

Pūrongo ā-Tau

Annual Report

2020–2021



Mā te mātauranga e taea ai e ia ākongā o Aotearoa te kite i ō rātou pūmanawa kia ea ai ō rātou wawata.

Education in Aotearoa New Zealand should enable all learners to discover their potential and realise their aspirations

Tō mātou kaupapa *Our purpose*

Ka whakaawe te ao mātauranga e NZCER. Ko mātou ngā kaiarataki i te mahi rangahau, i te whanaketanga o ngā rākau āwhina me te tuku ratonga e kōkiri ana i ngā akoranga tōtika kia puta mai ai ngā hua tōtika i ngā mahi kaupapa here me ngā wāhi mahi.

NZCER inspires education. We play a leading role in research, developing tools, and providing services that drive effective learning and positive change in policy and practice.

Ō mātou uara *Our values*

Mā ēnei uara, ā mātou mahitahi ki ētahi atu, ō mātou whanonga me ō mātou whakataunga e arataki.

Our values guide how we work with others, our behaviours, and decision making.

Te tū motuhake *Independence*

Nā ngā taunakitanga tōtika e hāngai ana, e whai mana ana ā mātou kōrero.

We use robust evidence to speak with confidence and authority.

Te mahi ngātahi *Collaboration*

Ka mahi ngātahi mātou ki ngā rōpū whai pūkenga kē, kia tino whai hua ngā mahi.

We work with complementary expertise to achieve greater impact.

Te auahatanga *Innovation*

Mā ā mātou rangahau, ā mātou rākau āwhina me ā mātou ratonga te ao mātauranga o āpōpō e tārai.

Our research, tools, and services help shape the future of learning and education.

Te ngākau pono *Integrity*

Nā ō mātou pūkenga me ō mātou mātāpono tōtika e tutuki ai ā mātou kaupapa i te wā tika, i roto hoki i te ngākau pono.

We use our expertise and strong ethical principles to deliver work that is timely and trusted.

Ngā whāinga tōmua a te rautaki *Our strategic priorities*

Kua tohua ngā whāinga tōmua e toru hei whakatutuki i tā mātou kaupapa. Ko te mahi a NZCER:

To achieve our purpose, we have identified three strategic priorities. NZCER will:

1. he whai kia tōkeke ai, kia matatika ai te tū o ngā tāngata katoa i te ao mātauranga
 2. he whakapiki ake i ngā putanga mātauranga o ia ākongā Māori
 3. he kōkiri whakaaro, he tārai i te mātauranga o āpōpō.
1. contribute to a socially just and equitable education system
 2. improve education outcomes for every Māori learner
 3. lead thinking and shape the future of education.

Ngā rārangi take

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Tēnei mātou

About NZCER



Rangahau Mātauranga o Aotearoa | New Zealand Council for Educational Research (NZCER) delivers quality research to influence education policy and practice.

We are actively committed to the principles of Te Tiriti o Waitangi to help us uphold mana Māori, whakamana Māori.

We strive for high quality research. Research is integral to the publications, resources, services, evaluations, and advice we provide.

Whakatere tōmua

Whakatere tōmua anchors our aspirations—hai punga te wawata kia rere ki whea atu, ki whea mai.

Whakatere tōmua is about utilising the concepts of wayfinding—the voyaging spirit, navigation, and waka—as ways to describe the NZCER mahere | plan. The concept of wayfinding or navigation prompts and provokes images and values that are located in the action of stepping off solid land that we know well, and accepting the challenge to embark on new journeys. We will travel across sometimes familiar, and sometimes uncharted, waters.

Background

We are an independent statutory body that works for public good in education. NZCER was established in 1934 with funding from the Carnegie Corporation. In 1945, we became an

independent statutory body, and we operate under the New Zealand Council for Educational Research Act 1972. The Act sets out our official functions:

- (a) to foster the study of, and research into, educational and other like matters, and to prepare and publish such reports on these matters as may in its opinion be necessary or of value to teachers or other persons
- (b) to furnish information, advice, and assistance to persons and organisations concerned with education and other similar matters.

The Board of NZCER has five elected members (chosen by an electoral college) and one member appointed by the Minister of Education. The Board can co-opt up to three more people to be members of the Board.

Our staff include Research & Development, Te Wāhanga—which is a team of kairangahau who give priority to kaupapa Māori research—Sales, and Business Support teams.

NZCER operates for public good in education. Our revenue comes from multiple sources, including contestable research contracts, a government grant called Te Pae Tawhiti, and sales from our resources and services. Te Pae Tawhiti enables us to build a research programme that complements and enhances our contract work.

Te Poari me te Kāhui Kōwhiri o NZCER

The NZCER Board and Electoral College

NZCER is an independent statutory body, run under the New Zealand Council for Educational Research Act 1972. The Act sets out how members are appointed and elected to the Council. These members are known as the Board. The Board's sole employee is the NZCER Director, who is responsible for managing the Council's activities.

About our Board members—election and terms

The Board includes five elected members, up to three Board-appointed members, and one member appointed by the Minister of Education. Board members are nominated and elected by an electoral college—a group of professionals from the education sector. This group ensures that Board members fairly represent the different segments of the education sector: public institutions, early childhood to tertiary organisations, and unions and professional associations.

Board members serve for terms of 4 years, with two or three of the five elected Board members completing their term every 2 years. Elected members can stand for re-election at the end of a term.

Our Board members as at 30 June 2021

The following people make up our current Board.

Chair: Fiona Pimm—co-opted member

EXPERIENCE: Consultant

APPOINTED: 1 May 2014. Term ends: 30 November 2021

Deputy Chair: Professor John O'Neill

EXPERIENCE: Professor, Institute of Education Te Kura o Te Mātauranga, Massey University Te Kunenga Ki Pūrehuroa *APPOINTED:* 1 October 2019. Term ends: 30 September 2023

Audit and Risk Committee Chair:

Frances Nelson

EXPERIENCE: Education consultant (previously Principal at Fairburn School)

APPOINTED: 1 October 2013. Term ends: 30 September 2021

Minister's Appointee to the Board:

Dr Jodie Hunter

EXPERIENCE: Senior Lecturer, Institute of Education, Massey University Te Kunenga Ki Pūrehuroa

APPOINTED: 6 November 2018. Term ends: 7 November 2022

Board member:

 Dr Arapera Royal Tangaere

EXPERIENCE: Kaihere Kaupapa Kounga (National Advisor—Quality of the kaupapa), Te Kōhanga Reo National Trust

APPOINTED: 1 October 2017. Term ends: 30 September 2021

Board member:

 Professor Bronwen Cowie

EXPERIENCE: Associate Dean Research, Education Division, University of Waikato

APPOINTED: 1 October 2019. Term ends: 30 September 2023

Board member:

 Professor Graeme Aitken

EXPERIENCE: Director of Educational Initiatives, Office of the Vice Chancellor, University of Auckland

APPOINTED: 1 October 2019. Term ends: 30 September 2023

Board member:

 Martin Zuba—co-opted member

EXPERIENCE: Chartered Accountant and Partner (retired) at Ernst & Young

APPOINTED: 20 May 2020. Term ends: 21 May 2024

Staff representative:

 John Huria

APPOINTED: 30 November 2020. Term ends: 29 May 2022

Te kupu whakataki o Te Kaiwhakahaere me Te Kaihautū

Chair and Director's introduction

Hoki whakamuri, kia anga whakamua

The year in review has without doubt been a year of *looking to the past in order to forge the future*. NZCER closed a chapter saying farewell to our office at Education House, forging a new chapter with new locations for our mahi, the store—Te Pātaka, and office—Te Pakokori. Another key event for NZCER has been the review and refresh of our strategy. We celebrated these two key events with a wonderful evening together with NZCER friends, stakeholders, and clients—Ka Hura, Te Kura. It was an evening to mark our direction, and forge the future of NZCER.

Saying farewell to Education House

NZCER moved into Education House, 178–182 Willis Street, in 1966. The building was erected by the New Zealand Educational Institute (NZEI) who kindly leased NZCER office space for the next 55 years! It was a place with many good memories, and we were co-located with several other education organisations in the building—it served our needs well. With the sale of Education House, we set about finding a new abode to make way for the planned refurbishment of Education House into apartments. NZCER was originally located in the Southern Cross building on Brandon Street from 1934–1965 and it is by coincidence that our new location is a return to Brandon Street. We are delighted with the move and you can read more about this as part of our bicultural journey *Kura* in this report. NZCER has a new store Te Pātaka at 191 Thorndon Quay, with our main office Te Pakokori at 10 Brandon Street, Wellington.

Achieving our strategic goals

This is our final year of reporting on our 2017–2021 strategy. Our priorities are focused on contributing to a socially just and equitable education system, improving education outcomes for every Māori learner, and lead thinking and shape the future of education.

