

TOI-OHOMAI
Institute of Technology

Annual Report 2019

Contents

01

Our People

Message from our Council Chairperson and Chief Executive	4
Organisation Structure	6
Governance and Accountability	7
Leadership Teams	9
At a glance: Our Learners	10
At a glance: Our Staff	12

02

Our Year In Review

Having meaningful and effective partnerships	16
Delivering tertiary education, research and technology transfer to meet the needs of the region	24
Being innovative and supporting innovation	34
Being learner-centred	40
Being a sustainable organisation	46
Statement of Service Performance Commitments	54
Enrolments and TEC Commitments	58

03

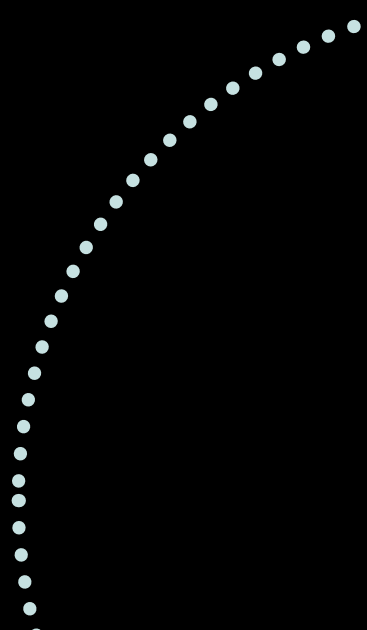
Our Financial Statements

Financial Overview	63
Statement of Responsibility	66
Independent Auditor's Report	67
Statement of Comprehensive Revenue and Expense	70
Statement of Financial Position	71
Statement of Changes in Equity	72
Statement of Cash Flows	73
Notes to the Financial Statements	75

04

Research

Research Output Report	106
------------------------	-----





Aiming high to achieve great heights. To be awakened by learning.

Our Purpose

Partnering with iwi, industry and communities to deliver innovative education.

Our Vision

Empowered people and their communities.

Our Mission

Toi Ohomai will be future-focused but grounded in the present reality.

Our Values

WHANAUNGATANGA

We build and nurture relationships and connections.



TOITŪTANGA

We are courageous and humble in our pursuit of excellence.



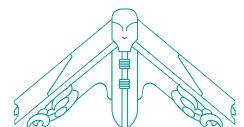
MANAAKITANGA

We uphold and strengthen the mana of others and our communities.



KOTAHITANGA

We are united towards our shared purpose.



01



Our People



Message from our Council Chairperson and Chief Executive

Tēnā koutou i runga i tō koutou kaha ki te kawē i ngā taumahatanga o tēnei ao hurihuri. E ai ki te kōrero, ka uaua te kaupapa, ka whakaaro kotahi te tangata, kia ahu whakamua ai te mahi.

Saluting all who have persevered through the turbulent times we all have been through. It reminds us that whatever the challenge, like-minded people will unite and work collaboratively to get great things done.

This has been an enormous year for Toi Ohomai, with a significant number of challenges, opportunities and successes for our Institute and for the entire ITP (Institutes of Technology and Polytechnics) sector.

Following the announcement of the Reform of Vocational Education (RoVE), we have been engaging positively in the change process and with the New Zealand Institute of Skills and Technology (NZIST) Establishment Board. Despite these once-in-a-generation changes coming just a short time after our 2016 merger, our staff continue to stand tall and our staff engagement has improved by a further 6.6 per cent; a year-on-year improvement of more than 5 per cent per annum over the past three years. Our incredible staff are the foundation on which we build our success, and remain pivotal in ensuring our students continue to get the best possible learning experiences and outcomes.

We have chosen to reflect on 2019 below, through the lens of the five key focus areas from our Strategic Intent:

Have meaningful and effective partnerships

More than 90 per cent of our stakeholders and partners indicated in our annual stakeholder survey they would likely or highly likely recommend Toi Ohomai to other businesses or colleagues.

A joint Tiriti-led approach by Toi Ohomai and Te Kāhui Mātauranga (TKM) – representing iwi leaders from across our catchment area – continues to shape the RoVE changes. This includes collaboration on a Māori Crown partnership submission for the NZIST legislation and lobbying central government.

We also undertook an Iwi Educational Success Measures project, led by TKM, that developed key performance indicators to monitor our contribution to iwi measures of educational success.

We partnered with the University of Waikato (UoW) to collaborate in our sports and human performance programmes to create greater synergies and opportunities for student pathways via shared

teaching, research and facilities. We have also established seven guaranteed credit arrangement pathways between Toi Ohomai and UoW.

The Rotorua cohort of the Young Enterprise Scheme (YES) was successfully launched, with nine schools and more than 100 students participating. Our regional winner advanced to win the runner-up title at the national YES awards.

Another successful Charity House project resulted in \$40,000 being distributed to 14 charities in the Rotorua community, following the sale of the Charity House which had been constructed by students in 2018.

Our second annual Charity Golf Day raised more than \$20,000 for the New Horizons for Women Trust. Funds from the previous year's inaugural event were awarded to 19 local wahine at a ceremony at Mokoia Campus.

Our Communications Media students did an excellent job filming and editing the finalist videos for the Tauranga Westpac Business Awards. Their high-quality mini bio films received many accolades and resulted in several job offers for our students.

Deliver tertiary education and research to meet the needs of the region

We have been a natural and successful partner to nearly a dozen Provincial Growth Fund applications this year.

Our first ever Performance Based Research Fund submission was successful, resulting in 28 rated portfolios which placed us in the top half of the 16 ITPs in New Zealand.

We introduced and continue to develop innovative programmes, such as the allied health pathway programmes which are now being taught in te reo to support Māori speakers to be able to learn as Māori.

We delivered our largest ever collaborative research project, which saw the successful completion of the Toitū te Kāinga, Toitū te Ora, Toitū te Tangata – Healthy Homes, Healthy People project in Minginui.



Our Council signed off on the business plans for both the Taupō and Tokoroa campus developments, which we envisage will open in 2022.

We worked with the Bay of Plenty Regional Council to reach agreement on significantly improved regional bus services for students between our campuses.

We also launched a new student app, Toi Ohomai Hub, aimed at delivering a greater on-campus experience. It brings together key sources of information students need while studying and provides quick access to services, both on and off campus.

Be innovative and support innovation

We launched our cultural intelligence app, Te Taupānga, which gives staff and students an insight into Māori protocols as they are practised in our rohe and at Toi Ohomai.

Also launched this year was our new intranet, Te Aka, as an internal communications tool to more effectively connect and engage our geographically dispersed staff, serving as a central source of information.

Towards the end of the year we started trialling the use of collaborative cloud-based software Office 365 with selected teams, with the intention to roll it out to all staff members in 2020.

Toi Ohomai won the Institution of the Year Award at the 2019 Tertiary Education Management Conference, primarily for the large scope of merger projects our Facilities team successfully implemented.

Be learner-centred

We enrolled more than 700 students in Trades Academy programmes – a record number – and allocated more than 80 scholarships to a wide range of students.

We had multiple successful Employer Connect events at various campuses that connected students with employers. We also held job speed dating events and many students were offered jobs on the spot.

Twelve staff members were coached by Cucumber, a Tauranga-based technical solutions company, in design thinking practice. Our first design thinking project led to significant improvements in our application to enrolment process, enhancing our student user experience and significantly improving operational efficiency.

Be a sustainable organisation

In 2019, we had 11,875 enrolled students, representing 5,870 EFTS, and 730 full-time equivalent staff across the Bay of Plenty and South Waikato regions.

Satisfaction amongst international students at Toi Ohomai remains very high at around 90 per cent. We participated in the biennial i-graduate survey, which had 60,000 respondents from 89 institutions in 15 countries, including 13 New Zealand ITPs. Toi Ohomai ranked first amongst NZ ITPs and first globally in multiple categories such as orientation satisfaction, welcoming, pre-arrival information, social activities and counselling support. A remarkable result!

We achieved an operating deficit, before redundancy costs, of \$2.9 million. Whilst this wasn't quite at our budgeted deficit level of \$1.7 million, it was lower than our previous 2018 and 2017 deficits, signalling the continuation of our improved financial performance, and was much lower than how it had been tracking towards the middle of 2019. Moreover, our cash position remains strong, with cash balances much higher than last year and what we had budgeted for this year, with our cash generation from operations higher than capital expenditure.

Our net current assets also remain relatively strong, particularly given the current economic climate within the sector, and higher than what we had budgeted for. We reduced costs significantly through lower non-pay costs, much lower holiday pay provision, and lower staffing costs which were primarily achieved through a major faculty management restructure. All of these factors place us in a strong position for 2020.

We are confident we can build on the successes of 2019 to become more resilient and that we will go into 2020 with an even more positive outlook, keeping our values at the heart of everything we do. Through kotahitanga, whanaungatanga, manaakitanga and toitūtanga we continue to show that our strength lies in our people, ensuring their wellness and working together towards excellent outcomes for our communities and our region.

Cathy Cooney
Council Chairperson

Dr Leon Fourie
Chief Executive



Organisation Structure

Governance and Accountability

In 2019, the Toi Ohomai Institute of Technology Council had eight members – four appointed by the Ministry of Education and four appointed by the Council – who met 10 times during the year to fulfil their governance functions.

Two new advisors were also elected by staff and students to join the Council between 26 July and 31 December this year due to an Education Act edict for all ITP councils to accommodate staff and student representatives in the lead up to the April 2020 RoVE consolidation of New Zealand's ITPs.

The Council has overall responsibility for the Institute's strategic direction and ensuring its effective management. This responsibility includes areas of stewardship such as:

- formulating our strategic direction in line with the Government's Tertiary Education Strategy
- directing the Chief Executive and holding him accountable for performance with explicit and measurable performance criteria
- high level allocation of financial resources to facilitate the implementation of plans
- supporting the development of a values-based organisational culture
- ensuring the Institute adopts sound organisational and financial management
- ensuring compliance with relevant statutory requirements
- ensuring the Institute adopts a sound risk management strategy for all its activities
- safeguarding public interest in the Institute
- the health, safety and wellbeing of staff and students
- maintaining and enacting the mana ōrite Tiriti relationship with Te Kāhui Mātauranga.

The Council has three sub-committees to monitor and assist in the fulfilment of these responsibilities:

- Academic Board
- Audit and Risk Committee
- Chief Executive's Performance and Remuneration Committee



Cathy Cooney
Chairperson



Michael Chapman
Deputy Chairperson
Chair of Audit and Risk



Colin Rangi



Ngaroma Tahana



Dr Ryan Morrison



Dr Tom Richardson
Chair of Remuneration
Committee



Ian Macrae



Liz Te Amo



Pam Fleming
Staff Advisor



Cole Douglas
Student Advisor



Leadership Teams



Dr Leon Fourie
Chief Executive



Wendy Horne
Acting Executive Dean: Teaching & Learning

Jeni Fountain	Faculty Leader – Business, Management & Legal Studies
Gill Brocas	Faculty Leader – Community Wellbeing & Development
David Scadden	Faculty Leader – Engineering, Creative, Technology & Infrastructure
Dr Carel Bezuidenhout	Faculty Leader – Primary Industries, Science & Environment
Bart Vosse	Faculty Leader – Tourism, Hospitality & Service Industries
Brian Dillon	Faculty Leader – Trades & Logistics
Dr Amanda Heapy	Faculty Leader – Education, Health, Nursing & Social Services



Kieran Hewitson
Executive Dean: Academic Development, Innovation & Research

Dr Heather Hamerton	Head of Research
Josh Burrell	Teaching, Learning & Innovation Lead



Anthony Robertson
Executive Director: Corporate Services

Malcolm Hardy	Head of Facilities
Maria Walding	Head of Finance
Rabindra Das	Head of IT



Ana Morrison
Executive Director: Strategic Partnerships & Māori Success

Kelly-Anne Panapa	Head of Māori Success
Dr Parehau Richards	Head of Strategic Partnerships
Olivia Dhanjee	Head of Youth & Community Engagement



Patrick Brus
Executive Director: Student Engagement & Experience

Peter Richardson	Head of International
Jessica Barnett	Head of Marketing & Communication
Dr Logan Bannister	Head of Student Support



Keri-Anne Tane
Executive Director: People Engagement & Capability

Lauren King	People Engagement & Capability Manager
-------------	--



Dr Clarke Raymond
Chief Executive Office – Strategic Projects Manager

At a glance

Our Learners

11,875

Total students enrolled

5,870

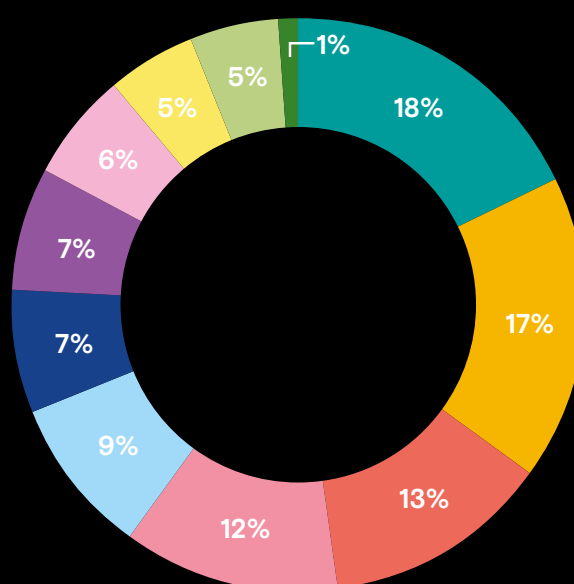
Total EFTS

92%

Student satisfaction

Subject

- Management and Commerce
- Society and Culture
- Health
- Engineering and Related Technologies
- Food, Hospitality and Personal Services
- Agriculture, Environmental and related studies
- Mixed Field Programmes
- Architecture and Building
- Creative Arts
- Information Technology
- Education



EFTS by study location

Windermere (Tauranga)	2596
Mokoia (Rotorua)	1974
Online	441
Taupō	211
Whakatāne	191
Waipā	170
Tokoroa	140
Other offsite	66
Kawerau	30
Ōpōtiki	19
Logistics Training Centre (Tauranga)	17
Nelson & Blenheim	9
Tūrangi	5

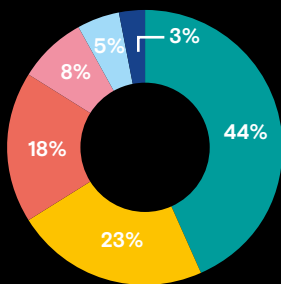


52%

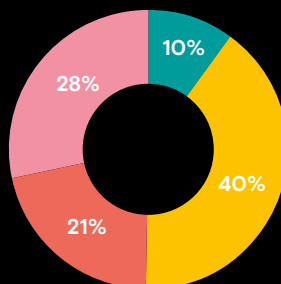
of students are
20-34 years old



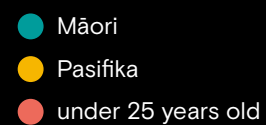
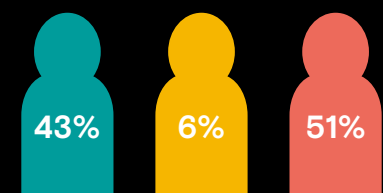
Formal programmes



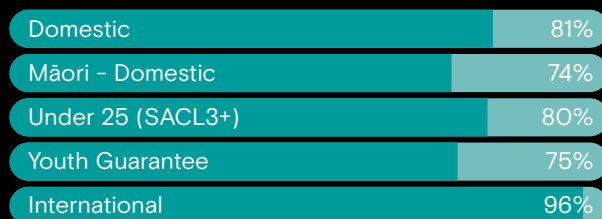
Level enrolled



Priority groups enrolled



Successful course completion



EFTS - Equivalent Full-time Students
All figures as at 31 December 2019 and rounding may affect totals.



55%
Female



45%
Male

At a glance

Our Staff

974

Total staff
(729.9 FTE)



60%

Female



40%

Male

Staff by nationality



FTE staff by faculty

Education, Health, Nursing & Social Services	95.4
Trades & Logistics	76.7
Primary Industries, Science & Environment	73.6
Community Wellbeing & Development	71.0
Tourism, Hospitality & Service Industries	58.6
Business, Management & Legal Studies	54.6
Engineering, Creative, Technology & Infrastructure	26.5

FTE staff by department

Student Support & Administration Services	92.7
IT (including Copy Centres)	48.7
Marketing & Communication	24.5
Facilities	21.0
Finance & Payroll	18.0
Strategic Partnerships & Māori Success	16.5
International	16.0
Academic Development, Innovation & Research	12.9
People Engagement & Capability	9.3
Executive	7.0
Corporate Services	4.0
CE Office support functions	2.0
Sustainability	1.0

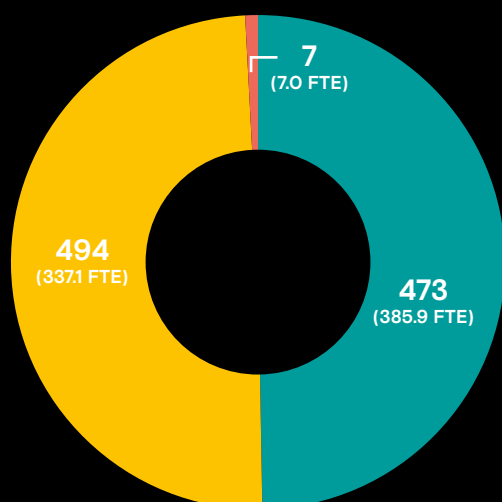
Staff by location

Windermere (Tauranga)	494 (360.7)
Mokoia (Rotorua)	397 (298.0)
Waipā	24 (21.6)
Whakatāne	19 (15.8)
Online	10 (9.0)
Taupō	10 (7.8)
Tokoroa	9 (8.0)
Logistics Training Centre (Tauranga)	5 (5.0)
Ōpōtiki	2 (2.0)
Nelson & Blenheim	2 (1.0)
Other off-site	1 (1.0)
Tūrangi	1 (0.0)#

*Numbers in brackets () denote FTE

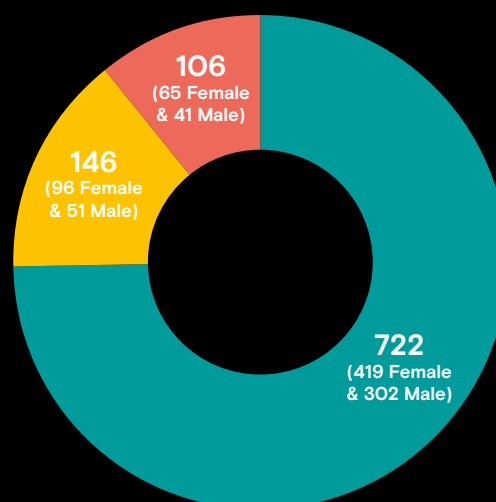


Employment classification



- Academic (Teaching & Non-Teaching)
- Allied (Support)
- Executive Management

Contract type



- Permanent
- Casual
- Fixed Term

FTE – Full-time Equivalent

All figures as at 5 December 2019 and rounding may affect totals.

#Casual and fixed term hourly paid staff do not have a FTE allocation.

02

Our Year In Review

The following sections outline significant activities and achievements that occurred in 2019, reflecting the five pillars of our Strategic Intent, with specific reference to the 2019-2020 Toi Ohomai Investment Plan commitments.

Toi Ohomai leadership teams and Council take a strategic approach to managing investment decisions to:

- ensure investments are aligned to achieving Strategic Intent and Institute priorities
- give confidence at student, staff, executive and Council levels that the right decisions are made and initiatives deliver on the promise of the proposals
- ensure transparency and fairness across competing demands for investment
- minimise risk, without unnecessarily hindering delivery.

The 2019-2020 Toi Ohomai Investment Plan provides guidance for the direction and prioritisation of our finite resources for budget setting and decision-making, together with measures and targets to ensure financial viability and sustainability.

Having meaningful and effective partnerships

*Ka whai take, ka whai kiko
ngā whakahoatanga*

Investment Plan priorities:

1 – Partnerships

Statement of
Service Performance
Commitments

Enrolments and
TEC Commitments

Delivering tertiary education, research and technology transfer to meet the needs of the region

Ka whakarato i te mātauranga kura tuatoru, i te rangahau, i te hangarau hoki, hei whakatutuki i ngā hiahia o te rohe

Investment Plan priorities:

- 2 – Transitions: career progression pathways, work integrated learning, digitally enabled learning environments, and trimesterisation
- 3 – Supporting regional economic development
- 7 – Research, knowledge creation, innovation and technology transfer

Being innovative and supporting innovation

Ka auaha te mahi, ka tautoko hoki i te mahi auaha

Investment Plan priorities:

- 7 – Research, knowledge creation, innovation and technology transfer
- 9 – Campus development
- 10 – Regional and national leadership in the tertiary education space

Being learner-centred

Ko te ākonga te kaupapa

Investment Plan priorities:

- 4 – Priority learners: improving outcomes for Māori, Pacific students and NEETs; and supporting youth transitions
- 5 – Enhancing adult literacy and numeracy

Being a sustainable organisation

Kia toitū tēnei kuratini

Investment Plan priorities:

- 6 – Internationalisation
- 8 – Organisational development and staff culture

Having meaningful and effective partnerships

Ka whai take, ka whai kiko ngā whakahoatanga

We will:

- be a strategic education partner to iwi, industry and the communities in the region
- recognise iwi of the region as rights holders
- work collaboratively with other education providers
- work closely with government agencies

Strategic partnerships

Toi Ohomai proactively engaged with the Reform of Vocational Education (RoVE) process and the establishment unit workstreams for the New Zealand Institute of Technology (NZIST, working title only). Our approach was to positively influence the design of the new vocational education model for the learners of our region and ensure stakeholder and partner viewpoints were communicated.

Three staff members were appointed onto different NZIST working groups (Employer and Community Engagement, Academic Architecture, and Learner Journey) and a number of staff members have also been involved in the Food and Fibre group and the Forestry group for the primary sector Centre of Vocational Excellence (CoVE) proposal.

New partnerships include collaborations with:

- Miro and Tūwharetoa ki Kawerau to co-design the delivery of industry-based horticulture courses
- Pukeroa Ōruawhata to co-design and deliver the NZ Certificate in Spa Therapy (Level 5) for their luxury lakefront tourism and spa development – Wai Ariki
- Franchise NZ to support business students to participate at their annual conference
- Lake Taupō Forest Trust and Te Arawa Fisheries on iwi industry specific and tailored management training.

Existing partnerships have collaborated on student-facing and community-facing initiatives. In a partnership with the University of Waikato, Toi Ohomai students travelled to South America and Japan as part of the Te Hononga ā Kiwa Māori Business Scholars study tour. Alongside Rotorua Lakes Council and Te Tatau o Te Arawa, staff have also been involved in enhancing Rotorua's Reo Rua strategy by delivering a free Māori language course for the community, as well as the development of a bicultural cafe at the i-SITE visitor information centre in Rotorua's central business district.



New Māori language course hailed as success

Organisers of Rotorua's first kura reo pakihi Māori language course, held at Tangatarua Marae at Toi Ohomai, say it was such a success they intend to make it an annual event.

Led by Brook Grant, from Te Arawa, the two-day workshop was offered to people of all te reo Māori capabilities, from beginner to fluent speakers. Eighty people from across the country attended the April workshop.

The course was borne out of conversations Brook had experienced over the years with fellow Māori business professionals who wanted to expand the use of te reo Māori in the workplace.

"I am a firm believer that for te reo Māori to survive and prosper it must remain relevant to all activities that we as Māori are involved in. I believe the wider commercial and business sector will become increasingly important for the future wellbeing of commercial and non-commercial areas of iwi and hapū," Brook says.

Lessons included grammar, comprehension, idioms, tikanga, and utilising te reo Māori in the workplace.

"We had more than 20 organisations represented including banks, accounting firms, iwi authorities, fund managers and even the Reserve Bank of New Zealand, and attendees from as far north as Whāngarei, all the way down to Christchurch."



Celebrating Māori and Fijian rugby

A curtain-raiser match in Rotorua between the New Zealand Māori Under-20 team and the Fijian Under-20s, to support the Māori All Blacks match against Fiji, was made possible due to the accommodation and transport assistance Toi Ohomai provided for the visiting Fijian teenagers.

Toi Ohomai has a long-standing relationship with Bay of Plenty Rugby and chose to accommodate the Fijian Under-20s team at the Mokoia Campus Tangatarua Marae, while working hard to connect the team with local Fijian community members.

Toi Ohomai secured 300 tickets to give away and created a 'black out' area within the Toi Ohomai zone, with ticket recipients encouraged to wear black. Toi Ohomai also hosted a whānau zone for families to enjoy pre and post-match activities and had a stand at the Ahurei Pasifika Mini Festival outside the gate.

"I can honestly say Toi Ohomai were a crucial component in making this happen. The Under-20s game would not have happened without their support and their enthusiasm to host our visitors and to be part of the larger event," Bay of Plenty Rugby Union Personal Development Manager Ati Aaifou-Olive says.



Iwi partnerships

The focus of Toi Ohomai and the newly established Te Kāhui Mātauranga Secretariat has been on protecting the principles and undertakings of the mana ōrite Tiriti relationship to ensure its commitments and goodwill are maintained throughout the government's Vocational Education and Training (VET) changes. Both the Iwi Educational Success Measures project and the Iwi Cluster activation work have been subcontracted to the Secretariat to ensure iwi exert authority and autonomy (te mana whakahaere me te tino rangaratiranga) over these initiatives. Hau kāinga collaboration for pōhiri, graduations and other kaupapa have been positive.

Toi Ohomai staff have engaged with key iwi and Māori organisations to deliver programmes and further opportunities contributing to iwi and Māori industry and development aspirations. Examples include the Kura Pathways in Health, including two Secondary Tertiary Programme Hauora courses and an event co-hosted with the Kia Ora Hauora programme to lift the profile of health careers as an option for Māori in the region. Work by the Toi Ohomai Business team with the Lake Taupō Forest Trust saw the uptake of the NZ Certificate in Business (First Line Management) (Level 4) by forestry supervisors and managers. Another successful collaborative initiative was the semester two delivery of the NZ Certificate in Pest Operations (Level 3) in Waimana at the request of Te Waimana Kaaku Tribal Authority.

An innovative relationship with Te Arawa FM (a Rotorua iwi radio station) has been developed to focus positive and relevant Māori messaging into the Rotorua Māori community with a weekly 10-minute 'live with Toi Ohomai' spot. Students and staff from across Toi Ohomai have successfully represented their programmes as guests on Te Arawa FM.

Tangatarua Marae hosted a number of important guests with or on behalf of stakeholders and partners, including the Fiji Under-20 rugby squad who played against the NZ Māori Under-20 team in July, the NZ Society of Local Government Manager's co-governance wānanga, a Kura Reo Pakihi, the Te Arawa Regional Manu Kōrero competition, Te Hunga Roia Māori Kura Reo, a day during Rotorua Tech Week for rangatahi, and an evening for Rotorua businesses.

Two initiatives contributed to our role as a signatory to the United Nations Women's Empowerment Principles (WEPs). This included support for 19 New Horizons Women's Trust awards using proceeds from the 2018 Toi Ohomai Charity Golf Day, and the hosting of a digital colonialism seminar at Windermere Campus during Te Wiki o te reo Māori.

Industry partnerships

ITO engagement

Toi Ohomai continued its longstanding working relationships with a number of Industry Training Organisations (ITOs) in 2019, primarily through off-job training delivery contracts. Engagement also occurred through ITO representation on Toi Ohomai Advisory Groups, external moderation arrangements, provider forums, and with industry associations and local and regional industry groups.

Collaborative approaches in 2019 included joint ventures between Toi Ohomai, other providers, and Primary ITO for fruit production training and recruitment for the NZ Diploma in Agribusiness Management (Level 5) at Toi Ohomai. The Hair and Beauty Industry Training Organisation (HITO) and Competenz used Toi Ohomai facilities and workspaces, a new delivery agreement was established for 2019 with HITO, and many other agreements with ITOs were renewed. Toi Ohomai delivered off-job training for Primary ITO, Skills, the Motor Industry Training Organisation (MITO) and Competenz, with this delivery occurring across a range of Toi Ohomai delivery sites and programme areas.



Business awards celebrate excellence

The annual Westpac Tauranga Business Awards proved a valuable training and networking opportunity for our communications media students, who filmed and edited bio videos of the award finalists across 13 categories in the weeks leading up to the event. The videos were then shared with the audience via the big screen at the glitzy ceremony.

Collab Digital (pictured) received the Emerging Business Award, sponsored by Toi Ohomai.

Toi Ohomai also sponsored the Excellence in Primary Industries Award at the Westpac Rotorua Chamber of Commerce Business Awards event, which was presented to PF Olsen Ltd.

The Reform of Vocational Education (RoVE) created concern on the part of some ITOs and the industries they serve, specifically the transition of all training to the New Zealand Institute of Skills and Technology (NZIST). Toi Ohomai managers and staff worked hard to maintain existing relationships with ITOs and develop new ones. This approach ensured a consistent message to industry stakeholders and, importantly, to students, apprentices and trainees.

Other partnerships and providers

The partnership with Rotorua Sunrise Rotary continued with the 2019 Charity House build at Mokoia Campus. This partnership is in its seventh year and, with changes to personnel in both organisations, a renewed commitment to this initiative's success was made. A record \$40,000 was distributed to local charities as a result of the 2018 sale. Milestones were celebrated during the 2019 build including a 'roof shout' lunch attended by students, whanāu, staff, and Rotary and industry partners.

Driver and Operator Training Centre – Kawerau: This was a Provincial Growth Fund (PGF) initiative, led by Toi EDA, to provide industry short courses for drivers and machine operators in the eastern Bay of Plenty. A facility was established in Kawerau and Toi Ohomai partnered with Toi EDA, industry trainers Axiom, and Vertical Horizons. Toi Ohomai delivered its first course at the centre in August, with 13 students enrolled in the NZ Certificate in Distribution (Level 3). A road transport course is planned for delivery at the centre in early 2020.

Toi Ohomai worked with Emergent Skills and Training in 2019 to support a PGF application for off-site volume house building in Tokoroa. This initiative is expected to begin in mid-2020, with Toi Ohomai providing programme delivery resources and expertise to Emergent to support employees undertaking the training course.



Events support community and industries

Junior Chef Competition

The Toi Ohomai hospitality team hosted 20 budding young chefs at Mokoia Campus during a weekend in July. The top 10 teams were selected by local chef Deep Kumar from 528 registrations, far outstripping the 200 registrations received last year. Several of our tutors were selected as additional judges. The weekend was a great success, receiving praise from competitors, families and local industry.

