ꙮꙮ NZCER
Rangahau Mātauranga o Aotearoa

Annual Report
2015–2016

Contents
Ngā rārangi take

NZCER
Rangahau Mātauranga o Aotearoa

Vision
Wawata

Our vision is for an education system with a strong evidence base, where understanding about learning and the needs of every learner are central.

Mission
Koromakinga

NZCER is an education research and development organisation providing knowledge and resources to support learning in Aotearoa New Zealand.

Value statement
Tauākī uaratanga

NZCER is an independent advocate for evidence-informed approaches to education. We generate and share insights from our research and evaluation and we develop educational solutions to support learning. Our work is done in purposeful teams that draw on deep, cross-disciplinary expertise with an Aotearoa New Zealand perspective and international reach.

NZCER acknowledges Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand and seeks to uphold mana Māori in our work, relationships and ways of working. We place high value on integrity, creativity and generosity.

NZCER draws on a rich heritage and plays an active part in shaping the future of education.

Statutory role
Kawenga i raro i te ture

NZCER is an independent, not for profit, statutory body established in 1934. The NZCER Act of Parliament requires the organisation to carry out and disseminate education research and provide information and advice.

We receive a Government Grant and generate the majority of our income from contract research and sales of our products and services.

Priority areas 2014–17
Pīkaunga mātāmua 2014–17

Māori education

Quality tools and services for the 21st century

Future building in education

Strengthening our work internationally

About NZCER
Tēnei mātou

Learning with evidence—Te ako i runga i te whai taunakitanga

NZCER is an independent education research and development organisation generating ideas and questions, tools and resources to shape education now and in the future.

NZCER is a strong advocate of evidence-informed approaches to education. Knowledge about learning and the needs of learners are at the centre of everything we do. We carry out research and we produce high-quality products and services such as tests, online reporting and analysis, books, journals and surveys.

We work closely alongside schools and others in the education sector across Aotearoa New Zealand to provide support and advice about teaching and learning and the work of NZCER.

We receive a Government Grant which in the 2015–16 year provided 13.7 percent of our revenue. The majority of our income comes from contestable contracts for both research and products and services, and sales of our products and services. We employ around 66 people.

Our significant contestable contracts in 2015–16 were:

National Monitoring Study of Student Achievement (NMSSA)—Wānangatia Te Putanga Tauira

Starting Points

Teaching and Learning Research Initiative (TLRI)

Wellbeing@School

Evaluation of Positive Behaviour for Learning (PB4L)

Te Ahu o te Reo

Key partners were:

Ministry of Education

Tertiary Education Commission

Te Taura Whiri i te Reo Māori

Education Council

AUT

University of Otago

University of Waikato

Ako Aotearoa

Te Toi Tupu consortium

Fronde

XEquals

Catalyst

We get our revenue from:

GOVERNMENT GRANT	$1.5m	13.7%
CONTESTABLE FUNDING – RESEARCH AND DEVELOPMENT	$3.6m	33.6%
CONTESTABLE FUNDING – PRODUCTS AND SERVICES	$2.5m	23.7%
SALES – PRODUCTS AND SERVICES	$2.9m	27.9%
INTEREST INCOME	$112k	1.1%
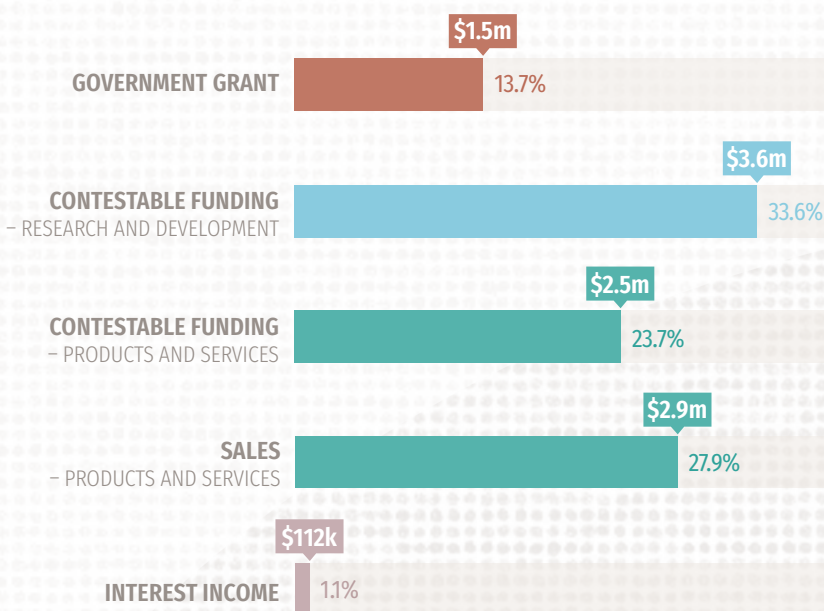
Permanent and Fixed Term Staff

66 2↑ Employees

17 Part Time

46 Full Time

3 Parental Leave

The year in review
He arotakenga mō te tau

NZCER embarked on 2015–16 with new leadership and ambitious plans. It was a successful year in which we delivered exceptional research, products and services to meet the needs of our stakeholders and customers and to anticipate future demands, issues and questions from across the education sector. This year we built our capability in key areas including item development, evaluation, computer adaptive testing, gaming and infographics.

A highlight of the year was the forging of new collaborations that pushed beyond the boundaries of traditional research partnerships. For example, we collaborated with a game development company to develop a tool for thinking about the future curriculum. You can read about it on page 8.

We won praise for our ground-breaking work on the *Starting Points* assessment, a part of the Literacy and Numeracy Assessment Tool for Adults catering for those with low literacy levels. There is more about that project on page 11.

Researchers provided fresh thinking to support, challenge and grow the work of policy makers, teachers and learners across diverse areas such as student wellbeing, capabilities, games for learning, vocational thresholds, the sustainability of school networks, the role of teacher aides, revitalisation of te reo, and school leadership. Chief researcher Rose Hipkins was co-author alongside two Victoria University academics on a book about NCEA 10 years on, due to be published later in the year. The book aims to give educators working with NCEA new ideas on how to use the qualification system to the best advantage of their students (see page 12). We completed the comprehensive NZCER National Survey of Secondary Schools 2015 and used multiple channels to communicate the findings to different audiences. Our staff were in demand for workshops and presentations across the country on our research and in support of our tools and services. Pages 6 and 7 give a sense of our spread across New Zealand and internationally.

We continued to develop innovative resources, tools and services, and we stepped up our work in supporting teachers and learners in the use and understanding of our product range. Our education advisor visited many schools to provide individualised support and advice, as well as workshops. We also have a team of specialist support staff offering phone and email assistance with all our tests and tools. We have begun to talk with the new Communities of Learning to ensure we can support their needs for gathering and understanding aggregated data. We were able to provide relevant research, including Cathy Wylie's study of a network of West Auckland schools that have collaborated since 2009.

Staff worked on several large-scale research and resource projects during the year, including the National Monitoring Study of Student Achievement in collaboration with Otago University, the Teaching and Learning Research Initiative (TLRI), the Assessment Resource Banks, Te Ahu o Te Reo and a continued programme of work for the Tertiary Education Commission to ensure the Literacy and Numeracy for Adults Assessment Tool met the needs of a wide range of learners.

Leadership

The year began with Graeme Cosslett as a newly appointed chief executive, and was bookended by the retirement of our General Manager, Research and Development, Jacky Burgon, in June 2016.