These priorities have served us well over the last 4 years. We have used our strategy to shape our work programme, strengthen our own knowledge, and influence others as we increasingly give attention to the outcomes and impact of our work. This report outlines some of the initiatives we've undertaken over the past year to highlight aspects of our mahi at NZCER.

Under our strategic priority *Contributing to a socially just and equitable education system*, we used a COVID-19 related programme change to pivot our plans in the National Monitoring Study of Student Achievement (NMSSA) to create new teacher-focused insights reports and a science toolkit. This brings system level findings directly into the hands of educators to support practical everyday teaching. Another project involved the collation, analysis, and independent reporting of feedback about the draft Aotearoa New Zealand Histories curriculum. This mahi has significant potential to strengthen learner knowledge and understanding about the inequities and issues of justice that have occurred in New Zealand's history. One of our Chief Researchers, Cathy Wylie, was invited to join an independent panel for Pūaotanga: an independent review into primary school staffing. The overarching aim of this review was *He whakatinana i te pitomata o ia tamaiti, Realising the potential of every child*.

In our strategic priority *Improve education outcomes for every Māori learner*, we give an overview of the impact we're having through our research and our resources. We share research we completed for Te Matawai, *Te Rangatahi o te Reo* an explorative study of rangatahi exposure to, and use of, te reo Māori. In our resource development work we share a new resource *Aronuitia te reo*—a Māori language resource for teachers that draws on the NMSSA learning languages data. We also give an update on the broadening use of our online Te Reo Māori adaptive assessment tool.



Fiona Pimm, Chair



Graeme Cosslett, Director

Our third strategic priority is to *Lead thinking and shape the future of education*. We take a closer look at how our staff expertise contributes to advisory groups responsible for shaping the future. We also share the impact we're having in key areas relating to sustainability and climate change, and to our ongoing leadership in assessment.

You can read more about these strategic priority highlights along with several other examples of the mahi on pages 8-13.

Our plans for the year ahead—we have a refreshed the NZCER strategy

Alongside our current mahi, we reviewed and refreshed our strategy. The direction we've been heading over the past 4 years remain priorities for NZCER. We are pleased to have strengthened the foundations of these priorities with a refresh that sets NZCER with a clear vision, purpose, and aspirational priorities for the next 4 years. The timing of this refresh coincided with our office relocation and this provided us with opportunities for synergy across our strategy, the new owha, designs, and overall purpose that was identified as part of our mahi to strengthen our bicultural journey. You can read more about our bicultural journey on pages 4-5 where we describe the purpose of NZCER. Our mahi is centred on whakatere tōmau, wayfinding. In our refreshed strategy, our purpose—through research, resources, and services—is to find ways for kaiako, ākonga, and whānau to have the best possible education experiences and outcomes.

We identified four priorities in our 2021-25 strategy that build on the current strategy. Decolonising education; Upholding mana Māori, whakamana Māori; Improving equity for ākonga and equity in education; and Influencing the future of education. Our priorities are bold, aspirational, and focused on what we believe to be of significant importance for education in Aotearoa over the coming years. We look forward to shaping our mahi on these priorities in the year ahead.

Acknowledging the collective expertise of our staff and Board members

We thank all Board members for their ongoing support and commitment to NZCER. There have been no changes in Board membership during the year in review and this has enabled us to build on our collective governance expertise. The leadership team and staff have navigated a year of extensive change with a strategy refresh, an office move, and the underlying disruptions we are all navigating while living and working during a global pandemic.

NZCER is in good financial health, we have navigated our way back to a position where we are able to invest in the future, and invest in our strategic priorities. We acknowledge the commitment, energy and passion of our kaimahi and we thank each and every person for their personal contribution to the public good of NZCER's mahi.

Spotlight on our bicultural journey so far...

E hī ake ana te matau ki te whaiao ki te ao mārama

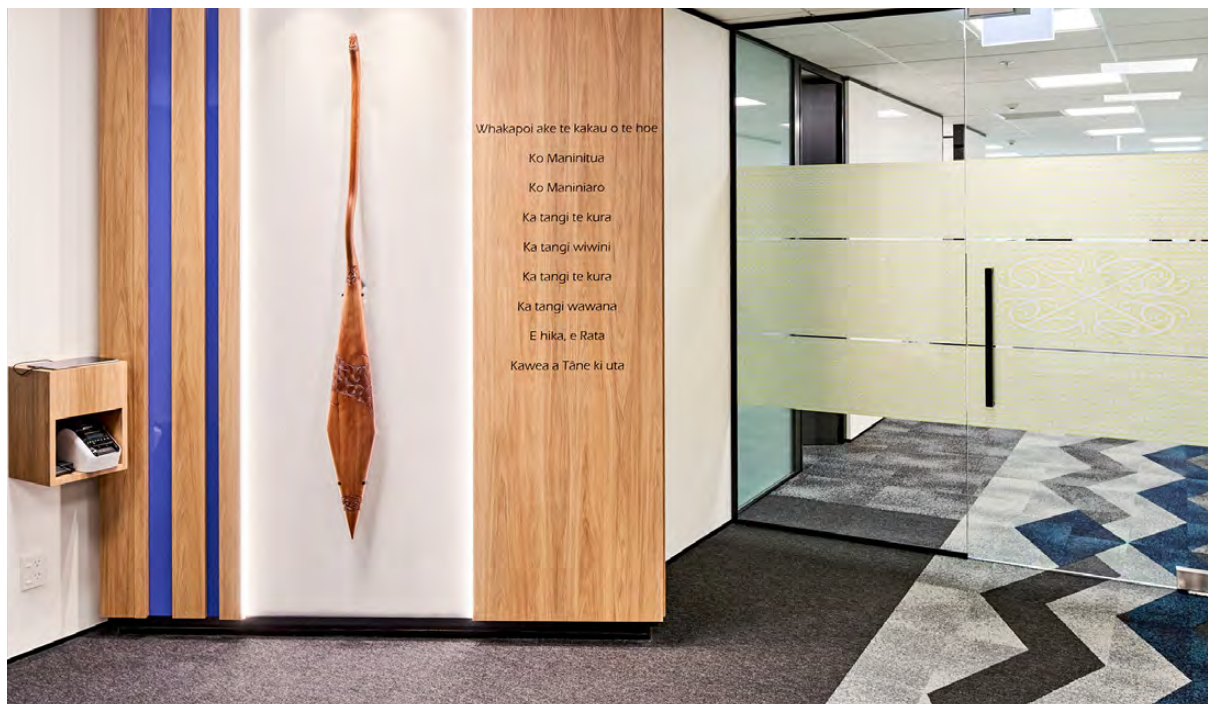
Draw up the hook into the world of light

This year we are immensely proud to share our bicultural journey (so far) which includes both physical and cultural elements. When Education House on Willis St, our home for the past 55 years was sold, this turned out to be an opportunity of transformational change that led to NZCER diving headlong into a number of firsts around our bicultural journey.

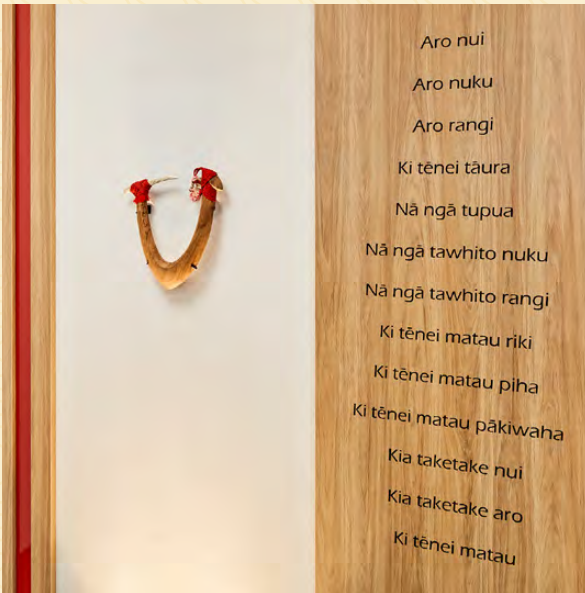
At the planning stage of moving to a new building we engaged Rangi Kipa (Te Āti Awa, Taranaki), a sculptor, carver, and tā moko artist, to help us conceptualise our journey and integrate Māori cultural visibility into our new workspace. Rangi helped us to come up with a narrative for our space of Whakatere tōmua—Path-makers, utilising the concepts of wayfinding. From this narrative, five owha (treasured bequests or gifts), along with Māori designs on internal chattels were created. As our Tumu Māori Sheridan put it, “Māori cultural

elements are authentically woven throughout our workspace, beyond the foyer.”

Our office relocation also helped us to establish meaningful relationships with one of the local mana whenua iwi Te Āti Awa. Kura Moeahu, a Te Āti Awa kaumātua, was instrumental in taking us further on our bicultural journey. He walked us through three wānanga—opportunities to learn and share about tikanga and kawa for our upcoming activities, a noho marae at Waiwhetū, which was an opportunity for our kaimahi to learn about Te Āti Awa and for some, the first time to stay on a marae. Kura also conducted the tohi tangaengae and whakatūwheratanga—the opening and naming of the new offices, the closing of our old office and the ka hura, the revealing of our owha. Many of our kaimahi experienced these activities for the first time.