Dancing for Hospice

Rotorua's largest annual fundraising event was better than ever, with over 1000 people in attendance. Toi Ohomai students were actively involved in providing food and beverage service, and tutors and students

from the hair and beauty department worked tirelessly behind the scenes to assist with the presentation of the dancers.

Partnering for Success

A tourism and hospitality symposium was hosted at Mokoia Campus, bringing together industry and education colleagues to highlight issues and consider solutions regarding national and regional skill shortages within the sector.

Toi Ohomai hospitality staff also partnered with Wai-O-Tapu Thermal Wonderland, Skyline and several regional accommodation providers for the delivery of in-work customer service and sales training schemes. This initiative was driven by an international tourism consultant report which identified the need to improve customer service within the sector.



Community groups reap the benefits of house sale

Fourteen Rotorua community groups benefitted from their share of the \$40,000 in profit raised during last year's Charity House project.

Recipients included an initiative to help disadvantaged children in Rotorua, a new therapy pony for the city's riding for disabled group, and a mobile phone to enable medics in the Whakarewarewa Forest to be on call during the week.

The Charity House initiative began in 2013. It's a ten-year training and partnership programme based on collaboration between Toi Ohomai, Rotorua Chamber of Commerce, Rotorua Sunrise Rotary Club and Rotorua Lakes Council.

Each year, one house is built by Toi Ohomai carpentry, electrical and interior design students,

supported by sub-contractors and suppliers, which is then auctioned, with proceeds distributed to community groups.

Toi Ohomai Chief Executive Leon Fourie says the Charity House project helps students gain valuable hands-on experience while contributing to the community.

This year's funds were awarded to the Western Heights Community Association, Society of St Vincent De Paul, Rotorua Mountain Bike Club, Rotorua Community Youth Centre Trust, Rotorua Musical Theatre Incorporated, Visions of a Helping Hand Charitable Trust Rotorua, Rotorua Musical Theatre Incorporated, Rotorua Citizens Advice Bureau, Rotorua District Riding for the Disabled Association Incorporated, Stand Children's Services, Combined Rotary Clubs of Rotorua Charitable Trust, Rotorua Hospital Chaplaincy Trust, Parkinson's NZ and Rotorua Sunrise Rotary Club.



Tertiary providers collaborate to promote study and career options

An inaugural Nga Kete o Te Wānanga one-day event, to help tangata whenua connect with the three key tertiary providers in Tauranga, was held at Windermere Campus.

The day allowed whānau to kōrero with Māori advisors from Toi Ohomai, the University of Waikato and Te Wānanga o Aotearoa in a relaxed setting to facilitate a better understanding of the study and career pathway opportunities available in the local area.

Topics covered all aspects of student life including support services, scholarships, accommodation options and the admission process.

Student ambassadors and past students shared tips for achieving in a tertiary environment. Iwi organisations, local businesses and other support services were also represented at the event, offering insights into the benefits of studying locally.

Toi Ohomai Youth and Community Engagement Navigator Nathan Stewart hopes the event will be the first of many.

“The collaborative approach to organising Nga Kete o Te Wānanga has really been the essence of what this kaupapa is about. Although we may be from different learning institutions, we all share the same priority, which is assisting and allowing our people the best opportunities for their future.”

Bay of Plenty Tertiary Partnership

The Bay of Plenty Tertiary Partnership, comprising of Toi Ohomai, the University of Waikato and Te Whare Wānanga o Awanuiārangi, was further strengthened in 2019. The joint executive teams of the three organisations met several times, most recently to discuss a new shared vision for the region. Work to complete this, and an accompanying programme of tasks, will continue in 2020.

In 2019, Toi Ohomai focused on several significant joint initiatives with the University of Waikato (UoW).

- Dr Simon Muncaster now has a 50/50 joint appointment with Toi Ohomai and UoW for a three-year period as a researcher and lecturer in marine studies. This will strengthen existing relationships between the two organisations.
- Agreement has been reached between Toi Ohomai and UoW regarding the delivery of an innovative partnership sport programme from 2020. The University of Waikato will offer, in collaboration with Toi Ohomai, a co-badged Bachelor of Health, Sport and Human Performance (BHSHP) degree at the Bay of Plenty Tertiary Partnership campus in Tauranga. This jointly awarded degree will be delivered by shared teaching teams; a shared academic programme committee will oversee programme design and developments; and shared facilities will be utilised. Toi Ohomai will offer the level 5 and level 6 NZ Diploma in Sport, Recreation and Exercise, which have a Guaranteed Credit Arrangement (GCA) to the first and second year of the BHSHP. The two institutions will also collaborate on research projects and support.
- In 2019 seven GCAs were approved by the Academic Board for 2020. These will enable pathways from Toi Ohomai certificates and diplomas into UoW degrees. There have been some excellent outcomes in the GCA pathways this year, with two students recently completing their Master's qualification at UoW and enrolling into PhDs. All GCA pathway students who graduated from the Master's programme in 2018 gained employment in 2019.



Next generation of entrepreneurs flourish

The entrepreneurial spirit in the next generation of business leaders is flourishing, with sustainable products and practices on the minds of many of those who participated in the Young Enterprise Scheme (YES) Rotorua and Taupō regional final hosted at Mokoia Campus.

The top four teams made their final pitches to a panel of judges consisting of the Chairperson of Taupō Business Chamber Catie Noble, Deloitte Associate Director Owen Mitai-Wells, Toi Ohomai Head of Marketing and Communication Jessica Barnett, and Toi Ohomai Group Manager for Business Jack Keogh.

The finalists' business ideas featured luxury candles, an alternative to plastic wrap, natural Kawakawa skincare, and gourmet food toppers.

At the end of the night, Top That! Meal Toppers from Tauhara College was announced as the overall winner to represent the region at the national finals.

Executive Director of Māori Success and Strategic Partnerships at Toi Ohomai, Ana Morrison, says she was impressed by the entrepreneurial spirit among the students and Toi Ohomai is looking forward to continuing its partnership with YES to grow the numbers of youth entrepreneurs in the region.

"This is exactly why Toi Ohomai are sponsors of the YES programme. We are keen on helping to grow students' minds and give them skills that are practical and will lead them into employment so they can give back to their communities, and these finalists are already doing that through their businesses."

Toi Ohomai was also a key sponsor for the YES Tauranga and Western Bay of Plenty Regional Final, featuring teams from six local high schools. Judges provided feedback to the finalists before selecting Bumble, a beeswax bag company, as the overall winner to represent the region at the national finals.

Image: Jack Keogh and Jessica Barnett with regional winner Olivia Moore (centre) from Top That! Meal Toppers.



New campus opens

The new Bay of Plenty Tertiary Partnership campus – led by the University of Waikato (UoW) – officially opened in the Tauranga Central Business District in April.

The university has had a long-standing partnership with legacy Bay of Plenty Polytechnic (BoPP) and now Toi Ohomai, delivering from our Tauranga campuses for over 20 years. Te Whare Wānanga o Awanuiārangi was invited into this partnership in 2010.

All three providers have a clear vision for the new campus to be a vibrant, exciting and engaging community and industry hub providing targeted undergraduate and postgraduate teaching, with applied research creating solutions to regional issues.

The new Durham Street campus will help enhance the range of qualifications and study options that can be offered to the Bay of Plenty community. Toi Ohomai students will continue to pathway into UoW programmes at the new campus and some of our staff will also teach on UoW programmes at the campus.

The \$60 million four-storey building features purpose-built spaces for leading academics, researchers and teaching staff, postgraduate and undergraduate students, industry and community collaborations and commercialisation activities.

The development was supported and driven by stakeholders in the region, particularly the key funders: Tauranga City Council, Bay of Plenty Regional Council and the Tauranga Energy Consumer Trust.



Kānohi kitea engagement model

Toi Ohomai continued its commitment to supporting the aspirations of rangatahi across the region through partnerships and relationships with rangatahi focused organisations and forums.

Toi Ohomai has continued its 20-year relationship and support of the Western Bay of Plenty Secondary Tertiary Partnership. This partnership includes representation from many of the region's secondary schools, the University of Waikato, Ministry of Education and Ministry of Business, Innovation and Employment and enables the seamless transition and pathway of secondary school students into tertiary education.

Toi Ohomai also provides representation on the South Waikato Youth Guarantee Forum, a collaboration between local tertiary providers, schools and local industries to ensure a strong and sustainable workforce is maintained in relevant sectors across South Waikato.

Our new partnerships in 2019 include:

- Kāhui Ako – Taupo Nui a Tia Community of Learning
- Kāhui Ako – Rotorua Central Community of Learning
- Te Puna Ora o Mataatua Health and Social Services, Whakatāne
- Rotorua Youth Hub
- Young Enterprise Scheme, Rotorua and Taupō

Toi Ohomai is a proud new partner of the Young Enterprise Scheme (YES) for Rotorua and Taupō. Developed and co-ordinated through the Faculty of Business, Management and Legal Studies and the Youth and Community Engagement teams, the YES programme enables Year 12 and 13 school/kura students to develop their entrepreneurial flair through business incubation, mentoring and design.



Native tree planting a win for council, farmer and students

A cohort of Toi Ohomai Eastern Bay farming students partnered with the Bay of Plenty Regional Council Toi Moana and farmer Matt Gow to plant approximately 1000 native plants along a stream within the Tauranga River catchment.

The students loved the opportunity to learn new skills and give back to a landowner who has supported the farming course for many years and currently employs two Toi Ohomai graduates.

The students also received great feedback from council staff. Team Leader for Eastern

Catchments Charles Harley says riparian planting is a crucial part of mitigating nutrient and soil loss and enhancing biodiversity.

"The effort put in by these students was amazing, and what was once a daunting task for landowners has become very achievable thanks to their input."

Toi Ohomai has since helped with further planting within the Waiōtahe catchment.

Agriculture Tutor Rachel Nash says the partnership with the council provides opportunities for students to work with industry and learn about environmental and sustainable farming practices.

Stakeholder survey

Toi Ohomai undertakes an annual online stakeholder survey each October to understand where we are performing well and where there is potential for improvement.

This year, Toi Ohomai also conducted a micro-survey at four of our chamber of commerce Business After 5 events (held in Rotorua, Taupō, Tauranga and Whakatāne) asking participants: 'How likely would you be to recommend Toi Ohomai to a colleague?'.

Using the combined results from these surveys, it was pleasing to see a 13 per cent increase in the number of stakeholders who are highly likely to recommend Toi Ohomai to a business colleague (65 per cent in 2019, compared to 53 per cent in 2018). The number of stakeholders who are likely to recommend Toi Ohomai to a business colleague also increased year on year.

Breaking the data down further, it is evident there has also been a substantive 12 per cent increase in the number of chief executive stakeholders who are now highly likely to recommend Toi Ohomai to a colleague.

These results demonstrate that we have achieved our 2019 Key Performance Indicator (KPI) that at least 55 per cent of stakeholders would be highly likely to recommend Toi Ohomai to business colleagues. This data also provides further insights which will be used to inform the Institute's strategic planning in 2020.

Employer satisfaction

The 2019 Employer Satisfaction Survey continued the practice from 2018 by focusing on the work placement for one faculty: in 2019 this was Trades and Logistics.

Of the employers responding to this survey, 81 per cent had employed a Toi Ohomai graduate in the past two years. Of those who had employed a graduate, 75 per cent were satisfied or very satisfied with the knowledge and skills match to the graduate's new role, and 72 per cent believed Toi Ohomai graduates were work ready.

Comments show that employers from trades and logistics industries are generally confident in what Toi Ohomai is doing, that our programmes and training systems are meeting current and future industry needs, and several stated they have strong relationships with Toi Ohomai.

This employer confidence in Toi Ohomai is based to a large degree on the Institute's approach of delivering theory backed by application and practical work. In some areas, employers question the relevance of the training provided and whether there is sufficient practical experience for students to be up-to-date with industry needs. Some employers would also like closer contact with Toi Ohomai.



Delivering tertiary education, research and technology transfer to meet the needs of the region

Ka whakarato i te mātauranga kura tuatoru, i te rangahau, i te hangarau hoki, hei whakatutuki i ngā hiahia o te rohe

We will:

- ensure that we understand and meet our region's tertiary education needs
- provide accessible and adaptable pathways for learners
- develop our discipline and research strengths to align with those of the region
- be active in technology transfer and applied research for industry

Supporting regional economic development

A number of Provincial Growth Fund (PGF) applications were supported by Toi Ohomai throughout the year. One successful initiative was a multi-provider approach in Kawerau, Te Ara Huringa o Pūpūwharau (the Driver and Operator Training Centre), which now supports our logistics team to deliver the NZ Certificate in Distribution (Level 3).

Other PGF proposals where Toi Ohomai was an educational delivery partner included a successful bid by the Te Kaha Group for the development of a horticulture and science training centre of excellence in Te Kaha and delivery of the NZ Certificate in Horticulture (Level 3) Fruit Production strand there. Toi Ohomai and the Pukeroa Oruawhata Trust also worked on the Rotorua Lakefront Development project, with the NZ Certificate in Spa Therapy (Level 5) programme supporting the Wai Ariki luxury spa workforce development plan.

Other PGF proposals Toi Ohomai was involved with included development of the new Tokoroa Trades Training Centre, the Rotorua Community Youth Trust's work in pastoral care and transitions to employment, and the Whakatāne Harbour redevelopment encompassing a training centre focused on alloy boat manufacture and associated trades.

To enhance regional visibility and relationships, we devised a model that includes staff, student and stakeholder engagements as part of our Executive Leadership Team's monthly regional campus-based meetings. This engagement includes kai and kōrero with campus staff, visits to student classes, and meetings with iwi, industry and community stakeholders.

A Regional Delivery Committee was also established to discuss engagement strategies and approaches for the Eastern and Southern regions. A significant amount of work went into enhancing a Regional Engagement Framework and Model to deliver on the Institute's commitment to improving access to tertiary education for people living outside of Rotorua and Tauranga, and to improve organisation-wide knowledge of, and engagement with, regional development.





Regional roadshow discusses sector reforms

Toi Ohomai Chief Executive Leon Fourie hosted several events across the Bay of Plenty and South Waikato in collaboration with local chambers of commerce to shed light on the changes and implications of the Reform of Vocational Education (RoVE).

Dr Fourie delivered a strong message about the importance of ensuring a connected future of high-quality regional education and thriving local partnerships.

“Our regionally connected delivery model aligns precisely with the outcomes that are intended by RoVE, which is to ensure we continue to provide our region with the skilled workforce it needs to thrive. Therefore, throughout the next three years of RoVE transitioning, we will continue to deliver the widest possible mix of courses and work in partnership alongside our communities at more than 60 delivery sites across our region to ensure our region’s best interests are kept a priority.”

Rotorua, Taupō, Tauranga and Whakatāne business and community representatives were given the opportunity to ask questions and address concerns about the future of vocational education and training in the regions under the proposed new model.

While details are still emerging, Dr Fourie said the RoVE reform is necessary to ensure vocational education and training is world-class, future-proof and remains relevant.

“The system must ultimately be geared to providing students with the best possible learning experience that is portable, seamless and constant, irrespective of whether the learner is in work, on-campus or online,” he said.

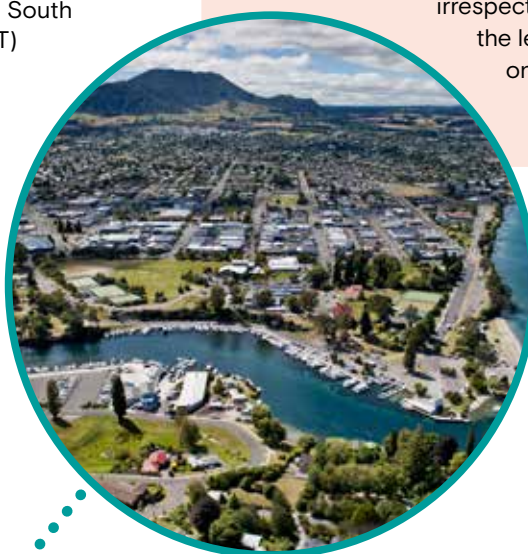
Campus developments

The year commenced with the move of all Tauranga staff and students who had been based at Bongard Centre to Windermere Campus. This enhanced student experience due to better access to on-site parking, childcare facilities, the aquatic centre, sports fields, volleyball court, and the health centre, together with the open ‘green space’ campus feel at Windermere.

We also progressed on a number of fronts with our Campus Development Strategy, with the biggest progress on our Taupō Campus development. In March we completed the purchase of additional land adjacent to the current campus. We established a Taupō Tertiary Hub Steering Group with membership from Enterprise Great Lake Taupō, Taupō District Council, local iwi, Te Wānanga o Aotearoa, the University of Waikato, Taupō Business Chamber, REAP, local schools and Toi Ohomai. We have appointed project managers (Greenstone Group) and architects (MOAA). Following scoping and planning with these consultants, we will commence focus groups on what and how we should be delivering tertiary education in Taupō; from that the scope, nature and design of the build will develop. The design stage will encompass 2020, with building occurring during 2021. We intend to open the new campus for delivery in 2022.

In Tokoroa, Toi Ohomai supported the South Waikato Investment Fund Trust (SWIFT) and South Waikato District Council’s Provincial Growth Fund (PGF) bid for a new tertiary campus in Tokoroa. Unfortunately, the PGF bid was declined and we will now revert to our previous strategy for Tokoroa, which is to develop a trades facility at the current main campus we share on a lease from Te Wānanga o Aotearoa (TWoA).

Image: Aerial view of Taupō Boat Harbour, the town centre and Mt Tauhara.



New health pathway course for Māori

Toi Ohomai and Kia Ora Hauora are building study and career pathways to help address poor health outcomes for Māori living in the central North Island.

The region has some of the country's worst Māori health statistics and, until earlier this year, anyone wanting to start a clinical career in health had to move out of the area to do so. However, in June, Toi Ohomai introduced the NZ Diploma in Health Science (Level 5) – the academic equivalent of completing year one of a Bachelor of Health Science degree.

Programme Manager Health Maria Ngawati says the new qualification removes a huge barrier for students by allowing them to stay in the region while they study: "They don't have the expense or upheaval of relocating while they make the transition to higher learning".

"To achieve better health outcomes for Māori, the Māori health workforce in the region needs to be locally grown. The regions must be empowered to grow their own, because ultimately those are the people that love the communities that they live to serve."

To support the diploma, Toi Ohomai has also developed two courses through the Secondary Tertiary Programme: Tikanga Hauora, for Year 12 students, and Oranga Tangata, for Year 13 students. The courses prepare students and give them priority to enter the diploma course. They are delivered in te reo Māori through the region's kura kaupapa and Kura-a-lwi and bilingually for mainstream school students under the Trades Academy umbrella. Twenty-eight Māori students are currently engaged in these programmes, with many expected to begin the diploma next year.

"We're the first polytechnic to offer this and we're creating a seamless pipeline for health workforce outcomes, so it's great to be working with Kia Ora Hauora," Maria says.

A Hauora Kura Pathway event (pictured) was held in Rotorua for the first time to expose Māori rangatahi to the wide range of job opportunities within the health sector, to get them thinking about career pathways and the subjects they need to study to achieve their goals.

Portfolio review & planning

In 2019, Toi Ohomai slowed down the development of new qualifications and instead concentrated on reviewing and updating our current suite. A five-year review was undertaken for the Bachelor of Nursing and the Bachelor of Creative Industries and changes were subsequently made to some courses in these degree programmes to make them more relevant for today's job market.

Toi Ohomai approved three new programmes including:

- the NZ Diploma in Health Science (Level 5), which is a pathway to becoming an allied health professional
- a partnership with Skills ITO to deliver the off-job components for electrical engineering
- fourteen training schemes developed in response to industry need or for Trades Academy.

These programmes signal a greater focus on partnering with various stakeholders within our region to deliver programmes that meet the needs of our region.

Toi Ohomai partnered with Te Runanga o Ngāti Manawa and Waitahanui Marae to run horticulture programmes in Murupara and Waitahanui, respectively.

Construction and automotive programmes were once again offered across all five of our regional campuses, and the road transport and logistics programme delivery occurred at Tokoroa, Tauranga, Kawerau and, for the first time, at Waipā campus in Rotorua.



Work integrated learning

Toi Ohomai continued to offer apprenticeships and cadetships in 2019, with our commitment to these programmes eliciting ongoing strong support from the industries we serve.

We once again ran apprenticeships in carpentry and automotive – programmes we have been successfully running for several years. Carpentry ended 2019 with approximately 180 enrolled apprentices, while automotive had 100 enrolled apprentices. The automotive delivery also expanded beyond light automotive programmes, with the addition of the new automotive electrical and heavy automotive programmes.

We continued with the recently launched road transport cadetship programme, working with 18 cadets and their employers during 2019 with continued growth expected in 2020.

The NZ Certificate in Mechanical Engineering (Trade) (Level 4) was added to our suite of apprenticeships, with the first apprentices enrolling in early October and eight underway by the end of the year. Support from the engineering industry was invaluable in developing this programme, providing guidance on content, delivery models and expected outcomes.

Underpinning the success of this model of learning is the commitment to ensure each learner is supported in the context of their stage of learning as well as their working and learning environment. This is enabled in a range of ways including one-on-one support, cohort off-job training, and an increasing online presence. Carpentry apprentices now use an app to record evidence and we intend to roll this technology out to other areas in the future.



New course to improve sterilising sector

The Sterilising Services Unit coordinator at Rotorua Hospital, Thelma Glasgow, says two new courses that were introduced at Toi Ohomai mid-year will improve the quality of sterilising practices across the sector.

Those entering the industry don't need a qualification before commencing work, but Thelma says sterilising is a process-laden job which requires a thorough knowledge of the procedures, surgical utensils and their uses, so ensuring employees become fully qualified is crucial.

Two of Thelma's staff started the online NZ Certificate in Sterilising Technology (Level 4) course when Toi Ohomai became the sole

national provider of the new qualification in early June.

"It will mean that we have got a robust team with everyone with a certificate. Those teams that don't have their certificates are having to learn by rote and that's not always the best way because you have to know why you're doing things, not just that you have to do it a certain way," she says.

Toi Ohomai Programme Manager Health Maria Ngawati says the New Zealand Sterile Services Association supports better regulation of the industry because it represents a very specific skill set in high demand, which is an important part of the healthcare sector.



Valuable networking opportunity for forestry students

A new partnership between the New Zealand Institute of Forestry (NZIF) and Toi Ohomai led to all-expenses invites to the NZIF annual conference being offered to three NZ Diploma in Forest Management (Level 6) students for the first time.

Toi Ohomai Forest Management Tutor Mark Cleland says the four-day conference was a great opportunity for students to network with forestry industry representatives from Australia and New Zealand.

“Students were invited to apply for the sponsorship and we were encouraged to select students who are passionate about what they’re doing and willing to network with industry experts. They also worked at the conference, which means they gained some experience to put on their CVs.”

Image: Forestry conference students (from left) Christopher Gill, Renee Reynolds and Cameron Fenton.



First road transport cadet enjoys life on the road

Dayna Callender might be petite, young and a female but don't underestimate her – she can handle a truck-and-trailer unit like a boss.

At just 19 years old, Dayna became the first student to complete the Bay of Plenty Transport Industry cadetship at Toi Ohomai. She will graduate later this year, but she is already working for Priority Logistics driving Class 5 trucks.

Before enrolling with Toi Ohomai, Dayna was a student at Mount Maunganui College and says she was unsure what she wanted to do when she finished school.

“I’ve always loved trucks and after I did the student-for-a-day programme, where I went to the course and joined in with the class, I realised I loved it so I just carried on from there.”

Dayna gained her class 2 licence, enabling her to drive trucks that weigh up to 12,000kg. She then gained her class 4 licence and had to wait another six months before she could start working towards a class 5 licence to drive a truck and trailer unit with a combined weight of up to 25,000kg. However, as a member of the cadetship programme, Dayna connected with her employer and was able to spend the interim period working and gaining experience.

“There has been a big shift in the industry and they’re embracing young workers and female workers. I like being in control of the vehicle and also seeing new places and new people,” she says.

Group Manager Automotive, Transport and Logistics, Dan Taylor, says the new cadetship programme was designed in partnership with the Freight and Logistics Action Group and other industry partners and means Toi Ohomai can now offer full-time and part-time options for transport students.

Graduate survey

Toi Ohomai undertakes a survey of all graduates approximately six months after they complete their studies. This survey explores the employment status of graduates and the relevance of their learning to their role.

The 2019 Graduate Destination Survey showed an increase in the number of respondents to 29 per cent compared to the previous year. Of the 2019 respondents, 65 per cent were in full-time work, 31 per cent were in part-time work, and 27 per cent* were continuing with further study.

For those who were working, 56 per cent stated their Toi Ohomai qualification was relevant to the work they were doing and 77 per cent are using skills and knowledge gained during their studies in their current role.

* The total of all three categories will exceed 100 per cent due to some graduates studying while they are working.

First mechanical engineering apprentices sign up

Toi Ohomai is pairing with employers to ensure the next generation of mechanical engineers will be ready to plug the sector's skills gap.

The Institute launched the four-year NZ Certificate in Mechanical Engineering (Trade) (Level 4) and Joel Edmonds, 17, and Asher Lane, 26, were the first apprentices to take on the new course.

Their boss, Bay of Plenty Gear Cutters owner Bill Ross, says employers need to ensure the sector has the skills it needs by training the next generation. He's optimistic his partnership with Toi Ohomai will ensure his new recruits will be highly skilled when they finish their apprenticeships.

"We train them in the hands-on stuff and the guys at the polytech make sure they have all the theoretical knowledge they need," Bill says.

Images: Asher Lane (left) and Joel Edmonds.



Graphic design graduate includes classmates in exhibition

Morrinsville artist Isaac Crowe's series 'The Strays Aotearoa', a social commentary on New Zealand's gangs, featured at Tauranga's Incubator Gallery in March.

Isaac (pictured) is a Bachelor of Creative Industries graduate. He won The Incubator Emerging Artist Award at the 2018 Miles Art Awards and his prize was to have a solo exhibition at the Tauranga gallery. He instead opted to display a collection of different styles of work from various artists.

"I don't see myself as a visual artist - I am a graphic designer - so I turned it into a group show with my friends and fellow classmates who were also finalists at the Miles Awards," he says.

This meant Isaac shared the exhibition with three other artists - two painters and a photographer.

A lot of Isaac's work is inspired by tattoo art and neo-traditional tattooing.

"The Strays is a series of five dogs and it's kind of a commentary about gangs and how the public view gangs. Each misfit member of The Strays has come from different breeds, merging together to create a new whānau who rely heavily on the concept of strength, loyalty and brotherhood - all of which is present within gang culture," he says.

"The whole idea was about how gangs are ingrained in our society, and they [The Strays] have been ingrained into wood."



New student app proves a hit

More than 6250 Toi Ohomai students have already used a new app aimed at delivering a greater on-campus experience. The Toi Ohomai Hub app features key information for students and provides quick access to services on and off-campus such as personal timetables, assessment results, print balances and access to learning platforms.

Head of IT Rabindra Das says the new platform exemplifies the commitment Toi Ohomai has made to ensuring the best possible experience for students.

“We chose a platform that is used by thousands of educational institutions worldwide and the initial app features are really the start of a journey. In an age where learners have many options, we have to work hard to stay innovative and develop tools that provide our students with the resources they need to thrive. A large part of this work is to encourage students to engage with campus life and this new platform will allow students to connect and share in one easy-to-use place. Through the use of data, we'll also be able to identify students who aren't accessing the array of services and activities that we have to offer, enabling us to provide additional support and communication where necessary.”

In its first five months, the app recorded 21,388 timetable views and 24,191 clicks to check assessment results.



Digitally enabled learning environments

As part of the empathy studies IT conducted, we spoke to students and teaching staff about their experiences in classrooms. Key issues raised were the difficulties when connecting multiple devices and having to reauthenticate too frequently. As part of the rollout of new wireless networking equipment across all of our locations, we improved available options so students could connect up to five devices with an extended cookie lease time. We also provided a guest portal for free Wi-Fi, making it easier for learners to connect, complete application forms and access StudyLink.

We also launched a new student portal and app, giving students real-time information on their mobile devices. The initial uptake by students has been tremendous and we will look to make further enhancements based on student feedback. The next development will focus on how we take attendance via the app, how to provide the additional push notifications students are asking for, and how to leverage the use of beacons to provide greater support to students.

Performance-Based Research Fund

Twenty-eight Toi Ohomai staff received quality ratings in the Performance-Based Research Fund (PBRF) outcomes announced by the Tertiary Education Commission in April. Four staff received B quality ratings, 18 received C ratings, and six received C (New and Emerging) ratings. The total amount of PBRF funding awarded to Toi Ohomai in 2019 was \$386,971 - with a similar allocation expected in 2020.

PBRF quality ratings are confidential to the researchers, therefore it is not possible to report which of our many talented researchers received the higher-level B ratings. A B-rated evidence portfolio must provide evidence of high-quality research-related activity that has been recognised by peers at national level or higher, while also contributing to the research environment beyond the staff member's own institution.

Staff are now actively involved in preparing for the next PBRF Quality Evaluation round in 2024.





Staff research recognised in national ratings

Toi Ohomai researchers were awarded 28 Quality Categories placings from the 2018 Performance-Based Research Fund Quality Evaluation. It was the first time Toi Ohomai had participated in the evaluation, which is administered by the Tertiary Education Commission to support and recognise research excellence in the tertiary education sector.

Toi Ohomai researchers submitted research portfolios from a broad range of disciplines including science, business, creative arts, health, education and social sciences. Council Chair Cathy Cooney says she is proud of the recognition this gives to Toi Ohomai researchers in their fields of expertise, and receiving such a large number of Quality Categories is a testament to the high calibre of their work.

"This is an excellent result for Toi Ohomai and showcases our commitment to quality research outcomes. As first-timers in PBRF, we really didn't know what to expect, so this is a wonderful result. Congratulations to all our researchers and to all the teams who supported them."

Chief Executive Leon Fourie says the outcome is not just a good result for Toi Ohomai and its students, but also for the Bay of Plenty and New Zealand.

"Quality research contributes to the social and economic wellbeing of all New Zealanders and it is our intention to continue to make advances in key areas and disciplines that benefit our communities and the workplace."

