming Woolley

### **Bachelor of Applied Management (Project Management)**

Kea Riwai Randell (with Distinction)  
Stuart Rennie Smillie (with Merit)  
Jeri Tearii

### **Bachelor of Applied Management (Double Major in Project Management and Business Transformation and Change)**

Aidan James Saxon Ford (with Merit)  
Jordan Moon (with Distinction)  
Regina Priscilla Rapata (with Distinction)

### **Bachelor of Applied Social Service (Social Work)**

Maria Jean Rua Adams  
Rosalene Marie Alison  
Shamwari Blue Civil  
Paul Heiko Elu  
Louise Mercedes Fox  
Sherylee Louise Hammond  
Amy Gabriele Llanis Harmse  
Janeen Vera Dawn Hill  
Storm Karani Brown Howarth  
Jade Helen Paige Isbister  
Teneille Jade Johnson  
Emily Kate King  
Sheryl Maafu  
Henry Joseph Mackie  
Samantha Aimee McCaslin  
Constance Patricia McMillan  
Chiquille Jonell Teena  
Catherina McQueen  
Louise Anne Mitt  
Heather Gael Morrison  
Faith Valdrena Murray  
Terry Jane O'Grady  
Cecil Godfrey Oppert  
Irish Lishsa Marlay Poutai-Beazley  
Jazmine Suzanna Kelly Rakete  
Daisy Rogers  
Patrick Frederick Sharp  
Jessica Adela Sinel  
Katrina Lee Smith  
Lisa Jane Smithson  
Storm Michaela Grace Studdart  
Steven Harry Tipene Tana  
Gina Tautari  
Anne Zenobia Jon Taylor  
Sarah Elizabeth Thompson  
Maehe-Cherie Rhoda Tipene  
Michelle Aroha Toko  
John Anderson Tuakana  
Shiekhan Sapphire Kayla Vatu  
Cordelia Bronwyn Waetford  
Kristina Webb  
Anna Werhan  
Tammy Lauren Woodroff  
Hanna Woods

**Diploma in Applied Arts  
(Digital Arts)**

Dinghua Cheng  
Sheryl Daly  
Patrick Thomas John Ware  
Timothy Matthew David Waters

**Diploma in Applied Arts  
(Visual Arts)**

Guillaume Kimiora Chevolleau  
Bevan Alexander Cullen  
Clare Rachel Slako

**Diploma in Applied Writing  
(Level 5)**

Jazmine Amanda Ashman  
Kerry Lee August  
Julia Anna Barber  
Alice Cove-Smith  
Phyllis Margaret Holroyd  
Irene Patricia Karaitiana  
Megan Faye Kempay  
Joanna Lucy Laird  
Eleanor Kate Morrison  
Alexandra Joan Makiongo Poa  
Sarah Jane Simpkin  
Ilia Ariel Smith  
Celine Michelle Stanley-Hunt  
Carol-Anne Tate  
Erin Marie Tebbutt  
Russel Turner  
Sarah Rose Walsh  
Luisa Mateyawa Liwaiono Zoiing

**Diploma in Applied Writing  
(Level 6)**

Jonathan Arnold  
Andrea Sheilah Downs  
Ella May Fleming  
Hayley Kim Hebden  
Ashlee Kayla Sturme  
Alice Christel van Duuren  
Arlene Kay Woods

**Diploma in Applied Writing  
(Professional Editing)  
(Level 6)**

Michelle Cumber

**Diploma in Advanced  
Applied Writing**

Amy Jane Dyer  
Patricia Ruth Fenton  
Jennifer Maude Healey  
Kathryn Alison Servian  
Maikah Makaleka Smith

**Diploma in Conservation  
and Environmental  
Management**

Abhinav  
Surbhi Bhardwaj  
Bree Anna Brockelsby

Megan Sophie Edwards  
James Henry Griffin  
Brooke Louise Hartigan  
Jessica Lee Jones  
Margaret Melanie Jones  
Ahuriri Nihoniho  
Kayla Tess Raines  
Jaycee Tipene-Thomas  
Brianna Lee Wilkes

**Diploma in Sport and  
Recreation**

Casey Quentin Amanono  
Harry Joseph Bristow  
Blaize Goddard  
Elliott Australia Heremaia  
Adam Jason Holtz  
Louise Johanna McGrath  
Matthew Brett Rufus-Ellis

**National Diploma in  
Science (Technician)  
(Level 5)**

Amber-Rose Thelma Smith

**New Zealand Diploma in  
Applied Science (Level 6)**

Marley Jo-anne Korach  
Ellen Louisa McGrath  
Shannon Marie Paikaea  
Amritpal Singh Sanghera