Te Hoe o Māuimua, ko Kautu-ki-te-rangi and the foyer of Te Pakokori



Te Matau a Māui Potiki, ko Pikimairawea on level three in Te Pakokori

We named 10 Brandon Street Te Pakokori—which is the shelter of a canoe and is a space for everyone. The name given to the sales storeroom is Te Pātaka which refers to a storehouse often used to store food or taonga.

The five owha, each created by a Te Āti Awa artist are:

- Te Hoe o Māuimua, ko Kautu-ki-te-rangi (*steering paddle*),
- Tatā (*bailer*),
- Punga (*anchor*),
- Rā (*sail*), and
- Te Matau a Māui Potiki, ko Pikimairawea (*the fish bone of Māui Potiki named Pikimairawea*).

Each owha is also accompanied by an especially created karakia.

We look forward to sharing these owha with all our manuhiri. Nau mai, haere mai.

Over the last year, we embarked on a process to collectively refresh our strategy. We were able to take the narrative developed for our physical space and embed it within our strategy, our mahi, and our future. For example, Whakatere tōmua is our mahi. Our purpose—through research, resources, and services—is to find ways for kaiako, ākonga, and whānau to have the best possible education experiences and outcomes. All four of our new strategic priorities—decolonising education; upholding mana Māori, whakamana Māori; improving equity for ākonga and equity in education; and influencing the future in education—have strong elements of biculturalism.

Here is a summary of other actions that we undertook in 2020/21 to strengthen our bicultural approach. We have:

- set our aspirations to become a highly functioning bilingual organisation by 2030
- continued to improve our adaptive te reo Māori online assessment tool (TRM) and met with a number of non-school audiences to explore the possibilities of expanding TRM assessment use in their areas.
- further developed our Te mahere reo Māori o NZCER / NZCER Māori Language Plan
- empowered all kaimahi to set a te reo Māori learning goal
- established a baseline measure of te reo Māori at NZCER using our TRM
- applied a strong Māori lens through key strategic documents such as our Communications and Marketing Approach
- renamed the main NZCER external communications e-newsletter to Whakatere Tōmua which reflects and embodies our bicultural journey
- renamed our internal e-newsletter Te Punga (after one of the owha) which anchors all the kaimahi to NZCER
- offered three free reo classes and a waiata session each week
- expanded the number of activities we held around Mahuru Māori, which included daily karakia, morning tea reo games, regular emails, and social media posts

We look forward to continuing to grow on our bicultural journey. Ki te hoe!



Customised lightening on level 4

Ngā whāinga tōmua a te rautaki

Strategic priorities

1. He whai kia tōkeke ai, kia matatika ai te tū o ngā tāngata katoa i te ao mātauranga

Contribute to a socially just and equitable education system

As written in the Chair and Director's introduction, this is the final year of reporting on the 2017–2021 strategy. It has allowed us to strive for both lofty goals and stay grounded in achieving our day-to-day mahi, and laid strong foundations for our new strategy.

Under our strategic priority of contributing to a socially just and equitable education system, COVID-19 required us to pivot our plans in the National Monitoring Study of Student Achievement (NMSSA) to create new teacher focused insights reports and a science toolkit. We were invited to join an independent panel for Pūaotanga: an independent review into primary school staffing. Another project involved the collation, analysis, and independent reporting of feedback about the draft Aotearoa New Zealand Histories curriculum. We expanded on our portfolio of research and evaluation for Te Ara Ahunga Ora—Retirement Commission, and we completed a research report on mother-educator learning partnerships for the Ministry of Social Development using the *Growing Up in New Zealand* data.

Led the development of four new Insight Reports

NZCER works with the University of Otago to carry out the NMSSA. In the last financial year, NZCER played a lead role in the development of four new Insight Reports designed to support teaching and learning in the English learning area of the New Zealand Curriculum. The reports use students' responses to NMSSA assessment tasks at Year 4 and 8 to discuss and illustrate specific findings and insights, and to describe possible next learning steps. The reports covered making meaning, creating meaning, multimodal texts, and writing for an audience and can be downloaded from the NMSSA website.

We contributed to Pūaotanga: an independent review into primary school staffing

Chief Researcher Cathy Wylie was a member of the independent review panel into primary school staffing, commissioned by NZEI Te Riu Roa and chaired by former Minister for Education Steve Maharey.

The review team examined research evidence about the changing nature of teaching and learning, Aotearoa New Zealand's stronger commitment to Te Tiriti o Waitangi, greater social diversity and inequality, noticeable increases in mental health issues, and the role of class size in relation to teaching and learning.

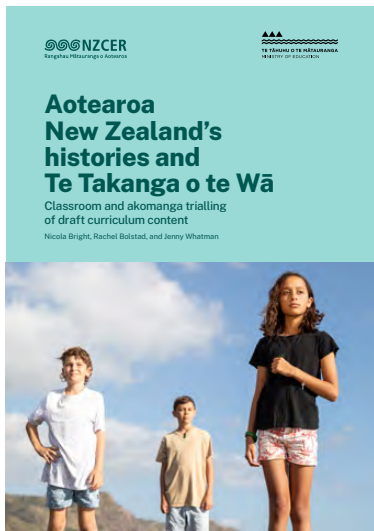
The review team also held hearings, and it received over 2,650 submissions. Their report was published in early June, and their recommendations are informing NZEI Te Riu Roa collective negotiations.

Produced research projects related to Aotearoa New Zealand's histories and Te Takanga o te Wā

We completed two contracted research projects for the Ministry of Education relating to the draft curriculum content for Aotearoa New Zealand's histories (in the New Zealand Curriculum) and Te Takanga o te Wā (in Te Marautanga o Aotearoa).

The Aotearoa New Zealand's project involved analysis and synthesis of data from the Ministry's public consultation on the draft content. The data sources included online surveys, written submissions, and over 90 workshops, fono, and hui.

For the Te Takanga o te Wā project, we worked with CORE Education to trial the draft content with schools and kura, and gathering teacher and kaiako feedback. CORE Education facilitated the trialling, and NZCER provided data gathering,



Aotearoa New Zealand's histories and Te Takanga o te Wā report

analysis, and reporting. Both reports have been published along with the Ministry's responses and next-step plans.

Developed a free online science assessment toolkit and held webinars to support its use

We developed a free online science assessment toolkit for teachers of Year 7 and 8 students as part of our NMSSA work. The toolkit is designed to improve the teaching and learning of science. Teachers use information generated by the assessment to identify gaps in student understanding. The information includes each student's position on the NMSSA Science Capabilities scale, a breakdown of the big ideas behind each item, student skills required to complete the questions, and suggested next steps for teaching. Webinars were also held to introduce teachers to the toolkit—feedback received was that the webinars were very useful.

Research on mother-educator learning partnerships using Growing Up in New Zealand data

We completed a research report on mother-educator learning partnerships. In this study we analysed *Growing Up in New Zealand* data from over 5,000 mothers to explore how learning partnerships are related to child and mother outcomes. We identified factors associated with positive experiences with children's early learning services and schools.

PUBLICATIONS FEATURE

**Using arts across the curriculum:
Integrated lesson plans
by Barbara Snook**

**Using arts across the curriculum:
Integrated lesson plans
by Barbara Snook**

Engaging our students is arguably a teacher's biggest challenge. This book uses the teaching and learning processes and activities inherent in arts education as a motivation for stimulating teaching and learning across the curriculum. When students are engaged, excited, playing with ideas, experimenting with solutions, and exploring relevant problems then they will want to be in the classroom, and then they will see the relevance of the lessons.

Portfolio of work for Te Ara Ahunga Ora expands

This year our portfolio of research and evaluation for Te Ara Ahunga Ora—Retirement Commission grew to three projects centred around Sorted in Schools, Te whai hua—kia ora!

Sorted in Schools, Te whai hua—kia ora! is a financial capability programme for secondary school students in English-medium schools and Māori-medium kura. The programme aims to equip all young people for their financial future.

The Māori-medium resources are underpinned by te reo Māori, tikanga Māori, and mātauranga Māori. As well as evaluating the programme for a second year, we used the talanoa methodology with Pacific teachers and students to put a Pacific lens on the programme, and developed a professional learning and development framework to support Te Ara Ahunga Ora's work with teachers and kaiako using the programme.

2. He whakapiki ake i ngā putanga mātauranga o ia ākonga Māori

Improve education outcomes for every Māori learner

Over the past year, Te Wāhanga, our Māori Research unit released a number of reports for Te Mātāwai, the independent entity that aims to promote the use of te reo in homes and the community. Two of those reports were Te Reo o te Rangatahi and He Reo Ora which are described below. In our resource development work we created a new resource Aronuitia te reo—a Māori language resource for teachers that draws on the NMSSA learning languages data. We give an update on the broadening use of our online te reo Māori adaptive assessment tool. We also granted the Beeby Award to support the creation of He Whatu Rangatahi, a resource that will provide support, skills, strategies and inspiration to equip rangatahi to effectively take part in a variety of transformative democratic processes.