Research projects

Toitū te kāinga, toitū te ora, toitū te tangata

This two-year research project funded by the Building Research Association of New Zealand (BRANZ) investigated the relationship between housing and health in partnership with Toi Ohomai, Matekuare whānau, Unitec Institute of Technology, Scion and Tallwood. The research objectives included the development of modular prefabricated housing design solutions to be used in the papakāinga development that would deliver improved lifetime affordability and a high quality indoor environment for health and wellbeing. In so doing, the research aimed to support the whānau to realise their vision of living in affordable, sustainable and healthy homes built on their self-sustaining papakāinga (tūpuna whenua/ancestral land).

The project was established and run as a broad, holistic programme using quantitative and qualitative research methodologies with a multicultural collaborative approach. Members of the research teams brought expertise in kaupapa and mātauranga Māori, design, construction, public health, architecture and sustainability to support the research.

Researchers found participants considered toiora to be a dynamic and holistic phenomenon directly linked to the collective wellbeing of whānau, hāpori, whenua and taiao. Profiles of whānau houses provided temperature and humidity data during summer and winter. Many houses tested provided poor quality living environments because they were low quality homes. Hygrothermal modelling of the house design proposed for the papakāinga at Te Whaiti demonstrated this design performed better than other standard buildings against which it was compared. Overall, this project provided comprehensive information to assist Matekuare in the design of their papakāinga.

Huakina ngā tatau o tōku whare

Toi Ohomai researcher Maria Ngawati gained funding from the Ako Aotearoa Centre of Tertiary Teaching Excellence for a study of the kaupapa Māori secondary-tertiary pathway created at Toi Ohomai to transition students from kura kaupapa Māori into tertiary study. This is an action research project and findings will inform future development of this pathway programme.

He toa taumata rau – the many resting places of courage

A research project designed by Dr Tepora Emery gained a Health Research Council research development grant of \$10,000. Development of this research project is now underway in partnership with a national team of experts who will study the effects of post-traumatic stress on New Zealand war veterans. A full research application will be submitted to the Health Research Council in the next funding round in 2020.

Research events

Curiosity: Researching learning and practice

The Toi Ohomai annual research symposium, Curiosity, was a well-attended event with a diverse range of presentations, posters and creative exhibitions from each of our faculties. Keynote speaker Professor Lynda Johnston from the University of Waikato delivered an engaging presentation entitled: “Hey! This is me, this is what I want to do! Gender transitioning in workplaces”, which inspired rich discussion and sharing of thoughts. In addition, Toi Ohomai staff presented research on a broad range of topics including:

- evaluation of a chronic pain programme at QE Health in Rotorua
- the influence of marketing specialist knowledge
- supporting adults with acquired neurological conditions to work
- a ‘jump-landing’ programme to improve bone health in pre-menopausal women
- the elimination of construction waste using lean thinking principles.

Alongside the Curiosity presentations, creative arts staff mounted an exhibition of their work and additional staff made poster presentations.

Images: Tourism tutors Stephanie Arnold (left) and Bronwyn Alton talked about their teaching experiences in China.



Inquire Inspire – Tauranga research symposium

An audience which included members of the public as well as staff from our partner organisations was treated to a full and varied programme of interesting, influential research being led by staff from the University of Waikato and Toi Ohomai. This event was hosted by the University and held at the new tertiary partnership campus in Tauranga.

Topics included sport, environmental issues, Māori-medium curriculum development, early childhood education, community and staff development, as well as educational technology applications. Toi Ohomai presenters were: Erin Kennedy, Maria Ngawati, Rani Dhaliwal, Richard Brown, Clare Thomas, Catherine de Monchy, Julie Millar, Darlyn Chutuape, Lee Harrison, Cath Fraser and Kalem Banks.

Feedback was positive from the audience and presenters and there was strong support for continuing these partnership activities and collaborations in the future.

Image: Inquire Inspire organiser and Toi Ohomai faculty research coordinator Cath Fraser (front row, second from left) with some of the presenters.





Being innovative and supporting innovation

Ka auaha te mahi, ka tautoko hoki i te mahi auaha

We will:

- create an organisational culture that encourages and supports innovative practice
- develop activities that support new innovators and entrepreneurs in our region
- embrace and share new technologies and practices in education and industry
- build our capability and delivery of STEM subjects and courses

Regional & national leadership in tertiary education

Biculturalism

Toi Ohomai has the aspiration of being an exemplary bicultural organisation. We have identified five key strands that inform our deliberate efforts towards being exemplary. They are: partnership (with Māori – informed by the concept of mana ōrite and reciprocity); decolonising practice (understanding our context and examining our socio-cultural history of colonisation); structures and power (attending to inequities and addressing structural limitations to Māori flourishing); cultural legitimacy (upholding mana Māori); and Māori flourishing (directs action towards ora ngā whānui for Māori communities). We are taking a whole of system approach to biculturalism and expect growth in this area from governance to student experiences and outcomes.

The focus in 2019 was to advance our progress towards being an exemplary bicultural organisation and developing resources to support organisational development and sowing seeds of bicultural policy, structures, decision making and competencies. 2020 will see growth in the number of policies and organisational structures influenced by an exemplary bicultural framework.

Activities in 2019 included:

- the launch of the Te Taupānga (cultural intelligence) app – this Toi Ohomai app is a resource available free to students, staff and guests to support their understanding, involvement and application of fundamental Māori language and cultural narratives and practices

New app a right shift

Toi Ohomai launched a new app, Te Taupānga, to help achieve its strategic goal of Māori enjoying educational success as Māori.

The online cultural kit was created as a resource and rallying point for Toi Ohomai staff to learn important aspects of Māori culture. It provides insight into Māori protocols as they are practised in the Toi Ohomai catchment and aims to connect staff with expert advice on campus.

Executive Director Strategic Partnerships and Māori Success, Ana Morrison, says the recently released Māori Success Strategy proves the intention for Toi Ohomai to become an exemplar bicultural organisation.

“We’re encouraging our staff, students and communities to right shift and become active users of te reo Māori. Under the ZePA model, which is outlined in a paper by researchers Tangiwai Rewi and Poia Rewi, the challenge is for people to right shift from zero use, or a place of indifference to the Māori language, to passive, where the benefits of the language are apparent, and onto being active users of te reo Māori. Even if it’s just a little bit at first, we can all right shift together.”

- implementing the first marae graduation at Toi Ohomai – graduates at this graduation chose to be presented with their parchments in a formal ceremony guided by tikanga Māori
- our Academic Quality Unit is progressively integrating bicultural and Māori perspectives into policies, in particular the Toi Ohomai Regulatory Framework
- our Business Intelligence steering group is taking measures to embed Māori and indigenous data perspectives into the principles and structures of how we manage organisational data.



First time festival prompts digital colonisation discussion

Toi Ohomai hosted an open forum as part of the Tauranga STEM Festival to discuss digital footprints, data management and big data analytics to pique participants' interest in how to maintain data sovereignty. The evening discussion at Windermere Campus coincided with several other Toi Ohomai initiatives to mark Te Wiki o te reo Māori.

The forum panel consisted of Te Mātāwai Tumu Whakarae Te Atarangi Whiu, Te Rūnanga Tātari Tatauranga Professor Tahu Kukutai, The Centre for Health Director Dr Anna Rolleston, and Te Wehi Managing Director Kirikowhai Mikaere, and was facilitated by Arataua founder Kahurangi Milne.

"Toi Ohomai supports growing the Science, Technology, Engineering and Mathematics sector. We are critically reflective about New Zealand's history and its impacts on our current and future practice. We interrupt inequity by addressing systems and structures that disempower learners and their communities," says Ana Morrison, Executive Director Strategic Partnerships and Māori Success.

Image: Facilitator Kahurangi Milne (left) with panellists Tahu Kukutai, Kirikowhai Mikaere, Anna Rolleston and Te Atarangi Whiu.



Mana Ōrite

Toi Ohomai co-developed the Mana Ōrite Tiriti Relationship framework with iwi of the region as part of the 2016 merger of our two legacy institutions. The basis of the mana Ōrite relationship is equal explanatory power for Māori in decision making processes. The framework activates Te Tiriti and the Māori and Crown responsibilities of Toi Ohomai with iwi, hapū and hau kāinga at both governance and operational levels.

The focus in 2019 for mana Ōrite has been on governance and executive leadership, including delivery of the following projects and activities:

- RoVE leadership
- Rangatahi Māori project
- Iwi Success Measures
- Taonga Māori audit

2020 will see an ongoing focus on governance as the new Toi Ohomai subsidiary structure is implemented, as well as the activation of campus development hau kāinga projects in Taupō, Pōike (in Tauranga), and Tokoroa.

Centres of Vocational Excellence

Toi Ohomai is taking an active role in proposals to develop two Centres of Vocational Excellence (CoVEs); the first of several the Government intends to establish throughout the country as part of the Reform of Vocational Education (RoVE) changes.

Prior to RoVE, Toi Ohomai had been developing a business case for the establishment of a Forestry and Wood Processing Centre of Excellence based in Rotorua. Much of this work is now being applied to a consortium proposal for a Primary Industries CoVE, in which forestry and wood processing will form a key sub-sector.

We are also working closely with the construction sector to support a proposal for a Construction CoVE.



Institution of the Year award announced in Adelaide

Toi Ohomai headed off tough competition from some of the biggest tertiary providers in Australia and New Zealand to take the Institution of the Year award during the annual Tertiary Education Management Conference, held in Adelaide.

The award's criteria focused on business best practice, innovation in management, strategic problem-solving and positive impact.

The Toi Ohomai facilities team submitted an entry based on the challenges of merging 68 sites across the Bay of Plenty and South Waikato regions and the subsequent impact on the facilities team portfolio, structure and stakeholder engagement.

Toi Ohomai Tauranga Facilities Manager Lizzie Reinecke says the prestigious award is an honour and represents the amazing collaborative efforts within the Toi Ohomai facilities team.

"Everyone stepped up over and above their normal duties for many weeks and it was great to see our teams come together and combine forces to make this massive undertaking a success. We're so proud of our team and hopefully winning this award will just motivate us to strive for continued excellence and collaboration," she says.

Image: Award sponsor Russell Caird, from SPM Assets, and Tauranga Facilities Manager Lizzie Reinecke.





Business intelligence

Empowering all of Toi Ohomai with information and insights that support organisation and student success is the clear vision of Business Intelligence and Dashboard use at Toi Ohomai.

In 2019, we extended our dashboard functionality to include more learner analytics data to better understand the indicators of student course success and we embedded this into our academic monitoring. KPI tracking throughout the organisation was established and dashboard reporting was embedded into Office 365, allowing all staff to access information anywhere on any device. This key information and metrics are now being integrated seamlessly into the way we work.

Toi Ohomai is continuing to innovate and build on our dashboard and analytics space, including moving into predictive analytics to enhance student outcomes.

Communication and digital experience

Te Aka, a central part of the Toi Ohomai digital transformation journey, was launched in June. This new intranet has significantly improved internal communications in terms of the quality and consistency of information, while also making it easier for staff to access up-to-date resources.

In the wake of the 2016 merger of our two legacy institutions, staff had been using three different intranet sites which were difficult to navigate and manage. The Te Aka intranet has now connected our geographically dispersed teams, while also enabling staff to share stories and celebrate success. By providing a central and single source of information, staff feel more confident and informed of organisational updates and events. Staff have enthusiastically adopted the site from day one – we had 2,493 active users in the first week.

Yammer was also launched in conjunction with Te Aka. Essentially the Facebook of the corporate world, Yammer has the ability to add organisational value and assist in culture building. Our staff have found it to be a place where corporate reminders, classifieds, events and questions can be posted in a safe and responsive environment. While this is a relatively new concept for some people, we had 409 staff members join Yammer in the first week and we now have 1,217 active members.

Information technology

The final IT project related to the 2016 merger of our two legacy institutions, consolidating our telephony solutions to Skype for Business, was completed in April. Since then, the IT team have delivered a number of projects to improve business efficiency, as well as projects under the guise of digital transformation utilising new cloud-based tools like Fresh Service and Salesforce.com.

These projects include:

- Applications to Enrolments Improvements – using design thinking methods to uncover issues at the heart of the user experience during the process to enrol
- Digital Workspace – Te Aka, our new Toi Ohomai staff intranet
- Digital Workspace – Office 365, Microsoft Teams, Windows 10, remote access and mobility solutions
- International Stakeholder Management – through Salesforce.com
- Unified Communications – a single communications platform through Skype for business across all sites
- Cloud-based Service Management tool – providing web-based access to the IT Service Desk
- Reporting & Analytics Platform
- Cloud Adoption Strategy

As we adopt these new services we are seeing the benefits these bring in terms of mobility, ease of connectivity, enhanced security and data protection. They have also helped to improve the way we collaborate internally and externally with stakeholders, hold team meetings, and share and store documents. We are providing platforms for staff to be connected and to be able to access documents from any device, on and off the network, and this is a major leap forward in our digital transformation journey.



Student research shows surprising results for Chinese tourism

Toi Ohomai offered a \$5000 scholarship to one of our tourism students, Nicolette Miranda, to undertake research in the final year of her degree in conjunction with one of our local industry partners, Rotorua Canopy Tours.

The project aimed to gain insights into the growing Chinese tourist market in New Zealand, identifying how these tourists can be encouraged to visit Rotorua, as well as helping Rotorua-based tourism companies to identify which products need to be developed to attract these tourists and how to reach them.

Nicolette was brought on board for 10 weeks to put together a survey, during which she worked closely with the Rotorua Canopy Tours team, which gave her the opportunity to learn from them as mentors.

The research revealed 66 per cent of Chinese free-independent-tourists (FITs) booked their activities before heading to New Zealand. In addition, it showed the majority of these tourists, 33 per cent, looked to travel agencies for recommendations on what to book. A further 19 per cent looked to official websites before booking travel activities.

The research demonstrates a need for tourism operators to focus on having an engaging

website and strong relationships with resellers and travel agencies as key influences on Chinese FIT travel decision making.

The research also revealed the least impactful influences on the travellers' decision-making were social platforms.

"The low impact of social influence on the Chinese FIT was a surprise to us, given the massive use of Weibo and WeChat in China," says Rotorua Canopy Tours General Manager Paul Button.

Image: Nicolette Miranda (centre) with staff from Rotorua Canopy Tours.





Student research

Students who had undertaken summer research scholarships over the 2018-2019 summer presented their projects at a Summer Snapshot event at Windermere Campus in March. A prize for the best student presentation was awarded to Krystal Ryan for her presentation about research investigating seaweed.

In September, a further ten summer scholarship projects were selected for students to undertake research over the 2019-2020 summer. All the successful projects had a sustainability theme, as follows:

- testing whether farm livestock show any interest in a new bait deployment system designed to eradicate possums and rats in their environment
- a seagrass restoration and transplantation feasibility pilot study at Ōngātoro/Maketu estuary
- investigation of whether and how rat behaviour differs when interacting with a range of control devices (traps and bait stations)
- a study of the sustainability practices of small and medium-sized enterprises (SMEs) in the Bay of Plenty region
- investigating how well tertiary education prepares students for work in the accounting profession
- investigating optimal conditions for germination and astaxanthin accumulation in *Haematococcus pluvialis* using light illumination (astaxanthin is a powerful antioxidant used in nutraceuticals, cosmetics, foods and the aquaculture industry)
- investigating the extent to which BIM (Building Information Modelling) is applied in the Bay of Plenty construction industry
- identification and mitigation of fish barriers in the lower Waimapu River and KiriKiri Stream
- investigation and analysis of hotel customers' sentiments towards Bay of Plenty accommodation
- investigation of the sustainability and viability of a monthly art and design market at the Incubator in The Historic Village, Tauranga.



Research vouchers

Solomon Islands oil spill

Two of Tauranga's top scientists took their Rena oil spill knowledge to assist in a similar situation in the Solomon Islands. A large ship ran aground in February 2019 and began leaking oil next to a UNESCO World Heritage site called Rennell Island. Toi Ohomai Social and Cultural Researcher Sarah Lockwood and University of Waikato Marine Ecologist Phil Ross headed to the Solomon Islands in July to help determine the ongoing impacts of the spill. Sarah was assisted by a Toi Ohomai research voucher in partnership with the Solomon Islands Ministry of Environment, Climate Change, Disaster Management and Meteorology. Her primary interest was to study the social and cultural impacts, looking into the effect the spill would have on the local people and the culture of nearby islands. Sarah has written an impact report for the Solomon Islands Government's proposed litigation against the ship.

Effects of walking basketball on body composition and bone health

Toi Ohomai staff researchers in the Sport and Recreation department have been carrying out research in partnership with the Tauranga City Basketball Association. The project is investigating changes in the body composition and bone health of people participating in a walking basketball programme, using a range of tests and assessments that include the use of DEXA scanning.

Being learner-centred

Ko te ākonga te kaupapa

We will:

- offer a range of services to support student success prior to enrolment, during their study and beyond graduation
- tailor our educational delivery to suit the needs of the learners and to enhance their employability
- ensure our campuses, programmes, delivery and support mechanisms engage and support Māori and Pasifika students to achieve success
- create a culturally-safe environment for all learners

Māori Success Strategy

Toi Ohomai was proud to release its inaugural Māori Success Strategy 2019–2023: Ka mate kainga tahi, ka ora kainga rua. Strategy development involved a review of current research and practices in the sector and more than 20 consultative engagements with Toi Ohomai staff, leaders and governors. The strategy took the best part of a year to develop and outlines five strategic strands that underpin 40 organisational targets for us to achieve over the next four years. The Māori Success team consists of two full-time equivalent staff (the Head of Māori Success and the Māori Success Manager) and is invested in driving and supporting institutional growth and development to strengthen our capability at delivering sustained, equitable outcomes for Māori and for our organisation. Whilst 2019 saw numerous notable achievements and outcomes in respect of Māori aspiration at Toi Ohomai, the contributions have also been numerous.

We acknowledge that we still have much work to do to ensure we are achieving our goals in relation to Māori learner access, participation, achievement and outcomes and Māori staff attraction, retention, engagement and satisfaction. These are necessary conditions if we are to see Māori enjoying educational success as Māori and to fulfil the Toi Ohomai vision of empowered people and their communities. We are committed to doing and achieving more in 2020 and beyond. We look forward to working collectively over the next four years to implement the Māori Success Strategy and gather further momentum to amplify the positive impact we have on our learners, their whānau, hapū, iwi and hapori.

Matariki inspires innovative nine-course dinner

Kawakawa shots, smoked eel with koura foam, and confit muttonbird on pumpkin rēwena bread were some of the dishes tantalising diners' taste buds at the inaugural Toi Ohomai Matariki dinner.

Students cooked and served nine courses, matched with beverages provided by winery sponsors, to 45 guests at a degustation dinner held at Kaiwhata Restaurant at Mokoia Campus.

Each course was inspired by the stars that make up the Matariki constellation, which rises mid-winter and marks the Māori New Year.

Hospitality Tutor Roz Tocker initiated the event as a different way of delivering lessons to students.

"It was a beautiful culmination of inter-departmental collaboration. The culinary arts team were joined by students from our hospitality courses, who provided a full service that included matching alcoholic beverages with each dish. Our carpentry students made the round table tops for the dinner, electrical weighed in with the lighting, the music department provided entertainment, design students created the nine-star lanterns, and facilities helped with wooden platters. The Strategic Partnerships and Māori Success team provided informative sessions with students and tutors and marketing provided support. It was great and I think it encompassed all of our Institute's values."

Research from renowned Matariki expert Professor Rangi Matamua helped to inform all components of the evening including the menu, table dressings and entertainment.



Prize-winning essays promote students to the world

Social work students Cameron Te Wini and Tarn Kanara broke new ground by becoming not just the first Toi Ohomai students to enter the annual International Group Work Essay competition, but for also claiming the coveted first and runner-up placings.

The competition is open to students who are training in group analytic psychotherapy. Cameron's essay explored using the concept of a waka tete, or fishing canoe, to help women who had been involved in domestic violence.

"We had to explain how we would set up the process for them and the safety aspects and protocol criteria. We had to go through risk management and all of the planning, as well as cultural and other critical impacts. I had to write the essay so that anyone outside of New Zealand would know what a waka tete was, while also understanding the Māori context."

Cameron's win resulted in prize money and the right to have his essay published in the prestigious Group Analysis Journal, which has given him extra impetus to consider postgraduate studies.

"I've always wanted to help people. After years in different careers and industries, I decided to take the plunge and study towards a degree in social work. Now I finally get to do what I've always wanted, which is to work with others toward better futures and outcome" he says.



A snapshot of some of our Māori successes in 2019:

- a collaboration between the Strategic Partnerships and Māori Success directorate and the culinary arts programme saw the development of a rich curriculum of learning and a five-star menu for a nine-course Matariki degustation meal prepared and hosted by the culinary arts school at Mokoia Campus
- two senior Māori social work students received first and second placings in a prestigious, international essay writing competition
- Māori staff from across the organisation came together regularly throughout the year to discuss pertinent topics, to share their aspirations and to contribute to future planning for Te Kura Māori at Toi Ohomai
- Toi Ohomai developed and piloted New Zealand's first bilingual and immersion Māori Trades Academy courses to support greater numbers of Māori learners to pathway into health sciences.

We will be taking collective measures to ensure sustained improvement of the outcomes for our Māori learners in the coming years.

3152

total Māori learners

1820

Māori learner EFTS

43%

of total domestic EFTS (target 45%)

11.7%

attrition rate

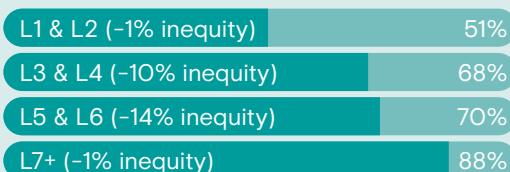
74.2%

overall Māori learner success (target 79%)

1466

qualifications awarded

Māori learner course completion rates by programme level:



Scholarships ease the financial costs of study

More than 80 scholarships were offered to new and existing Toi Ohomai students intending to enrol in 2020 courses. The scholarships provide prospective students with financial assistance based on criteria such as high performance in sport, academic achievement, financial hardship or community involvement.

Toi Ohomai Executive Director Strategic Partnerships and Māori Success, Ana Morrison,

says the Institute considers equal educational opportunities one of the major challenges and top priorities for all tertiary providers in the country.

“We’re keen to make our scholarships available to a diverse range of students from different economic, cultural and educational backgrounds, and it’s been amazing to see the transformational benefits this can have for them, their tamariki and wider whānau. Our scholarships ease the burden on whānau and uphold our promise of making higher education more accessible to all New Zealanders.”

Student support services

- Learning & Engagement
- Equity & Accessibility
- Te Whare Hauora – Health & Wellbeing
- Careers & Employability

The Student Success Team has a presence at all five campuses and also services all satellite delivery sites. The core learner facilitator service provides in-class, small group and one-to-one academic skill building sessions which are designed to meet students’ learning preferences and align with delivery pedagogy. The Student Success Team also has seven engagement facilitators who provide personal pastoral support to students across the rohe, working with community agencies and iwi organisations to support and connect ākonga. Engagement facilitators work closely with campus teaching staff to support at risk students and to share information and referrals. Any at risk priority learners are linked with further support, e.g. Maori & Pasifika Trade Training (MPTT) coordinators, when applicable.

The Student Success Team also includes a kaitātaiaiko role and this staff member further supports the academic and pastoral needs of Māori and Pacific students. This is underpinned by kaupapa Māori principles where the organisational values are visibly reflected. An example of how these students were prioritised this year was the support given to the first cohort of ākonga from year 12 and 13 kura kaupapa to complete pathway programmes to achieve University Entrance within the Marautanga Health Science domains. The kaitātaiaiko facilitator supported ākonga through the medium of te reo Māori to develop their academic skills in preparation for tertiary study.

The Student Success Team test all level 1, level 2, Youth Guarantee and MPTT students using the Adult Literacy Numeracy Tool to help teachers assess students’ literacy and numeracy capability for completing the academic requirements of their programme. In 2019, 858 students were tested, 388 of which were Māori.



High performing sports stars celebrated

This year’s recipients of the Toi Ohomai High Performance Sports Academy (HPSA) scholarships and the Howie Hinton Memorial Scholarship were announced.

They are:

- Samantha Spence (HPSA – rugby)
- Eleanor Tomkins (HPSA – swimming)
- Leon Castle (HPSA – surf lifesaving, water polo and rugby)
- Reef Cooper (Howie Hinton Memorial Scholarship – rugby)

Image above: Scholarship winner Reef Cooper (centre) with sports tutors Kelly Pender (left) and Sheree Cooper.

The Toi Ohomai Māori Success Strategy (2019–2023) provided the prompt for improved data collection, analysis and activity towards Māori Success outcomes. As a result, the Student Success team initiated the inclusion of Māori learner results and literacy and numeracy steps attained in our quarterly outcomes reports to the Learning Quality Standards Committee. This is a small step towards improving our understanding of the outcomes for learners and where and how interventions may be appropriate.

Disaster rocks Whakatāne community

We respectfully continued with the end-of-year graduation ceremony planned for our certificate students in Whakatāne, just a day after the community was rocked by an unexpected eruption on nearby Whakaari/ White Island which killed 21 people and injured 26 others.

Our graduation ceremonies are a key milestone in our students' educational journeys and this deserves to be celebrated, even in our darkest times.

Later the same week, proceeds from all staff tickets to the Toi Ohomai Christmas party were put aside to donate to local families who were directly affected by this disaster.



The Student Success Online resource repository is freely available 24 hours a day and is widely promoted to all Toi Ohomai students. Students also have access to 24/7 online support for live chat and document review. This provision has multiple access points and a variety of mediums so that all learners, including priority learners, can connect with support that resonates with their need.

Priority learners

Toi Ohomai had 208 students who identified as NEETS in 2019, a slight decrease on 2018 numbers. This decrease reflects more learners being retained in school for longer and higher completion rates for our Secondary-Tertiary Programmes (STPs), for example Trades Academy. For those learners who enrolled in a NEET specific programme of study in 2019, Toi Ohomai had its highest course success rate since 2016.

Youth Guarantee enrolments also experienced a slight decline on 2018 numbers due to stronger retainment at school. Course completion rates for Youth Guarantee programmes remained on par with 2018 results, with student progression into higher level qualifications at least 5 per cent higher for Māori and Pacific Islander cohorts than in 2018.

Tailored tertiary pathways

In 2019, Toi Ohomai developed key relationships with rangatahi focused organisations to devise bespoke youth-focused education solutions. A partnership between our Youth and Community Engagement team, our Foundation Courses department, and the Rotorua Youth Hub Licence to Work project enabled students to learn employability skills in order to gain entry level employment.

In Whakatāne, a Youth Guarantee pilot project aimed at transitioning at risk secondary school students into a tertiary programme enabled 18 students to complete Te Putake - NZ Certificate in Foundation Skills (Level 2) at our Whakatāne campus. Maintaining a close relationship with key personnel within schools ensured students were able to transition to Toi Ohomai effortlessly, ensuring there were no additional barriers in the transition from school to tertiary. Additional support given by a dedicated tutorial assistant and a co-ordinated transport option contributed to a 90 per cent completion rate for the Whakatāne cohort of students, the highest completion rate for this programme at this campus. The pilot will be implemented across two additional campuses in 2020.

Toi Ohomai continues to support leadership potential for rangatahi across the region including the Instep Young Leaders programme, One Chance Youth Awards, South Waikato Honouring Youth Awards, and the He Rangatahi He Anamata (HRHA) Māori Youth Leadership Summit. HRHA enables Year 12 and 13 Māori students from across the wider Bay of Plenty region to develop their leadership capability and contribution to the Māori economy.

Adult literacy & numeracy

The Tertiary Education Commission (TEC) literacy and numeracy assessment tool (LNAT) was utilised to assess the skills of 970 students, mostly in level 2, to determine if they had the literacy and numeracy levels required to successfully participate in their chosen courses. All Youth Guarantee, Māori and Pasifika Trades Training, and Trades Academy students were identified for this testing.

This information provides teachers with an awareness of the literacy and numeracy skills of their students and, if required, plans are then put in place to support learners who need to develop these skills further. Our Learning Support and Engagement team work with students one-on-one in class and in groups to build the literacy, ICT and basic numeracy skills students need for academic purposes.

Toi Ohomai has a Moodle learning support page where all students can access 24-hour literacy, numeracy and IT resources to build their skills. Toi Ohomai also contracts Studiosity to provide students with off-campus access to writing feedback, which identifies skill areas which require development and gives tips for further practice.

In 2019, we began Conversational English speaking sessions, where students with English as an additional language practice conversational English in a relaxed atmosphere. We received great feedback in forms and emails from this, which has seen an increase in provision for 2020.

Bay of Plenty Trades Academy

Toi Ohomai continues to support the Bay of Plenty Trades Academy (BOPTA) and its provision of vocationally focused pathway programmes for secondary schools, kura kaupapa, wharekura and kura a iwi rangatahi across the region. Toi Ohomai has been a foundation partner of the BOPTA since its inception in 2009.

The successful redevelopment of the Trades Academy portfolio in 2019 saw an increase of 29 per cent compared to 2018 enrolments. This increase also reflected a 300 per cent increase in the number of students enrolling from a kura kaupapa, kura a iwi and wharekura (up from 12 students in 2018). Toi Ohomai also continued its provision of Trades Academy programmes to Te Kura Pounamu Correspondence School.

Our 2018–2019 enrolment base continues to maintain over 50 per cent participation by Māori students from across the region, compared to a national average of approximately 36 per cent. The number of females continues to grow in the Bay of Plenty Trades Academy programme, with 49 per cent

Backing future female leaders

More than 200 of the Bay of Plenty's brightest young female minds converged on Mokoia Campus for Wāhine Kākano – a festival aimed at equipping young women, aged 16 to 22, with skills and confidence as they take on careers, gap years or further study.

The two-day event included warts-and-all conversations with a range of speakers including Jess Quinn, Meg Annear, Golriz Ghahraman, Grace Palmer, Miriama Kamo, Alison Mau, Adrienne Whitewood and Cian White, who shared their own experiences of the challenges they had faced and how they overcame them.

Chief Executive Leon Fourie is delighted the Institute is sponsoring the festival and supporting highly valuable initiatives that promote women's achievements.

"At Toi Ohomai, we're passionate about providing innovative educational opportunities to ensure our wāhine and their whānau are empowered when choosing their life path."



of total enrolments identifying as female compared with 37 per cent nationwide.

In 2019, the automotive engineering department enrolled its largest intake of Trades Academy students at Toi Ohomai. A redevelopment of curriculum that aligned NCEA learning outcomes with industry specific requirements allowed students to seamlessly pathway from Level 1 (Year 11) to a Level 3 (Year 13) programme. In 2019, 33 per cent of those students who successfully completed the NZ Certificate in Automotive Engineering (Level 3) transitioned into either a level 4 qualification, an apprenticeship or employment.