**Bachelor of Applied Arts  
(Digital)**

John Isaac Michael Bryce  
Zhichun Chen  
Jacinta Rose A-Taua Hailes  
Tina McKinnon  
Yaqian Shao

**Bachelor of Applied Arts  
(Visual)**

Lydia Kathleen Anderson  
Jackson John George Ansted  
Rapana Maihi  
Hayley Elizabeth Milton  
Jiaxin Peng  
Jamaica Kitahna Tata  
Shuwen Xiao

**Maunga Kura Toi -  
Bachelor of Māori Arts  
(Raranga)**

Deborah Anne Baird  
Tamar Te Wai Ora Beazley  
Victor Mario Bokulic  
Aroha Amy Bristow  
Deborah Anne Kauwhata  
Mereana Tania Leituvae  
Annie Jane Rochelle Mokaraka

**Maunga Kura Toi -  
Bachelor of Māori Arts  
(Rauangi)**

Michael James Cameron  
Heleina Waimoana Garisau  
Anne Hui  
Natasha Cheryl Nicholas  
Hoana Simoa Paul  
Theresa Dawn Reihana  
Mahinaarangi Reihana-Kopa  
Te Miringa Rangitaitimu Stewart  
Mereana Christine Warbrick

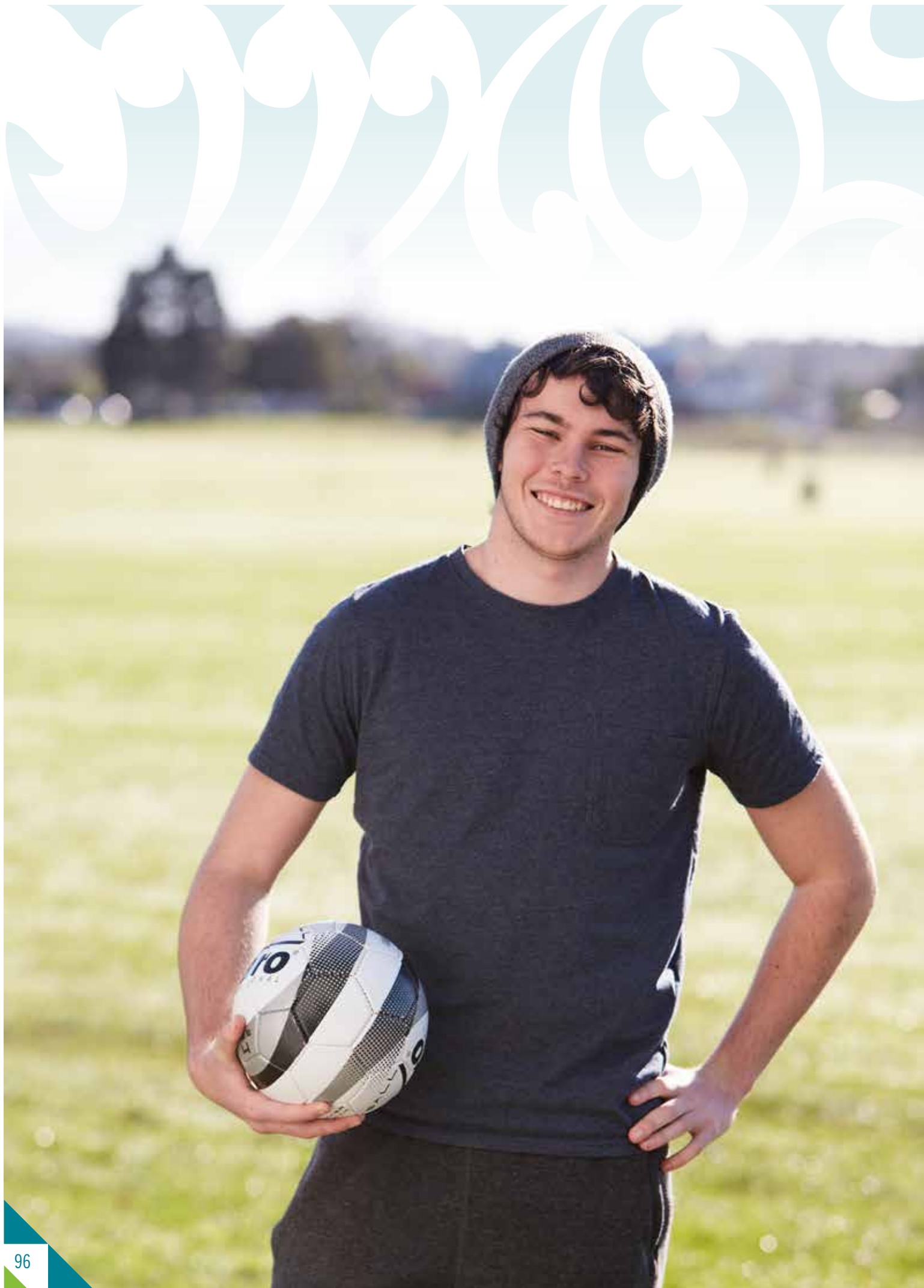
**Maunga Kura Toi -  
Bachelor of Māori Arts  
(Whakairo)**