Te Reo o te Rangatahi

Te Wāhanga conducted an exploratory research project for Te Mātāwai into rangatahi exposure to, and use of, te reo Māori from January 2019 to February 2020.

The study focused on aspects of rangatahi use of, and exposure to, te reo Māori, and their motivations for using te reo Māori. The research provides valuable insights into how rangatahi are being exposed to te reo Māori and how they are using the language, and indicates ways in which rangatahi can be further supported.

The study involved rangatahi, aged between 13 and 23 years, from four regions using a kaupapa Māori mixed-methods approach.

He Reo Ora: Māori-language revitalisation activities and resources in homes and communities

We conducted the He Reo Ora research for Te Mātāwai to create a current evidence base of Māori-language revitalisation efforts happening at both national and regional levels.

In May 2018 He Reo Ora contained 498 unique entries that describe reo Māori revitalisation activities that occurred in 2016–2017 including wānanga reo, meet-ups for coffee and kōrero, festivals, waiata, and kaupapa-based activities.



He Reo Ora report for Te Mātāwai

The research also contained 579 unique entries that describe Māori-language resources produced from 2012 to 2017 including online, print or e-publications, stickers, posters, sound recordings, and audiovisual or computer files.

New strengths-based reo resource for schools

Aronuitia te reo is a strengths-based resource designed to assist schools with improving their provision of reo Māori learning opportunities.



Trialling out the new Aronuitia te reo resource with some key education stakeholders

Drawing on findings from the 2016 National Monitoring Study of Student Achievement (NMSSA) Learning Languages report, it consists of three sets of cards each with its own focus. One set uses QR codes to provide easy access to teo Māori resources. The other two sets use principal, teacher, and student data to prompt professional conversations about the importance of providing students with opportunities to learn teo Māori and ways schools can contribute to the revitalisation of the Māori language.

Our online teo Māori adaptive assessment tool sees growth across compulsory and non-schools sectors

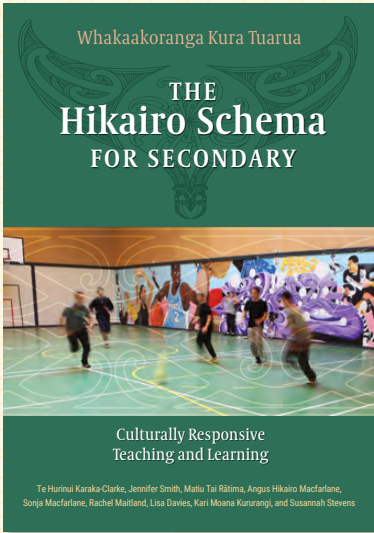
This year there was pleasing growth in the use of our teo assessment in the compulsory sector. An increasing number of schools are using the assessment with teaching staff in addition to students, to grow reo capacity within their school communities. This is an exciting development considering the Ministry of Education’s Te Ahu o te Reo Māori initiative and our recent work with teacher training providers. We continue to work alongside Te Taura Whiri i te Reo Māori—Māori Language Commission as we support the growing use of our teo assessment within the public sector.

Beeby Award granted for resource to support rangatahi to bring about transformative change

The 2020 Beeby Award was granted to lead author Dr Maria Perreau and includes Associate Professor Tom Roa, Dr Bronwyn Wood, and Joanne Waitoa. The group will develop *He Whatu Rangatahi*, a resource that will use Aotearoa as the base context weaving mātauranga Māori and Western understandings/social science together to provide a holistic rangatahi-centric resource that emphasises belonging, connection and community.

The resource will provide support, skills, strategies and inspiration to equip young people and their communities to effectively take part in a variety of transformative democratic processes. The group envisage that the resource will include both teo Māori and English. It

PUBLICATIONS FEATURE



The Hikairo Schema for Secondary: Culturally responsive teaching and learning

This adaptable guide invites kaiako to rethink approaches to engaging ākonga, re-envisage the teacher/learner dynamic, revise old habits, and reconfigure learning environments to acknowledge and embrace cultural differences. It helps the collaborative co-construction of goals and outcomes that are relevant to diverse learning contexts within the progressively specialised learning environments of the secondary school.

will be structured through a series of thematic case studies which allow for the voices of young people and the stories of their communities—past and present—to be heard and seen in authentic ways.

The bi-annual \$30,000 Beeby Award is jointly funded by NZCER and the New Zealand National Commission for UNESCO.

3. He kōkiri whakaaro, he tārai i te mātauranga o āpōpō *Lead thinking and shape the future of education*

We continue to innovate with our professional services products and assessment resource bank. This year we have undertaken a number of research projects around what has been described as one of the greatest challenges of our time—climate change. We continue to lead thinking and shape the future of education through our active involvement on advisory groups such as the Curriculum Refresh Advisory group, where we had three senior staff who were part of the group.

Climate change—themes from key informant interviews

This report outlined findings from 17 in-depth key informant interviews. Findings suggest considerable scope for growth in the way that schools and the wider education system respond to climate change. Recommendations include:

- supporting diverse children and young people to develop their visions for a sustainable future, and to identify actions they can take to realise that future.
- focusing on new career opportunities and pathways in the transition to a low-carbon, climate-changed future.
- getting children and young people engaged and excited about what they can do, rather than disengaged, depressed, or feeling like they have no control of their future.

Climate change—sustainability in secondary schools

In 2020 we surveyed English-medium secondary schools to find out how climate change and sustainability feature in classroom teaching and learning, and whole-school practices.

While many secondary teachers and school leaders expect climate change will have an impact on their communities within their students' lifetimes, the findings suggest that whole-school approaches and responses to climate change and sustainability are not



Climate change and sustainability in secondary schools report

common in secondary schools. While students in most schools have learning opportunities relating to climate change and/or sustainability, the nature and focus of these opportunities vary, causes and consequences are a more common focus for learning than action.

ARBs recognised as an innovative assessment

Members of the wider Assessment Resource Banks (ARBs) team, and one of our Chief Researchers, Rose Hipkins, connected with team members of the Centre for Education and Youth (CfEY, United Kingdom) to support a New Zealand lens onto their research about innovative ways to support assessment. The ARBs were identified as one of ten (global) innovations that stood out to the research team, and featured in their final report—*Making Waves: Building a better future for assessment*.

This interest indicates the currency that ARBs still have to support quality, evidence-based teaching and learning.

Senior staff contribute to documentation to support groups working on the New Zealand Curriculum

Two of our Chief Researchers, Rose and Charles, and our Tumu Māori, Sheridan, contributed to a writing group brought together by the Ministry of Education to develop background documentation designed to support groups working on the refresh of the New Zealand Curriculum.

Two documents were produced. The first of these described what was meant by a progression approach to curriculum within a bicultural curriculum.

The second discussed ways to support teacher, ākonga, and whānau decision-making about how learning is progressing, including how to build bridges between the intentions expressed by a bicultural progression-focused curriculum, assessment, and classroom practice.

Online platform NZCER Assist continues to grow

In 2021 we reached a milestone for our wider team as schools began accessing our Progressive Achievement Tests (PATs) assessments and reporting on NZCER Assist—our online platform that replaces the NZCER Marking site.

On NZCER Assist we continue to release new features and migrate historic assessment data from the NZCER Marking site. As well as working with schools to inform our development programme, our assessment services and advisory teams have supported our customers through this period of change.

In addition to our core PAT and survey mahi we continue to support a range of products for the Ministry of Education and the Tertiary Education Commission. We are exploring further development of the W@S toolkit with the Ministry of Education and planning the onboarding of further products to NZCER Assist, to position NZCER Assist as the hub for our online assessment and survey offerings.

PUBLICATIONS FEATURE



Set: Research Information for Teachers (2020) No. 3: Climate Change

This year, with COVID-19, schools all over New Zealand showed how caring, adaptable, resilient, and solution-focused the education sector can be in the face of a collective national and global crisis. How can educators bring similar qualities and leadership to New Zealand's response to climate change? The articles presented in this issue help us to consider this question from a range of perspectives.

Opportunities to reframe moderation practices in the wake of the COVID-19 pandemic by Charles Darr and Rosemary Hipkins

The COVID-19 pandemic has disrupted some traditional assessment practices and drawn attention to the range of evidence students produce in their day-to-day learning. Using this evidence to make sound summative judgements requires a robust understanding of what it means to make a valid judgement, along with a clear commitment to professional learning through social moderation.