Māori and Pasifika Trades Training (MPTT)

The MPTT scholarship programme supports Māori and Pacific learners aged 16–40 to enter and achieve in pre-trades training and progress to sustainable trades or trade related employment.

Te Ara Poutama is the name of the consortium for whom Toi Ohomai delivers the programme.

We have experienced some challenges since the amalgamation of the Eastern and Western Bay consortia in 2018, but we are working through a process of improvement and are pleased with the impact the programme has had on Māori and Pacific learner success through our scholarship recipients.



198 Scholarships distributed (202 allocated)

184

Māori scholarship recipients

81.37%

Māori course success rate

30

Pacific scholarship recipients*

82.08%

Pacific course success rate

73

Female scholarship recipients

91.38%

Female course success rate

*some also identify as Māori and 14 only identify as Pacific

Data not available for total number of MPTT scholars successfully transitioning from study into apprenticeships or trade related employment.

Enrolment processes

The Application to Enrolment project scoping started in October 2018, with the Student Administration and Services team and IT team launching the final product at the end of May 2019 – an incredible achievement considering its complexity. Students can now apply and track their application all the way through to enrolment using an online portal aptly named ‘My Enrolments’.

Concurrent to this project, we also reviewed the way applicants were onboarded. The first phase saw the process streamlined for all faculties and locations, resulting in the average processing time from

application to enrolment dropping from 35 days down to 19.6 days. The second phase looked to enable applicants for programmes to be directly assessed instead of interviewed, incorporating the online offer functionality now available in the My Enrolments portal. This was successfully piloted for Semester 2 in 2019. As a result, 76 per cent of applicants for programmes starting in 2020 were directly assessed for entry, generating further reductions in the average processing time from application to enrolment, from an average of 19.6 days to 6.4 days, using electronic offers which helped to increase the enrolment conversion rate by five per cent by the end of 2019.

Student satisfaction

Toi Ohomai aims to provide programmes and experiences that prepare students for employment or further study and we value the feedback that we receive from our students that measures how well we are meeting their needs.

The 2019 Student Experience Survey, which asks about student satisfaction during their time at Toi Ohomai, had a lower response rate than the previous year – 17 per cent in 2019, compared to 21 per cent in 2018. This lower response was attributed to the large number of staggered course end dates and potential survey fatigue. Of those respondents, 92 per cent expressed satisfaction with their experience while studying at Toi Ohomai, with 91 per cent stating that they would recommend study at Toi Ohomai to others. This reflects a marginally higher outcome than the previous 2018 survey. The main contributing factors given for these high satisfaction rates were the supportive environment and knowledgeable tutors.

Fees free policy

In 2019, Toi Ohomai had 1,579 enrolled students who qualified to have their first-year fees paid through the Government's fees free initiative and a subsequent 11 per cent withdrawal rate. This represented an eight per cent increase in the number of students utilising the fees free policy compared to 2018.

It is worth noting that 2019 was the first year that students who qualified for fees free education in 2018 were able to carry over any unused entitlement into the following year. As a result, of the 1,462 fees free policy students in 2018, 588 of these qualified to use their remaining fees free balance towards the cost of study in 2019, with four per cent of these students subsequently withdrawing.

The Tertiary Education Commission ran a number of sector workshops to identify possible areas of improvement within the fees free scheme and changes were made to streamline the process, however the qualifying criteria remained mostly unchanged. During a pre-Budget 2019 speech in Wellington on May 14, Finance Minister Grant Robertson advised that any decision on whether to expand the policy to cover second-year tertiary fees would not be made during this term of Government.

Being a sustainable organisation

Kia toitū tēnei kuratini

We will:

- ensure that we are financially responsible and sustainable
- develop revenue streams appropriate to our core purpose
- maintain the highest standards of health and safety for our staff and students
- develop the capability of our staff to meet the future needs of the organisation
- minimise our negative environmental impact
- contribute to the social cohesion of our communities

Organisational structure & development

Equal Employment Opportunities

Our commitment to equal employment opportunities at Toi Ohomai is central in our leadership and day to day practices with all of our stakeholders – students, staff, community members, and iwi and industry leaders. Importantly, we aspire to lead out from a values-based principled approach from every aspect of our organisation. This capability is central to the success of our Strategic Intent and, therefore, requires focus and investment from within our workplans each year. This focus is further enhanced through the feedback from our various key surveys, which are rich in data about what we are doing well and where there is still opportunity for improvement.

Staff Engagement

Our 2019 Staff Engagement Survey was conducted as planned in September, which coincided with a staff review within our faculties. This review resulted in the realignment of our seven faculties into three, a review of approximately 43 positions, and the determination that approximately ten positions would become redundant. Such a change, although critical for the Institute's viability, was highly disruptive and unsettling for the organisation. To then achieve a 57 per cent staff engagement score, an improvement from the 50 per cent achieved the previous year, was both pleasing and encouraging. With a completion rate of 89 per cent, we have confidence that the feedback within this survey is relevant and reflective of our staff, and from this we can establish a number of workstreams and improvements in 2020 that will support our aspiration for a high performing, values-based workforce and culture.

Support offered after Christchurch mosque shootings

It was with immense sadness that we acknowledged the tragic massacre at two Christchurch mosques on 15 March which shocked our nation to our core.

Throughout New Zealand, communities came together to reaffirm the values we, as a country, stand for – togetherness, love, compassion and kindness to each other. These values are our values and our expression of them is how we will overcome this atrocity in our country. We respect and celebrate diversity and utterly reject racism in all forms.

We held karakia, prayers and reflection at our campuses and lowered our flags to half-staff as the country mourned.

Hurihia to aroaro ki te ra tukuna to atarangi
kia taka ki muri i a koe. (Turn your face to the sun and the shadows fall behind you.)

Although we often quip that 'change is the only constant these days', it has felt for many at Toi Ohomai that this has been particularly evident in recent years, and further so with the announcement of RoVE and the pending transition into one national structure for vocational education in Aotearoa. With these developments on the horizon, we pivoted our Learning and Development Programme for the year to support our staff members' readiness and resilience. The programmes delivered were gratefully received by staff and feedback was very positive. These programmes included Wellbeing and Resilience, Mental Health, Mindfulness, Crucial Conversations, Values-based Leadership, our responsibility with the Vulnerable Children's Act, Time Management, Belbin Teams, DISC development, and strategies to identify and prevent Bullying and Harassment.



Annual Staff Award winners

Congratulations to the following staff who inspired their colleagues and lived the Toi Ohomai values throughout 2019 and who were celebrated at our end-of-year Christmas party.

Chief Executive Award – Sheree Cooper

For epitomising all the Toi Ohomai values as an exceptional teacher, team player, mentor and valued colleague. Sheree has been with the organisation for 18 years, working full-time while raising a family and undertaking further study. She's a student-first, community centred person who is always willing to take on a challenge, while smiling and adopting a positive outlook.

Chief Executive Award – Rick Hopcroft

Rick is highly engaged in his day-to-day role and additional key projects and is always putting his hand up for more. He is a real people person with a big smile and is prepared to go the extra mile to make our day – whether it's his colourful outfits, amusing us as a Quiz Master, or saving the day as a key member of the First Response team.

Value Award for Kotahitanga – Finance Team

Sector changes meant this team have been central in preparing significant detail and data responses. They have needed to redevelop, upgrade, reformat, review, implement, enable and support – all in the name of change and advancement in the way we do our business – to ensure the job gets done, on time, every time.

Value Award for Whanaungatanga – Toi Ohomai Childcare Centre Teaching Team

For doing an incredible job to create and maintain authentic relationships which help to create a crucial sense of identity and belonging for children and whānau within the Toi Ohomai environment.

Value Award for Toitūtanga – Rachael Pedersen

For her kindness and generosity of spirit, but also her knack for confidently and quietly achieving excellent work. She always has a smile on her face and a wicked sense of humour, despite the challenges she comes across every day.

Value Award for Manaakitanga – Katherine Hooper

For being a much-respected leader who is able to see the bigger picture and share her in-depth knowledge freely, as well as providing support and an inclusive, comfortable environment for her team.

Excellence in Sustainability Award – Doug van Kolck

For his contributions to the Sustainability Plan this year, ensuring his faculty met its sustainability commitments and for establishing an institute-wide sustainable process for recycling batteries. He is a great person to have on our team and is strong demonstrator of our Toi Ohomai values and an all-round fun guy.

Sustained Excellence in Research Award – Kereama Taepa

For being a quiet achiever, dedicated to his craft and highly involved in research at local, national and international level. His experience and knowledge hugely inspires his colleagues and students to constantly strive for more, leaving many in awe.

Excellence in Teaching and Learning Staff Choice Award – Mel Fisher

For building students' confidence, their mana and their readiness for the world of work and life in general. Her dedication is matched by her creativeness and she is a hard-working, fun-loving, dedicated tutor and professional.

Excellence in Teaching and Learning Emerging Teacher Award – Ashley Shore

For providing support to her students which is second to none, combined with her natural affinity for people.

Excellence in Student Engagement & Experience Award – Marine and Environmental Team

For recognising that the student experience can start before enrolment and can transfer beyond graduation – they set the gold standard in building and maintaining relevant networks for students during and after their studies.



Professional Development

Staff were encouraged to self-nominate for professional development in addition to the Learning and Development Programme. During the year, we had 54 staff complete higher qualifications from certificate through to postgraduate level, and 317 applications approved for external expertise professional development.

A further highlight of the year was the implementation of our redeveloped Academic Career Promotion Procedure. This framework enables our academic staff to prepare a portfolio for a panel review (members include senior leadership, peers and union representatives) who determine promotion through to either Senior Academic Staff Member (SASM) or Principal Academic Staff Member (PASM). The new framework also allows for two panel sittings per year, compared to the previous one. Pleasingly, we had 23 staff members gain promotion to SASM and four to PASM, thereby strengthening our academic delivery and research capability at Toi Ohomai.

Employment Agreements

We also engaged in negotiations for both of our collective agreements in 2019 (one for academic staff and the other for allied staff) and we were very pleased to settle these in a timely manner.



New international role helps indigenous voices to be heard

Social Sciences Tutor Donna Guy (pictured) has been appointed as the first New Zealander to the International Association for Social Work with Groups (IASWG) board of directors.

The Association promotes excellence in practice, education, field instruction, research and publications. The Australia New Zealand Chapter was voted in as a new addition to IASWG when Donna attended her first biannual meeting in New York in November.

“Over the past 18 months, I have worked in collaboration with several Australian social work educators and practitioners, from a range of universities, to develop and put forward a proposal for the first IASWG Australia New Zealand Chapter. It is really exciting,” Donna says.

Donna suffered a spinal injury 12 years ago which left her with permanent damage, but she hasn't let that hold her back.

“For my heart, my appointment is monumental. I have always been a very goal-orientated person who sets high expectations for success.

Over the years, as I have transitioned from an Olympic athlete, to a single mum recovering from a significant spinal injury, and then onto my current role of academic educator and researcher, I have learned it is critical to always have those big dreams and out-there visions. I am genuinely excited to be in a position in which I can make a difference not only locally or nationally, but on a global scale.”

Donna says her appointment will provide benefits for herself, her colleagues and the students she teaches, including access to resources and curriculum from other universities and IASWG practice standards. She's also keen to explore further opportunities for Toi Ohomai to gain international fieldwork education placements.

“A core mandate of the IASWG and social work in general is to advocate for social justice and work to ensure oppressed peoples and communities, particularly indigenous voices, are heard. I believe I can offer my IASWG international peers not only an international lens, but also an indigenous perspective.”





Recognition for mentoring other professionals

The mentoring support offered by Toi Ohomai Executive Director Corporate Services Anthony Robertson (pictured) was highlighted in Acuity, a bi-monthly magazine published by Chartered Accountants Australia and New Zealand (CA ANZ).

Anthony has previously mentored several co-workers, but the fact that Anthony's latest mentee Karen Long lived in Christchurch meant their six-month professional relationship was solely conducted online or via phone.

The CA ANZ mentor programme connects experienced members with early to mid-career chartered accountants to aid professional connections and share the benefits of the experienced member's knowledge and insights.



Masters in their own field

Three Faculty of Education, Health, Nursing and Social Services staff members – Jayne Conning, Richard Brown and Sandra Crawford – joined approximately 550 Toi Ohomai graduands when they were awarded with their Master of Applied Professional Studies (Vulnerable Peoples) qualification in April.

Richard's research offered an insight into appropriate support for bereaved parents, after experiencing the loss of his own 12-year-old son 10 years ago.

Jayne's research explored dyslexia and its impact on dyslexic learners, inspired by her own journey of raising a child with dyslexia, with the objective to provide a better understanding of the disorder.

Sandra chose to research the key challenges in transitioning from a nurse clinician role to a nurse educator role and how to best support and prepare nurses for this transition.

Image: Richard Brown

Health & Safety

This was a very progressive year for Health, Safety and Wellbeing development at Toi Ohomai. We had a new H&S leadership team in place and the H&S Plan 2018-2022 started to gain momentum so initiatives were underway in many pockets of the organisation.

Some of the key highlights:

- an extensive regional carpentry review was undertaken, resulting in improved practices and conditions in all regional workshops
- the implementation of an independent contractor prequalification system, SiteWise, supported better practice in contractor management. This was also supported by a refresh of our contractor induction process, including a new and engaging contractor induction video
- all managers attended Health and Safety leadership training and all Health and Safety Representatives also received relevant training
- established a multi-site representative Wellbeing Committee
- PricewaterhouseCoopers completed an audit of the Institute's Health and Safety at Work (HSW) framework, providing recommendations expected to form a key part of the 2020 HSW workplan

- all incident reporting went to an online system in 2019 resulting in more timely and increased reporting, including a significant increase in near miss reporting compared to 2018 which has supported proactive HSW management
- other key focus areas that have resulted in continuous improvement initiatives include safe vehicles and driving, working at heights, hazardous energy, moving machinery, human behaviour and exposure to health risks.

In summary, our H&S incident reporting for the year compared to the previous year has benefitted from the exposure of our HSW activity, with an increase in general reporting of near misses and medically treated injuries. Although the latter is not desirable, this has been highlighted as primarily a use of first aid that had previously not been captured and correlates more accurately to the usage of first aid supplies we had noted.

Unfortunately, we incurred two notifiable incidents following 224 zero harm days. Both individuals involved have recovered well and reviews have been completed to support improved practices for the future.

	2018	2019
Medically treated injury	37	64
Non-medically treated injury	159	99
Notifiable incident	3	2
Total incidents	199	165
Near miss	43	127



Fashion design tutor wins national award

Fashion Design Tutor Donna Dinsdale was delighted when she won the overall Award of Excellence at the annual MLT Hokonui Fashion Design Awards.

“It was so unexpected. I was at home and someone phoned me from the competition; I was overwhelmed that my entry had been chosen,” she says.

“My design is inspired by a 1940s zoot suit. I used pre-loved fabric, vintage 70s. I had collected vintage fabrics with a good colour palette to create the converted zoot suit. It’s very voluminous.”

Donna had entered her design in the menswear section, where it also won the menswear award.

Donna enjoys pushing boundaries with her designs and says it’s important to show that she’s actively involved in the industry because this creates greater opportunities for her and her students to inspire each other with their creations.





Internationalisation

This was a successful year from a number of international strategic perspectives, including increased student numbers and revenue, a greater mix of international students across campuses, improved processes in relation to education agent management, a successful international code of practice review (the Pastoral Care of International Students), and continuing high student satisfaction and completion levels.

Against a budget of 939 EFTS, the total EFTS achieved was 1102; a growth rate 18 per cent above 2018 international student EFTS. This meant the \$18 million revenue gained from international student enrolments in 2019 exceeded the budgeted forecast of \$15.9 million.

The total number of international students for 2019 was 1850, primarily located at the two main campuses, Mokoia (66%) and Windermere (30%), with additional online students. This was a change of mix compared to 2018, when Windermere Campus had 23 per cent of the Institute's international students.

In 2019 a new Agent Management process was introduced in response to an action identified by the PricewaterhouseCoopers audit of the Code of Practice, namely the requirement for a more automated and efficient agent management process. The CRM Salesforce was developed, with stage one (the agent contracts management system) being introduced and going live mid-year.

Toi Ohomai also participated in the i-graduate survey of current international students attending 89 global tertiary institutions, including 13 NZ ITPs. Toi Ohomai was ranked first globally in a number of categories including pre-departure information, welcoming, orientation and social activities, and was placed sixth overall globally.

French connection offers new opportunities for students

Toi Ohomai and the University of Angers, in France, signed a cooperation agreement to facilitate a new student exchange programme and collaboration between both the organisations.

Starting next year, students studying tourism and hospitality degree courses at both institutions will be able to spend some of the time living and studying in the other country.

"From our students' perspective – it's an OE. They get to go to Europe and they can study, work and travel all at the same time. A benefit of the exchange for students from Angers is they will be able to study in our country and also take part in our work placement programmes," says Toi Ohomai Head of International Peter Richardson.

The programme will be open to students in the second and third year of the new Bachelor of Applied Hospitality and Tourism Management at Toi Ohomai.

Tourism, Hospitality and Service Industries Faculty Leader, Bart Vosse, says there's an increasing global awareness of the interdependent nature of the tourism and hospitality industry.

"Partnering with a recognised European university further strengthens our programme and opens up further opportunities for our learners," he says.



Sustainability

Following the completion of our first Sustainability Framework in 2018, the Institute's main environmental sustainability goal in 2019 was to reduce waste to landfill by 50 per cent by 2020. We are progressing well towards this goal, undertaking a number of initiatives: we increased the availability and visibility of recycling bins, especially at our regional campuses; introduced worm farms in some areas; and initiated battery collection points.

One of our greatest impacts came from removing single use cups from our campuses. This means that more than 95,000 single use staffroom cups are no longer entering the waste stream each year. The Melting Pot, our cafe at Mokoia, also eliminated single use cups, saving at least 46,000 cups and lids from going to landfill each year.

Other sustainability initiatives for 2019:

- construction of our in-house solar energy charging station
- minivan shuttles between main campuses
- increased hybrid vehicles in our fleet
- increased online meeting capability to reduce travel
- sustainability markets at Windermere and Mokoia campuses



Growing future environmental leaders

Toi Ohomai sponsored the Top School award at the 2019 EnviroChallenge event for the first time, to encourage the next generation of environmental warriors.

Sustainability Options Development Manager Jo Wills says environmental initiatives often struggle for funding, so the Toi Ohomai prize money provided a much-needed incentive to encourage participating students to ensure their environmental goals come to fruition. EnviroChallenge is a year-long mentoring programme, delivered by Sustainability Options, for secondary students across the Bay of Plenty.

Single use coffee cups get the chop

Toi Ohomai removed single use cups from its campus kitchens and staff rooms and, in an announcement coinciding with World Environment Day, introduced a further initiative to remove disposable coffee cups from the Melting Pot Café at Mokoia Campus by the end of June.

Melting Pot Manager Vanessa Dunn says the café serves up to 1250 takeaway coffees a week and the majority of those cups were being discarded. Customers can now bring their own cup or borrow a cup.

"Most people don't know that disposable cups are part of a major problem – many of them can't be recycled because they are lined with plastic," Vanessa says.

"We've also set up the Swap a Cup membership programme, where customers can pay \$10 a trimester to rent a cup. People are getting used to bringing their own bag to the supermarket and this is just like that. The whole purpose of the initiative is to reduce rubbish and encourage more people to reuse rather than recycle."



Toi Ohomai Marine and Environmental Programme Manager Dean Tully says the Institute is keen to support students who show an interest in the environment.

"One of the ways we do this is through a suite of education programmes integrating environmental protection and sustainability within the course content. The Certificate in Conservation Operations, Diploma in Environmental Management (Terrestrial or Marine) and Graduate Diploma in Resource Management are great examples of this," he says.

Image: The team from Trident High School, Whakatāne, with their Top School trophy.

Statement of Service Performance Commitments

The Statement of Service Performance (SSP) reports on the results on the 2019 year and aligns with the strategic directions and commitments outlined in our 2019–2020 Investment Plan.

These metrics relate to our 2019–2020 TEC Investment Plan, which are different to the metrics reported in the 2018 Annual Report. As such, the 2018 results shown in this section do not match the results published in our 2018 Annual Report.



Reduce NEETs (youth Not in Employment, Education or Training) for BoP region

How measured:	NEET rate
2019 Target:	13%
2019 Actuals :	14%
Result:	Not Achieved
2018 Actuals :	11%

NEET rates within the Bay of Plenty have stayed around the 14% mark since 2016, with 2018 dipping to 11%. In 2019 the NEET rate, based on the Household Labour Force Survey annual results for the year ending in September, once again reported at 14%.

Coinciding with the drop in domestic students, the number of learners who were previously NEETs has declined at Toi Ohomai, however course success of previous NEET learners has increased from 68% to 71%.

In 2019, Toi Ohomai piloted a new approach to NEETs which focused on 'preventing' NEETs through a proactive and supported pathway for secondary school students who are at risk of being NEET. The pilot programme in Whakatāne engaged over 28 at risk students who would have become NEETs without the highly bespoke onboarding approach adopted during this collaboration between Toi Ohomai, their school and their whānau. This new model will be scaled across the region in 2020.

Increase % of graduates in employment

How measured:	Surveyed graduates
2019 Target:	85%
2019 Actuals :	65%
Result:	Not Achieved
2018 Actuals :	67%

The target used for the SSP was based on 2016 results that contained data on students who were in employment while studying, which inflated the employment figure. Our graduate survey no longer collects this data and Toi Ohomai will work with TEC to update this target for future reporting.

Of all the students who graduated in 2018, 4,104 were invited to partake in the graduate survey in May 2019. Of these recipients, 1182 answered the question "Are you currently employed?", with 65% responding that they were in employment, a 2% drop from the previous year. We will work on ways to improve the response rate to the graduate destinations survey. Toi Ohomai continues to ensure graduates have employable skills and links with industry.

Satisfaction of employers with work readiness of students and graduates

How measured:	Surveyed employers
2019 Target:	90%
2019 Actuals :	72%
Result:	Not Achieved
2018 Actuals :	90%

Toi Ohomai continued the practice of focusing the survey on one subject area to enable contextual data to be acted upon, rather than gaining a broader understanding of employer experiences.

The Employer Survey conducted in February 2019 had a focus on Trades and Logistics graduates. (The 2018 Employer Survey had focused on Tourism and Hospitality graduates.)

Of the 25 employers who replied to the 2019 survey, 72% (18) stated that they were satisfied or very satisfied with graduate work readiness. It is worth noting that the 25 responses included three responses where the employer chose not to comment. The lower than target result in 2019 was due to the small number of graduates in responses.

The 2019 survey concludes that employer satisfaction with the skills of Toi Ohomai students and graduates remains high and employers value the professional relationships they have built with staff members. Future employer surveys will be adjusted to have broader employer responses and, as such, better align to this SSP for the entire organisation.

Satisfaction of stakeholders/partners in their interactions with Toi Ohomai

Employers

How measured:	Surveyed employers
2019 Target:	90%
2019 Actuals :	91%
Result:	Achieved
2018 Actuals :	91%

Based on the 2019 Employer Survey, 91% (20 of 22 employers) commented that they were satisfied or very satisfied that Toi Ohomai met their needs.

Students

How measured:	Surveyed students
2019 Target:	90%
2019 Actuals :	92%
Result:	Achieved
2018 Actuals :	91%

Student satisfaction at Toi Ohomai remains high, with 92% (846 of 923 who responded to the survey question) stating they were satisfied with their experience at Toi Ohomai.

Iwi

How measured:	The kaupapa Māori approach that was agreed on in 2019 was a kanohi kitea wānanga approach based on collective consensus rather than an individualistic survey approach.
2019 Target:	-
2019 Actuals :	-
Result:	Achieved
2018 Actuals :	-

A kanohi kitea consensus-based collective analysis approach was undertaken in November 2019. The consensus was 'somewhat satisfied' within the context of apprehension about the uncertainty of the status and enduring nature of the mana ōrite Tiriti relationship and iwi influence through the RoVE process.

Industry

How measured:	Stakeholder survey
2019 Target:	55%
2019 Actuals :	65%
Result:	Achieved
2018 Actuals :	-

In 2019, we took a two-phased approach to surveying industry stakeholders: a micro-survey at events such as our various Chamber of Commerce Business After Five (BA5s) events, as well as sending out our traditional online survey. 65.8% of participants across both methods of the survey responded that they were 'highly likely' to recommend Toi Ohomai to a business colleague.

Staff

How measured:	Staff survey
2019 Target:	55%
2019 Actuals :	57%
Result:	Achieved
2018 Actuals :	50%

This survey was delivered internally with results collected and reported back by an independent consultant (EMA Consulting). We had a completion rate of 89% and an overall engagement score of 57.1%; an increase of 7% compared to 2018 figures.

Achievement of the Mana Ōrite Tiriti Relationship Plan with Te Kāhui Mātauranga

How measured:	Report on plan outcomes
2019 Target:	Achieved
2019 Actuals :	Plan outcomes reported and TKM satisfied with progress.
Result:	Achieved
2018 Actuals :	-

The 2019 plan comprised three projects. Some changes to the timelines were approved by TKM during the year and both TKM and Council were satisfied with progress by year end.



Enrolments and TEC Commitments

In 2019, EFTS dropped by 286, due to a reduction in the number of domestic funded enrolments. There has been a general softening in domestic enrolments across most areas. The most pronounced drop was in our business subject areas. There was an increase in our International and Trades Academy numbers: International numbers increased due to a change in NZ

immigration rules, while Trades Academy benefitted from an increased focus on this area and from working more closely with secondary schools.

We have had a small increase in our Māori EFTS numbers and in course completions. This occurred after the implementation of our Māori Success Strategy and some focused work in this area, which will continue into 2020.

Funding Type	2019	2018	2017
Domestic Funded			
SAC L3+	3,946	4,297	4,357
SAC L3&4 Comp	19*	84	71
SAC L1&2 Comp	283	261	249
SAC L1&2 Non-Comp	-	61	29
Youth Guarantee	118	113	130
Dual Pathway	-	28	32
ACE	129	129	131
Domestic Funded Total	4,495	4,973	4,999
International Funded	1,103	939	1,018
Other Funded			
Trades Academy	115	82	93
STAR	8	23	26
FCR	30	19	42
ITO	119	120	104
Other Funded Total	272	244	265
EFTS Total	5,870	6,156	6,282
Student Numbers	11,875	11,973	12,332

* teach out

New legislative requirements effective for the 2019 year requires the performance reporting to comply with generally accepted accounting practice (GAAP), that GAAP requires output cost disclosure. The Institute only has one output class related to teaching and learning, so an output cost statement has not been disclosed. Costs relating to teaching and learning can be found in notes 3 and 4 of our financial statements.

Education Performance Indicator (EPI) commitments

Our commitments regarding TEC Education Performance Indicators (EPIs) are shown below.

It is important to note that data on course success and qualifications gained are not final and may change when the 2019 data is finalised in the April

Single Data Return (SDR). TEC will use the April figures to measure our 2019 EPI commitments.

Under our TEC 2019-2020 Investment Plan, the EPI measures and methodology changed and subsequently will not match the figures given in our last annual report (2018). The 2018 actuals here are based on the final results published by TEC after the 2018 Annual Report was published.

Student Achievement Component (SAC) EPIs

Cohort group	Ethnicity	2019 Target	2019 Actuals	Result	2018 Actuals
Course completions					
All	Māori	77%	74%	Not Achieved	72%
	Non-Māori and non-Pasifika	87%	86%	Not Achieved	85%
	Pasifika	77%	76%	Not Achieved	72%

Course results are still to be finalised, due to extensions and late submissions. Results will not be finalised until April for SDR reporting to TEC. Māori and Pasifika results increased and these will continue to be a key focus area of our Māori Success Strategy.

First year retention					
Level 4 to 7 (non-degree)	Māori	42%	54%	Achieved	38%
	Non-Māori and non-Pasifika	53%	59%	Achieved	57%
	Pasifika	39%	50%	Achieved	33%
Level 7 degree	Māori	68%	56%	Not Achieved	61%
	Non-Māori and non-Pasifika	74%	72%	Not Achieved	70%
	Pasifika	68%	45%	Not Achieved	68%

The retention metrics apply to 8% of Toi Ohomai students. We had an increase in level 4 to 7 retention from the pathway programmes at this level, as well as increases in our level 4 apprenticeship programmes.

Level 7 degrees were below target, due in part to higher than expected numbers of students choosing to pathway into University of Waikato degrees and an increase in students opting to gain an exit diploma or certificate.

Cohort group	Ethnicity	2019 Target	2019 Actuals	Result	2018 Actuals
Participation					
Level 1 to 3	Māori	55%	53%	Not Achieved	52%
	Non-Māori and non-Pasifika	42%	44%	Achieved	45%
	Pasifika	6%	7%	Achieved	6%
Level 4 to 7 (non-degree)	Māori	42%	38%	Not Achieved	39%
	Non-Māori and non-Pasifika	55%	59%	Achieved	58%
	Pasifika	6%	6%	Achieved	6%
Level 7 degree	Māori	38%	32%	Not Achieved	37%
	Non-Māori and non-Pasifika	57%	64%	Achieved	59%
	Pasifika	6%	5%	Not Achieved	7%
Level 8 to 10	Māori	31%	26%	Not Achieved	28%
	Non-Māori and non-Pasifika	62%	74%	Achieved	66%
	Pasifika	7%	3%	Not Achieved	8%

Toi Ohomai is the fifth largest ITP provider of domestic students and EFTS in New Zealand and the second largest ITP in terms of the number of Māori student enrolments.

Our portfolio and delivery will continue to be refined to ensure delivery meets the strategic and learning needs of our region, with the overall intent to achieve parity in participation for Māori and Pacific students at all levels.

Although Māori participation targets were not met, overall Toi Ohomai had more Māori EFTS enrolled than last year.

Student progression					
Level 1 to 3	Māori	34%	32%	Not Achieved	32%
	Non-Māori and non-Pasifika	35%	25%	Not Achieved	31%
	Pasifika	32%	27%	Not Achieved	43%

Of the 2,141 learners who completed a level 1-3 qualification in 2018, 601 (28%) progressed onto a higher level, compared to the 1919 learners who completed similar courses in 2017 with 612 (32%) progressing onto higher level study. There were higher numbers of progression from foundation programmes and a lower number progressing from computing level 2 courses.