Api Malu joined the senior management team in January 2016 as General Manager, Products

and Services, and Heleen Visser took over from Jacky as General Manager, Research and Development in June 2016.

Following a review process, a decision was made to appoint a General Manager, Māori, and this will be actioned in the next financial year.

Investment and innovation

Each year the Board approves investment based on our strategic priorities. Our focus this year for our strategic priority of developing quality tools and services was to develop computer adaptive testing for the PATs. We completed the development work and trials are scheduled for later in the calendar year. More detail on this programme of work is on page 10.

Māori education continued to be a strategic priority. Te Wāhanga worked in partnership with external researchers on the Te Ahu o Te Reo project on reo revitalisation for Te Taura Whiri i te Reo Māori, with a final report due at the end of 2016. We scoped and began development of two Māori education resources: a student engagement survey in te reo for Māori-medium schools, building on the Me and My School survey with a kaupapa Māori approach; and a survey for English-medium schools on the health of te reo. Both will be trialled later in the year before being made available to the sector.

Our future building investment went into developing the paper-based Curriculum for the Future resources into a digital game. This work demonstrated NZCER's ability to bring a strong education research base to a new medium and our ability to collaborate in new ways.

We continued to find new ways of presenting our work to different audiences including those overseas. Around a quarter of visitors to our website are from outside New Zealand and we undertook a design refresh of the website during the year to ensure visitors can find what they are looking for and that, when on the website, they get a clear sense of the depth and range of our work. The redesign will go live later in the year.

We also developed an NZCER app which provides another channel for easy access to our research publications and to services such as our New Zealand education news feed. The app is available on the Apple store and Google Play and is a useful way for international audiences to access our work.

A further strategic goal was to strengthen our international presence. This was achieved through staff presenting internationally, attending conferences to ensure they are well connected with international developments in their field and through making our books readily available for purchase through sites such as Amazon. Having our books in online bookshops increases the international exposure of our authors and ensures people anywhere in the world can access the work.

This year we made more effective use of our social media channels, primarily Facebook, to increase knowledge and engagement from key education audiences with our people, products and ideas. It is an easy way for people to access the areas of our work they are interested in and to interact with NZCER and our work if they choose.

A cross-organisation team (researchers, statisticians and communications) has worked on building our understanding on the use of infographics, including working alongside a design consultancy. This work will inform our approach to infographics on a number of projects, and is intended to improve the interest and accessibility of our work for different audiences.

Looking ahead

NZCER operates in a highly competitive and fast changing environment. Our research base, our independence and our reputation for quality work give us a unique niche. Looking ahead, we need to take the opportunities our independence gives us to make a significant and sustained impact on the education sector, through our research and through translating our research into purposeful services and resources. We also aim to do more to provide a seamless customer experience across our range of products and services.

GRAEME COSSLETT
DIRECTOR

PETER COOLBEAR
CHAIR

Spread and influence

NZCER's research, ideas, products, tools and advisory services are used across Aotearoa New Zealand and our reach extends internationally.

The map shows how many schools and kura are using NZCER products and services across Aotearoa New Zealand. It shows the number in each of the 10 Ministry of Education regions using our products and services, and as a percentage of all schools and kura in each area.

This map shows the number of schools and kura in each of the 10 Ministry of Education regions using NZCER products and services from 1 August 2015 to August 2016, and that number as a percentage of all schools and kura in the region. This includes sales of paper and online tests, surveys, journals and books. The arrows indicate movement up or down compared with 2014-2015.

68%
103

77%
436

71%
186

65%
122

65%
114

78%
186

89%
257

81%
105

79%
227

76%
176
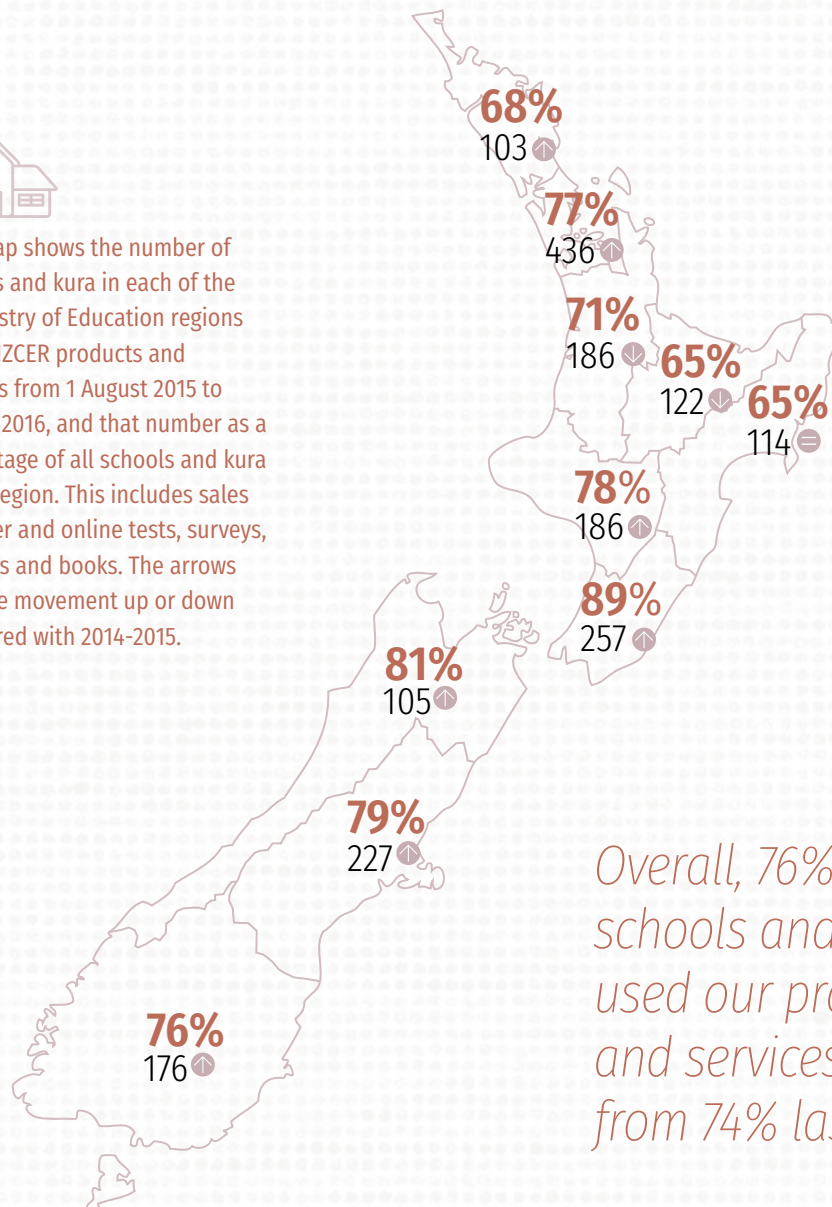
Overall, 76% of all schools and kura used our products and services, up from 74% last year.

This map shows the spread of conference presentations, workshops, webinars and advisory sessions given by NZCER staff in each of the 10 Ministry of Education areas. The audience are school teachers and leaders, school clusters, researchers, education organisations, tertiary practitioners and others. A wider range of topics are discussed—here we pull out just a few examples. The full list of lectures and presentations, and a selected advisory list is on pages 20–30.

Graeme Cosslett and Cathy Johnson presented at the School Trustees Association conference in **Auckland** in July.