Te whātoro me te whakaaweawe o ā mātou mahi

The reach and impact of our work

OUR IMPACT IN NUMBERS



12,564

*social media
followers*



26

*NZCER research
reports completed*



826,000

*online assessments and
surveys completed*



10

*books and
journals published*



9.4m

*page views on
our websites*

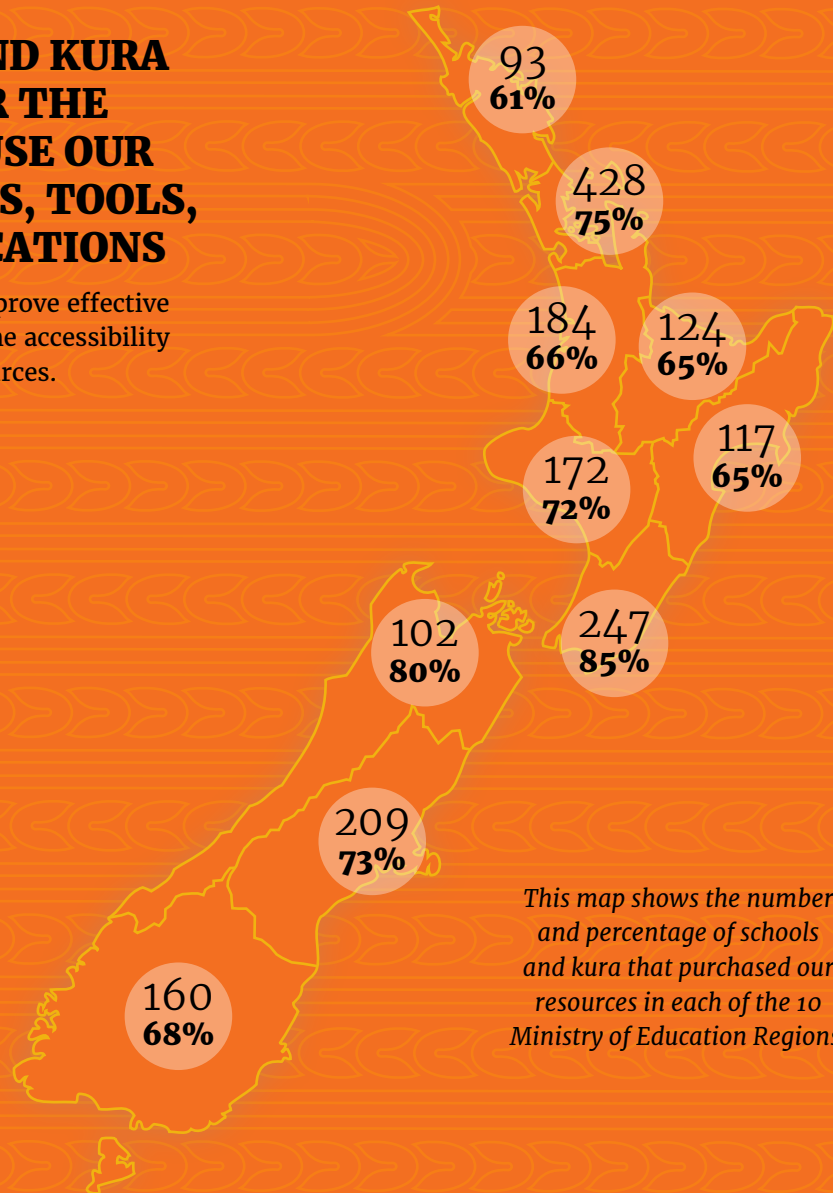


66,237

*research report
and journal article
downloads*

SCHOOLS AND KURA ALL OVER THE COUNTRY USE OUR ASSESSMENTS, TOOLS, AND PUBLICATIONS

We have a goal to improve effective use and to broaden the accessibility of our resources.



OUR WEBSITES

Assessment Resource Banks (ARBs)

Curriculum for the Future

NZCER Corporate website

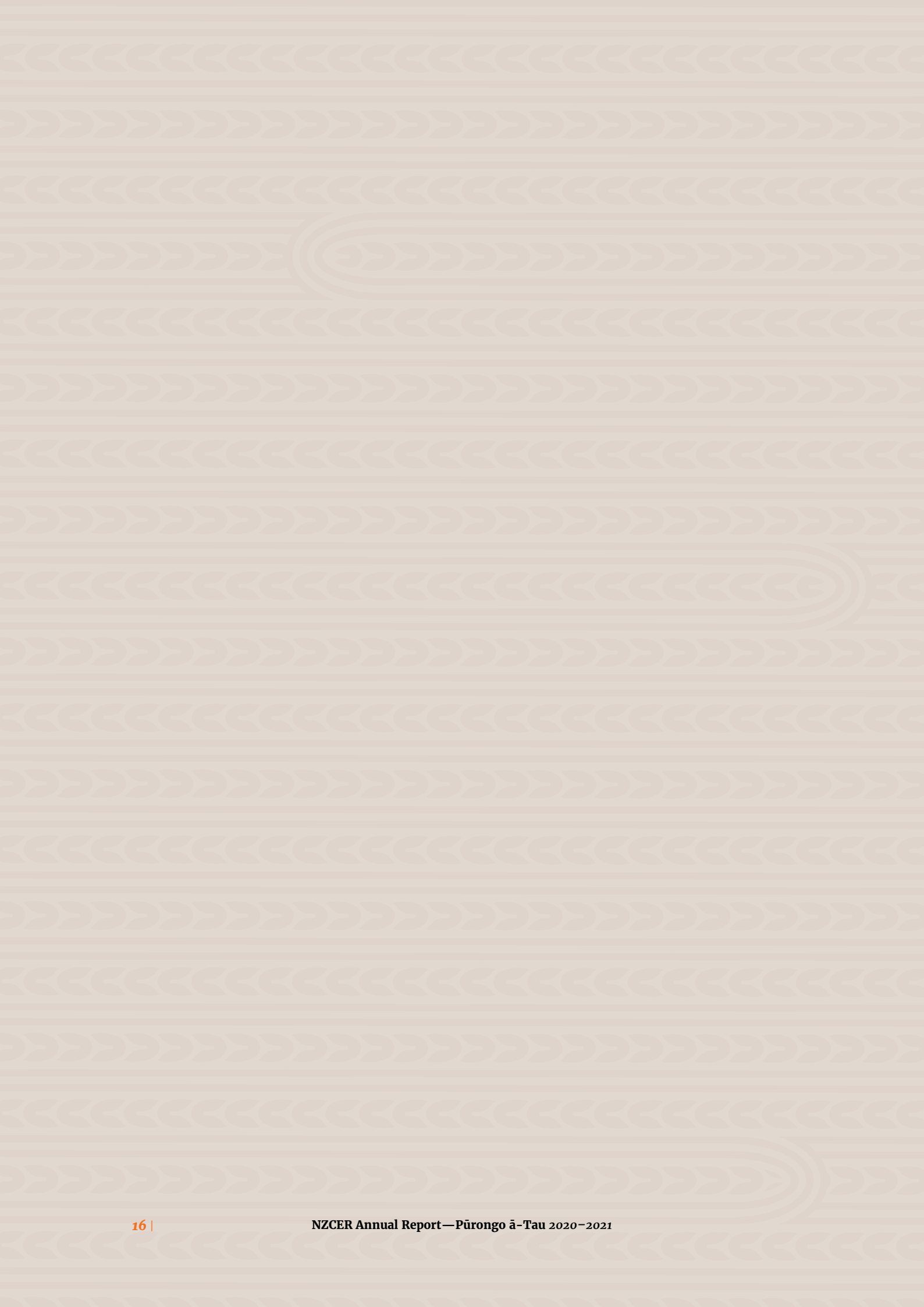
NZCER Assist (Marking Service)

Shifting Thinking

Teaching & Learning Research Initiative (TLRI)

Teaching, School, and Principal Leadership Practices Survey Tool

Wellbeing@School



Tauāki pūtea

Financial statements



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Statement of Responsibility

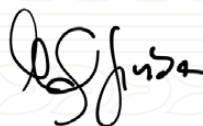
We are responsible for the preparation of the New Zealand Council for Educational Research's financial statements, and for the judgements made in them.

We have the responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In our opinion, these financial statements fairly reflect the financial position and operations of the New Zealand Council for Educational Research for the year ending 30 June 2021.



John O'Neill
Chair
14 March 2022



Martin Zuba
Chair – Audit and Risk Committee
14 March 2022

The accompanying notes form an integral part of the financial statements.

Statement of Comprehensive Revenue & Expense

for the year ended 30 June 2021

	Notes	2021 \$	2020 \$
Revenue			
Revenue	2	7,311,510	7,550,299
Interest Revenue		30,174	83,033
Other Revenue	3	1,441,888	1,356,174
Total Revenue		8,783,572	8,989,506
Expenditure			
Cost of Sales		539,960	596,058
Operating Expenses	4	2,027,683	2,165,944
Personnel Expenses	5	4,792,678	4,661,924
Accommodation Expenses		607,643	527,601
Depreciation and Amortisation Expense	9, 10	417,726	303,005
Total Expenditure		8,385,689	8,254,533
Net Surplus / (Deficit)		397,883	734,973
Other Comprehensive Revenue & Expense		-	-
Total Comprehensive Revenue & Expense		397,883	734,973

Statement of Changes in Equity

for the year ended 30 June 2021

	2021 \$	2020 \$
Equity at Start of the Year	5,070,530	4,335,557
Total Comprehensive Revenue & Expenditure	397,883	734,973
Balance at 30 June	5,468,413	5,070,530

The accompanying notes form an integral part of the financial statements.