Toi Ohomai is continuing to strengthen pathway options for students from lower level courses.

Expected graduates					
Level 1 to 3	Māori	1000	904	Not Achieved	911
	Non-Māori and non-Pasifika	1300	1408	Achieved	1184
	Pasifika	100	91	Not Achieved	91

The number of students who graduated in 2019 will be finalised in April 2020 for SDR reporting to TEC. So far, Toi Ohomai has had a higher number of learners meeting the requirements of their qualification than last year.

Cohort group	Ethnicity	2019 Target	2019 Actuals	Result	2018 Actuals
Research					
The amount of external research income earned (\$ 000s)		300	277	Not Achieved	412
The number of research degrees completed		1	4	Achieved	2
<p>Toi Ohomai completed the National Science Project in June 2019, with funding ending mid-year. We successfully obtained further external research income from proposals submitted in 2019, with some projects not due to start until 2020.</p> <p>2018 was the first year in which Toi Ohomai had students enrolled in research degrees (Master's by thesis). Completions increased in 2019, as expected, and we expect these numbers will continue to increase in the future.</p>					

International					
Total number of international student EFTS		1100	1102	Achieved	939

Youth Guarantee expected graduates					
Level 1 to 3	Māori	160	73	Not Achieved	99
	Non-Māori and non-Pasifika	160	110	Not Achieved	102
	Pasifika	20	11	Not Achieved	5
<p>The number of YG students has reduced by 20% since targets were set. A contributing factor to this drop is the option for students to partake in the fees free initiative. This reduction in enrolled students has affected the number of graduates expected.</p>					

Youth Guarantee course completions					
Level 1 to 3	All	76%	75%	Not Achieved	78%
<p>Successful course completions dropped in 2019. Toi Ohomai has initiated the 'Retention' project to focus on the retention of students for success.</p>					

Youth Guarantee student progression					
Level 1 to 3	Māori	45%	50.7%	Achieved	43%
	Non-Māori and non-Pasifika	50%	45.7%	Not Achieved	56%
	Pasifika	45%	60%	Achieved	75%
<p>Progression targets for Māori and Pacific students have met targets.</p> <p>Toi Ohomai is continuing to strengthen pathway options from our foundation programmes to allow more options for students to progress onto higher levels of study.</p>					

03

Our Financial Statements

Financial Overview

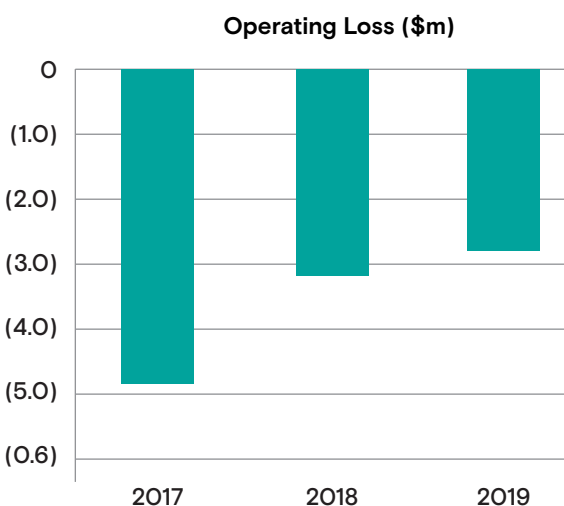
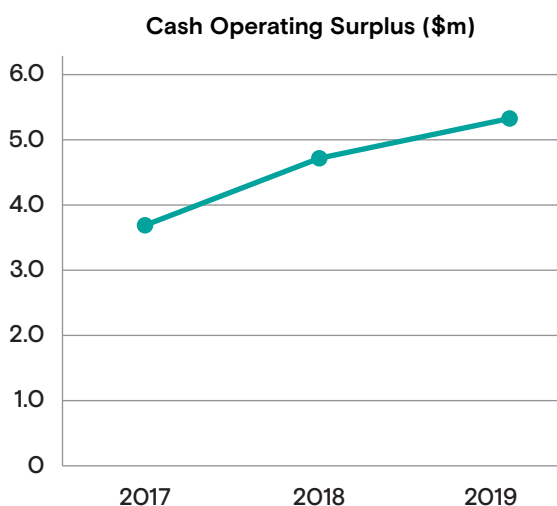
Financial Performance

2019 provided mixed financial results for Toi Ohomai. From a delivery perspective, our domestic enrolments (EFTS) were significantly below budget and a significant drop from last year (2018). This is something that is being experienced across the ITP sector, predominately as a result of the strong employment market. However, our international enrolments continued to grow and were significantly above budget. That said, our decline in domestic EFTS was more than the growth in our international EFTS and, with a funding methodology based purely on student numbers, this has significantly reduced our income.

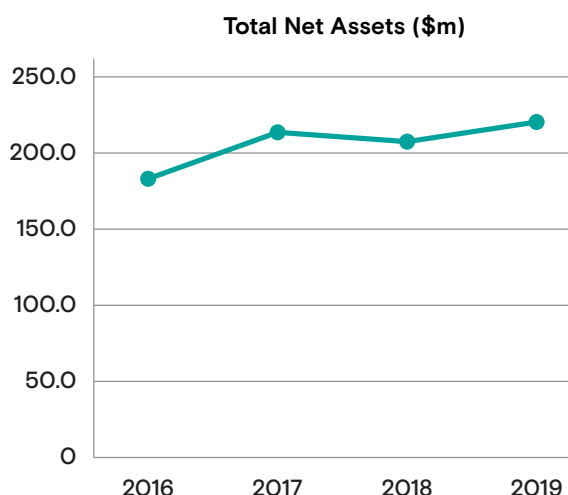
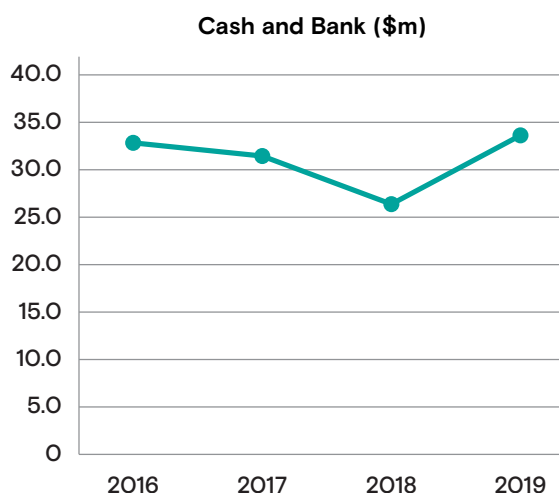
In response to this reduced income we have managed once again to reduce costs, especially staffing costs. Moreover, our prudent capital spending has also resulted in lower depreciation costs than budgeted.

We are committed to regional vocational education and this is reflected in the latest benchmarking (2018) where we had one of the highest investments in teaching delivery costs in the sector. We have achieved this by prudently managing our non-teaching (support staffing) and non-staffing costs. We had the second lowest proportion of non-teaching staff to direct teaching staff in the sector and the second lowest proportion of central administration costs.

Income & Expenditure	Actual 2019 \$m	Budget 2019 \$m	Actual 2018 \$m
Income	90.5	93.4	92.2
Operating costs	(85.2)	(86.7)	(87.4)
Cash operating surplus before depreciation and exceptionals	5.3	6.7	4.8
Depreciation and amortisation	(8.2)	(8.4)	(8.1)
Operating loss before exceptionals	(2.9)	(1.7)	(3.3)
Merger costs	-	-	(1.4)
Resizing	(1.2)	-	(1.0)
Operating loss after exceptionals	(4.1)	(1.7)	(5.7)



Balance Sheet	Actual 2019 \$m	Budget 2019 \$m	Actual 2018 \$m
Cash and term deposits	33.8	21.3	26.5
Other net current assets/(liabilities)	(26.4)	(16.5)	(18.5)
Net current assets/(liabilities)	7.4	4.8	8.0
Fixed assets and software	216.2	198.9	198.7
Non-current liabilities	(0.3)	(0.2)	(0.3)
Total net assets	223.3	203.5	206.4



Whilst we actually reduced income, as opposed to our budgeted increase, we have managed to reduce costs more than budget and more than our income reduced. This has meant a year-on-year increase in our cash operating surplus of \$0.5 million to \$5.3 million, continuing the improvement from 2017.

Moreover, these reduced costs have contributed to a further reduction in our operating loss – from \$3.3 million in 2018 to \$2.9 million in 2019 – building on the reductions we have achieved since the \$4.8 million loss we recorded in 2017.

The exceptional items in 2019 relate to resizing costs as we reduced our staffing levels in response to our drop in delivery, predominately during our academic management restructure towards the end of 2019.

Financial Position

Despite our operating losses in 2017, 2018 and 2019, we have managed to maintain strong cash balances and a very strong balance sheet.

Our cash balances at the end of the year were \$33.8 million, which is significantly higher than both the budget (\$21.3 million) and the prior year (\$26.5 million).

Some of our cash balances represent international student fees paid in advance and repayments due to TEC. Our net current assets are \$7.4 million, which is higher than budget (\$4.8 million) and in line with the prior year (\$8.0 million), further demonstrating our ability and commitment to maintain financial viability.

One of the main capex projects for 2019 was the purchase of land in Taupō, enabling us to commence the Taupō campus development. This project will see the design of the new campus in 2020, with building occurring in 2021 and an intended opening in 2022.

At the end of 2019 we revalued our fixed assets, which resulted in a net increase in our fixed assets of \$21 million. This has contributed to the further strengthening of our balance sheet with total net assets now standing at \$223 million.



Future

Our immediate financial focus remains to return Toi Ohomai to at least a break-even position. However, our ability to significantly improve our financial performance is hindered by:

- the current ITP volume-based funding methodology
- our current volumes of activity being impacted by high employment in a strong economy
- higher costs associated with our regional commitment (two main campuses, three regional campuses and multiple additional delivery sites) resulting in higher infrastructure and operating costs and smaller class sizes.

This has been recognised by the Education Minister, Chris Hipkins, where in the Reform of Vocational Education announcement he stated:

Many ITP costs have not fallen in line with their declining enrolments, largely due to the fixed nature of many costs, and ITPs' communities expect them to continue to offer a broad range of locally relevant programmes which all contribute to driving higher fixed costs. As a result, several ITPs are now under considerable financial stress, some are already in crisis, and more will become so if nothing changes.

(Hon Chris Hipkins – 1 August, 2019)

Whilst we are far from being 'in crisis', we look forward to a change in funding methodology to address these issues and which will provide the necessary funding to meet the true costs of regional vocational education. As benchmarked, our support, non-pay and central administration costs are amongst the lowest in the sector, limiting the scope for further cost cutting in these areas. Appropriate funding is therefore required to maintain and increase our teaching delivery, especially in the regions.

However, in the meantime, we recognise the imperative to maintain our financial sustainability and thereby the need to reduce operating costs where possible. We have undertaken a delivery management restructure towards the end of 2019 and will continue to align our delivery resources in line with our level of delivery. Moreover, we will continue our strategy of prudent capital expenditure in line with the cash generated from operations, with major projects funded from cash reserves. That said, cost cutting is only a finite solution which ultimately impacts on the student and staff experience. In addition to a change in the funding methodology, we – like other ITPs – need to do more to attract learners and increase the volume of our delivery and, wherever possible, change the nature of our delivery.

Anthony Robertson
Executive Director: Corporate Services

Statement of Responsibility

For the year ended 31 December 2019

In terms of Section 41 of the Public Finance Act 1989, we hereby certify that:

- We have been responsible for the preparation of these financial statements, statement of service performance and the judgements therein;
- We have been responsible for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting; and
- We are of the opinion that these financial statements and statement of service performance fairly reflect the financial position and operations of this institution for the year ended 31 December 2019.



Cathy Cooney
Council Chairperson



Dr Leon Fourie
Chief Executive



Anthony Robertson
Executive Director: Corporate Services

Independent Auditor's Report

To the readers of Toi Ohomai Institute of Technology's financial statements and statement of service performance for the year ended 31 December 2019

The Auditor-General is the auditor of Toi Ohomai Institute of Technology (the Institute). The Auditor-General has appointed me, Clarence Susan, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the Institute on his behalf.

Opinion

We have audited:

- the financial statements of the Institute on pages 70 to 103 that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Institute on pages 54 to 61.

In our opinion:

- the financial statements of the Institute on pages 70 to 103, which have been prepared on a disestablishment basis:
 - » present fairly, in all material respects:
 - its financial position as at 31 December 2019; 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 on pages 54 to 61:
 - » presents fairly, in all material respects, the Institute's service performance achievements as compared with the forecast outcomes included in the investment plan for the year ended 31 December 2019; and
 - » complies with generally accepted accounting practice in New Zealand.

Our audit was completed on 27 March 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below, and we draw your attention to the financial statements being appropriately prepared on a disestablishment basis and include disclosure regarding COVID-19. 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.

The financial statements have been appropriately prepared on a disestablishment basis

Without modifying our opinion, we draw your attention to the accounting policy on page 75, about the financial statements being prepared on a disestablishment basis. We consider the disestablishment basis to be appropriate because the Institute will cease as an entity and transfer its assets and liabilities to Toi Ohomai Institute of Technology Limited on 1 April 2020 as a result of the reform of the institutes of technology and polytechnics sector.

COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 23 on page 103 which outline the possible effects to the Institute as a result of the COVID-19 pandemic. It is difficult to determine the full effect of it on the Institute at this time.

Basis for our opinion

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

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

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

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

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

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

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

In preparing the financial statements and the statement of service performance, the Council is responsible on behalf of the Institute for assessing the Institute's ability to continue as a going concern.

If the Council concludes that the going concern basis of accounting is inappropriate, the Council is responsible for preparing financial statements on a non-going concern basis and making appropriate disclosures.

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

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

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

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

For the budget information reported in the financial statements and the statement of service performance, our procedures were limited to checking that the information agreed to the Institute'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 Institute'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 non-going concern basis of accounting by the Council.
- 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 1 to 53, 62 to 66, and 104 to 117, but does not include the financial statements and the statement of service performance, and our auditor's report thereon.

Our opinion on the financial statements and the statement of service performance does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements and the statement of service performance, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements and the statement of service performance or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the Institute in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

In addition to the audit, we have carried out engagements in the areas of the assurance review of the 2019 PBRF External Research Income declaration, which is compatible with those independence requirements. Other than the audit and this engagement, we have no relationship with or interests in the Institute.



Clarence Susan
Audit New Zealand

On behalf of the Auditor-General
Tauranga, New Zealand

Statement of Comprehensive Revenue and Expense

for the year ended 31 December 2019

	Notes	Actual* 2019 \$'000	Budget* 2019 \$'000	Actual* 2018 \$'000
Revenue				
Government Funding	3a	45,377	48,523	47,398
Student Tuition Fees	3b	35,756	36,423	34,603
Other Revenue	3c	9,366	8,424	10,215
Total Revenue		90,499	93,370	92,216
Expenses				
Employee Benefit Expenses	4a	60,013	58,900	63,761
Other Expenses	4b	26,463	27,800	26,057
Depreciation Expense	9	7,671	8,007	7,673
Amortisation	11	493	393	423
Total Expenses		94,640	95,100	97,914
Net (Deficit)/Surplus		(4,141)	(1,730)	(5,698)
Other Comprehensive Revenue and Expenses				
Property Revaluations/Impairment	9	21,006	-	-
Total Other Comprehensive Revenue and Expenses		21,006	-	-
Total Comprehensive Revenue and Expenses		16,865	(1,730)	(5,698)

The accompanying notes form part of these financial statements.

*Refer to Note 2 (Basis of Preparation) for an explanation of the nature of the amounts presented and how they have been combined.

Explanations of major variances against budget are provided in Note 21.

Statement of Financial Position

as at 31 December 2019

	Notes	Actual* 2019 \$'000	Budget* 2019 \$'000	Actual* 2018 \$'000
Current Assets				
Cash and Cash Equivalents	5	3,672	8,037	6,522
Trade and Other Receivables	6	11,008	11,495	10,985
Prepayments	7	1,831	1,193	1,227
Other Financial Assets	8	30,108	13,212	20,000
Total Current Assets		46,619	33,937	38,734
Non-Current Assets				
Other Financial Assets	8	177	177	110
Property	9	202,763	182,348	183,368
Plant and Equipment	9	10,557	12,612	11,240
Work in Progress	9	499	3,153	2,016
Investment Properties	10	130	130	130
Intangible Assets	11	2,127	525	1,865
Total Non-Current Assets		216,253	198,945	198,729
Total Assets		262,872	232,882	237,463
Current Liabilities				
Trade and Other Payables	12	8,764	9,428	10,191
Provisions	13	1,991	2,090	2,562
Revenue In Advance	14	28,491	17,639	17,978
Total Current Liabilities		39,246	29,157	30,731
Non-Current Liabilities				
Provisions	13	282	219	253
Total Non-Current Liabilities		282	219	253
Total Liabilities		39,528	29,376	30,984
Net Assets		223,344	203,506	206,479
Equity				
General Equity		106,350	107,518	110,491
Revaluation Reserve		116,994	95,988	95,988
Total Equity		223,344	203,506	206,479

The accompanying notes form part of these financial statements.

*Refer to Note 2 (Basis of Preparation) for an explanation of the nature of the amounts presented and how they have been combined.

Explanations of major variances against budget are provided in Note 21.

Statement of Changes in Equity

for the year ended 31 December 2019

	General Equity* \$'000	Asset Revaluation Reserve* \$'000	Total* \$'000	Budget* \$'000
2018				
Balance at 1 January 2018	116,189	95,988	212,177	212,175
Total Comprehensive Revenue and Expense	(5,698)	-	(5,698)	(4,080)
Balance at 31 December 2018	110,491	95,988	206,479	208,095
2019				
Balance at 1 January 2019	110,491	95,988	206,479	205,236
Total Comprehensive Revenue and Expense	(4,141)	21,006	16,865	(1,730)
Balance at 31 December 2019	106,350	116,994	223,344	203,506

*Refer to Note 2 (Basis of Preparation) for an explanation of the nature of the amounts presented and how they have been combined. The accompanying notes form part of these financial statements.

Statement of Cash Flows

for the year ended 31 December 2019

	Notes	Actual* 2019 \$'000	Budget* 2019 \$'000	Actual* 2018 \$'000
Cash Flows From Operating Activities				
Cash was provided from:				
Government Funding		45,281	48,523	43,746
Tuition Fees		46,527	36,423	35,522
Interest Received		1,038	759	1,155
Dividends Received		48	-	42
Other Services Provided		8,413	7,665	9,062
Total		101,307	93,370	89,527
Cash was disbursed to:				
Payments to Employees		60,351	58,900	63,079
Payments to Suppliers		29,086	27,800	26,467
Total		89,437	86,700	89,546
Net Cash Flows From Operating Activities		11,870	6,670	(19)
Cash Flows From Investing Activities				
Cash was provided from:				
Sales of Assets		62	-	65
Sale of Investments		20,000	-	23,123
Total		20,062	-	23,188
Cash was applied to:				
Purchase of Assets/Intangible Assets		4,673	4,500	4,684
Acquisition of Investments		30,108	-	20,000
Total		34,781	4,500	24,684
Net Cash Flows From Investing		(14,719)	(4,500)	(1,496)
Cash Flows From Financing Activities				
		-	-	-
Net Cash Flows From Financing		-	-	-

Net GST amounts paid are included in payments to suppliers.

*Refer to Note 2 (Basis of Preparation) for an explanation of the nature of the amounts presented and how they have been combined.
The accompanying notes form part of these financial statements.

Notes	Actual* 2019 \$'000	Budget* 2019 \$'000	Actual* 2018 \$'000
Net Increase/(Decrease) in Cash and Cash Equivalents	(2,850)	2,170	(1,515)
Cash and Cash Equivalents at Beginning of Period	6,522	19,079	8,037
Cash and Cash Equivalents at End of Period	3,672	21,249	6,522

Represented by:

Cash and cash equivalents

Cash	9	29	13
Westpac	1,661	6,419	2,063
BNZ	2,002	2,341	446
Term deposits three months or less	-	12,460	4,000
5	3,672	21,249	6,522

Reconciliation from the Net Surplus/(Deficit) to the Net Cash Flows from Operations

Net Surplus/(Deficit) for the Period	(4,141)	(1,730)	(5,698)
---	----------------	----------------	----------------

Adjustments For:

Depreciation	7,671	8,007	7,673
Amortisation	493	393	423
Asset Impairment	-	-	-
Net (gain)/loss on Disposal of Property, Plant and Equipment	(4)	-	(30)
Fair Value (gain)/loss on Investment	(69)	-	(20)
Goodwill Impairment	-	-	-
Bad Debts and Doubtful Debts	229	-	287

Changes in Assets and Liabilities

(Increase) / Decrease in Trade and Other Receivables	(22)	-	510
(Increase) / Decrease in Prepayments	(601)	-	(33)
Increase / (Decrease) in Trade and Other Payables	(1,628)	-	(272)
Increase / (Decrease) in Provisions	(542)	-	507
Increase / (Decrease) in Revenue Received in Advance	10,484	-	(3,366)
Net Cash from Operating Activities	11,870	6,670	(19)

*Refer to Note 2 (Basis of Preparation) for an explanation of the nature of the amounts presented and how they have been combined. The accompanying notes form part of these financial statements.

Notes to the Financial Statements

for the year ended 31 December 2019

Note 1. Reporting Entity

Toi Ohomai Institute of Technology (Toi Ohomai) is a Tertiary Education Institute (TEI) domiciled in New Zealand and is governed by the Crown Entities Act 2004 and the Education Act 1989 as a public tertiary institution. The primary objective of the Institute is to provide tertiary education services for the benefit of the community and it has designated itself as a Public Benefit Entity for financial reporting purposes.

The financial statements were authorised for issue in accordance with a resolution of the Councillors on 27 March 2020.

Note 2. Summary of Significant Accounting Policies

The following particular accounting policies that materially affect the measurement of financial performance and financial position have been applied:

Basis of Preparation

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

In essence, the Act reforms the delivery of vocational education in New Zealand by creating a new Crown entity, with the working title the New Zealand Institute of Skills and Technology (NZIST), and converting all existing institutes of technology and polytechnics (ITPs) into crown entity companies, which will take over the operational activities of existing ITPs.

The Act will disestablish Toi Ohomai and transfers its assets and liabilities to a new company, Toi Ohomai Institute of Technology Limited, on 1 April 2020. As a result, Toi Ohomai has prepared its financial statements on a disestablishment basis.

However, because vocational education will continue to be provided through Toi Ohomai Institute of Technology Limited, no change needs to be made to the measurement or classification of assets and liabilities. Decisions about the future of these assets and liabilities will be the responsibility of the new entity.

Individual significant assumptions and judgements applied to specific periods have been documented separately below.

Presentation currency and rounding

The financial statements are presented in New Zealand dollars, being the functional currency of the Institute. All values are rounded to the nearest thousand dollars (\$'000).

Statement of Compliance

The financial statements 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, and comply with, Tier 1 PBE accounting standards.

Standards issued and not yet effective and not early adopted

The External Reporting Board issued a new suite of PBE accounting standards that are applicable to Public Benefit Entities. These standards are:

- PBE IFRS 9 Financial Instruments: This standard introduces a number of changes to the classification and measurement of financial assets and financial liabilities. This standard is mandatory for reporting periods beginning on or after 1 January 2021. Our assessment of the impact of this new standard on the financial statement will not be material.

- **PBE FRS 48 Service Performance Reporting:**
This standard establishes new requirements for public benefit entities to select and present performance information. There has been no PBE Standard dealing solely with the service performance reporting. This standard is mandatory for PBEs with reporting periods beginning on or after 1 January 2021 and it is the date in which it will be enacted. We have assessed the impact on the Institute's financial statements and conclude that the only impact is on determining whether the Institute has achieved/not achieved a key performance indicator.
- **2018 Omnibus Amendments to PBE standards:**
PBE IPSAS 2 Cashflow Statements, as issued by the IASB in January 2016, requires entities to provide disclosures that enable users of the financial statements to evaluate changes in liabilities arising from financial assets. This omnibus is effective for annual periods beginning on or after 1 January 2021 and will be the effective date the Institute adopts the omnibus. We have assessed the impact of the omnibus on the Institute's financial statements and conclude there is no material impact.
- **PBE IPSAS 41 Financial Instruments:**
PBE IPSAS 41 introduces changes introduced by NZ IFRS in the for-profit sector. The standard replaces most of the requirements of PBE IPSAS 29. These requirements improve and simplify the approach for classification and measurement of financial assets compared with the requirements of PBE IPSAS 29. The Standard introduces a number of changes to the accounting for financial assets, the most significant of which includes:
 - » two categories for financial assets being amortised cost or fair value;
 - » removal of the requirement to separate embedded derivatives in financial assets;
 - » strict requirements to determine which financial assets can be classified as amortised cost or fair value. Financial assets can only be classified as amortised cost if (a) the contractual cash flows from the instrument represent principal and interest and (b) the entity's purpose for holding the instrument is to collect the contractual cash flows;
 - » an option for investments in equity instruments which are not held for trading to recognise fair value changes through other comprehensive income with no impairment testing and no recycling through profit or loss on derecognition;
 - » reclassifications between amortised cost and fair value no longer permitted unless the entity's business model for holding the asset changes; and
 - » changes to the accounting and additional disclosures for equity instruments classified as fair value through other comprehensive income.

For financial liabilities designated as fair value through profit or loss using the fair value option, the amount of change in fair value is accounted for as follows:

- » The change attributable to changes in credit risk are presented in other comprehensive income (OCI)
- » The remaining change is presented in profit or loss. If this approach creates or enlarges an accounting mismatch in the profit or loss, the effect of the changes in credit risk are also presented in profit or loss.

The impairments requirements are based on expected credit loss (ECL) model that replaces the IAS 39 incurred cost model. This model applies to debt instruments accounted for at amortised cost or at fair value through other comprehensive income.

Entities are generally required to recognise either 12 months or lifetime ECL, depending on whether there has been significant increase in credit risk since initial recognition. For some trade receivables, the simplified approach may be applied whereby the lifetime expected credit losses are always recognised.

The standard applies for annual periods beginning on or after 1 January 2022. The Institute will adopt the standard at the effective date with an analysis on the impact done prior to the effective date.

Significant Accounting Policies

Revenue

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

SAC funding

SAC funding is the Institute's main source of operational funding from the Tertiary Education Commission (TEC). The Institute 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 to be non-exchange. Revenue is recognised when the course withdrawal date has passed, which is when a student is no longer entitled to a refund for withdrawing from the course.

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

Fees-free revenue

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

Compulsory Student Services Fee

The Institute receives a fixed amount per student in the form of a levy and this is used to fund key student services. The levy is considered to be exchange and non-exchange revenue and is recognised once the student has been enrolled and the course withdrawal date has passed.

Research revenue

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

- whether the funder has substantive rights to the research output; this is a persuasive indicator of exchange or non-exchange
- nature of the funder
- specificity of the research brief or contract.

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

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

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

Other grants received from government

The Institute recognises as confirmed other government related funding at the commencement of the specified funding period, which is the same as the Institute's financial year. This revenue is measured based on the Institute's funding entitlement adjusted for any expected adjustments as part of the final wash-up process where applicable. Indicative funding for future periods is not recognised until confirmed for that future period.

Donations, Bequests and Pledges

Donations and bequests are recognised as revenue when the right to receive the fund or asset has been established. Pledges are not recognised as assets or revenue until the pledged item is received.

Sale of Materials

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

Accommodation Services

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

Interest and Dividends

Revenue is recognised as the interest accrues to the net carrying amount of the financial asset. The effective interest method is used, which is the rate that exactly discounts estimated future cash receipts through the expected life of the financial instrument.

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

Scholarships

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

Leases

Where Toi Ohomai is the Lessee

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

Where Toi Ohomai is the Lessor

Operating leases, where the Institute effectively retains substantially all the risks and benefits of ownership of the leased items, are recognised as assets in the Statement of Financial Position according to the nature of the asset.

Lease revenues from operating leases are recognised as revenue in equal instalments over the term of the lease. Operating lease assets are depreciated over the shorter of lease period and economic life.

Foreign Currency Transactions

Foreign currency transactions are translated into New Zealand dollars (the functional currency) using the exchange rates 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.

Cash and Cash Equivalents

Cash and short-term deposits in the Statement of Financial Position comprise cash at bank and short-term deposits with an original maturity of three months or less.

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

Student Fees and Other Receivables

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

An estimate for Doubtful Debts is made when collection of the full amount is no longer probable, measured against historical losses. Bad debts are written off when identified.

Other Financial Assets

Term investments are recognised at cost, being the fair value of the consideration given. In the case of an investment not at fair value, this is recognised through revenue or expense, including acquisition charges associated with the investment.

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

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

Investments that are intended to be held-to-maturity or those classified as loans and receivables, are subsequently measured at amortised cost using the effective interest method.

Financial assets are comprised of cash and cash equivalents, receivables and shares.

Classification of the financial asset depends on the purpose for which the instruments were acquired.

Impairment of Financial Assets

At each balance date individual assets and groups of assets are assessed for objective evidence of impairment. Any impairment losses are recognised in surplus or deficit.

Loans and Receivables (including cash and cash equivalents and trade and other receivables)

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

Property, Plant and Equipment

Measurement Base

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

- The Institute's land and buildings are measured at fair value less subsequent accumulated depreciation and subsequent accumulated impairment losses.
- Crown land and buildings are measured at fair value less subsequent accumulated depreciation and subsequent accumulated impairment losses. Assets in Crown title are included in these financial statements. Although legal title has not been transferred, Toi Ohomai Institute of Technology has assumed most of the normal risks and rewards of ownership. Disposal of assets in Crown title is restricted in accordance with section 192 of the Education Act 1989.

- Plant and equipment, motor vehicles and computer hardware are stated at cost less accumulated depreciation and any accumulated impairment loss in value.
- The library collection is for current use and does not include heritage or special collections. It is stated at cost less accumulated depreciation and any accumulated impairment loss in value.

Depreciation

Depreciation is calculated on a straight-line basis over the estimated useful life of the asset as follows:

Class of Asset	Rate
Buildings	1.0% - 16.0%
Crown Buildings	1.0% - 33.3%
Infrastructure	20.0% - 100.0%
Library Books	20.0% - 100.0%
Plant & Teaching Equipment	4.0% - 33.3%
Office Equipment	5.0% - 100.0%
Furniture & Fittings	5.0% - 20.0%
Vehicles	8.0% - 20.0%
Computer Hardware	12.5% - 100.0%
Leased Assets	Shorter of lease period and economic life

A physical stocktake is undertaken of library assets every three years to determine the value.