A number of researchers presented at the New Zealand Association for Research in Education (NZARE) conference in **Whakatane** in December.

Alec Neill presented to the Te Toi Tupu regional Mathematics symposium in **New Plymouth**.

5

52

5

9

8

7

127

4

12

10

Karen Vaughan and Rose Hipkins gave a workshop on research ethics in August for **Dunedin** schools involved in Teacher-led Innovation Fund projects.

Cathy Wylie gave a keynote address to the NZ Principals Federation conference in **Wellington** in July on school self-management.

Rose Hipkins gave a presentation in October to the Flemish Ministry of Education in **Brussels** on key competencies as agents of curriculum change.

Sandy Robbins presented on the science engagement tool at the Australasian Science Education Research Association conference in **Canberra** in June.

NZCER
Rangahau Mātauranga o Aotearoa
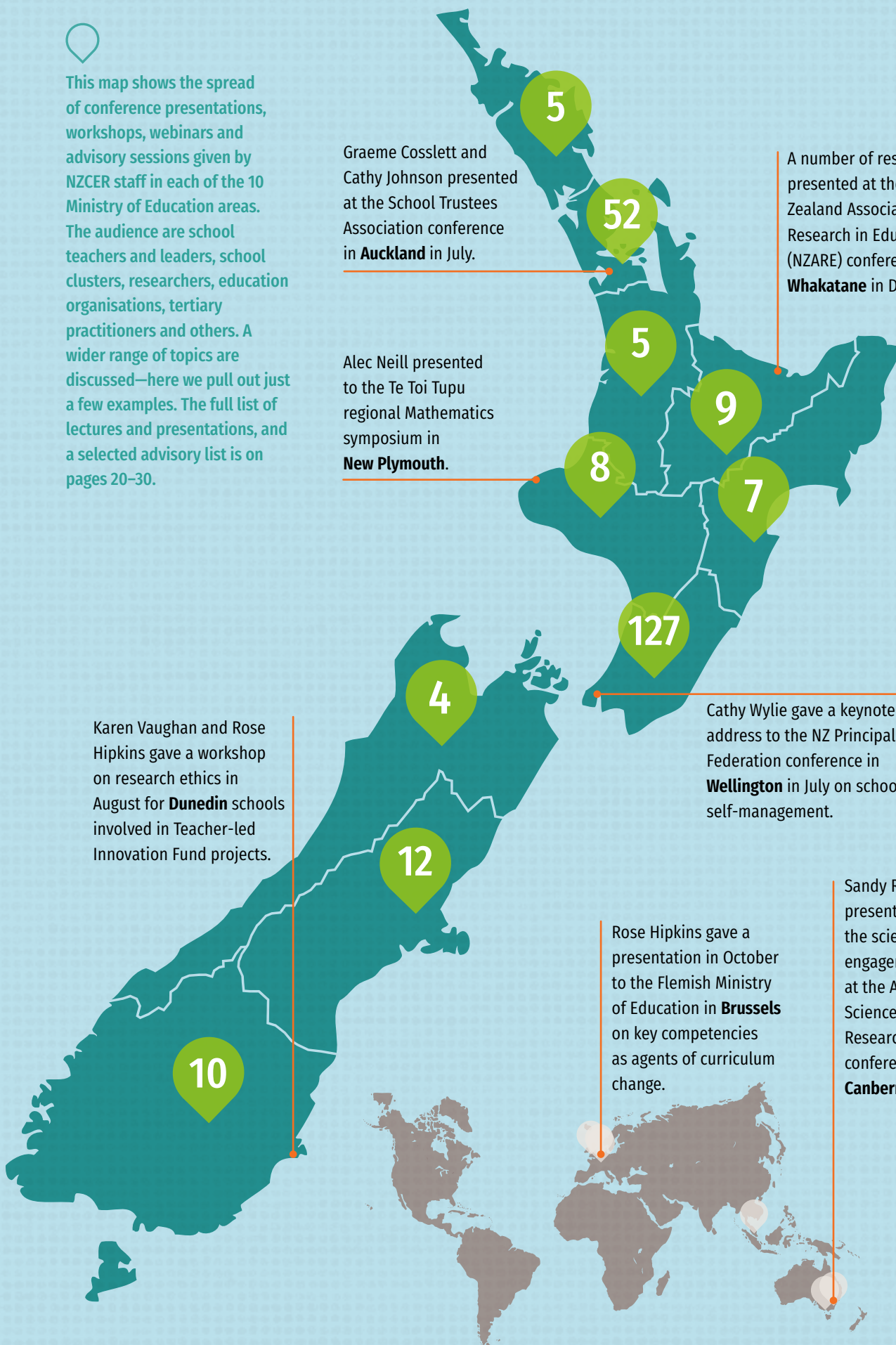
Building the *Curriculum for the Future* game

The *Curriculum for the Future: The Digital Game* collaboration grew from the curiosity that Rachel Bolstad from NZCER and Dan Milward from Gamelab had for each other's work. Working in the same building, the two often crossed paths and then met at an EdTech for Export conference and began exchanging ideas and interests around education and gaming.

Rachel Bolstad's research on games for learning and Gamelab's interest in educational resources were aligned, so they decided to work together on a learning venture that also pushed beyond the boundaries of traditional research dissemination approaches.

Curriculum for the Future was first developed as a paper-based role play game and a workshop resource. It was designed for use by teachers, students and other groups to think about the purpose of schooling and what young people need to learn now and in the future. One of the ideas for going digital was to enable more people to access the resource and the ideas behind it, and to put it into an engaging game format. We saw it as a powerful and fun way for NZCER to stimulate debate about these ideas.

Rachel and Dan worked closely in this process of turning research into practice, together attending *Curriculum for the Future* workshops using the role play game and

Will you help shape the future of learning?

visiting schools to gain insight into what it would take to produce a digital version. As the prototype game was built, they continued to test it and gather feedback from diverse groups of players. Learning about each other's different training, background and knowledge; exploring new areas; coping with uncertainty; and learning how to work successfully together were key challenges in this collaboration, but were invaluable for both parties who brought their perspectives together and created something neither had done before.

Dan Milward and Rachel Bolstad present on the game to an EdTech meeting at the BizDojo in Wellington.

We did a soft launch of the *Curriculum for the Future: The Digital Game* at the end of February 2016 as a free app download via the App Store or Google Play, and online for desktop computers. Rachel and Dan presented together in April at the Wellington EdTech Meetup on *The Making of: Curriculum for the Future Digital Game* and showcased the game at other events such as Museum of Transport and Technology in Auckland (MOTAT) for the "Week of Play and Wonder" in May to promote and gather feedback about the game.

Building on a range of feedback and comments from players, Rachel and Dan began work on version 2.0 of the game with a fun new level and new features (such as a handy notebook to help players and enhance learning value for teachers) which is due to launch later in 2016.

"I had to think about several different perspectives at once."

Digital game player

Moving Spell-Write online

Spell-Write is a research-based resource that has been used in classrooms since 1983 to support spelling and writing.

Spell-Write Online is an easy to use digital resource that builds on the original evidence-based book, with enhancements that have been welcomed by teachers and students.

The partnership with Pixelhouse to develop Spell-Write as an online application originated from a meeting between David Ellis of NZCER Press and Noeline Anderson of Pixelhouse, who were co-presenters at a session on Digital Publishing at the EdTech for Export conference in June 2014.