Statement of Financial Position

as at 30 June 2021

	Notes	2021 \$	2020 \$
Current Assets			
Cash and Cash Equivalents	6	3,273,968	3,765,408
Investments	6	400,000	1,300,000
Trade and Other Receivables	7	473,401	924,729
Inventory	8	269,103	325,042
<i>Total Current Assets</i>		4,416,472	6,315,179
Non-current Assets			
Property, Plant and Equipment	9	1,424,955	127,318
Intangible Assets	10	1,410,479	1,075,305
<i>Total Non-current Assets</i>		2,835,434	1,202,623
Total Assets		7,251,905	7,517,802
Current Liabilities			
Trade Payables		140,773	117,567
Employee Entitlements	11	459,741	381,949
Income in advance	12	517,111	1,355,774
Other Payables	13	120,482	295,670
Educational Funds	14	454,161	212,508
<i>Total Current Liabilities</i>		1,692,268	2,363,469
Non-current Liabilities			
Employee Entitlements	11	91,224	83,803
<i>Total Non-current Liabilities</i>		91,224	83,803
Total Liabilities		1,783,492	2,447,272
Net Assets		5,468,413	5,070,530
Equity			
<i>Accumulated Funds</i>		5,468,413	5,070,530
Total Equity		5,468,413	5,070,530

The accompanying notes form an integral part of the financial statements.

Statement of Cash Flows

for the year ended 30 June 2021

	Notes	2021 \$	2020 \$
Cash Flows from Operating Activities			
Receipts from Government		1,452,000	1,452,000
Receipts from Customers		6,871,118	7,812,875
Interest Received		38,330	90,560
Educational Funds Receipts	14	1,540,795	1,582,743
Payments to Employees		(4,707,464)	(4,661,442)
Payments to Suppliers		(3,072,745)	(3,460,235)
Educational Funds Payments	14	(1,299,143)	(1,642,375)
Net Cash Flows from Operating Activities		822,892	1,174,125
Cash Flows from Investing Activities			
Maturing of Short-term Deposits		900,000	(350,000)
Sale of Property, Plant and Equipment		0	139
Purchase of Property, Plant and Equipment		(1,448,425)	(58,354)
Net Investment in Intangible Assets		(765,907)	(498,965)
Net Cash Flows from Investing Activities		(1,314,332)	(907,180)
Increase/(Decrease) in Cash and Cash Equivalents		(491,440)	1,316,945
Cash and Cash Equivalents at the Beginning of the Year		3,765,408	2,448,463
Cash and Cash Equivalents at the End of the Year		3,273,968	3,765,408

The Council did not undertake any financing activities during the year.

The accompanying notes form an integral part of the financial statements.

Notes to the Financial Statements

For the year ended 30 June 2021

1. Statement of Accounting Policies

Reporting Entity

The New Zealand Council for Educational Research (the Council) is a public benefit entity established under the New Zealand Council for Educational Research Act 1972.

The purpose of the Council is to inspire education. We play a leading role in research, developing tools, and providing services that drive effective learning and positive change in policy and practice.

The Council is a reporting entity for the purposes of the terms of section 32 of the New Zealand Council for Educational Research Act 1972. Its registered office and principal place of business is at 10 Brandon Street, Wellington.

The financial statements of the Council are for the year ended 30 June 2021, and were approved on 14 March 2022.

Basis of Preparation

The financial statements have been prepared on a going concern basis and in accordance with GAAP. Accounting policies have been applied consistently throughout the period.

Statement of Compliance

The financial statements of the Council have been prepared in accordance with the requirements of the PFA, which include the requirement to comply with GAAP, and Treasury Instructions.

The financial statements have been prepared in accordance with and comply with PBE Accounting Standards.

The financial statements have been prepared in accordance with and comply with PBE Standards RDR.

The Council is a public entity as defined in the Public Audit Act 2001, and is designated as a public sector public benefit entity (PBE) for financial reporting purposes.

The Council does not have public accountability and is not large, as defined in the Accounting Standards Framework issued by the External Reporting Board. Therefore, the Council has elected to report in accordance with PBE Standards Reduced Disclosure Regime (PBE Standards RDR).

Presentation currency and rounding

The financial statements are presented in New Zealand dollars (NZ dollars) and all values are rounded to the nearest thousand dollars (\$000), other than the related party transaction disclosures in Note 19. The related party transaction disclosures are rounded to the nearest dollar.

Significant Accounting Policies

The following significant accounting policies have been adopted in the preparation and presentation of the financial statements.

a) Revenue Recognition

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

Sale of educational resources

Revenue derived from the sales of educational resources to third parties is recognised at the time of delivery of the goods to the customer.

Provision of services (project revenue)

Services provided to third parties on normal commercial terms are exchange transactions. Revenue from these services is recognised in proportion to the stage of completion at balance date.

Interest revenue

Interest revenue is recognised in the Statement of Comprehensive Revenue & Expense using the effective interest method.

b) Government Grant

The Government Grant, renamed as Te Pae Tawhiti, is received by the Council from the Ministry of Education, to fund a specified programme of work.

Revenue received under the Government Grant agreement is classified as arising from non-exchange transactions, in that the Council receives funding from the Ministry of Education and uses this to provide value across the education sector, not directly back to the Ministry. The Government Grant funding is subject to restrictions, in that the Council can only use the funds in fulfilling the specific work programme that has been negotiated and agreed with the Ministry.

c) Trade and Other Receivables

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The Council applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables.

In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due.

Short-term receivables are written off when there is no reasonable expectations of recovery. Indicators that there is no reasonable expectations of recovery include the debtor being in liquidation or the receivable being more than one year overdue.

d) Cash and Cash Equivalents

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

e) Inventories

Inventories are held for distribution or for use in the provision of goods and services. Inventories held by the Council are on a commercial basis and are measured at the lower of cost and net realisable value. Any write-down from cost to net realisable value or for the loss of service potential or from cost to net realisable value is recognised in surplus or deficit in the year of the write-down. The cost of purchased inventory is determined using the weighted average cost method.

The Council does not acquire inventories through non-exchange transactions.

f) Property, Plant and Equipment

Property, plant and equipment consists of furniture and fittings (including leasehold improvements) and equipment. Assets are stated at cost, less accumulated depreciation and any impairment in value. Cost includes expenditure that is directly attributable to the acquisition of the item.

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

When an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value when control over the asset is obtained.

On the subsequent disposal or permanent withdrawal of an item of property, plant or equipment, the gain or loss on disposal is calculated as the difference between the disposal proceeds (if any) and the carrying amount of the asset, and is included in the surplus or deficit for the year.

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to the Council 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.

Depreciation on property, plant and equipment is calculated on a straight-line basis. The following estimated useful lives are used in the calculation of depreciation.

- Furniture and Fittings 10 years (10%, straight line)
- Computing and Electronic Equipment 3-5 years (20.0 - 33.3%, straight line)

Leasehold improvements 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.

g) Intangible Assets

The intangible assets held by the Council are product developments.

Product development costs that meet the recognition criteria in PBE IPSAS 31 are capitalised as incurred.

Staff training costs are recognised as an expense when incurred. Costs associated with maintaining product developments are recognised as an expense when incurred.

The carrying value of an intangible asset is amortised on a straight-line basis over its estimated useful life. Amortisation begins when the asset is in a state of readiness and is available for use.

The amortisation charge for each financial year is recognised in the surplus or deficit for the year. The useful lives and associated amortisation rates of the product development class of intangible assets have been estimated as 6-10 years (10.0 - 16.7%, straight line).

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

Gains or losses arising from derecognition of an intangible asset are measured as the difference between the net disposal proceeds and the carrying amount of the asset and are recognised in the Statement of Comprehensive Revenue and Expense when the asset is derecognised.

h) Impairment of Property, Plant and Equipment and Intangible Assets

The Council does not hold any cash-generating assets. Assets are considered cash-generating where their primary objective is to generate a commercial return.

Non-cash-generating assets

Property, plant and equipment and intangible assets that are held at cost and have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate 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 service amount. The recoverable amount is the higher of an asset's fair value, less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, a restoration cost approach or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as being impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

Any subsequent reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

i) Trade and Other Payables

Short-term creditors and other payables are recorded at their face value. Trade and other payables are recognised when the Council becomes obliged to make future payments resulting from the purchase of goods and services.

j) Income in Advance

Income received in advance of actual delivery of the associated goods or services is reported as part of Current Liabilities on the Statement of Financial Position. The main categories of income in advance are subscriptions and project funds received in advance.

k) Provision for Employee Entitlements

Provision is made in respect of the Council's liability for annual leave, long-service leave and retirement leave.