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

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at each financial year end.

Revaluations

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

Fair value is determined by reference to market-based evidence, which is the amount for which the assets could be exchanged between a knowledgeable willing buyer and a knowledgeable willing seller in an arm's length transaction as at the valuation date.

Land, buildings, and infrastructure are revalued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value and at least every three years. 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. A revaluation of land, buildings and infrastructure assets has been completed at 31 December 2019.

Revaluation of property, plant and equipment is completed on a class of asset basis.

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

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

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

Assets acquired after revaluation are initially held at cost, being the fair value at the date of acquisition, less accumulated depreciation and any impairment until their subsequent revaluation. Upon disposal, any revaluation reserve relating to the particular asset being sold is retained in the revaluation reserve.

Additions

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

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

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

In most instances, an item of property, plant and equipment is initially recognised at its cost. Where an asset is acquired 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 retained in revaluation reserve.

Intangible Assets

Computer Software

Computer software is separately acquired and capitalised at its cost as at the date of acquisition. After initial recognition, separately acquired intangible assets are carried at cost less accumulated amortisation and accumulated impairment losses. The standard amortisation period for computer software is three to five years and the straight line method of amortisation is used. The Student Management System is amortised over ten years.

The amortisation period and amortisation method for intangible assets having a finite life is reviewed at each financial year-end. If the expected useful life or expected pattern of consumption is different from the previous assessment, changes are made accordingly. The carrying value of each class of intangible asset is reviewed for indicators of impairment annually. Intangible assets are tested for impairment where an indicator of impairment exists.

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

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

Class of Asset	Rate
Computer Software	20 – 33%

Software acquisition and development

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 costs and an appropriate portion of relevant overheads.

Research Costs

Research costs are recognised as an expense in the statement of comprehensive revenue and expense in the year in which they are incurred.

Impairment of Property, Plant and Equipment and Intangible Assets

The carrying values of plant and equipment other than those with future economic benefits that are not directly related to their ability to generate net cash are reviewed for impairment when events or changes in circumstances indicate that the carrying value may not be recoverable. The recoverable amount of plant and equipment is the greater of fair value less costs to sell and value in use.

Property, plant, equipment and intangible assets measured 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. Impairment losses are recognised in the statement of comprehensive revenue and expense. An impairment loss on a revalued asset is recognised directly against any revaluation surplus for that asset.

Intangible assets 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.

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 is the present value of expected future cash flows.

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.

Investment Properties

An investment property is initially measured at its cost including transaction cost. Where an investment property is acquired at no cost or nominal cost, its cost is deemed to be its fair value as at the date of acquisition.

Subsequent to initial recognition, investment properties are stated at fair value as at each balance date. Gains or losses arising from changes in the fair values of investment properties are recognised in the statement of comprehensive revenue and expense in the year in which they arise. Only properties held to earn profitable rentals or for capital appreciation are classed as investment properties.

Trade and Other Payables

Trade and other payables are initially measured at fair value and subsequently measured at amortised cost using the effective interest method.

Employee Entitlements

Short-term employee entitlements

Provision is made in respect of the Institute's liability for annual leave and long service leave. Salaries, annual leave and other entitlements that are expected to be settled within 12 months of reporting date are measured at nominal values on an actual entitlement basis at current rates of pay.

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

Long-term employee entitlements

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

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement and contractual entitlements information; and
- the present value of the estimated future cash flows. A discount rate of between 5-10% and an inflation factor of 1% were used. The discount rate is based on the weighted average cost of capital for the Institute. The inflation factor is based on the expected long-term increase in remuneration for employees.

Superannuation Schemes

Defined contribution schemes

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

Provisions

Provisions are recognised when the Institute has a present obligation (legal or constructive) as a result of a past event, it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation, and a reliable estimate can be made of the amount of the obligation.

Provisions are reviewed at each balance date and adjusted to reflect the current best estimate. Where it is no longer probable that an outflow of resources embodying economic benefits will be required to settle the obligation, the provision shall be reversed.

Provisions are measured at the present value of the expenditures 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. The increase in the provision due to the passage of time is recognised as an interest expense and is included in finance expenses.

Equity

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

- general equity
- asset revaluation reserves; and
- retained earnings.

Asset revaluation reserve

This reserve relates to the revaluation of land, land improvement and building assets to fair value.

Fair value through other comprehensive revenue and expense reserve

Retained earnings comprises the cumulative net change in the fair value of other comprehensive revenue and expense.

Reserves

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 the Council of the Institute.

Asset Revaluation Reserve is based on the revaluation of Plant, Property and Equipment as outlined in the Property Plant and Equipment note above.

Other Taxes

The Institute accounts for GST on an invoice basis.

Figures in the financial statements have been stated on a GST exclusive basis with the exception of:

- accounts payable and accounts receivable, which are stated GST inclusive
- where GST is not recoverable, it is recognised as part of the related asset or expense.

The net amount of GST recoverable from, or payable to, the Inland Revenue Department is included as part of receivables or payables in the Statement of Financial Position.

Cash flows are included in the Statement of Cash Flows on a gross basis and the GST component of cash flows arising from investing and financing activities, which is recoverable from or payable to the Inland Revenue Department, are classified as operating cash flows.

Taxation

The Institute is not subject to income tax nor fringe benefit tax and therefore no taxation has been provided for.

Budget Figures

Budget figures used throughout this report are the budget figures approved by the Council of Toi Ohomai Institute of Technology on 30 November 2018. The budget figures have been prepared in accordance with generally accepted accounting practice and are consistent with the accounting policies adopted by the Council for the preparation of the financial statements.

Financial Instruments

The Institute includes all financial instrument arrangements in the Statement of Financial Position using the concepts of accrual accounting. These instruments arise as a result of everyday operations and include: cash and bank, accounts receivable, accounts payable, investments and non-current liabilities. Revenues and expenses in relation to all financial instruments are recognised in the statement of comprehensive revenue and expense.

The de-recognition of a financial instrument takes place when the Institute no longer controls the contractual rights that comprise the financial instrument, which is normally the case when the instrument is sold, or all the cash flows attributable to the instrument are passed through to an independent third party.

Accounting Estimates

Accounting estimates for deferred recognition of student fee revenue and the provision for doubtful debts have been made in the current period.

In preparing these financial statements, the Institute has made estimates and assumptions 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 year are:

- estimating the fair value of land, building and infrastructure – refer to Note 9.

Changes in Accounting Policies

There have been no changes in accounting policies for the year ended 31 December 2019.

Critical Judgements in Applying

Accounting Policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2019:

Crown Owned Land and Buildings

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

Distinction between Revenue and Capital Contributions

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

Research Revenue

The Institute exercises its judgement in determining whether funding received under a research contract is an exchange or non-exchange transaction. In making its judgement, the Institute 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.

Research Leave

Teaching staff are entitled to research leave in certain circumstances. The substance of this leave is that it is leave from teaching duties to undertake research activity with staff continuing to earn their salary and other employee entitlements. The Institute is of the view that research leave is not the type of leave contemplated in PBE IPSAS 25 Employee Benefits. Accordingly, a liability has not been recognised for such leave.

Note 3a. Government Funding

	Actual 2019 \$'000	Actual 2018 \$'000
EFTS	40,067	42,861
ITOs (Industry Training Organisations)	1,180	1,147
	41,247	44,008

Other Government Funding

Childcare operational grant	785	730
Maori and Pacific Island Grant	484	355
Supplementary and special needs grants, other funding	1,314	1,275
Trades Academy	1,547	1,030
	45,377	47,398

Revenue Classification

Exchange Revenue	3,204	2,559
Non Exchange Revenue	42,173	44,839
	45,377	47,398

Note 3b. Student Tuition Fees

	Actual 2019 \$'000	Actual 2018 \$'000
Domestic	11,364	13,465
Fees-free	6,535	5,389
International	17,857	15,749
	35,756	34,603

Revenue Classifications

Exchange Revenue	18,179	15,959
Non Exchange Revenue	17,577	18,644
	35,756	34,603

Note 3c. Other Revenue

Other revenue is generated by Toi Ohomai Institute of Technology as an outcome of its operating activities, which do not form part of its core operations. Other revenue is made up of the following significant items:

	Actual 2019 \$'000	Actual 2018 \$'000
Trading Revenue		
Gym and Aquatic Centres	499	521
Automotive Workshops	288	301
Childcare Centre Fees and Subsidy	303	295
Catering Income	672	698
External Research Revenue	664	412
House Sales	430	625
Holiday Park	1,972	1,727
Sale of Teaching Materials and Courses	47	101
Student Accommodation	452	445
Timber Sales	524	786
Others	453	418
	6,304	6,329
Property Rental	745	1,055
Dividends	48	42
Interest	1,013	1,074
Other Revenue		
Support Services Provided to Tertiary Partners	160	748
Gain on Disposals	4	30
Other Revenue	1,092	937
	1,256	1,715
Total Other Revenue	9,366	10,215
Classification		
Exchange Revenue	8,326	9,264
Non Exchange Revenue	1,040	951
Total Other Revenue	9,366	10,215

Note 4a. Employee Benefit Expenses

	Actual 2019 \$'000	Actual 2018 \$'000
Wages and Salaries	57,497	59,459
Employee Welfare expenses	303	226
Employer Contributions to Defined Contribution Schemes	1,475	1,519
Redundancy, Restructure and Severance Payments	1,280	2,050
(Decrease)/Increase in Employee Entitlements	(542)	507
Total Employee Benefit Expenses	60,013	63,761

Note 4b. Other Expenses

	Actual 2019 \$'000	Actual 2018 \$'000
Administrative Expenses	6,296	6,763
Course Related Costs	5,579	5,684
Occupancy and Maintenance Costs	6,214	5,452
Student Recruitment Expenses	3,478	2,996
Professional Fees	1,234	1,233
Advertising and Public Relations	1,818	1,750
Merger Costs	26	368
Operating Lease Payments	861	910
Staff Training	459	349
Bad Debts and Doubtful Debts	229	287
Fees to Audit NZ for Annual Audit of Financial Statements	170	165
Fees to Audit NZ for Audit of PBRF	8	-
Fees to PWC for other audit services	28	-
Other Expenses	-	19
Other Employment Related Expenses	63	82
Total Other Expenses	26,463	26,057

Note 5. Cash and Cash Equivalents

The Institute maintains sufficient funds on hand at call to enable all of its obligations to be met as they fall due.

Cash at Bank As at 31 December funds on hand were as follows:	Interest Rate % Average	Actual 2019 \$'000	Actual 2018 \$'000
Cash on hand	–	9	13
Westpac current and call accounts	0.06	1,661	2,063
BNZ current and call accounts	0.22	2,002	446
Term deposits three months or less	–	–	4,000
Total Cash and Cash Equivalent		3,672	6,522

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

Short-term deposits are made for varying periods of between one day and ninety days depending on the immediate cash requirements of the Institute, and earn interest at the respective short-term deposit rates.

The interest rates on the Institute's investments varied from 0.06% to 2.80% per annum during 2019.

Included in cash balances are TEC grants issued, subject to performance, which may need to be repaid, totalling \$2.652 million (2018 \$2.681 million). These are comprised of non achievement of enrolments in:

- Level 1 and 2 competitive \$2,269,000
- Level 3 plus \$383,000

Note 6. Trade and Other Receivables

Receivables are amounts owing to the Institute arising from normal operating activities less provisions for any debts which the Institute considers may not be collectable as at 31 December.

Accruals represent revenue that has been earned but not invoiced by 31 December.

The Institute continued to make available to staff the facility to borrow funds on a short-term basis to assist with the purchase of computer hardware and software.

Student Fees are non-interest bearing and generally should be paid on enrolment and no later than graduation.

	Actual 2019 \$'000	Actual 2018 \$'000
Student Fee Debts	10,484	10,282
Trade Debts	281	619
Less Provision for Doubtful Debts	(237)	(237)
Accrued Revenue	480	321
Total Trade and Other Receivables	11,008	10,985

Classification

Exchange Revenue	1,527	1,010
Non Exchange Revenue	9,481	9,975
	11,008	10,985

Fair value

Student Fees and Other Receivables are non-interest bearing and receipt is normally within 30 days, therefore the carrying value of student fees and other receivables approximates their fair value. Staff Loans are subject to interest over the period of the loan (up to two years).

The student's signed learner agreement constitutes a binding contract to pay fees in full. The Institute can claim collection costs and withhold qualification results if accounts are not collected.

The Provision for Doubtful Debts has been calculated based on an analysis of bad debts for previous periods and a review of all debts due at year end.

Impairment

The Institute provides for any impairment on individual student fees receivables on a case-by-case basis.

No security is held, or other credit enhancements, over receivables that are either past due or impaired.

Status of receivables as at 31 December	Gross \$'000	2019 Impairment \$'000	Net \$'000	Gross \$'000	2018 Impairment \$'000	Net \$'000
Not past due	10,661	-	10,661	10,581	-	10,581
Past due 30-60 days	140	-	140	161	-	161
Past due 60-90 days	150	-	150	87	-	87
Past due > 90 days	294	(237)	57	393	(237)	156
	11,245	(237)	11,008	11,222	(237)	10,985

Movements in the provision for impairment of student fee receivables	2019 \$'000	2018 \$'000
At 1 January	237	237
Additional provisions made during the year	-	-
Provisions reversed during the year	-	-
At 31 December	237	237

Note 7. Prepayments

Prepayments represent expenditure prepaid during the current financial year which relates to activities for the following financial year.

	Actual 2019 \$'000	Actual 2018 \$'000
Prepayments	1831	1,227
	1831	1,227

Note 8. Other Financial Assets

Fair value through equity assets consist of investments in ordinary shares, and therefore have no fixed maturity date or coupon rate. These have been valued at the prevailing market rate as at balance date.

For further information on the Institute's interest rate and term deposits refer to note 5.

	Interest Rate % Average	Actual 2019 \$'000	Actual 2018 \$'000
Current Portion			
ANZ term deposits	2.85	13,108	-
BNZ term deposits	3.30	5,000	8,000
Kiwibank term deposits	2.98	12,000	12,000
Total Current Portion		30,108	20,000
Non-Current Portion			
Shares in Zespri Group Ltd		177	110
Total Non-Current Portion		177	110
Total Other Financial Assets		30,285	20,110

For further information on the Institute's interest rate and term deposits refer to note 5.

Note 9. Property, Plant & Equipment

Movement for each class of Property, Plant and Equipment for the Institute are as follows:

	Property \$'000	Plant and Equipment \$'000	Motor Vehicle \$'000	Computer Hardware \$'000	Work in Progress \$'000	Total \$'000
Year ended 31 December 2019						
Net of accumulated depreciation at 1 Jan 2019	183,368	7,112	1,375	2,753	2,016	196,624
Revaluation at 31 December 2019	21,006	-	-	-	-	21,006
Additions	36	351	203	107	3,975	4,672
Disposals	(53)	(238)	(182)	(13)	-	(486)
Depreciation on disposals	4	231	182	11	-	428
Transfer to Property, Plant and Equipment from work in progress	3,128	232	-	1,378	(4,738)	-
Transfer to intangibles from work in progress	-	-	-	-	(754)	(754)
Depreciation charge for the year	(4,726)	(1,272)	(341)	(1,332)	-	(7,671)
Net of accumulated depreciation at 31 December 2019	202,763	6,416	1,237	2,904	499	213,819
At 1 January 2019						
Cost or fair value	188,475	35,345	4,384	5,944	2,016	236,164
Accumulated depreciation and impairment	(5,107)	(28,233)	(3,009)	(3,191)	-	(39,540)
	183,368	7,112	1,375	2,753	2,016	196,624
At 31 December 2019						
Cost or fair value	202,921	35,690	4,405	7,416	499	250,931
Accumulated depreciation and impairment	(158)	(29,274)	(3,168)	(4,512)	-	(37,112)
	202,763	6,416	1,237	2,904	499	213,819
Year ended 31 December 2018						
Net of accumulated depreciation at 1 Jan 2018	187,202	8,001	1,283	3,444	1,048	200,978
Additions	43	333	274	59	3,975	4,684
Disposals	(28)	(69)	(271)	(8,518)	-	(8,886)
Depreciation on disposals	-	59	271	8,518	-	8,848
Transfer to Property, Plant and Equipment from work in progress	763	257	-	738	(1,758)	-
Transfer to intangibles from work in progress	-	-	-	-	(1,249)	(1,249)
Asset Reclassification	40	(88)	125	(155)	-	(78)
Depreciation charge for the year	(4,652)	(1,381)	(307)	(1,333)	-	(7,673)
Net of accumulated depreciation at 31 December 2018	183,369	7,112	1,375	2,754	2,016	196,624

	Property \$'000	Plant and Equipment \$'000	Motor Vehicle \$'000	Computer Hardware \$'000	Work in Progress \$'000	Total \$'000
At 1 January 2018						
Cost or fair value	187,643	35,025	4,218	13,656	1,048	241,590
Accumulated depreciation and impairment	(441)	(27,024)	(2,935)	(10,212)	-	(40,612)
	187,202	8,001	1,283	3,444	1,048	200,978
At 31 December 2018						
Cost or fair value	188,475	35,345	4,384	5,944	2,016	236,164
Accumulated depreciation and impairment	(5,107)	(28,233)	(3,009)	(3,191)	-	(39,540)
	183,368	7,112	1,375	2,753	2,016	196,624

Land and buildings with carrying amount of \$68,863,467 (2018 \$63,610,106) included in the property, plant and equipment are owned by the crown.

These were first recognised on 31 December 1996. Although legal title has not been transferred, Toi Ohomai Institute of Technology has assumed all normal risks and rewards of ownership.

Holiday Park

The Rotorua Thermal Holiday Park was purchased in May 2012. It is sited on 12 hectares of leased land adjacent to Mokoia Campus, with the existing lease expiring in 2027 and a further 33 year right of renewal at the owner's discretion. The holiday park is run in conjunction with the provision of student accommodation and the increase of green space available to the students.

Valuation

Assets have been valued in accordance with PBE IPSAS 17. An independent valuation was obtained to determine the fair value of land and buildings as at 31 December 2019.

Valuations are performed with sufficient regularity to ensure that the carrying value of an asset does not differ materially from its fair value.

Any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset, and the net amount is restated to the revalued amount of the asset. Increases to the carrying amount of the asset arising on revalued assets are credited to equity.

The significant assumptions applied in the valuation of land and buildings are:

- highest and best use of land: this has been determined by reference to zoning by the relevant District Plan. Some of the land owned by the Institute is zoned City Centre Business, some is Suburban Residential
- the Institute has assumed all normal risk and rewards of ownership regarding Land and Buildings in Crown Title, although legal title has not been transferred. There are no restrictions on the use of Crown Land and Buildings
- current market expectations: this is based on yield and recent local sales
- 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
- the remaining useful life of assets is estimated after considering factors such as the condition of the asset, future maintenance and replacement plans, and experience with similar buildings
- non-specialised buildings (residential and commercial) are valued at fair value using market-based evidence. Market rents and capitalisation rates were applied to reflect market value.

Fair value represents the highest and best use, except when it is exceeded by both replacement cost and value and use. Highest and best use is inferred by assuming profit maximising behaviour by the owner.

Market value, as adopted by the Property Institute of New Zealand (PINZ) has been used, namely: "Market value is the estimated amount which a property should exchange on the date of valuation between a willing buyer and a willing seller in an arm's length transaction, after proper marketing, wherein the parties had each acted knowledgeably, prudently and without compulsion."

Depreciated 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-designed or surplus capacity
- the replacement cost is derived from recent construction contracts of similar assets and Property Institute of New Zealand cost information
- the remaining useful life of assets is estimated
- straight-line depreciation has been applied in determining the depreciated replacement cost value of the asset.

The method to determine the remaining useful life has been determined by physically sighting the buildings, noting the physical state of the buildings at a point in time. The replacement cost has been determined by utilising the Comparable Transactions method whereby a unit of comparison used in the market (from recent previous sales) is used to establish a valuation metric. Additionally, estimating the cost for replacement using the modern equivalent of building materials is built into the overall valuation for each site. The replacement rate used in the valuations is between the range of \$410 per square metre and \$4,070 per square metre.

Where it has been appropriate to utilise the Income Capitalisation method to determine the valuation of a building, the discount rate used has been 6.75%, utilising a rent per square metre range of between \$160.69 per square metre and \$274.80 per square metre. The Market approach method has determined a range of between \$1,000 per square metre to \$1,500 per square metre.

Land is valued at fair value using market-based evidence 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 the Institute's ability to sell land would normally not impair the value of the land because the Institute has operational use of the land for the foreseeable future and will substantially receive the full benefits of outright ownership. The fair value of the land has been determined with reference to sales of individual parcels of land in the area in which

each campus is based. The land value of the per square meterage used to determine the valuation is between \$60 per square metre and \$523 per square metre, depending on the physical location of the site.

The 2019 revaluation was done by registered independent valuers, Grant Utteridge and Paul Higson of the firm Telfer Young Limited, and the valuation is effective as at 31 December 2019. Neither Mr Utteridge nor Mr Higson nor their families had any financial interest in Toi Ohomai Institute of Technology.

The effective date of the revaluations was 31 December 2019.

Work in progress (Property, Plant and Equipment)

Work in progress comprised the following:

	2019 \$'000	2018 \$'000
Land	-	175
Buildings	310	608
IT Projects	185	1,212
Plant and Equipment	4	21
Total	499	2,016

Restrictions on title

Under the Education Act 1989, the Institute is required to obtain consent from the Ministry of Education to dispose of land and buildings. There are also various restrictions in the form of historic designations, reserve, and endowment encumbrances attached to land. The Institute does not consider it practical to disclose in detail the value of land subject to these restrictions.

For plant and equipment, there is an asset disposal limit formula, which provides a limit up to which a TEI may dispose of plant and equipment without seeking the approval from the Ministry of Education. Detailed information on the asset disposal rules can be found on the Tertiary Education Commission website.

No items of Property, Plant and Equipment are pledged as security for liabilities at 31 December 2019.

Heritage Assets

The Institute holds some assets because of their cultural, environmental, or historical significance are heritage assets. These assets have not been recognised in the financial statements and are largely made up of carvings, artwork and other items significant to Māoridom.

Heritage collections are not depreciated because they are maintained such that they have indefinite or sufficiently long useful lives that any depreciation is considered to be negligible.

Note 10. Investment Property

	2019 \$'000	2018 \$'000
Opening Balance as at 1 January (Fair Value)	130	130
Net Gain (Loss) from Fair Value Adjustment	-	-
Closing Balance as at 31 December (Fair Value)	130	130

The building held currently for an undetermined future use is classified as an investment property.

The valuation of investment property as at 31 December 2019 was performed by Grant Utteridge independent registered valuer, of the firm Telfer Young (Rotorua) Limited. Mr Utteridge and his family had no financial interest in Toi Ohomai Institute of Technology.

The valuation undertaken was based on an open market value, supported by market evidence in which assets could be exchanged between a knowledgeable willing buyer and a knowledgeable willing seller in an arm's length transaction at the date of valuation.

The valuer considered income capitalisation and cost approaches to replace methods. They considered that the emphasis should be placed on the income approach as the earning potential is the prime consideration of a potential purchaser.

	2019 \$'000	2018 \$'000
Rental Revenue	41	40
Operating expenses from property generating revenue	18	18
Contractual obligations for operating expenditure	18	18

Note 11. Intangible Assets

Software has been assessed as having a finite life and is amortised between three to five years using the straight line method except for:

- the Student Management System and Ozone client services software, which are amortised over ten years on a straight line basis
- software support licences, service contracts and warranties with five to ten year lives, are also amortised on a straight line basis.

The amortisation expense relating to intangible assets is included in the operating expenses line item of the statement of comprehensive revenue and expense.

There are no restrictions over the title of the Institute's intangible assets, nor are any intangible assets pledged as security for liabilities.

	Computer Software \$'000	Goodwill \$'000	Total \$'000
Balance at 1 January 2019			
Cost	3,943	-	3,943
Accumulated Amortisation	(1,932)	-	(1,932)
Accumulated Impairment	(146)	-	(146)
Opening Carrying Amount	1,865	-	1,865
Year Ended 31 December 2019			
Additions	1	-	1
Disposals	(1,206)	-	(1,206)
Amortisation and Impairment on disposals	1,206	-	1,206
Amortisation	(493)	-	(493)
Transfer from WIP	754	-	754
Closing Carrying Amount	2,127	-	2,127
Balance at 31 December 2019			
Cost	3,492	-	3,492
Accumulated Amortisation	(1,219)	-	(1,219)
Accumulated Impairment	(146)	-	(146)
Closing Carrying Amount	2,127	-	2,127
Balance at 1 January 2018			
Cost	5,247	330	5,577
Accumulated Amortisation	(4,125)	-	(4,125)
Accumulated Impairment	(181)	(330)	(511)
Opening Carrying Amount	941	-	941
Year Ended 31 December 2018			
Additions	-	-	-
Disposals	(2,594)	-	(2,594)
Amortisation and Impairment on Disposals	2,594	-	2,594
Amortisation	(423)	-	(423)
Impairment	98	-	98
Transfer from WIP	1,249	-	1,249
Closing Carrying Amount	1,865	-	1,865
Balance at 31 December 2018			
Cost	3,943	-	3,943
Accumulated Amortisation	(1,932)	-	(1,932)
Accumulated Impairment	(146)	-	(146)
Closing Carrying Amount	1,865	-	1,865

Note 12. Trade and Other Payables

	Actual 2019 \$'000	Actual 2018 \$'000
Payable under Exchange Transactions		
Trade Payables	6,642	7,032
Accrued Expenses	895	1,842
Total Payables under Exchange Transactions	7,537	8,874
Payables under Non-Exchange Transactions		
GST Payables	1,227	1,317
Total Payables	8,764	10,191

Trade payables are non-interest bearing and are normally settled on a 7-day term or on the 20th of the following month. Other payables are non-interest bearing and largely consist of accruals and suspense accounts, which are expected to be cleared within the following financial year. Interest payable is normally settled quarterly throughout the financial year.

Note 13. Provisions Employee Entitlements

	Actual 2019 \$'000	Actual 2018 \$'000
Current Portion		
Annual Leave	1,991	2,562
Total Current Provisions	1,991	2,562

These provisions are expected to be settled within 12 months of the balance date and therefore classified as current liabilities. Entitlements related to leave are measured at the current rate of pay.

	Actual 2019 \$'000	Actual 2018 \$'000
Non-Current Portion		
Long Service Leave	282	253
Total Non-Current Provisions	282	253

Entitlements related to long service leave have been calculated at the present value of future cash flows determined on an actuarial basis and are considered as non-current.

This provision is affected by a number of assumptions including expected length of service, attrition rate and potential salary increase.

Note 14. Revenue in Advance

Enrolments commenced in October 2019 for 2020 programmes.

2020 fees revenue received prior to 31 December 2019 will be recognised as income in 2020.

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 of completion of course.

	Actual 2019 \$'000	Actual 2018 \$'000
Student fees invoiced relating to future year's revenue	28,398	17,930
Childcare grants	46	29
Prepaid rent from other institutes	46	17
Other	1	2
Total Revenue Received in Advance	28,491	17,978

Classification

Exchange Revenue	19,375	10,126
Non-Exchange Revenue	9,116	7,852
	28,491	17,978

Note 15. Financial Instruments

The Institute has various financial instruments including cash, short term deposits, trade debtors and trade creditors, which arise directly from its operations. These activities expose the Institute to a variety of financial instrument risks including market risk, credit risk and liquidity risk. A series of

policies manages the risks associated with financial instruments. The Institute is risk averse and seeks to minimise exposure from its treasury activities.

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

	Carrying Amount		Fair Value	
	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000
Financial Assets – Loans and Receivables				
Cash at bank and in hand	3,673	6,522	3,673	6,522
Term deposits	30,108	20,000	30,108	20,000
Receivables	10,528	10,665	10,528	10,665
Total Loans and Receivables	44,309	37,187	44,309	37,187
Financial Assets – Financial Assets at Cost				
Investments	177	110	177	110
Total Financial Assets at cost	177	110	177	110
Financial Liabilities – Financial Liability at Amortised Cost				
Trade Payables	7,538	8,874	7,538	8,874
Total Financial Liabilities at Amortised Cost	7,538	8,874	7,538	8,874

Fair Value Hierarchy Disclosures

For those instruments recognised at fair value on the Statement of Financial Position, fair value is determined according to the following hierarchy:

- quoted market price: financial instruments with quoted prices for identical instruments in active markets
- valuation technique using observable outputs: financial instruments with quoted prices for similar instruments in active markets or quoted prices for similar instruments in inactive markets and financial instruments valued using models where all significant inputs are observable
- valuation technique with significant non-observable inputs: financial instruments valued using models where one or more significant inputs are not observable.

Shares have been valued at market price as it is not relevant to value using observable inputs or significant non-observable inputs.

	2019 Actual Market Value \$'000	2018 Actual Market Value \$'000
Shares		
Shares in Zespri	177	110
Total	177	110

Financial Instrument Risks

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

Credit Risk

Credit risk is the risk that a third party will default on its obligation to the Institute, 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.

With the exception of Student Fees, the Institute trades only with recognised, creditworthy third parties. Receivable balances are monitored on an ongoing basis with the result that Institute's exposure to bad debts are minimised.

With respect to credit risk arising from the other financial assets of the Institute, which comprise cash and cash equivalents, the Institute's exposure to credit risk arises from default of the counter party, with a maximum exposure equal to the carrying amount of these instruments. By limiting the amount that can be invested in any one institution the Institute reduces the risks of any loss which could arise. There are no significant concentrations of credit risk within the Institute.

The Council's policy on investments is designed to minimise the level of exposure to risk from any single investment, while in turn seeking to maximise the return on such investments. Investment of cash is limited to those organisations detailed in the Crown Entities Act 2004 and also listed in Standard and Poors NZ Ratings as A- and above or Moody's rating of A3.

The Institute holds a credit enhancement via the Crown Retail Deposit Guarantee Scheme (CRDGS) for funds held with banks that have opted into the scheme. There is a cap on the size of the deposit that is covered by the guarantee of \$1 million per depositor per guaranteed institution.

Apart from the CRDGS, the Institute holds no collateral or other credit enhancements for financial instruments that give rise to credit risk.

External credit ratings for current investments under Standard and Poor's ratings are as follows:

Cash and Term Deposits	2019 \$'000	2018 \$'000
AA-	21,780	14,522
A	12,000	12,000
	33,780	26,522

Liquidity Risk

Liquidity risk is the risk that the Institute 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 facilities and the ability to close out market positions. The Institute aims to maintain flexibility in funding by keeping committed credit lines available.