Noeline's interest in Spell-Write and NZCER sparked the collaboration to put Spell-Write online. She offered to work with us and take the idea to schools. During the development stages Noeline worked closely with schools in Porirua and Wellington, with the original author of Spell-Write, Cedric Croft, and with Pixelhouse's developer to make a prototype of the platform.

The collaboration with Pixelhouse successfully brought the Spell-Write beta platform trial to schools by mid-2015, and was launched at the Ulearn conference in Auckland in October 2015. Spell-Write Online has been well received and both NZCER and Pixelhouse expect steady growth over the next few years with the intention that the online application supplements the use of print books rather than replaces them.

Making PATs adaptive

NZCER's development of Computer Adaptive Testing (CAT) for PAT: Mathematics this year marked an innovation in the evolution of the assessment, by becoming the first truly computer adaptive testing for schools in Aotearoa New Zealand.

Originally, Progressive Achievement Tests (PATs) were solely paper-based with multi-choice items and manual administration, marking and analysis. Advances in technology and an increase in student access to the internet made it possible for us to provide an online option for our PATs (and other assessments), and we have now added CAT to make PAT: Mathematics interactive, active and adaptive, creating a personalised experience for those taking the test.

NZCER's assessment design and reporting team led by Charles Darr developed the CAT programme. CAT accurately assesses students during the test by continuously adapting the assessment to give them questions that best fit their overall level of ability. The student is given an initial question and if they get it right they're given a harder one, or if they get it wrong they're given an easier one. The assessment is still reported and achievement measured in the same way as the static PAT:Mathematics test, but by being adaptive, CAT provides more precise information about how a student is achieving.

CAT will be soft-released this year so schools that have already signed up to NZCER Marking can try it out and provide valuable feedback on its success and operation. Developing CAT further for other subject areas and developing larger item banks for the assessments are future aims in this new era of assessment.

Moving our tests online has given us the ability to develop a wider range of question types beyond multiple-choice and four new interactive item types have been developed as a result. An image hotspot question type requires students to click on the correct responses; with sorting questions they need to drag items into the correct order; numerical responses require the answer to be typed into a box rather than a response selected; and image grouping question types allow students to drag images into another image in the correct way or order.

These new question types have taken advantage of online technology and interactivity, but ensuring that these item types contribute to a valid assessment has been one of the main challenges of the CAT development. Technical issues with the test moving online, and creating a coherent assessment experience for those taking the test across multiple platforms or devices, were other challenges faced by the team.

An innovative tool for adults with limited English literacy

Starting Points began with a request from the Tertiary Education Commission (TEC) to NZCER to broaden the existing Literacy and Numeracy for Adults Assessment Tool to cater for learners with limited language or literacy. These might be learners who are at beginning stages of learning New Zealand English (ESOL: English for Speakers of Other Languages) such as refugees or migrants. Alternatively, they may have grown up here with English as their first language but have reading or other learning difficulties.

Co-led by senior researcher and resource developer Jan Eyre and Ben Gardiner, the NZCER team worked with Fronde as the technical partner to develop *Starting Points Listening* (beginning ESOL) and *Starting Points Reading* (beginning literacy) assessment options online. The team focused on taking full advantage of technology to make the listening and reading options accessible and intuitive for learners and their tutors. The *Starting Points* assessments were designed for use on tablets but can also be used on desktop computers and laptops. Tablet delivery is ideal in a supported one-to-one assessment experience, where the tutor can assist the learner as needed. These options take advantage of touch screen technology, which many learners are familiar with due to their smart phone use.

A central part of the design is the use of a combination of audio and visual elements, to support learners with limited literacy. The listening option assesses the learner's ability to understand basic, everyday words spoken in New Zealand English, including a few words in te reo. Learners listen to the word, then choose the appropriate matching visual option. For example, they might hear the word 'boy' and then click on the image of a boy.

The reading option assesses foundation reading skills including phonological awareness. One of the innovations was developing questions on syllable awareness. This question type provides examples of syllables using audio-based format, and then asks learners how many syllables there are for each word they hear.

Starting Points was trialled in 2016 with tertiary organisations working with these groups of learners. The trial will enable us to gather information on how the assessments are working, and to finalise reporting. The *Starting Points* team has introduced the new assessments at a number of conferences and in conjunction with TEC, continues to provide support and advice for users of these new assessments.

Examples of item styles in the Starting Points assessment

Independence and impact

NZCER is known for fresh thinking, tackling complex problems and challenging the status quo. Our independence is reflected in our Act of Parliament and is a unique strength of the organisation. Clients who come to us for research are looking for high-quality, independent thinking and analysis. The funding we receive through our Government Grant is for the express purpose of enabling us to carry out independent research.

The impact we make is exemplified across a range of projects, reports and presentations. Here are some examples from 2015–16.

NCEA in Context

During the year chief researcher Rose Hipkins worked with Victoria University academics Michael Johnston and Mark Sheehan on a book about NCEA. *NCEA in Context* will be published by NZCER later in 2016 and is an analysis of the impact and consequences of the introduction of the new qualifications system just over a decade ago. The book aims to support practitioners to do things differently, so it uses case studies of innovative schools. The book also contains a frank account of the chequered introduction of NCEA and poses questions and recommendations for the future, ideas that emerged as the writers worked together in a genuine collaboration. This book sets an agenda for the continued development of NCEA into a dynamic and adaptive assessment system fit for the future.

Rose Hipkins' writing time on the book was funded through the Government Grant.

Knowing Practice

General practitioner registrars, carpentry apprentices and engineering technician cadets may appear to have little in common but each group featured in a study of practice-based learning carried out by NZCER, in partnership with Ako Aotearoa.

The Knowing Practice work has gained attention for developing the idea of "vocational thresholds". These are transformational learning experiences that show learner-practitioners the big picture of their field of practice and their role in it. Once someone has crossed a vocational threshold, they see their work and its purpose in a new light. They integrate what they know, what they can do and—importantly—how they are as practitioners.

Project leader, chief researcher Karen Vaughan says there's potential for employers, workplace mentors and educators, and tertiary institution-based educators to identify vocational thresholds and work with them to help practitioners develop in their chosen field. Karen Vaughan has presented widely on the ideas, including to industry groups and to vocational education researchers.

NZCER National Survey of Secondary Schools 2016

Begun in 1989, our regular national surveys have become significant gauges of changes in our schools, and in the lives of teachers and principals. They are important sources of information for representative groups, the Ministry of Education, other government agencies and the public. They are funded by the Government Grant from the Ministry of Education.

The survey questions principals, teachers, boards of trustees and parents. The secondary survey was conducted in the third term, 2015, and reported in 2016. There was considerable public and media interest in the findings, particularly in regard to funding, access to digital technology and attitudes towards NCEA.

The findings have been disseminated through our website, app and social media and in presentations to sector groups and policy makers. The full report is available for free download on our website or can be read on the NZCER app.
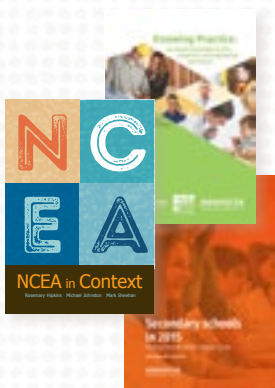
The NZCER Board and Electoral College

Te Poari o NZCER me te kāhui kōwhiri

The board of NZCER consists of six elected members and one member who is appointed by the Governor-General on the recommendation of the Minister of Education. The board, as it sees fit, can co-opt up to two additional people to be members of the Council.