Thomas Katene  
Jenina Karin Simmonds  
Rivers Tautari  
Steven Leroy Takarei Topine  
Kawiti Wiremu

**Bachelor of Nursing**

Fiona Helen Allan  
Alana Lee Annas  
Resolde Bayquin Barfoote  
Grace Dumag Bilagot  
Emily Grace Boom  
Sacha Yasmijn Bouwmeester  
Anna Boyce  
Ratchel Loui Boyce  
Belinda Sophia Brophy  
Casey Brown  
Andrew Wayne Bryant  
Bianca Nicole Rose Buchanan  
Sandi Rae Burleigh  
Nikki Haana Sarah Burndred  
Shimi Chirayl Mangalanandan  
Jasmine Gloria Clark  
Ngahuia Aroha Clark  
Donna Angela Cooper  
Melanie Desiree Cuddy  
Ngarita Kathleen Rihi Cuddy  
Yolle Peggy Czarny  
Favavau Davis  
Ana Shiolo D'Silva  
Terri Anne Edwards  
Tori Evans  
Molly Katherine Farrell  
Kristin Brooke French  
Jenny Galley  
Santhosh George  
Olivia Maria Gielen  
Carolynn Leigh Greenhalgh  
Jessica Margaret Guenther-  
Leslie  
Natalie Anne Hall  
Janet Ann Hargreaves  
Ricky James Harris  
Anahera Tepuawaitango

Hemara  
Ngaronoa Maari Hill  
Sheree Ellen Hudson  
Victoria Ioffik  
Neethu Jacob  
Joicy Jolly  
Jessica Brenda Jones  
Smithamol Joseph  
Jimmy George  
Kadathalakkunnel  
Tajinder Kaur  
Jessica Sarah Land  
Crystal Lee Lui  
Liese Elizabeth MacGill  
Gigi Mathew  
Eileen Wanda McAtee  
Aswathy Mohanan  
Jade Bonnie Monk  
Emma Jayne Morris  
Stefania Muraro  
Shantel Maxanne Naera  
Katherine Jean O'Brien  
Toyah Marie Olson  
Melanie Ann Paki  
Jinitha Parambi  
Dianah Alice Patterson-Kane  
Sylvia Orlina Pecimo  
Emily Teresa Potter  
Thomas Punchakunnel Antony  
Archana Rajan Nair  
Michelle Jane Hewetson Rhodes  
Taylor Renee Sackfield  
Divya Saji  
Janine Kay Salmon  
Riya Elizabeth Sam  
Siobhan Kelsey Bamber Scrivener  
Anne Ngatawai Skinner  
Myo Ann Christine Smith  
Rachel Jan Stirling  
Tania Aimee Stoneham  
Louise Margaret Sunde  
Tracy Swann  
Rochelle Karen Te Rangi  
Kate Tokorua Te Whata  
Dawny Elizabeth Thomas  
Joshua Edward Thomas  
Jaqueline Rahera Tibbits  
Cherylanne Kathleen Mary Turner  
Sajan Varughese  
Jasmine Guinevere Walker  
Abigail Samantha Watkins  
Rere Moana Ruia Wharerau  
Rachael Elvene Wilson  
Natasha Johanna Emily  
Winslade  
J'aime Leah Wright  
Ka Yee May Wu  
Olivia Jess Yakas



## **Professional Services**

### **Bankers**

Bank of New Zealand  
Cnr. Bank Street and Rust Avenue  
PO Box 644  
Whangarei  
Telephone 09 438 4199

### **Solicitors**

Thomson Wilson  
Rathbone Street  
PO Box 1042  
Whangarei  
Telephone 09 438 4039

### **Statutory Auditors**

Audit New Zealand on behalf of the  
Auditor General  
280 Queen Street  
Private Box 1165  
Auckland  
Telephone 09 373 5457



**NorthTec**  
TAI TOKERAU WĀNANGA