The Institute manages its borrowings in accordance with its treasury policies and does not operate an overdraft facility. Liquidity risk is managed by continuously monitoring forecast and actual cash flow requirements.

The table below analyses financial liabilities into relevant maturity grouping based on the remaining period at balance date to the contractual maturity date. As payables are primarily due within thirty days and there are sufficient cash and short term investments to clear these, the values stated are as at balance date.

	Carrying Amount \$'000	Less than 6 months \$'000	6-12 months \$'000
2019			
Trade Payables	6,643	6,643	-
Accrued Expenses	895	895	-
Total	7,538	7,538	-
2018			
Trade Payables	7,032	7,032	-
Accrued Expenses	1,842	1,842	-
Total	8,874	8,874	-

Market Risk

Price Risk

Price risk is the risk that the fair value or future cash flows of financial instruments will fluctuate as a result of changes in market price. The Institute's share investments are exposed to price risk. The shares in Zespri are held because of the small acreage of kiwifruit vines that are planted on the Institute's property for the purposes of teaching horticulture students. The shares are not being held for trading purposes and the shareholding is not material.

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. Investments made at fixed rates of interest create exposure to fair value interest rate risk. The Institute's exposure to fair value interest rate risk is limited to its bank deposits which are held at mixed rates of fixed and floating interest.

The following table sets out the carrying amount, by maturity, of the financial instruments that are exposed to interest rate risk:

	<1 Year \$'000	>1-<2 Years \$'000	>2 Years \$'000	Total \$'000
Year ended 31 December 2019 – Assets				
Fixed rate assets	-	-	-	-
Deposits	30,108	-	-	30,108
Floating rate assets	-	-	-	-
Cash & cash equivalent	3,673	-	-	3,673
Year ended 31 December 2018 – Assets				
Fixed rate assets	-	-	-	-
Deposits	20,000	-	-	20,000
Floating rate assets	-	-	-	-
Cash & cash equivalents	6,522	-	-	6,522

Cash Flow Interest Rate Risk

Cash flow interest rate risk is the risk that the value of a financial instrument will fluctuate because of changes in market interest rates. Investment interest rates expose the Institute to cash flow interest rate risk. This risk is managed by checking market rates with a number of banks prior to investing.

The Institute's investment policy permits investment within the following areas:

- with New Zealand registered banks
- in public securities; and
- in such other securities as the Minister may from time to time approve.

It is specifically prohibited from investing in any other type of financial security.

Currency Risk

Currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate due to changes in foreign exchange rates. The Institute has limited exposure to foreign currency risk as most transactions are dealt with in New Zealand dollars. Exposure includes online advertising, purchase of library items and software from overseas and payments made in foreign currency to agents overseas. These are all paid monthly as they fall due and are not material.

The institute holds \$73,763.38 in a US dollar bank account. This money will be repaid in US dollars to an overseas organisation so there is no exposure to currency risk.

All fees are denominated in New Zealand dollars to diminish risks associated with revenue streams.

Sensitivity Analysis

The table below illustrates the potential surplus or deficit impact for reasonably possible market movements, with all other variables held constant, based on financial instrument exposures at the balance date.

The interest rate sensitivity is based on reasonable possible movements 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 0.50%.

The sensitivity for interest rate swaps has been calculated using a derivative valuation model based on a parallel shift in interest rates of -50bps/+150bps (2018: 50bps/+150bps).

The sensitivity for listed shares has been calculated based on a -50bps/+150bps movement in the quoted bid share price at year end for the listed shares.

	2019 \$'000				2018 \$'000			
	-50bps		+150bps		-50bps		+150bps	
	Surplus	Equity	Surplus	Equity	Surplus	Equity	Surplus	Equity
Interest Rate Risk								
Cash and Cash Equivalents	(18)	-	55	-	(33)	-	98	-
Investments								
Listed Shares	-	(1)	-	2	-	(1)	-	2
Total Sensitivity	(18)	(1)	55	2	(33)	(1)	98	2

Note 16. Capital Management

The Institute's capital is its equity, which comprises accumulated funds and revaluation reserves. Equity is represented by net assets.

The Institute is subject to the financial management and accountability provisions of the Education Act 1989, which impose restrictions in relation to borrowings, acquisition of securities, issuing guarantees and indemnities, and the use of derivatives.

The Institute manages its equity as a by-product of prudently managing revenues, expenses, assets, liabilities, investments, and general financial dealings to ensure that the Institute effectively achieves its objectives and purpose, while remaining a going concern.

Note 17. Capital Commitments and Operating Leases

The Institute has estimated capital expenditure of \$471,338 committed at balance date but not provided for (2018: \$1,848,131).

Capital Commitments as at 31 December	2019 \$'000	2018 \$'000
Land	-	1,575
Building & Infrastructure	471	171
Plant and Equipment	-	8
Motor Vehicle	-	-
Computer Hardware	-	12
Computer Software	-	83
Total Capital Commitments	471	1,849

Contractual Commitments as at 31 December	2019 \$'000	2018 \$'000
Within one Year	3,648	3,526
Within two to five years	2,612	1,430
More than five years	-	-
Total Capital Commitments	6,260	4,956

Operating Leases

Operating Leases as Lessee

There are lease agreements in place with external parties for provision of land and premises in the normal course of business.

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

Lessee Commitments as at 31 December	2019 \$'000	2018 \$'000
Within one year	506	571
Within two to five years	745	816
More than five years	643	404
Total Lessee Commitments	1,894	1,791

There were no finance lease commitments.

Operating Leases as Lessor

The Institute has lease agreements in place with external parties for provision of premises and services. The terms of these leases vary from one to five years.

Lessor Commitments as at 31 December	2019 \$'000	2018 \$'000
Within one year	236	295
Within two to five years	370	226
Total Lessor Commitments	606	521

There were no finance lease commitments.

Note 18. Contingencies

Contingent Assets

There were no contingent assets as at 31 December 2019 (2018: Nil).

Contingent Liability

There were no outstanding personal grievances as at 31 December 2019 (2018: Nil).

Note 19. Related Party Disclosure

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

Related Party transactions required to be disclosed

There are no related party transactions requiring disclosure under PBE IPSAS 20.

Key Management Personnel Compensation	2019 \$'000	2018 \$'000
Council Members		
Full-time equivalent members (all Councils)	8	8
Remuneration	158	147
Executive Leadership including the Chief Executive		
Full-time equivalent members	7	6
Remuneration	1,670	1,618
Total Full-time Equivalent Members	15	14
Total Key Management Personnel Compensation	1,828	1,780

Key management personnel included all members of council and the Executive Leadership Team members.

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

Councillor Remuneration for 1st January to 31st December 2019	Period on Council	Council Meeting Attendance	Meeting Fees Paid \$'000
Catherine Cooney (Chair)	1 Jan – 31 Dec	10	36
Michael Chapman (Deputy Chair)	1 Jan – 31 Dec	9	21
Ngaroma Tahana	1 Jan – 31 Dec	9	17
Liz Te Amo	1 Jan – 31 Dec	7	17
Colin Rangi	1 Jan – 31 Dec	8	17
Tom Richardson	1 Jan – 31 Dec	8	17
Ryan Morrison	1 Jan – 31 Dec	9	17
Ian Macrae	1 Jan – 31 Dec	8	17
Pamela Fleming (Staff Representative)	1 July – 31 Dec	3	-
Cole Douglas (Student Representative)	1 July – 31 Dec	2	-
			159

Note 20. Childcare Centre

Revenue and Expenditure For the year ended 31 December 2019	2019 Actual \$'000	2018 Actual \$'000
Revenue		
Operating Grants – MOE	785	730
Fees – Staff, Students and Public	159	129
Family Assistance (WINZ)	144	166
	1,088	1,025
Expenses		
Personnel	951	958
Other	35	33
	986	991
Net Surplus	102	34

Statistics	2019 Actual	2018 Actual
MOE hours funded for under 2's	18,789	20,997
MOE hours funded for over 2's	16,276	17,891
MOE 20 hours ECE	41,542	34,992
MOE plus 10 hours ECE	9,961	7,544

Comments

The Childcare Centre is run as a separate trading entity within the Institute. Childcare is provided for up to 100 children, who are primarily associated with staff and students at the Institute.

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

Note 21. Variations to Budget and Previous Year

Significant variations may be noted as:

- EFTS government funding – The Institute was not able to achieve the budgeted EFTS during the year as a result of a downturn in domestic student numbers.
- Other revenue – The Institute received additional income resulting from improved performance of our other operating activities.
- Employee benefit expenses – The Institute's employee benefit expenses include \$1,280,000 of redundancy payments which were not budgeted.
- Other expenses – Through continued cost control management the Institute has managed to reduce expenditure relative to the Budget.
- Property, Plant and Equipment – The Institute revalued its Property, effective 31 December 2019, resulting in an overall increase of \$21,006,000 in value.
- Revenue received in advance – A large proportion of the Institute's students paid their fees in advance for the 2020 year, comparative to previous years.

Note 22. Student Services Fees

The Compulsory Student Services Fee (CSSF) was introduced for the first time in 2019 and is set at \$250 (GST inclusive) per full-time student at our main campuses and is pro-rated for each course/site. The fee is used to fund key services that assist student success, retention and overall wellbeing. The fee is required to be paid by all students completing Toi Ohomai Institute of Technology courses.

Student Pulse

The Institute has a formal partnership with Student Pulse, an independent student-led organisation which provides support services to students. It maintains the student buddy programme, develops added value experiences to students, and provides oversight and guidance with regards to policies and procedures applicable to students (i.e. student code of conduct, the student complaint process, etc.).

Advocacy and advice

The Institute provides students with independent and confidential support, advice and advocacy services. This includes assistance for general information and translation of Institute rules and policies, disciplinary action, harassment, complaints, employment and tenant rights, and grade appeals. All Institute related issues are resolved or the student is guided and supported through any escalation process.

Careers advice and guidance

The Institute offers career counselling, employability development, volunteer experience and job search support to current students. Toi Ohomai career and employability facilitators provide advice and support students to make informed decisions about their career path and study programme, internship opportunities and volunteering, while providing opportunities to improve their employability skills.

Counselling and pastoral care

The Institute has a range of pastoral care, health and wellness provision and counselling services to facilitate our diverse students' integration into tertiary life and to provide ongoing personal, spiritual, psychological and emotional support. The Institute offers specialised services to students with an impairment or disability, or for those who fall into a diverse demographic. The Institute also operates a comprehensive orientation and transition programme and has an early intervention philosophy to promote the success and retention of our students.

Financial support and advice

The Institute offers information and advice to help students manage their money, including assistance with StudyLink issues, budgeting advice and banking. In addition, the Institute provides Justice of the Peace services and financial assistance for students experiencing financial hardship through our internal Student Hardship Fund.

Health services

The health centres on campus offer integrated general practice medical, nursing and wellbeing services to support students' overall health and wellbeing. Health and wellness services including doctors' appointments, and nurse appointments are free for domestic students.

Media

Toi Ohomai supports the production and dissemination of information to students via Mailchimp (email communications), social media, electronic Student Handbooks, and printed posters and flyers.

Sport, recreation and cultural services

Toi Ohomai delivers a range of recreational and competitive sport events and activities. Our two main campuses each have fitness centres which offer quality equipment, group classes and personalised exercise programmes, enabling students to easily access sport and exercise services. The Institute also offers a wide range of cultural events and diversity related activities to promote inclusion and student engagement on campus. These include orientation events and fun competitions.

Toi Ohomai Services	CSSF Revenue \$'000	Expenses \$'000
Student Services Fee Revenue	748	
Student Pulse		110
Advocacy and advice		50
Career advice and guidance, employment information		154
Counselling and pastoral care		42
Financial support and advice		11
Health services		313
Media		66
Sports, recreation and culture activities		153
Total	748	899
(Deficit)/Surplus		(151)

Income and expenditure associated with the provision of these services are separately accounted for in our accounting system. The compulsory student services fee levy charged per Equivalent Full-Time Student is shown to the left. The amounts include GST.

- Main campuses (Mokoia, Windermere) – \$250
- Regional campuses (Taupō, Tokoroa, Waipā, Whakatāne) – \$175
- Other/Online (satellite delivery sites or online study) – \$125

Note 23. Events Occurring After Balance Date

- Note 2 of these financial statements discusses the basis of accounting as a result of the Education (Vocational Education and Training Reform) Amendment Act 2020. The enactment of this legislation was after balance date, and therefore is classified as a subsequent event.
- On 11 March 2020, the World Health Organisation declared the outbreak of a coronavirus (COVID-19) a pandemic, and two weeks later the New Zealand Government declared a State of National Emergency. As a result of this, the country was put into the highest possible Alert Level 4 and in lockdown. As a result, economic uncertainties have arisen which are likely to negatively affect our operations and services.

We describe below the possible effects that we have identified at Toi Ohomai as a result of the COVID-19 pandemic.

Since the lockdown, we have moved our staff to working from home. By and large, most support services are operating effectively supporting staff, students and the organisation. We are in the process of moving as much delivery as possible to remote delivery. The extent of the ability to move to remote delivery varies from programme to programme. At this stage, it is difficult to confirm the impact any disruption to delivery will have on any

potential loss of students and student refunds. We are comforted by the announcement by the Government that TEOs like Toi Ohomai will continue to receive their agreed 2020 Investment Plan funding and fees free funding through 2020 and that there will not be any plan amendment reductions or wash-ups for Education Performance Indicators (EPIs) or under-delivery in relation to the 2020 year funding. This security of our main government income, together with our strong cash reserves, places us in a good position to manage any loss of other income.

At this time it is difficult to determine the full effect of the COVID-19 pandemic, and there could be other matters that affect Toi Ohomai. Moreover, it is difficult to predict the longer term impacts of the shutdown and subsequent recovery by wider New Zealand, however it is likely that following a downturn in the economy there will be an increased demand for vocational education and training.

- There have been no further subsequent events (2018: nil).

A teal background with decorative dotted lines and a circle. One dotted line starts from the left, curves around the '0' and '4', and continues towards the bottom left. Another dotted line forms a circle on the right side. A third dotted line is at the bottom right corner.

04

Research

Research Output Report

Authored Books

- Akhtaruzzaman, M. (2019). *International capital flows and the Lucas paradox: Patterns, determinants, and debates*. Springer Nature.
- Lyll, K.J. (2019). *75: Celebrating the history of the Rotorua District Veterinary Club*. Rotorua District Veterinary Club, Inc.
- Lyll, K.J. (2019). *Rotorua Boys' High School: An historical introduction* (5th edition and 2nd electronic version). Rotorua Boys' High School.
- Monk, A.G., & Lyll, K.J. (2019). *Rotorua's roll of honour for World War One and the government gardens war memorials*. Andrew Monk and Kevin J. Lyll.
- Sanders-O'Shea, N. (2019). *Repeat: A printer's annual*. Nicol Sanders-O'Shea.

Chapter in Book

- Ekundayo, S., Arasanmi, C.N., & Aliyu, O.A. (2019). International students' use of social media as information sources. In H.C. Lum (Eds.), *Critical issues impacting science, technology, society (STS), and our future*, (pp. 111-123). IGI Global Information Science Reference.
- Orazio, C., Freer-Smith, P., Payn, T.W., & Fox, T. (2019). Species choice, planting and establishment in temperate and boreal forests: Meeting the challenge of global change. In Stanturf J.A.(Eds), *Achieving sustainable management of boreal and temperate forests*, (pp. 1-16). Burleigh Dodds Science Publishing.
- Richards, R.D. (2019). Young children's photography within collaborative research: Implications for research relationships. In I.R. Berson and M.J. Berson (Eds.), *Participatory methodologies to elevate children's voice and agency*, (pp. 315-337). Information Age Publishing.
- Simon, A. (2019). Mistakes based video pedagogy. In M.A. Peters (Eds.), *Encyclopedia of teacher education*, (pp. 344:1-6). Springer Nature Singapore Pte. Ltd.
- Te One, S., & Ewens, J. (2019). Te Whāriki, 2017: A refreshed rallying point for the early childhood sector in Aotearoa New Zealand. In J. Nuttall & A. Gunn (Eds.), *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice* (3rd ed.), (pp. 7-23). NZCER Press.

Journal Articles

- Alhassan, A., Li, L., Reddy, K., & Duppati, G. (2019). The impact of formal financial inclusion on informal financial intermediation and cash preference: Evidence from Africa. *Applied Economics, Online*, 1-18. <https://doi.org/10.1080/00036846.2019.1593316>
- Aliyu, O.A., Arasanmi, C., & Ekundayo, S. (2019). Do demographic characteristics moderate the acceptance and use of the Moodle learning system among business students? *International Journal of Education and Development using Information and Communication Technology*, 15(1), 165-178.
- Arasanmi, C.N. (2019). Training effectiveness in an enterprise resource planning system environment. *European Journal of Training and Development*, 43(5/6), 476-489. <https://doi.org/10.1108/EJTD-09-2018-0087>
- Arasanmi, C.N., & Krishna, A. (2019). Employer branding: Perceived organisational support and employee retention – the mediating role of organisational commitment. *Industrial and Commercial Training*, 51(3), 174-183. <https://doi.org/10.1108/ICT-10-2018-0086>
- Arasanmi, C.N., & Ojo, A.O. (2019). Social support, computer self-efficacy, transfer motivation and ERP training transfer. *International Journal of Enterprise Information Systems*, 15(2), 1-14. <https://doi.org/10.4018/IJEIS.2019040101>
- Asbi, A., Ramiah, V., Yu, X., Wallace, D., Moosa, N., & Reddy, K. (2019). The determinants of recovery from the Black Saturday bushfire: Demographic factors, behavioural characteristics and financial literacy. *Accounting & Finance, Online*, 1-30. <https://doi.org/10.1111/acfi.12575>
- Bayne, K., Edwards, P., & Payn, T.W. (2019). Media coverage of recent New Zealand storm events. *New Zealand Journal of Forestry*, 64(1), 17-25.

- Bishop, D. (2019). The benefits of prosody for music educators and students: Unpacking prosody and songwriting strategies in the classroom. *The Journal of Popular Music Education*, 3(1), 113–128. https://doi.org/10.1386/jpme.3.1.113_1
- Blake, V., Farrelly, T., & Hannon, J. (2019). Is voluntary product stewardship for E-Waste working in New Zealand? A Whangarei case study. *Sustainability*, 11(11), 3063. <https://doi.org/10.3390/su11113063>
- Edeigba, J., Gan, C., & Amenkhienan, F. (2019). The influence of cultural diversity on the convergence of IFRS: Evidence from Nigeria IFRS implementation. *Review of Quantitative Finance and Accounting Online First*, 53, 327–631. <https://doi.org/10.1007/s11156-019-00837-0>
- Edwards, P., Fleming, A., Lacey, J., Lester, L., Pinkard, E., Ruckstuhl, K., Bezuidenhout, C., Payn, T.W., Bayne, K., & Williams, T. (2019). Trust, engagement, information and social licence: Insights from New Zealand. *Environmental Research Letters*, 14(2), 1–9. <https://doi.org/10.1088/1748-9326/aaf33c>
- Fraser, C.J., Duignan, G., Stewart, D., & Rodrigues, A. (2019). Overt and covert: Strategies for building employability skills of vocational education graduates. *Journal of Teaching and Learning for Graduate Employability*, 10(1), 157–172. <https://ojs.deakin.edu.au/index.php/jtlge/index>
- Guy, D. (2019). Paddling to enlightenment: An indigenous group work experience. *Social Work With Groups*, 43(1–2), 8–13. <https://doi.org/10.1080/O1609513.2019.1641283>
- Hamerton, H., & Torr, A. (2019). Evaluation in tertiary education: How does evaluation contribute to organisational self-assessment? *Evaluation Matters - He Take Tō Te Aromatawai (Online first)*, 5, 1–23. <https://doi.org/10.18296/em.0040>
- Hastie, J.L., & Stephens, C. (2019). Vicarious futurity: Parents' perspectives on locating strengths in adolescents with autism. *Aotearoa New Zealand Social Work*, 31(1), 89–100.
- Hindle, B., Lorimer, A., Winwood, P., & Keogh, J. (2019). The biomechanics and applications of strongman exercises: A systematic review. *Sports Medicine - Open*, 5, 1–19. <https://doi.org/10.1186/s40798-019-0222-z>
- Hindle, B.R., Lorimer, A., Winwood, P., & Keogh, J.W.L. (2019). A systematic review of the biomechanical research methods used in strongman studies. *Sports Biomechanics (Online first)*. <https://doi.org/10.1080/14763141.2019.1598480>
- Iwu, C.G., Opute, P.A., Nchu, R., Eresia-Ake, C., Tengeh, R.K., Jaiyeoba, O., & Aliyu, O.A. (2019). Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention. *The International Journal of Management Education, Online First*, 1–13. <https://doi.org/10.1016/j.ijme.2019.03.007> <https://www.sciencedirect-com.ezproxy.toiohomai.ac.nz/science/article/abs/pii/S147281171830288X>
- Jamieson, I., Sims, D., Basu, A., & Pugh, K. (2019). Readiness for practice: The views of New Zealand senior nursing students. *Nurse Education in Practice*, 38, 27–33. <https://doi.org/10.1016/j.nepr.2019.05.007>
- Kovalenko, A. (2019). Student preferences for slogans of higher-education institutions. *Corporate Communications: An International Journal*, 24(4), 653–669. <https://doi.org/10.1108/CCIJ-11-2018-0119>
- Lewis, G., Bean, D., & Mowat, R. (2019). How have chronic pain management programs progressed? A mapping review. *Pain Practice*, 19(7), 767–784. <https://doi.org/10.1111/papr.12805>
- Meason, D.F., Baillie, B.R., Hock, B., Lad, P., & Payn, T.W. (2019). Planted forests and water yield in New Zealand's hydrological landscape: Current and future challenges. *New Zealand Journal of Forestry*, 63(4), 29–35.
- Rahat, R., Aliyu, O.A., & Iwu, C.G. (2019). Business students' perceptions of an aging workforce, higher retirement age and youth unemployment. *Problems and Perspectives in Management*, 17(4), 430–440. [https://doi.org/10.21511/ppm.17\(4\).2019.35](https://doi.org/10.21511/ppm.17(4).2019.35)
- Reddy, K., Bosman, R., & Mirza, N. (2019). Impact of credit ratings on stock returns. *Bulletin of Monetary Economics and Banking*, 21(3), 343–366. <https://www.bmeb-bi.org/index.php/BEMP/article/view/986/745>

- Reddy, K., Qamar, M.A.J., & Rao, M. (2019). Return reversal effect in Shanghai A share market. *Managerial Finance*, 45(6), 698–715. <https://doi.org/10.1108/MF-04-2018-0140>
- Reddy, K., Qamar, M.A.J., & Yahanpath, N. (2019). Do mergers and acquisitions create value? The post-M&A performance of acquiring firms in China and India. *Studies in Economics and Finance*, 36(2), 240–264. <https://doi.org/10.1108/SEF-01-2018-0027>
- Smellie, T., & Robertson, L. (2019). Relocating or ageing in place? A story of housing modifications in rural N.Z. *Scope: Health and Wellbeing*, 4, 45–57. <https://doi.org/10.34074/scop.3004010>
- Truter, E. (2019). Surgery in the age of multi drug resistant organisms: What have we learnt from history? *The Dissector*, 47(1), 10–14. https://search.proquest.com/publication/publications_2030911?accountid=35985
- Uthoff, A., Oliver, J., Cronin, J., Winwood, P., & Harrison, C. (2019). Backward running: The why and how to program for better athleticism. *Strength and Conditioning Journal*, 41(5), 48–56. <http://doi.org/10.1519/SSC.0000000000000459>
- Uthoff, A., Oliver, J., Cronin, J., Winwood, P., Harrison, C., & Lee, J. (2019). Resisted sprint training in youth: The effectiveness of backward vs. forward sled towing on speed, jumping, and leg compliance measures in high-school athletes. *The Journal of Strength and Conditioning Research, Online first*, 1–8. <https://doi.org/10.1519/JSC.00000000000003093>
- Vecchio, L.D., Stanton, R., Macgregor, C., Humphries, B., & Borges, N. (2019). Effects of a six-week strength and power training program on punching and kicking impact power in amateur male combat athletes: A pilot study. *Journal of Athletic Enhancement*, 8(1), 1–8. <https://doi.org/10.4172/2324-9080.1000316>
- Winwood, P.W., Pritchard, H.J., Wilson, D., Dudson, M., & Keogh, J.W.L. (2019). The competition day preparation strategies of strongman athletes. *The Journal of Strength and Conditioning Research*, 33(9), 2308–2320. <https://doi.org/10.1519/JSC.00000000000003267>
- Yao, R.T., Palmer, D., Hock, B., Harrison, D., Payn, T.W., & Monge, J. (2019). Forest investment framework as a support tool for the sustainable management of planted forests. *Sustainability*, 11, 3477. <https://doi.org/10.3390/su11123477>
- Zhang, Q. (2019). Passion and enthusiasm: Exemplifying the place of dispositions in teaching in New Zealand. *The Teacher Educator*, 54(4), 359–376. <https://doi.org/10.1080/O8878730.2019.1581314>
- Zhang, Q. (2019). Ruminating on love and care in early childhood teaching. *Journal of Early Childhood Teacher Education*, 40(3), 256–274. <https://doi.org/10.1080/10901027.2018.1561561>
- Zhang, Q., Yin, J., Chen, H., Zhang, Q., & Wu, W. (2019). Emotional labour among early childhood teachers: Frequencies, antecedents and consequences. *Journal of Research in Childhood Education*, 34(1), 1–18. <https://doi.org/10.1080/O2568543.2019.1675824>

Conference Contribution – Published

Quality Assured

- Martell-Stark, C. (2019). Online learning for paraprofessionals in the legal service industry. In A. Foley (Eds.), *Proceedings from the AVETRA Conference 2019* (pp.1–10). Sydney, Australia: AVETRA. https://avetra.org.au/data/Martell_et_al_final.pdf
- Sadd, R. (2019). Student nurse attitudes and behaviours when using social network sites. In L. Ohno-Machado & B. Séroussi (Eds.), *Medinfo 2019: Health and wellbeing e-networks for all. Proceedings of the 17th World Congress on Medical and Health Informatics*. (pp.1342 – 1346). International Medical Informatics Association (IMIA) and IOS Press. <https://doi.org/10.3233/SHTI190445>

Conference Contribution – Other

- Alton, B. (2019). *How teaching teams and students benefit from building partnerships with industry for product development in the tourism sector*. Presented at 2019 ITP Research Symposium, Eastern Institute of Technology, Napier, New Zealand.
- Alton, B. (2019). *Kotahitanga: An approach to research*. Presented at Bay of Plenty Tourism & Hospitality Summit, Toi Ohomai Institute of Technology, Rotorua, New Zealand.
- Alton, B., & Arnold, S. (2019). *Kotahitanga. An approach to teaching practice that benefits our diverse learners*. Presented at Inspire and Be Inspired, Toi Ohomai Mokoia Campus, Rotorua, New Zealand.
- Alton, B., & Arnold, S. (2019). *Personal observations on the differences and parallels between New Zealand and Chinese learning environments and students*. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Armstrong, T.C. (2019). *Integrating mātauranga Māori into tertiary teaching and learning from a Pakeha perspective*. Presented at Inspire and Be Inspired Symposium, Toi Ohomai Institute of Technology, Rotorua, New Zealand.
- Berryman, T., & Lloyd, J. (2019). *Hairdressing and beauty students developing their employability skills during a marae visit*. Presented at ITP Research Symposium, Eastern Institute of Technology, Napier, New Zealand.

- Bidois, Q. (2019). *Perspective on enquiry-based learning from an indigenous point of view*. Presented at Seminar on Vocational Teaching Reform and Practice in China and New Zealand, Qingdao Technical College, Qingdao, China.
- Blakeway, P.J. (2019). *The Good Neighbour kitchen*. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Bond, T. (2019). *The culturally responsive classroom: Getting real with the Toi Ohomai values*. Presented at Inspire and Be Inspired, Toi Ohomai Institute of Technology, Rotorua, New Zealand.
- Bosnich, T. (2019). *Elimination of construction waste using lean thinking principles*. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Bradley, A. (2019). *Growing resilience in a climate of change*. Presented at New Zealand Applied Business Education Conference, ARA Institute of Canterbury, Christchurch, New Zealand.
- Bradley, A., & van der Mescht, L. (2019). *Diverse learners, inclusive assessment*. Presented at Talking Teaching, Unitec Institute of Technology, Auckland, New Zealand.
- Bradley, A., & van der Mescht, L. (2019). *The leadership project: Meeting the needs of diverse students via project-based assessment*. Presented at New Zealand Applied Business Education Conference, Ara Institute of Canterbury, Christchurch, New Zealand.
- Brotherton, S., & Drew, L. (2019). *New Zealand Diploma in Business Level 5. Outcome and destination survey: A model for future use* [poster]. Presented at ITP Research Symposium, Eastern Institute of Technology, Napier, New Zealand.
- Brown, R. (2019). *Important messages for professional and volunteer emergency responders from a bereaved parent*. Presented at Inquire, Inspire Symposium, Waikato University, Tauranga.
- Carson, A., & Kannangara, D. (2019). *Building environmental sustainability knowledge into management studies*. Presented at ITP Research Symposium, Eastern Institute of Technology, Napier, New Zealand.
- Clissold, T.L. (2019). *A "jump-landing" programme to improve bone health in premenopausal women*. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Clissold, T. (2019). *Bone health*. Presented at Female Athlete Health Symposium 2019: Youth in the spotlight, Waipuna Hotel & Conference Centre, Auckland, New Zealand.
- Cooke, K., & Sadd, R. (2019). *The nurse practitioner role in perioperative care*. Presented at NZNO Perioperative Nurses College Annual Conference, Claudelands, Hamilton, New Zealand.
- Cooper, M., Dhamija, P., & Youard, E. (2019). *Gyms and bugs: How aware are gym users about infection risks?* Presented at 2019 IPCNZ Conference, Christchurch, New Zealand.
- Cornwell, G.C. (2019). *The demise and 'demise' of the art school - The elephant in the room*. Presented at ITP Research Symposium, Eastern Institute of Technology, Napier, New Zealand.
- Cown, P., Skeoch, R., & Werry, S. (2019). *Assessment as learning and teaching*. Presented at Talking Teaching 2019, Unitec, Auckland, New Zealand.
- Crombie, P.M. (2019). *Faces, hearts and thumbs: Exploring the use of emoji in online communications within higher education* [Poster]. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Crombie, P.M. (2019). *The wordless tongue: Understanding and managing online teacher-student communications in higher education*. Presented at Global Fall Education Conference, University of Riverside, Riverside, California, USA.
- de Monchy, C. (2019). *Embeddedness, empowerment and innovative potential in a social enterprise* [poster]. Presented at Inquire Inspire 2019, University of Waikato, Tauranga, New Zealand.
- de Monchy, C., Boyd, A., & Forbes, S. (2019). *Supervision in the immigration profession*. Presented at Immigration: Past, present and future, NZAMI 30th Anniversary Annual Immigration Conference, Eden Park, Auckland, New Zealand.
- Dhaliwal, R. (2019). *Enablers and barriers for a multi-stakeholder engagement process in freshwater management*. Presented at Inquire Inspire 2019: A Tauranga Research Symposium, University of Waikato, Tauranga, New Zealand.
- Dhamija, P., & Cooper, M. (2019). *'Seeing is believing' - facilitating realism and recreating experiences*. Presented at Talking Teaching Conference, Auckland, New Zealand.
- Dudson, M. (2019). *Looking, listening, and thinking about coaching*. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Emery, T. (2019). *He hononga whenua, he oranga tangata: From the land comes life*. Presented at He Au Honua Conference, University of Hawai'i Maui College, Wailuku, Hawaii.
- Emery, T. (2019). *Toitū te kāinga, toitū te ora, toitū te tangata - healthy homes, healthy people*. Presented at ITP Research Symposium, Eastern Institute of Technology, Napier, New Zealand.
- Emery, T., & Emery, W. (2019). *"Pikiao a ko ake nei" towards intergenerational positive aging for Pikiao peoples*. Presented at 2019 National Kaumatua Service Providers Conference, Novotel Lakeside, Rotorua, New Zealand.