Short term

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

Long term

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 retiring leave, have been calculated using a model that takes account of:

- the 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; and
- the present value of the estimated future cash flows.

Presentation of employee entitlements

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

l) Operating Leases

An operating lease is a lease that does not transfer substantially all the risks and benefits of ownership of the asset to the lessee.

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

m) Foreign Currency Transactions

Transactions in foreign currencies are translated into NZD (which is the functional currency) using the spot exchange rates at the dates of the transactions. Foreign exchange gains or losses resulting from the settlement of such transactions are recognised in the surplus or deficit for the year.

n) Goods and Services Tax

All items in the financial statements are presented exclusive of GST, except for receivables and payables, which are presented on a GST-inclusive basis.

Where GST is not recoverable as input tax, then it is recognised as part of the related asset or expense.

The net amount of GST recoverable from, or payable to, IRD is included as part of receivables or payables in the Statement of Financial Position. Commitments and contingencies are stated as GST exclusive.

o) Income Taxes

Section 29 of the New Zealand Council for Educational Research Act 1972 exempts the Council from income tax. Accordingly, no provision has been made for income tax.

p) Comparative Amounts

Comparative information has been reclassified, where necessary, to achieve consistency in disclosure with the current year.

q) Other Critical Accounting Estimates and Assumptions

In preparing these financial statements, the Council 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 of future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

Project revenue

As stated in Section a) Revenue Recognition, subsection Provision of services, the Council reviews the progress of research contracts, estimates the work required to complete contracts and determines the amount of revenue to recognise.

An incorrect estimate of the work required to complete contracts will impact on the revenue recognised in the Statement of Comprehensive Revenue and Expense. The Council minimises the risk of this estimation uncertainty by monitoring projects on a monthly basis and reviewing projects by key management personnel every quarter.

Estimating useful lives and residual values of property, plant, equipment and intangible assets

Assessing the appropriateness of useful life and residual value estimates of property, plant, equipment and intangible assets requires a number of factors to be considered, such as the physical condition of the asset, expected period of use of the asset by the Council, and expected disposal proceeds from the future sale of the asset.

An incorrect estimate of the useful life or residual value will affect the depreciation and amortisation expense recognised in the surplus or deficit, and the carrying amount of the asset in the statement of

financial position. The Council minimises the risk of this estimation uncertainty by physical inspection of the assets (where appropriate), asset replacement programmes, and regular review of estimated lives and residual values for major assets.

Retirement and long-service leave

Note 11 provides an analysis of the exposure in relation to estimates and uncertainties surrounding retirement and long service leave liabilities.

Education Funds

Receipts and disbursements of these funds are excluded from the Statement of Comprehensive Revenue and Expense, as they do not meet the requirements to be recognised as revenue or expenditure of the Council. However, funds held by the Council as at 30 June have been included as liabilities in the Statement of Financial Position.

r) Other Critical Judgements in Applying the Council's Accounting Policies

Management has exercised the following critical judgements in applying the Council's accounting policies for the year ended 30 June 2021.

Leases classification

Determining whether a lease agreement is a finance or an operating lease requires judgement as to whether the agreement transfers substantially all the risks and rewards of ownership to the Council.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the Statement of Financial Position as property, plant and equipment, whereas for an operating lease, no such asset is recognised.

The Council has exercised its judgement on the appropriate classification of equipment leases and has determined current lease arrangements are operating leases.

2. Revenue Consists of the Following Items

	2021 \$	2020 \$
Sales	1,399,902	1,564,159
Te Pae Tawhiti	1,644,528	1,262,055
Project Revenue	4,267,079	4,724,085
Total	7,311,510	7,550,299

Revenue received under the Te Pae Tawhiti agreement is classified as arising from non-exchange transactions, in that the Council receives funding from the Ministry of Education and uses this to provide value across the education sector, and not directly back to the Ministry. The Te Pae Tawhiti funding is subject to restrictions, in that the Council can only use the funds in fulfilling the specific work programme that has been negotiated and agreed with the Ministry.

3. Other Revenue

	2021 \$	2020 \$
Royalties	35,873	33,105
Marking Service	1,308,506	1,205,130
Other Revenue	97,510	117,939
Total	1,441,888	1,356,174

4. The Statement of Comprehensive Revenue & Expense includes the following items:

Operating Expenses

	2021 \$	2020 \$
Seminars and Conferences	97	9,823
ICT—Info & Comm Technology	426,193	367,710
Travel	82,230	123,773
Administration Expenses	289,510	311,055
Financial Expenses	20,947	98,664
Contracted Services	1,023,187	1,074,304
Advertising Expenses	10,354	27,533
Library Expenses	35,894	38,102
Remuneration of Auditors		
- Audit of the Financial Statements	45,549	44,640
Board Members' Fees	48,469	39,282
Board Expenses	38,694	29,514
Bad Debts Written Off	0	19,848
Donations Paid	6,559	11,180
Total Operating Expenses	2,027,683	2,165,944

5. Personnel Expenses

	2021 \$	2020 \$
Salaries and Wages	4,418,098	4,351,494
Employer Contributions	189,368	193,861
Increase (Decrease) in Employee Entitlements	64,854	(6,763)
Staff Development and Training Expenses	71,271	63,849
Other Personnel Expenses	49,088	59,483
Total Personnel Expenses	4,792,678	4,661,924

Employer contributions to defined contribution plans include contributions to KiwiSaver, the Government Superannuation Fund and individual retirement plans.

6. Cash, Cash Equivalents and Investments

	2021 \$	2020 \$
Cash at Bank	1,073,968	1,515,408
Term Deposits with Maturities less than 3 months	2,200,000	2,250,000
Total Cash and Cash Equivalents	3,273,968	3,765,408
Investments	400,000	1,300,000
Total Cash, Cash Equivalents & Investments	3,673,968	5,065,408

The carrying value of all investments with maturity dates of 12 months or less approximates their fair value.

The Council holds unspent trust funds received (described as 'Educational funds'), included in cash at bank, of \$454,161 being TLRI \$439,161 and Beeby Fund \$15,000 (2020: \$212,508) that is subject to restrictions. TLRI restrictions generally specify that the funds may only be disbursed to researchers and projects that have been approved by the TLRI Board.

7. Trade and Other Receivables

The major categories of receivables are:

	2021 \$	2020 \$
Trade/Project Receivables	378,423	786,807
Accrued Project Revenue	0	0
Accrued Interest	1,446	9,602
Other Receivables	93,532	128,320
	473,401	924,729

As at 30 June 2021 and 2020, all overdue receivables have been assessed for impairment and appropriate provisions applied where necessary. All receivables are from exchange transactions. No receivables are from non-exchange transactions.

8. Inventories

	2021 \$	2020 \$
Stock NZCER Press	212,716	247,236
Stock PTS	56,387	77,806
Total Inventories	269,103	325,042

As at 30 June 2021, inventories have been reviewed with old stock either written off or carrying costs written down to market value. The write-off for 2021 was \$30,068 (2020: \$11,487).

9. Property, Plant and Equipment

	Furniture & fittings \$	Equipment \$	Total \$
Cost			
Balance at 1 July 2019	942,123	1,104,815	2,046,938
Additions	2,108	26,342	28,450
Disposals	0	-99,783	-99,783
Balance at 30 June 2020	944,231	1,031,374	1,975,605
Balance at 1 July 2020	944,231	1,031,374	1,975,605
Additions	1,240,179	208,246	1,448,425
Disposals	-840,609	-696,515	-1,537,124
Balance at 30 June 2021	1,343,801	543,105	1,886,906
Accumulated Depreciation			
Balance at 1 July 2019	832,725	1,091,185	1,923,910
Depreciation Expense	20,819	139,512	160,331
Eliminate on Disposal	0	-99,783	-99,783
Transfer to intangible assets	0	-106,623	-106,623
Other adjustments	4,297	-33,846	-29,549
Balance at 30 June 2020	857,841	990,445	1,848,286
Balance at 1 July 2020	857,841	990,445	1,848,286
Depreciation Expense	80,381	31,889	112,270
Eliminate on Disposal	-818,592	-680,013	-1,498,605
Balance at 30 June 2021	119,630	342,321	461,951
Net Book Value at Year-end			
At 30 June 2020	86,389	40,929	127,318
At 30 June 2021	1,224,171	200,784	1,424,955

When implementing a new Fixed Asset Register in the 2019-20 financial year, it was identified that \$106k of depreciation had been charged to Equipment that should have been charged to Software. As a result, the opening Net Book Value of equipment has been understated and software overstated. A transfer has been made to correct this.