Board members are appointed for terms of 4 years, and every 2 years three of the six elected board members complete their term. At this point the electoral college is tasked to nominate and elect three members to replace those stepping down. Retiring members may stand for re-election. Members are co-opted for a 2-year term and the Governor-General's appointment is for 4 years.

The electoral college consists of three broad groupings:

- a number of ex-officio positions of chief executives of educational organisations, heads of colleges of education, or university education faculties
- nominated representatives of education sector organisations, including unions and associations, that cover all areas from early childhood to tertiary groupings and the private education sector
- past directors of NZCER.

For more information on the electoral college, refer to the NZCER Act 1972 and amendments, in particular the NZCER Amendment Act 1991, and also the associated Order-in-Council that gives the specific composition of the electoral college.

Board as at 30 June 2016

Chair
Peter Coolbear—*Director, Ako Aotearoa*

Deputy Chair
Fiona Pimm—*Executive leader and director*

Audit and Risk Committee Chair
Vicki Carpenter—*Honorary Research Fellow, The University of Auckland*

Governor-General's Appointee to the Board
Pania Gray—*Managing Director, Kororā Consulting*

Lexie Grudnoff—*Associate Professor, Faculty of Education and Social Work, The University of Auckland*

Frances Nelson—*Principal, Fairburn School, Auckland*

Mere Skerrett—*Senior Lecturer, Victoria University*

Cheryl Stephens—*Director, Te Horomai Consulting Ltd*

Grant Taylor—*Managing Partner, Ernst & Young*

Staff representative—Elliot Lawes

NZCER Press

The Press published an outstanding list of new titles this year, as well as again raising the quality of NZCER's published research reports and papers. Sales of books were again strong, while not quite matching last year's record sales volume. The migration of school testing from print to online continued to accelerate. The contribution of international sales of titles through the major online bookstores also continued year-on-year growth.

NZCER Press published 11 TLRI Summary reports and 24 research reports and working papers authored or co-authored by NZCER researchers, including Secondary schools in 2015, Knowing practice and Ngā whakaratonga mō ngā ākonga Māori i roto i ngā kura auraki Providing for Māori students in English-medium schools. Research publications are listed under NZCER activities on page 20.

Highlights

- The launch of Spell-Write Online (detailed on page 9).
- The LEMMA series of maths resources promoting higher order thinking was launched in February at the Auckland College of Education. The tasks are aimed at Years 9–13 learners and were developed by a team led by 2014 Beeby Fellow Caroline Yoon of The University of Auckland.
- Our title *Working with Māori children with special education needs: He mahi whakahirahira,* edited by Jill Bevan-Brown, won the Best Resource in Higher Education Award at the 2015 CLNZ Education Awards. The second in our series of monographs in te reo Māori, *Ka hoki tāua ki te whare huri ai ē!,* edited by Agnes McFarland and Taiarahia Black, was shortlisted in the Te reo Māori category.
- *Ka hoki tāua ki te whare huri ai ē!* was also nominated as a finalist in the Te Reo Māori category of the 2015 Aotearoa Māori book awards.

Books (print and ebook editions)

- *Autism Spectrum Disorder in Aotearoa New Zealand: Promising practices and interesting issues* edited by Jill Bevan-Brown and Vijaya Dharan.

- *Teaching as inquiry, with a focus on priority learners* by Lindsey Conner.
- *Teachers voyaging on plurilingual seas: Young children learning through more than one language* edited by Valerie N Podmore, Helen Hedges, Peter J Keegan and Nola Harvey.
- *Better classroom relationships* by Maria Kecskemeti and John Winslade.
- *Elwyn Richardson and the early world of creative education in New Zealand* by Margaret MacDonald.
- *Toitū te whare* edited by Agnes McFarland rāua ko Taiarahia Black.
- *Geography in focus: Teaching and learning in issues-based classrooms* edited by Mike Taylor, Louise Richards and John Morgan.
- *Mentoring in early childhood education: A compilation of thinking, pedagogy and practice* edited by Caterina Murphy and Kate Thornton.
- *Coaching leadership: Building educational leadership capacity through partnership* (2nd ed.) by Jan Robertson.
- *Locked out: Understanding and tackling school exclusion in Australia and Aotearoa New Zealand* edited by Patty Towl and Sheryl Hemphill.

Journal issues published

- Assessment Matters, 8: 2015
- Curriculum Matters, 11: 2015
- Early Childhood Folio, 19: Volume 1, 2015
- Early Childhood Folio, 19: Volume 2, 2015
- Evaluation Matters, 2: 2016
- set: Research Information for Teachers, 2, 2015
- set: Research Information for Teachers, 3, 2015
- set: Research Information for Teachers, 1, 2016

Psychological Test Services

The Psychological Test Services (PTS) team provides professional information and advice on the purchase of psychometric tests to a wide range of customers. PTS has a long-standing reputation in New Zealand for providing independent advice on tests across a range of different fields of psychology, including organisational and human resources, clinical psychology and educational psychology.

Historically PTS has provided a very wide range of products purchased from international test publishers. In order to provide more specific support and better service to our customer base we are building a more focussed product range. We are working to establish strong relationships with selected test publishers and reduce the number of different tests that we sell in New Zealand.

The Leadership Circle (TLC) 360 leadership assessment tool continues to be an important product in our organisational and human resources product range. This year we ran a series of consultant workshops around New Zealand both to promote the tool and to provide a community event for our growing group of consultants who work with this tool in New Zealand.

We continued a strong focus on our educational test products and their role in supporting the work of NZCER. We have completed the New Zealand adaptation of the Woodcock Johnson IV. This project was managed by our staff in conjunction with the Australian test publisher. A pool of experienced WJIV test users was identified and they assisted in the data collection

process over a period of approximately six months. This test is well respected amongst educational psychologists and others working in this field. We have had excellent feedback from our customers on this new version of the test.

Maintaining close professional relationships with New Zealand Psychological Society and the New Zealand Psychologists Board continues to be a priority for our staff. The New Zealand Psychologists Board continues to refer psychologists with questions on the use of psychometrics to us.

We are working to ensure that the web experience meets the needs of PTS customers and makes the registration and purchasing process simple and easy for them to use.

Professional Services

The Professional Services team grew during the year with the appointment of Ben Gardiner as Manager Professional Services in November 2015, and support specialist Leah Saunders in May 2016. The team includes seven staff who work across the organisation on the development and support of our wide range of assessment and survey products.

Each team member has an area or areas of expertise and leadership for a specific product or workflow. This involves front line application support, ongoing product development and feedback to other NZCER teams and both internal and external advisory activities.

While staff work on specific services - TEC Assessment Tool, Assessment Services, Wellbeing@School, NZCER Marking - our team structure and culture enables staff to support a range of services as needed. This offers us the flexibility to respond to the seasonal peaks in terms one and four. It also gives staff a broad product knowledge base which helps us identify and act on opportunities to improve our processes.

A key focus this year was the ongoing transition to online assessment. This transition has continued to gather momentum as more schools become aware of, and chose online solutions. We will be working closely with schools over the next year to learn more about what drives their use of online and/or paper-based assessment and to showcase the value and power of online reporting.

We are reviewing the services we offer for scanning and managing data that schools have entered. We want to encourage more of the schools that use this service to take advantage of NZCER's online reporting, and we are exploring technical solutions to improve the efficiency and accuracy of scanning hardcopy assessments and surveys.