- Ewens, J. (2019). *The role (or otherwise) of mothering when working with infants and toddlers*. Presented at Yeah Baby!, Distinction Hamilton Hotel & Conference Centre, Hamilton, New Zealand.
- Foster, P.M. (2019). *Undergraduate student nurses and knowledge of nursing care of the older person. What do we really teach them?* Presented at Australasian Nurse Educators Conference, Dunedin, New Zealand.
- Fraser, C., Harrison, L., Millar, J., Banks, K., & Chutuape, D. (2019). *Incentivising and rewarding research outputs*. Presented at Business Education in a World of Changing Skills Demand, NZ Applied Business Education Conference, Ara Institute of Canterbury, Christchurch, New Zealand.
- Goldbert, R. (2019). *What factors facilitate successful transition of a nurse educator into a tertiary setting?* Presented at Australasian Nurse Educators Conference, Dunedin, New Zealand.
- Guy, D. (2019). *Working with a Māori model of social work practice: An experiential lens to support knowledge transfer for students*. Presented at International Association for Social Work in Groups, New York University Silver School of Social Work, New York, USA.
- Hamerton, H.R., Raerino, H., & Flavell, F. (2019). *Motivations of non-Māori students to learn Te Reo*. Presented at Tuia te ao whānau whanui kia puawai – Our relational world – psychology contributing to human flourishing, Millennium Hotel, Rotorua, New Zealand.
- Harrison, L.J. (2019). *How marketers influence and shape markets*. Presented at AUT Postgraduate Research Symposium, Auckland University of Technology, Auckland, New Zealand.
- Harrison, L.J. (2019). *Marketing specialist thinking and its influence*. Presented at Curiosity Research Symposium, Toi Ohomai Institute of Technology, Tauranga, NZ.
- Harvey, K. N. (2019). *On becoming a published therapist/educator*. Presented at OTNZ-WNA Conference, Waipuna Hotel, Auckland, New Zealand.
- Harvey, K. N. (2019). *Qualitative research review: Supporting adults with acquired neurological conditions to work*. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, NZ.
- Harvey, K. N., Ockerse, T., & Fady, J. (2019). *Supporting adults with acquired neurological conditions at work*. Presented at OTNZ/WNA Conference, Waipuna Hotel, Auckland, New Zealand.
- Hastie, J.L. (2019). *Arts based research and the lived experience of autism*. Presented at Mixed Methodologies Inaugural Research Association Conference, Massey University, Wellington, New Zealand.
- Hesseling-Green, N., & Cooper, S. A. (2019). *Perspectives and experiences of feedback in a tertiary context* (poster). Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Hoete, N., & Shanaghan, K. (2019). *Inspiring students: A story of inquiry-based learning in Kawerau*. Presented at ITP Research Symposium, Eastern Institute of Technology, Napier, New Zealand.
- Honeyfield, J., Sims, D., & Proverbs, A. (2019). *How senior New Zealand nursing students' quality improvement projects can change practice*. Presented at International Nursing Conference, Singapore, Singapore.
- Honeyfield, J., Vail, H., Kapene, T., & Millar, J. (2019). *Walking the talk – Inclusive cultural practices in a China led off-shore educational experience*. Presented at Talking Teaching 2019, Unitec Institute of Technology, Auckland, New Zealand.
- Jamieson, I., Sims, D., Pugh, K., & Basu, A. (2019). *Readiness for practice: The views of New Zealand senior nursing students*. Presented at Australasian Nurse Educators' Conference, Dunedin Centre, Dunedin, New Zealand.
- Justice, K.M. (2019). *Residence options in Asia Pacific*. Presented at 13th Global Citizenship Conference, Rosewood, London, United Kingdom.
- Kelly, N. (2019). *The importance of adventure education*. Presented at Bay of Plenty Tourism & Hospitality Summit, Toi Ohomai Mokoia, Rotorua, New Zealand.
- Kennedy, E., Butler, L., Whyte, H., Butler, L., & Stockholm, C. (2019). *Does size matter? Interaction behaviour of rats*. Presented at Inquire Inspire 2019: A Tauranga Research Symposium, University of Waikato, Tauranga, New Zealand.
- Kovalenko, A. (2019). *Enhancing student learning with authentic assessments*. Presented at Vocational Teaching Reform and Practice in China and New Zealand, Qingdao Technical College, Qingdao, China.
- Lopez, P.Y. (2019). *A new horizon: Understanding the lived experiences of Filipino international students establishing a new life in Aotearoa New Zealand*. Presented at Australasian Nurse Educators Conference, The Dunedin Centre, Dunedin, New Zealand.
- Lyford, S. (2019). *Te wheke: A primary health assessment model*. Presented at ITP Research Symposium, Eastern Institute of Technology, Napier, New Zealand.
- Macgregor, C.B., & Cooper, M. (2019). *Key note presentation to executive members*. Presented at New Zealand Sterile Sciences Association Conference, Wellington, New Zealand.





- Macgregor, C.B., & Cooper, M. (2019). *NZSSA research plenary presentation*. Presented at New Zealand Sterile Sciences Association Conference, Wellington, New Zealand.
- Millar, J., Chutuape, D., Harrison, L., Fraser, C., & Banks, K. (2019). *Love, money, fellowship? What motivates researchers to research and how institutes can help* (poster). Presented at Inquire Inspire 2019: A Tauranga Research Symposium, University of Waikato, Tauranga, NZ.
- Mowat, R. (2019). *Did the modified three-week programme at QE Health change patient outcomes compared to the previous programme?* Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Ngawati, M. (2019). *Changing the game: Enabling Māori medium students to influence Eurocentricity in tertiary environments. A critical reflection*. Presented at Inquire Inspire 2019: A Tauranga Research Symposium, University of Waikato, Tauranga, New Zealand.
- Ngawati, M., & Pewhairangi, K. (2019). *What are you doing in your education space to bridge the divide for Maori-medium learners?* Presented at Talking Teaching Conference, Unitec Institute of Technology, Auckland, New Zealand.
- Paterson, J., & Woodhouse, A. (2019). *RoVE: More questions than answers*. Presented at Talking Teaching 2019, Unitec Institute of Technology, Auckland, NZ.
- Paterson, J. (2019). *Engaging learners using inquiry-based learning*. Presented at Seminar on Vocational Teaching Reform and Practice in China and NZ, Qingdao Technical College, Qingdao, China.
- Payn, T.W. (2019). *Mitigating greenhouse gas emissions with trees*. Presented at New Zealand Agricultural Climate Change Conference, Palmerston North Convention Centre, Palmerston North, New Zealand.
- Pender, K. (2019). *How can a teacher better cultivate positive academic outcomes for Māori learners?* Presented at Talking Teaching 2019, Unitec Institute of Technology, Auckland, New Zealand.
- Posthumus, L.R., Macgregor, C.B., & Gill, N.D. (2019). *Body composition and symmetry characteristics of professional rugby union players*. Presented at European Journal of Sports Science, Faculty of Physical Education and Sport, Charles University, Prague, Czech Republic.
- Richards, R.D. (2019). *Supporting international tertiary students' journeys from teacher-centred to learner-centred active learning*. Presented at Seminar on Vocational Teaching Reform and Practice in China and New Zealand, 16 October, Qingdao Technical College, China.
- Richards, R., & France, L.J. (2019). *Tauawhitia: Towards a sustainable model of pedagogy and support for international tertiary students and staff – advice from students and staff, and utilization of support services*. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Richards, R.D. (2019). *Children's re-imagined visual images: Copying or co-constructing?* Presented at 8th International Art in Early Childhood Conference, Victoria University, Wellington, New Zealand.
- Rowe, W. (2019). *Understanding student nurses' use of information and communication technology*. Presented at Australasian Nurse Educator's conference, Dunedin Centre, Dunedin, New Zealand.
- Skeoch, R., Werry, S., & Cown, P. (2019). *Assessment as learning and teaching*. Presented at Talking Teaching 2019, Unitec Institute of Technology, Auckland, New Zealand.
- Thomas, C. (2019). *Examining how teachers and students experience learning with Google Classroom in a foundation level 3 tertiary programme* (poster). Presented at Inquire Inspire 2019: A Tauranga Research Symposium, University of Waikato, Tauranga, NZ.
- Tompkins, N.E. (2019). *A review of sustainable public procurement in the Bay of Plenty* [poster]. Presented at Curiosity Symposium, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Vosse, B.J.F. (2019). *A transformational space for learning*. Presented at Bay of Plenty Tourism and Hospitality Summit, Toi Ohomai Institute of Technology, Rotorua, New Zealand.
- Watson, K.J. (2019). *Gamification of quality management*. Presented at Talking Teaching 2019, Unitec, Auckland, New Zealand.
- Zhang, Q. (2019). *How do early childhood teachers conduct empirical studies utilizing pedagogical documentation?* Presented at the 6th China Early Childhood Education Conference, Hangzhou, China.
- Zhang, Q. (2019). *The Reggio Emilia approach: Principles and questions yet to be answered*. Presented at Jiangsu Reggio Alliance Symposium, Nanjing, China.

Creative Works

- Apelu, D. (2019). *'I was an innocent island boy until your mother came along' – inside joke*. [Moving image]. Morrinsville, New Zealand: Wallace Gallery.
- Apelu, D. (2019). *Next time*. [Moving image]. The Homestead Galleries, Corban Estate Arts Centre, Auckland, New Zealand.
- Apelu, D. (2019). *One day I will return to you*. [Moving image]. Nectar, Mangere Arts Centre – Ngā Tohu o Uenuku, Auckland, New Zealand.

- Apelu, D. (2019). *You don't get a say, say it again and again and again*. [Moving image]. Tauranga, New Zealand: Toi Ohomai Institute of Technology.
- Apelu, D. (2019). *You don't get a say*. [Mixed medium installation]. Napier, New Zealand: Eastern Institute of Technology.
- Bidois, Q.I.G. (2019). *He rau aroha*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *He toa*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Herewini*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Kaitiaki tohora*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Mana i te po*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Nga tamariki*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Rekereke*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Ringa raupa*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Taku tamaiti*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Tu tonu arataki*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Turangawaewae*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Bidois, Q.I.G. (2019). *Waiata mai*. [Tā moko]. Que atk moko studio, Tauranga New Zealand.
- Claxton, R. (2019). *Angela Frank and Tui Mamaki perform Fly*. [Photograph]. Rotorua Daily Post Newspaper.
- Claxton, R. (2019). *Live evil*. [Painting]. Rotorua, New Zealand: Arts Village Rotorua.
- Claxton, R. (2019). *Peita hitori - History painting*. [Painting]. Rotorua Museum Art Awards, Energy Events Centre, Rotorua, New Zealand.
- Claxton, R. (2019). *Rotorua Poetry Bomb festival planner*. [Poster]. Rotorua, New Zealand.
- Claxton, R. S. (2019). *Live jazz: A recorded concert*. [Poster]. Matariki Room Rotorua, New Zealand.
- Claxton, R.S. (2019). *Nga kupu o nga wahine: Words of women*. [Poster]. McLeod's Booksellers, Rotorua, New Zealand.
- Claxton, R.S. (2019). *Folk jazz poetry poster*. [Poster]. McLeod's Bookshop, Rotorua, New Zealand.
- Cornwell, G.C. (2019). *Just another wind bag*. Materere [Virus] group exhibition. ITP Research Symposium. IDEA School Vent Gallery, Eastern Institute of Technology, Napier, New Zealand.
- Cornwell, G.C. (2019). *Breath of fresh air*. Curiosity Symposium, Toi Ohomai Institute of Technology Tauranga, New Zealand.
- Cornwell, G.C. (2019). *Materere* [Virus]. [Catalogue Essay]. ITP Research Symposium. Eastern Institute of Technology. Napier, New Zealand.
- Cornwell, G.C. & Sattler, K. (2019). *Just a whole lot of windbags*. The Fringe Festival, Incubator, Peoples Gallery, Tauranga, New Zealand.
- Cornwell, G.C. (2019). *Anxious: In these uncertain times, one needs to have a little faith*. [Catalogue Essay]. BCI Staff Exhibition, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Cornwell, G.C. (Author). (2019). *La petite mort: Ecstasy, seduction and orgasm*. [Catalogue essay], La petite mort exhibition, Wallace Gallery, Morrinsville, New Zealand.
- Cornwell, G.C. (2019). *Monument* [Installation]. Incubator, Peoples Gallery, Tauranga, New Zealand.
- Cornwell, G.C. (artist), & Sattler, K. (sound engineer). (2019). *Just a whole lot of windbags*. The Fringe Festival, Incubator, Peoples Gallery, Tauranga, New Zealand.
- Cornwell, G.C. (artist). (2019). *Oma rapiti, oma rapiti, oma, oma, oma*. La petite mort exhibition, Wallace Gallery, Morrinsville, New Zealand.
- Dinsdale, D.M. (2019). *Death of the king*. [Mixed media]. Matetere [Virus] group exhibition. ITP Research Symposium. IDEA School Vent Gallery, Eastern Institute of Technology. Napier, New Zealand.
- Dinsdale, D.M. (2019). *Menswear ensemble*. [Vintage Textiles]. Hokonui Fashion Design Awards, Gore Town and Country Club: Gore, New Zealand.
- Dinsdale, D.M. (2019). *He maimai aroha* (Messages of love). Dear Boobs exhibition. The Incubator, The Historic Village, Tauranga, New Zealand.
- Dinsdale, D.M. (2019). *Ngāti Aotearoa*. Rotorua Art Awards, Energy Events Centre, Rotorua, New Zealand.
- Dinsdale, D.M. (2019). *Te tuna heke. Anxious?* Staff Exhibition, Te Ara O Mauao Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Dinsdale, D.M. (2019). *Silver fox*. Beyond the Garden Path Event, Te Puke Coast Lions Club. Te Puke Memorial Hall, Te Puke, New Zealand.
- Dinsdale, D.M. (2019). *Long live the queen*. Curiosity exhibition, Te Ara O Mauao (M Block Exhibition space), Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Dinsdale, D.M. (2019). *The queens are here!!* Tauranga: Jam Factory Fashion Show, Tauranga Fringe Village, Tauranga, New Zealand.
- Dinsdale, D.M. (2019). *Honey I'm home*. La petite mort exhibition, Wallace Gallery Morrinsville, New Zealand.

- Laraman, D. (designer). (2019). *The Good Garb – up-cycled fashion collection*. [fashion collection]. Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Sanders-O'Shea, N. (2019). *Dear tote*. Dear Boobs exhibition. The People's Gallery, Tauranga, New Zealand.
- Sanders-O'Shea, N. (2019). *Replicate*. ITP Research Symposium: Eastern Institute of Technology, Napier, New Zealand.
- Sanders-O'Shea, N. (2019). *Repeat: A printer's annual*. [Installation, book and screen-printed pages]. Ara Toi Museum, Masterton, New Zealand.
- Sanders-O'Shea, N. (2019). *Repeat* (Tukurua). [2 x screen print on canvas]. Rotorua Museum Art Awards, Energy Events Centre, Rotorua, New Zealand.
- Sanders-O'Shea, N. (2019). *Again series*. [3 X Screen print on canvas]. La Petite Mort exhibition, Wallace Gallery, Morrinsville, New Zealand.
- Sattler, D.G. (2019). *I'm OK? Are you?* [Poster print, digital illustration.]. Te kikino tukurua exhibition. M Block Exhibition Space, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Sattler, D.G. (2019). *Materere exhibition catalogue*. [Printed and Digital exhibition catalogue]. IDEASchool, Eastern Institute of Technology, Napier, New Zealand.
- Sattler, D.G. (2019). *Te Kikino Tukurua exhibition catalogue*. [Printed and Digital exhibition catalogue]. M Block Exhibition Space, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Sattler, D.G. (2019). *Materere exhibition identity*. [Vinyl signage, print]. IDEASchool, Eastern Institute of Technology, Napier, New Zealand.
- Sattler, D.G. (2019). *What other*. [Poster print, digital illustration.]. IDEASchool, Eastern Institute of Technology, Napier, New Zealand.
- Sattler, D.G. (2019). *La petite mort*. [Printed and digital exhibition catalogue]. Wallace Gallery, Morrinsville, New Zealand.
- Sattler, D.G. (2019). *Thinking unfolding – A PCANZ exhibition of artists' books*. [Printed and digital exhibition catalogue]. Aratoi Wairarapa Museum of Art and History, Masterton, New Zealand.
- Sattler, K. (2019). *The Maelstrom* by We Will Ride Fast. (8 track album) LP/digital. [Digital and vinyl music release]. Bandcamp, Spotify, iTunes, + others.
- Sattler, K. (2019). *An audio recording of a dishwasher on eco cycle*. [AIFF file on CD, 17:04, 2016]. Matarere group exhibition. ITP Research Symposium, IDEA School, Eastern Institute of Technology, Napier, New Zealand.
- Sattler, K. (2019). *Entry to the abode of the dead*. [Video and sound]. Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Sattler, K. (2019). *Time to let the spaceships land*. [Music Video]. Retrieved from: <https://vimeo.com/308969513>
- Sattler, K. (2019). *Untitled* (portrait commission). [Oil paint on board]. Auckland, New Zealand.
- Sattler, K. (2019). *With invisible motion* (single) by We Will Ride Fast. [Digital music release]. Bandcamp/Spotify/Apple Music/and others.
- Sattler, K. (2019). *Elcyc Oce No Rehsawhsid Gnidrocer Oidua Na* (Reversed). [Audio]. M Block Gallery, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Sattler, K. (2019). *Commissioned paint effect*. [Acrylic on interior fitting]. Auckland, New Zealand.
- Sattler, K. (2019). *Stencil commission*. [Signage/stencilling]. Tauranga, New Zealand.
- Sattler, K. (2019). *Maelstrom music videos*. [Music video compilation]. M Block Gallery, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Sattler, K. (2019). *Loop 4 Lyn*. [Moving image]. The Jam Factory, Tauranga, New Zealand.
- Sattler, K. (2019). *Claim the remains* by We Will Ride Fast. [Video/moving image/music video]. YouTube/Vimeo.
- Sattler, K. (2019). *Particles on fire*, by WWRF. [Music video]. You Tube/Vimeo.
- Sattler, K. (2019). *Unaware enemies* by WWRF. [Music video]. You Tube.
- Sattler, K. (2019). *Sabre tooth*. [Music video/audio]. Facebook
- Sattler, K., & We Will Ride Fast. (2019). *Sabre tooth*. [Digital and CD music release]. Bandcamp, Physical copies.
- Sattler, K. (2019). *Say it to me!* [Music video]. <https://www.youtube.com/watch?v=fIIAZz2jz-E>
- Sattler, K. (2019). *With invisible motion*. [Music Video]. <https://www.youtube.com/watch?v=kUa2GvhRK5Q>
- Sattler, K., & Fritchley, S. (2019). *Swallow the Rat, Grown Downz and (We Will Ride Fast)* live at the Jam Factory. [Live performance]. The Jam Factory, Tauranga, New Zealand.
- Sattler, K., & Fritchley, S. (2019). *The maelstrom*, Album release show. [Live performance]. Our Place, Tauranga, New Zealand.
- Simon, A. (2019). *Subterfuge sabotage*. [Free form embroidery]. Curiosity Symposium exhibition. Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Simon, A. (2019). *Subterfuge*. [Free form embroidery]. ITP Symposium exhibition, Eastern Institute of Technology, Napier, New Zealand.

- Simon, A. (2019). *Te kiri o Hine Ahu One*. [Thread sculpture – free form embroidery]. M Block Exhibition Space, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Simon, A. (2019). *Twisted transparency*. [Thread sculpture – free form embroidery]. La petite mort exhibition, Wallace Gallery, Morrinsville, New Zealand.
- Taepa, K. (2019). *Ngā hau e wha – Waikato University Pou Commission*. [Mixed media – 3D prints, laser cut acrylic and MDF]. University of Waikato, Tauranga, Aotearoa.
- Taepa, K. (2019). *Whutire whakairo – Sculpture on the Gulf temporary public art installation*. [3D prints within site specific installation]. Waiheke Island, Aotearoa.
- Taratoa, K.D.G. (2019). *Kelcy Taratoa: who am I? episode 001* [mid-career survey]. [Exhibition]. Tauranga Art Gallery, Tauranga, New Zealand.
- Taratoa, K.D.G. (2019). *Te kore, te-wiwia: A space without boundaries*. [Painting]. Tauranga Art Gallery, Tauranga, New Zealand.
- Taratoa, K.D.G. (2019). *The grey space: Te kore, te-wiwia. (Solo exhibition of new work.)*. [Painting]. Bartley + Company Art, Wellington, Aotearoa/ New Zealand.
- Wilcock, B. and The Jelly Rolls. (2019). *The secret life of music*. [Performance at The Edinburgh Jazz Festival]. The Jazz Bar, Edinburgh, United Kingdom.
- Wilcock, B., & The Jelly Rolls. (2019). *The secret life of music*. [Performance at The Wellington Jazz Festival]. Caroline on Manners St., Wellington, New Zealand.

Oral Presentation

- Bidois, Q.I.G. (2019). *Matariki ki Mauao*. Presented at Tuia, tuituia a Matariki: Binding the threads of Matariki, Tauranga, New Zealand.
- Boyd, A., de Monchy, C., & Forbes, S. (2019). *Supervision survey results*. Presented at Webinar Online, New Zealand.
- Brown, J.M. (2019). *Life in the travel industry*. Presented at Trinity Hotel, Tauranga, New Zealand.
- Clissold, T.L. (2019). *Bone health for older adults*. Presented at Pacific Coast Village, Tauranga, New Zealand.
- France, L.J. (2019). *What is the value in Te Whāriki?* Presented at Methodist Church, Rotorua, New Zealand.
- Jamieson, I., Sims, D., Basu, A., Houston, G., & Sampath, K. (2019). *The graduate nurse experience: A longitudinal study*. Presented at National NESF & NETP Forum, Christchurch, New Zealand.

- Laraman, D., & Brown, J. (2019). *Exploring the fashion consumption habits of women*. Presented at Fashion Feasting, Toi Ohomai Windemere, Tauranga, New Zealand.
- Ngawati, M., & Pewhairangi, K. (2019). *Huakina nga tatau o toku whare: Creating a Kaupapa Māori secondary tertiary pathway for Māori medium students*. Presented at Butterfly Creek, Auckland, New Zealand.
- Sadd, R. (2019). *Student nurse attitudes and behaviours when using social network sites*. Presented at Research Seminar Series, Toi Ohomai Institute of Technology, Tauranga, New Zealand.
- Sanders-O'Shea, N. (2019). *Run* (artist's talk). Presented at Chrysalis Collection Exhibition, Pop Up Space, Tauranga, New Zealand.
- Vosse, B.J.F. (2019). *Collaborating for success – Fashion Feasting event*. Presented at Toi Ohomai Institute of Technology, Tauranga New Zealand.

Other Form of Assessable Output

- Boyd, A. (2019). *Supervision in the immigration advice industry in New Zealand*. LegalWise website.
- Claxton, R. (2019). *Photo of performers used to illustrate news story*. Rotorua Daily Post.
- Laraman, D. (2019). *DIY Up-cycled fashion: Flounce singlet*. JUNKIES.
- Lyford, S., Tapuke, S., & Martin, D. (2019). *Toiora: Toitū te kainga, toitū te kāinga, toitū te ora. Final report presentation*, 16th June 2019. Tangatarua Marae, Toi Ohomai Institute of Technology, Rotorua, New Zealand.

Report

- Cown, P.C., Werry, S.J., & Skeoch, R.M. (2019). *Ngā reo e toru: Amplifying the voices of tamariki and whānau in assessment for learning* [Report]. Ministry of Education Teacher-led Innovation Fund.
- Emery, T., & McLean, I. (2019). *Toitū te kāinga, toitū te ora, toitū te tangata: Healthy homes, healthy people* [Report]. Report to BRANZ.
- Emery, T., Tapuke, S., Lyford, S., & Martin, D. (2019). *Toiora: Whānau health and wellness*. [Report]. Chapter in T. Emery & I. McLean Toitū te kainga, toitū te ora, toitū te tangata report to BRANZ.
- Honeyfield, J., Sims, D., & Proverbs, A. (2019). *How senior New Zealand nursing students' quality improvement projects can change practice* [Report]. Toi Ohomai Research Committee, Tauranga, NZ.
- Naidoo, R., & Cronin, J. (2019). *Can micro-dosing WR exercise during the working day affect health and function? A pilot investigation*. [Report]. Toi Ohomai Institute of Technology.

Payn, T.W., & Barnard, T.D. (2019). *Progress towards the conservation and sustainable management of temperate and boreal forests: Overview and country highlights from the Montréal Process*. (Report No. 2019). Rotorua, New Zealand: Montreal Process Working Group.

Theses and Dissertations

Crawford, S.C. (2019). *Perspectives of nurse educators on transitioning from a nurse clinician role to a nurse educator role*. (Master's dissertation). Toi Ohomai Institute of Technology, Tauranga, New Zealand.

Crombie, P. (2019). *Faces, hearts and thumbs: Exploring the use of Emoji in online communications within higher education*. (Master's dissertation). University of Waikato, Hamilton, New Zealand.

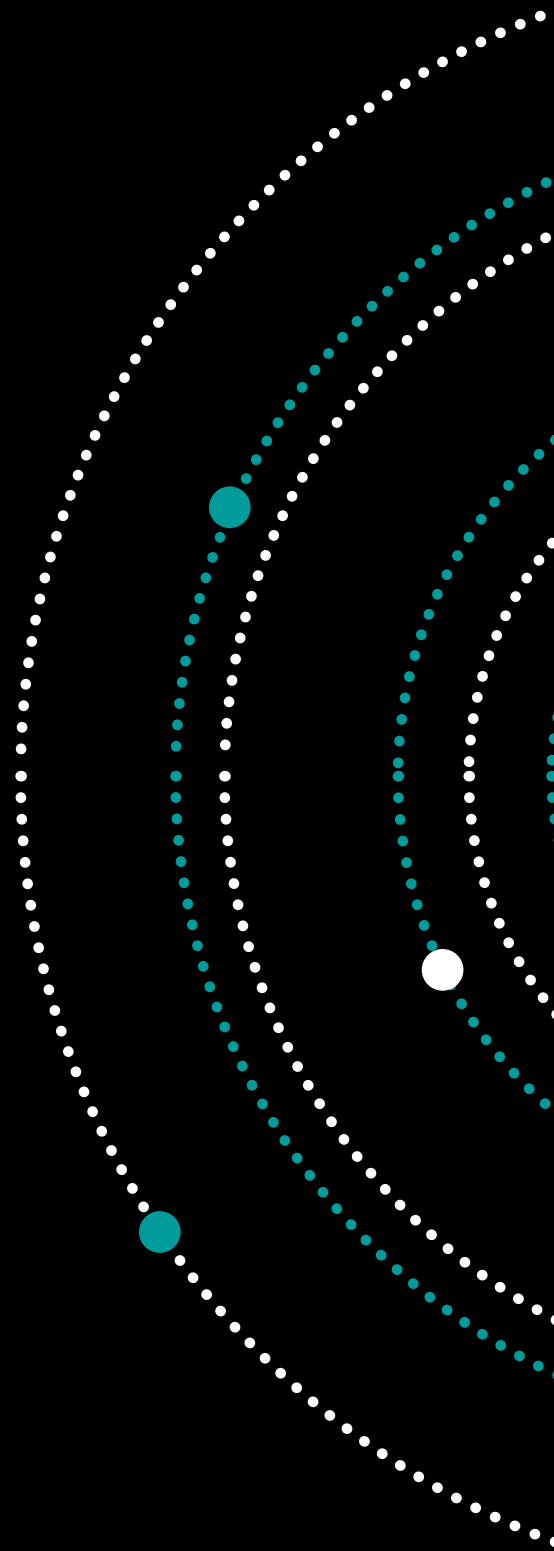
Ewens, S.J. (2019). *"You kind of have to be a bit superhuman" Early childhood teacher beliefs about what it takes to be a good teacher: A discourse analysis*. (Doctoral thesis). University of Waikato, Hamilton, New Zealand.

Harrison, L.J. (2019). *Marketing specialist knowledge and its influence* (Doctoral thesis). Auckland University of Technology, Auckland, New Zealand.

Puckey, J.F. (2019). *Nurse educators' perceptions of virtual reality simulation*. (Master's dissertation). Toi Ohomai Institute of Technology, Tauranga, New Zealand.

Thomas, C. (2019). *Examining how teachers and students experience learning with the newly introduced Google Classroom in a Foundation Level 3 Tertiary programme* (Master's thesis). University of Waikato, Tauranga, New Zealand.





0800 86 46 46
info@toiohomai.ac.nz
toiohomai.ac.nz