10. Intangible Assets

	Capitalised development \$	Intangible Assets in Progress \$	Software \$	Total \$
Cost				
Balance at 1 July 2019	1,462,017	271,865	370,833	2,104,715
Additions	0	375,340	98,047	473,387
Capitalised	647,205	-647,205	0	0
Disposals	0	0	0	0
Balance at 30 June 2020	2,109,222	0	468,880	2,578,102
Balance at 1 July 2020	2,109,222	0	468,880	2,578,102
Additions	0	765,907	0	765,907
Capitalised	414,427	-414,427	0	0
Disposals	0	0	-468,880	-468,880
Balance at 30 June 2021	2,523,649	351,480	0	2,875,129
Accumulated Amortisation				
Balance at 1 July 2019	911,100	0	362,257	1,273,357
Amortisation Expense	142,673	0	0	142,673
Disposals	0	0	0	0
Transfer from Property Plant & Equipment	0	0	106,623	106,623
Other adjustments	-19,856	0	0	-19,856
Balance at 30 June 2020	1,033,917	0	468,880	1,502,797
Balance at 1 July 2020	1,033,917	0	468,880	1,502,797
Intangible asset WIP prior year correction	125,277	0	0	125,277
Amortisation Expense	305,456	0	0	305,456
Disposals	0	0	-468,880	-468,880
Balance at 30 June 2021	1,464,651	0	0	1,464,651
Net Book Value at Year-end				
At 30 June 2020	1,075,305	0	0	1,075,305
At 30 June 2021	1,058,998	351,480	0	1,410,479

11. Employee Entitlements

	2021 \$	2020 \$
Annual Leave—Current	373,038	315,605
Accrued Salary and Wages	86,704	66,344
Retirement & Long Service Leave—Non-Current	91,224	83,803
	<u>550,966</u>	<u>465,752</u>

The employee entitlement balances disclosed above include accruals made to reflect the correct leave liabilities for all employees as at 30 June each year.

12. Income in Advance

	2021 \$	2020 \$
Advance Subscriptions	71,813	72,032
Project Income in Advance	445,298	1,283,742
	<u>517,111</u>	<u>1,355,774</u>

Advance subscriptions and project income in advance are normally settled within 12 months of balance date. As the liability is limited to the amount of revenue held in advance, the carrying value of the liability approximates their fair value.

13. Other Payables

The major categories of Other Payables are:

	2021 \$	2020 \$
Current		
Accruals	53,068	58,307
Other Liabilities	67,414	237,363
	<u>120,482</u>	<u>295,670</u>

Accruals and other liabilities (which mainly comprises expenditure clearing accounts) are non-interest-bearing and are normally settled within 30 days of balance date, and therefore the carrying value of these payables approximates their fair value.

14. Educational funds

The Council administers three funds for specific educational purposes.

Teaching and Learning Research Initiative (TLRI)

The Council has an agreement with the Ministry of Education to provide programme coordination services for this Initiative. Under this agreement, the Council receives TLRI funding from the Ministry and disburses this funding on behalf of the Ministry to projects selected by the TLRI Advisory Board.

The Margaret Blackwell Fellowship

The Margaret May Blackwell Travel Fellowship was initiated in 1988 and is administered by NZCER on behalf of Trustees. The fellowship is given annually to enable a suitable person in early childhood education to study overseas to gain further experience and subsequently to disseminate that information for the benefit of early education in New Zealand.

Beeby Fund 1998

The Beeby Fund is a joint initiative by the Council and UNESCO and provides funding to researchers to prepare books focused on enhancing teaching practice and students' learning. This fund is administered by the Council.

Funds	Balance	Receipts	Payments	Balance
	30 June 2020 \$	\$	\$	30 June 2021 \$
Teaching and Learning Research Initiative	190,008	1,533,295	1,284,143	439,160
Beeby Fund 1998	22,500	7,500	15,000	15,000
Margaret Blackwell Trust	0	0	0	0
TOTAL	212,508	1,540,795	1,299,143	454,160

According to PBE IPSAS 9, this is an agency arrangement which states that the economic benefits received by the entity under an agency arrangement are not included in the definition of revenue. Following the same reasoning outflows of funding on behalf of another entity are excluded from being recognised as expenditure. Therefore, receipts and disbursements of these funds are excluded from the Statement of Comprehensive Revenue and Expense, as they do not meet the requirements to be recognised as revenue or expenditure of the Council. However, funds held by the Council as at 30 June have been included as liabilities in the Statement of Financial Position.

TLRI funds held as at 30 June each year are expected to be fully disbursed within 12 months of balance date and therefore are reported as current liabilities. Because we cannot determine or control when Beeby funds are spent, we have also reported these as current liabilities.

Receipts and payments associated with the educational funds are classified as arising from non-exchange transactions, in that the Council receives value from the funders without directly giving approximately equal value in exchange. The total funds held as at 30 June (2021: \$454,160 and 2020: \$212,508) are subject to restrictions, in that they can only be disbursed to the projects selected by the TLRI Advisory Board, and the amounts and timing of disbursements are stipulated by the contracted payment schedules for each project.

15. Commitments for Expenditure

The future aggregate minimum lease payments to be paid by the Council as lessee under non-cancellable operating leases are as follows:

	2021 \$	2020 \$
Not later than 1 year	602,530	356,372
Later than 1 year and not later than 5 years	1,896,777	153,431
Later than 5 years	1,458,380	0
	3,957,686	509,803

A significant portion of the total non-cancellable operating lease expense relates to the lease of office and warehouse space in Wellington. New lease agreements were entered into during the 2020-21 financial year for non-cancellable terms of up to 9 years and this is reflected in the increased commitments shown above.

16. Contingencies**Contingent liabilities**

The Council has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2021 (30 June 2020: Nil).

Contingent assets

The Council has no contingent assets (30 June 2020: Nil).

17. Related Parties

Related party disclosures are not required, as all transactions with related parties have been conducted within a normal supplier or customer/recipient relationship, on similar terms and conditions to those that the Council would reasonably adopt in dealing with the party at arm's length in the same circumstances.

Key Management Personnel Compensation

	2021 \$	2020 \$
<i>Board Members</i>		
Remuneration	48,469	39,282
Full-time Equivalent Members	0.48	0.38
<i>Leadership Team</i>		
Remuneration	825,870	783,154
Full-time Equivalent Members	4.00	4.00
Total Key Management Personnel Remuneration	874,339	822,436
Total Full-time Equivalent Personnel	4.48	4.38

The full-time equivalent for Board members has been determined based on time paid for preparation and attendance at Board meetings during the year.

18. Categories of Financial Assets and Liabilities

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

	2021 \$	2020 \$
<i>Loans and Receivables</i>		
Cash and Cash Equivalents	3,673,968	3,765,408
Debtors and Other Receivables	473,401	924,729
Investments—Term Deposits	0	1,300,000
Total Loans and Receivables	4,147,369	5,990,137
<i>Financial liabilities at fair value</i>		
Payables (excluding income in advance, taxes payable and educational funds received subject to conditions)	285,939	181,269

19. Subsequent Events

There have been no events occurring subsequent to balance date that would result in an adjustment being required to the amounts disclosed in the financial statements.

The Council was required under section 28A of the New Zealand Council for Educational Research Act 1972 to complete its audited financial statements by 30 November 2021. This timeframe was not met because Audit New Zealand was unable to complete the audit within this timeframe due to an auditor shortage and the consequential effects of Covid-19, including lockdowns.

Independent Auditor's Report

To the readers of the New Zealand Council for Educational Research's financial statements for the year ended 30 June 2021

The Auditor-General is the auditor of the New Zealand Council for Educational Research (the Council). The Auditor-General has appointed me, Stephen Usher, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements of the Council on his behalf.

Opinion

We have audited:

- the financial statements of the Council on pages 18 to 34, that comprise the statement of financial position as at 30 June 2021, the statement of comprehensive revenue and expenses, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements including a summary of significant accounting policies and other explanatory information; and

In our opinion:

- the financial statements of the Council on pages 18 to 34:
 - present fairly, in all material respects:
 - its financial position as at 30 June 2021; 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 Standards Reduced Disclosure Regime.

Our audit was completed late

Our audit was completed on 14 March 2022. This is the date at which our opinion is expressed. We acknowledge that our audit was completed later than required by the New Zealand Council for Educational Research Act 1972. This was due to an auditor shortage in New Zealand and the consequential effects of Covid-19, including lockdowns.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards,

which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

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

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

Responsibilities of the Board for the financial statements and the performance information

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

The Board is responsible for such internal control as it determines is necessary to enable it to prepare the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the Council for assessing the Council's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern

basis of accounting, unless there is an intention to merge or to terminate the activities of the Council, or there is no realistic alternative but to do so.

The Board's responsibilities arise from the New Zealand Council for Educational Research Act 1972 and the Public Finance Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, 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.

We did not evaluate the security and controls over the electronic publication of the financial statements.

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, 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 Council's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Council's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Council to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1 to 17, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements 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, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements 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 Council 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 of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests, in the Council.

Stephen Usher
Audit New Zealand
On behalf of the Auditor-General
Wellington, New Zealand

Te hunga whakapā

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