The team was also involved in ongoing development of the Literacy and Numeracy Assessment Tool for Adults, and the associated sector support and advisory work for the Tertiary Education Commission. The new Starting Points assessment options were released in early 2016 (SP Listening and Reading) and have been very well received

by the sector and TEC. The Professional Services team were heavily involved in the development and creation of content for these new options, as well as ongoing support and improvement of these products. This highlights what the team can offer to the end-to-end development of assessment and survey products within NZCER and with external clients.

The contract to support the Ministry of Education's Programmes for Students project with data and analysis was renewed for a further two years (until the end of 2017). The latest contract included the first attempt at the collection of longitudinal data to better inform the long term effects of the Accelerating Learning in Literacy (ALL), Accelerating Learning in Mathematics (ALiM) and Mathematics Support teacher (MST) initiatives. Professional Services works with NZCER's statistics team on this project, and externally we work with the Ministry and a range of national and regional leaders and mentors for the three programmes.

A developing and accelerating trend across the team is the demand for advisory information alongside the technical and product support we provide for our products. This is an area of focus in our team-wide professional development as we improve connections with key staff within NZCER and draw on the educational advisory work led by Cathie Johnson.

Research and development overview

NZCER's research and development programme continued to be a mix of both contestable research and development and evaluation contract work that we won over the year, and work we planned and carried out with the support of our Government Grant.

Government Grant programme

The broad areas of focus for the Government Grant programme are negotiated with the Ministry of Education. The Grant comprises two major components: a research programme, and a wider dissemination programme (including advice, presentations and publications).

The spread of lectures, presentations and publications are listed under NZCER activities, as is a selected list of advisory work (see page 20).

The Government Grant research programme was organised around four thematic areas: system capability; curriculum and assessment futures; Māori and education; and learning at work. The NZCER National Survey of Secondary Schools 2015 is grouped under systems capability and was completed during the year.

In January 2016 we launched the research Knowing Practice, in partnership with Ako Aotearoa. The work is profiled on page 12.

The project to explore the health of te reo in kura and schools got underway and continues into the next financial year.

Contestable contracts

The research and development group continued to undertake a mix of large and small contestable contracts over the year.

Large contestable projects within research include the National Monitoring Study of Student Achievement: Wānangatia te putanga tauira. This project involves a number of NZCER staff in collaboration with the University of Otago. A number of research staff also continued to have roles in the NZCER project team within the Te Toi Tupu professional learning and development consortium. Te Wāhanga staff worked on the Te Ahu o Te reo project for Te Taura Whiri alongside community-based researchers.

A number of evaluation projects were carried out, including evaluation work for Sport New Zealand to help them frame a new Sport in Education initiative; evaluation of MindLab postgraduate certificate; monitoring of Learning Experiences Outside the Classroom; and evaluation of the Springboard Trust's leadership programme for principals.

Teaching and Learning Research Initiative (TLRI)

TLRI is a government fund for research about teaching and learning, focused on outcomes for learners and based on partnerships between researchers and practitioners. NZCER co-ordinates the fund and its associated research programme, working with an advisory board.

Six projects were selected for funding in the 2015 round, with decisions announced in December. The 2016 funding round opened in March and final selections will be announced later in 2016.

The second report in a new series called TLRI Project Plus was published. The series is a chance to synthesise findings of educational interest across a number of projects. The report, *Literacy research that matters: A review of the school sector and ECE literacy projects* was written by NZCER senior researcher Sue McDowall. She looked across the 18 literacy-related reports published between 2003 and 2014 to consider the important issues in literacy teaching and learning, how they were tackled and the new knowledge that has been built.

The report is available on the TLRI website: http://www.tlri.org.nz/tlri-research/research-completed/cross-sector/literacy-research-matters-review-school-sector-and-ece

Completed projects

Effective collaborative inquiry to improve student outcomes

Cathy Wylie

Cathy Wylie completed the report *WAPA 2020* which provided insights from the long-running network of West Auckland schools and is available on the NZCER website. The paper will be useful for the new Communities of Learning (COLs) being set up round the country. We also provided some advisory services to COLs in the early stages of their development.

Evaluation of Check and Connect

Cathy Wylie and Rachel Felgate

Check and Connect is a mentoring programme for students at risk of disengaging from learning, focused on building student resilience, problem-solving and goal-setting capabilities. The programme originated in the United States and was trialled in New Zealand as part of the Ministry of Education's Positive Behaviour for Learning (PB4L) strategy. NZCER's evaluation focused on the changes made by students with at least one year's experience on Check and Connect, at the main three trial sites.

Game coding workshops evaluation

Rachel Bolstad

We evaluated a learning to code a game workshop pilot project offered in seven public libraries around New Zealand. The project was funded through the Unlocking Curious Minds fund administered by the Ministry of Business, Innovation and Employment (MBIE).

We evaluated the project in relation to its key goals and aims of:

- engaging young New Zealanders with science, technology, engineering and mathematics (STEM), and showing pathways into future careers involving STEM
- engaging young people with public libraries as places to extend their STEM learning
- testing and refining the effectiveness and sustainability of the pilot model and

improving the usability of Gamefroot (a game-building platform) for novice users in community contexts.

The evaluation report made some preliminary conclusions about the effectiveness of the project as well as identifying areas for improvement. These included continuing to use formative and process evaluation for improvement-focused purposes, and strengthening the engagement of girls, Māori and Pasifika in learning to code and design games.

Growing primary teacher expertise

Ally Bull

This was a small-scale Government Grant project exploring science professional learning and development (PLD) in primary schools. It involved an online survey of PLD providers, including primary teachers who offer science PLD to their teacher colleagues. A report was produced and is on the NZCER website.

Knowing practice

Karen Vaughan, Linda Bonne and Jan Eyre

This was a study of practice-based learning (apprenticeship or vocational immersion). it involved observations and interviews with GP registrars, carpentry apprentices and engineering technician cadets, as well as with their workplace-based mentors, advisers and teachers. This project, which is profiled on page 12, has been widely disseminated through presentations and publications. The ideas have also influenced other work, including a project for the Careerforce industry training organisation (ITO) on supporting worker capability and workforce development, for the Building and Construction ITO on organisational development and in discussions with GP teachers.

MindLab postgraduate evaluation

Rachel Bolstad and Jo MacDonald

MindLab is a collaboration between Unitec Institute of Technology and the MindLab to provide opportunities for primary and secondary teachers to learn how to integrate

technology and new teaching practices into their classrooms. The evaluation focused on the experiences of teachers doing a postgraduate certificate in applied practice (digital and collaborative learning).

Schools collaborating with community and experts

Rachel Bolstad and Sue McDowall

This project undertook three case studies where students and their teachers had access to different kinds of community and professional experts as part of their school-based learning. It investigated how these collaborations or partnerships arose and how they worked to transform "business as usual" curriculum, teaching and learning. We were particularly interested in understanding the professional learning and growth opportunities for the adults involved—the teachers and the other professionals—that arose from these collaborations. The case studies provide insight into the factors that enhance or diminish the ability of schools to collaborate with external experts.

Sport in Education evaluation

Sally Boyd and Rose Hipkins

NZCER provided evaluation support to Sport New Zealand to assist in the framing and evaluation of a new Sport in Education initiative. Sport in Education is a 5-year project that aims to deliver improved academic, social, PE and sporting outcomes in secondary schools. The evaluation support included writing literature reviews to inform the project, assisting in the development of a programme logic and evaluation plan and working with school staff to document examples of successful practice relating to sport in education.

SpringboardTrust evaluation

Cathy Wylie and Jacky Burgon

SpringboardTrust is a non-profit organisation whose aim is to improve student outcomes through improving the effectiveness of principals. NZCER evaluated the short-

term impact of its flagship programme, the Strategic Leadership for Principals Programme (SLPP), focusing on the alumni of 2012–14. The evaluation found the programme to be well constructed and effective, and the findings have been widely shared by NZCER and the Trust.

Starting Points assessment

Jan Eyre and Ben Gardiner

Starting Points was developed for the Tertiary Education Commission as part of the Literacy and Numeracy Assessment Tool. This was an innovative project because of the challenges of producing an online assessment for adults with very low reading skills. It assesses a learner's ability to understand basic, everyday English.

Universal Design for Learning literature review

Jacky Burgon

NZCER was contracted to complete a literature review on Universal Design for Learning (UDL) for the Ministry of Education to inform their thinking about the place of UDL in planning for all students within *The New Zealand Curriculum*.

What does learners' progress look like?

Elliot Lawes and Melanie Berg

This ground-breaking longitudinal research looked at student progress in reading through Years 4–10. It analysed data from the PAT: Reading Comprehension test, from 2008 to 2015. A publication from this research will be finalised later in 2016. This work is intended to help policy makers better understand the nature of student progress, using data from our own assessments.

NZCER's latest research is available on our website at: www.nzcer.org.nz/research

NZCER activities 2015–16

Lectures and presentations

Bolstad, R. (2015, July). *Can we measure New Zealand secondary students' "international capabilities"? Themes from an exploratory study for the NZ Ministry of Education (2012–2013).* Presentation to Learning and Teaching for a Globalised World: Internationalisation of the Curriculum SIG Forum 2015, University of Melbourne.

Bolstad, R. (2016, February). *Environmental education in New Zealand schools: Research Update 2015.* Presentation to the New Zealand Association of Environmental Educators Conference, Auckland College of Education.

Bolstad, R. (2016, March). *Key competencies and game design.* Workshop for NZTA Secondary Teachers Workshop, Copthorne Hotel, Masterton.

Bolstad, R. (2016, March). *Key competencies: Capabilities for living and lifelong learning.* Presentation to the NZTA Secondary Teachers Workshop, Copthorne Hotel, Masterton.

Bolstad, R. (2016, April). *Leading change for the future.* Presentation to the National Aspiring Principals' Programme (NAPP) Hui, Holiday Inn, Mangere, Auckland.

Bolstad, R. (2016, April). *Curriculum for the Future Game.* A roundtable session for the National Aspiring Principals' Programme (NAPP) Hui, Holiday Inn, Mangere, Auckland.

Bolstad, R. (2016, April). *Key competencies: Capabilities for living and lifelong learning.* Presentation to the Manawatu Maths Teachers Association AGM, Palmerston North Girls' High School.

Bolstad, R. (2016, May). *Curriculum for the Future Game.* Presentation and facilitation at the AUT Masters of Teaching and Learning one-day retreat, Long Bay, Auckland.

Bolstad, R. (2016, May). *Curriculum for the Future Game.* Curated showcase of serious and educational games at "Week of Play and Wonder" at Museum of Transport and Technology (MOTAT), Auckland.

Bolstad, R. (2016, June). *#edchatNZ and Rachel Bolstad: Webinar with Danielle Myburgh for EdchatnzMOOC.* http://www.edchatnz.com/live-webinars.html

Bolstad, R., & McDowall, S. (2015, September). *Curriculum for the future: The game.* Interactive workshop session facilitated for the Bangladeshi delegation visiting NZCER, NZCER, Wellington.

Bolstad, R., & Milward, D. (2015, September). *Curriculum for the future.* Presentation to the AUT Creative Gaming Symposium, AUT University, Auckland.

Bolstad, R., & Milward, D. (2015, October). *"Gamestorming"—a way to generate transformative educational thinking.* Half-day workshop at ULearn conference, Sky City, Auckland.

Bolstad, R., & Milward, D. (2016, April). *The making of: Curriculum for the Future Digital Game.* Presentation to the Wellington EdTech Meetup, BizDojo, Wellington.

Bolstad, R., & Milward, D. (2016, June). *Curriculum for the Future Game.* Presentation to the Wellington EduIgnite evening, Pukerua Bay School.

Bolstad, R., & Morris, D-G. (2015, November). *Curriculum for the future.* Facilitated role-play workshop game for Masters of Teaching and Learning students at Victoria University of Wellington, Karori Campus.

Bonne, L. (2015, July). *Learners' experiences of assessments conversations.* Presentation to the National Centre for Literacy and Numeracy for Adults 2015 Symposium, Westpac Stadium, Wellington.

Bourke, R., & MacDonald, J. (2015, July). *Setting the compass to North: Student voice as an evaluation tool in an educational evaluation.* Presentation to the Aotearoa New Zealand Evaluation Association Conference, Auckland.

Bourke, R., & MacDonald, J. (2015, November). *Giving voice to students to understand their engagement and experiences of a mental health initiative in secondary schools.* Presentation to the New Zealand Association for Research in Education Conference, Whakatane.

Boyd, S. (2015, August). *A local view: What can evaluation findings tell us about PB4L-SW successes and challenges in a New Zealand context?* Presentation at the PB4L School-Wide Conference, Skycity Convention Centre, Auckland.

Boyd, S. (2015, August). *Introducing the Inclusive Practices tools.* Presentation to an advanced class at the PB4L School-Wide Conference, Skycity Convention Centre, Auckland.

Boyd, S. (2016, May). *Introduction to Wellbeing@School.* Presentation to the Bullying Prevention Teaching and Learning Working Party, Ministry of Education, Wellington.

Boyd, S. (2016, May). *The thinking behind Wellbeing@School.* Presentation to a PB4L practitioner workshop, NZCER, Wellington.

Boyd, S., & Burgon, J. (2015, July). *Keeping the destination in sight: Determining compass points in complex evaluations.* Presentation at the ANZEA Conference, Waipuna Conference Centre, Auckland.

Boyd, S., & Stevens, L. (2016, February). *Play. sport: Supporting change and measuring impact.* Presentation to the Play.Sport 2016 Hui, Sport New Zealand, Wellington.

Boyd, S., Burgon, J., Wylie, C., MacDonald J., & Felgate, R. (2015, November). *PB4L Evaluation findings.* Presentation to the Ministry of Education's PB4L sector advisory group, Wellington.

Broughton, D. (2015, September). *Ka whānau mai te reo: I roto i te wānanga.* Presentation to the NPF and TLRI Tertiary Research in Progress Colloquium, Wellington.

Broughton, D., & Hutchings, J. (2015, November). Presentation to the He Taunga Waka Governance Group, Wellington.

Bull, A. (2015, October). *Working the edges: Thinking differently about primary school curriculum.* A joint workshop between NZCER and Edge Work, Puhoi.

Bull, A. (2015, November). *Growing primary science teacher expertise.* Presentation at NZARE, Whakatane.

Bull, A. (2015, November). *Why science?* Presentation at the House of Science symposium, Tauranga.

Bull, A., McDowall, S., & Morris, D. (2015, August). *Working the edges: Thinking differently about the primary school curriculum.* Workshop developed by NZCER in collaboration with AUT, Breaker Bay Community Hall, Wellington.

Burgon, J. (2016, January). *Making teachers' aides more effective in their support of teachers and students.* Presentation to Ministry of Education, Wellington.

Burgon, J., & Hipkins, R. (2016, May). *Universal design for learning—overview of the literature.* Presentation to Ministry of Education staff, Wellington.

Burgon, J., Hipkins, R., & Darr, C. (2016, June). *Progress and achievement for students with additional learning needs.* Presentation to Ministry of Education, Wellington.

Cosslett, G. (2015, August). *Measurement—understanding how we talk about assessment with schools.* Presentation to Assessment Delegation from Bangladesh, Wellington.

Cosslett, G. (2015, August). *Overview of NZ education system and NZCER.* Presentation to Assessment Delegation from Bangladesh, Wellington.

Cosslett, G. (2015, September). *NZCER surveys—a holistic overview of learning.* Presentation to Assessment Delegation from Bangladesh, Wellington.

Cosslett, G., Darr, C., & Malu, A. (2016, April). *Assessment and survey resources to support Communities of Learning.* Presentation to the Regional Directors and Deputy Secretary at the Ministry of Education, Wellington.

Cosslett, G., & Johnson, C. (2015, July). *Gathering data for a more holistic understanding of your school.* Presentation to the New Zealand School Trustees Association Conference, Auckland.

Cosslett, G., & Johnson, C. (2015, July). *How can we use PAT & STAR data to improve achievement?* Presentation to the New Zealand School Trustees Association Conference, Auckland.

Darr, C., Fisher, J., Neill, A., & Bonne, L. (2016, April). *Mathematics research and development at NZCER.* Presentation to delegation from the Alberta Teachers' Association, NZCER, Wellington.

Eyre, J. (2015, July). *Te Ata Hapara and Starting Points assessment development.* Keynote presentation, Literacy Aotearoa National Hui, Auckland.

Eyre, J. (2015, July). *Good practice and the Assessment Tool.* Presentation and workshop, Literacy Aotearoa National Hui, Auckland.

Eyre, J. (2015, December). *A measurement of literacy practices in the real world.* Presentation at Symposium on measuring literacy and numeracy practices effectively, Tertiary Education Commission, Wellington.

Eyre, J., & Gardiner, B. (2016, January). *Starting Points.* Presentation to the Tertiary Education Commission, Wellington.

Eyre, J., Gardiner, B., Stevens, L., & Watson, V. (2015, July). *Te Ata Hapara and Starting Points assessment development.* Presentation at the National Centre of Literacy and Numeracy for Adults Symposium, Wellington.

Felgate, R. (2015, September). *Evaluating Positive Behaviour for Learning: A data tetris puzzle.* Poster presentation at the Royal Statistical Society International Conference 2015, Exeter University, UK.

Fisher, J. (2016, April). *Assessment Resource Banks.* Presentation to Alberta Teachers' Association, NZCER, Wellington.

Fisher, J. (2016, April). *The Assessment Resource Banks are going green.* Workshop

presented at Te Toi Tupu Regional Mathematics Symposium, Somerset Crescent School, Palmerston North.

Fisher, J., & Maguire, T. (2016, April). *The Assessment Resource Banks are going green.* Workshop presented at Te Toi Tupu Regional Mathematics Symposium, Avalon Intermediate, Wellington.

Hipkins, R. (2015, August). *Leading learning to learn.* Workshop at National Association of Secondary Deputy & Assistant Principals (NASDAP) Conference, Auckland.

Hipkins, R. (2015, August). *Should generic curriculum capabilities be assessed?* Presentation at the ACER Research Conference 2015: Learning assessments, designing the future, Melbourne.

Hipkins, R. (2015, September). *What "work" do key competencies carry out in a national curriculum?* Presentation to Curriculum Delegation from Bangladesh, Wellington.

Hipkins, R. (2015, October). *Complexity and teaching: Some personal "aha" moments.* Presentation at pre-conference workshop at IB Africa, Europe and Middle East Regional Conference 2015, The Hague.

Hipkins, R. (2015, October). *Key competencies as agents of curriculum change.* Presentation at UCL Institute of Education, London.

Hipkins, R. (2015, October). *Key competencies as agents of curriculum change: Learning from the New Zealand experience.* Presentation to Flemish Ministry of Education, Brussels.

Hipkins, R. (2015, October). *Learning for now and the future.* Presentation at IB Africa, Europe and Middle East Regional Conference 2015, The Hague.

Hipkins, R. (2015, November). *Reading literature (in science education) through different analytic frames.* Presentation at New Zealand Association for Research in Education (NZARE) Annual Conference, Whakatane.

Hipkins, R. (2016, February). *Getting the most from your learning experience.* Presentation to participants in Science Teaching Leadership Programme, Wellington.

Hipkins, R. (2016, March). *Key competencies: Capabilities for living and lifelong learning.* Presentation at NZTA Teacher Workshop, Wellington.

Hipkins, R. (2016, March). *The dynamics of "transformation": A puzzle.* Presentation at MOE Curriculum Implementation Think Tank, Wellington.

Hipkins, R. (2016, May). *Building student capabilities by weaving key competencies into the curriculum.* Workshop presented at Taylor's Holistic Education Symposium, Kuala Lumpur.

Hipkins, R. (2016, May). *Key competencies and future-focused learning: Where are the points of connection? What changes might be possible and practical?* Presentation at Mahurangi College, Warkworth.

Hipkins, R. (2016, May). *Key competencies to meet the future needs of today's learners.* Keynote address at Taylor's Holistic Education Symposium, Kuala Lumpur.

Hipkins, R. (2016, May). *Should the qualities in the learner profile be assessed?* Plenary address to Taylor's Holistic Education Symposium, Kuala Lumpur.

Hipkins, R., & Boyd, S. (2016, May). *How will you know you are making a difference?* Presentation to the Sport in Education schools meeting, Sport NZ, Wellington.

Johnson, C. (2015, October). *Formative, diagnostic use of data to improve teaching.* Hutt Valley Maths Leaders Hui, Porirua schools, Porirua.

Johnson, C. (2015, October). *Using assessment data for focused inquiry.* Workshop for NZ Literacy Association, Wellington.

Johnson, C. (2015, October). *Wellbeing@ School & Inclusive Practices tools—how to ensure data gathered is relevant to improving learning.* Two workshops for Teachers' Refresher Course Committee and PPTA Hui for Student Wellbeing, Auckland.

Johnson, C. (2015, October). *What is the right data? What do we do with it?* Workshop for U-Learn 2015, Auckland.

Johnson, C. (2016, February). *Choosing to gather relevant data.* Canterbury Secondary Principals' Conference, Methven Ski Resort, Methven.

Johnson, C. (2016, February). *Me & My School as an effective survey.* Presentation to Nga Pumanawa e Waru, Rotorua, NZCER, Wellington.

Johnson, C. (2016, February, March). *PAT on its head.* Presentation to NZ MST (Maths Support Teachers) mentors and regional convenors' training day for PfS (MOE Programmes for Schools). Waipuna Conference Centre, Auckland.

Johnson, C. (2016, March). *Building teacher capability with PATs for position, progress, and progressions in the curriculum.* Presentation to Titahi Bay Principals' Association, Mana Cruising Club, Paremata.

Johnson, C. (2016, March). *PAT on its head.* Presentation to NZ ALIM (Accelerated Learning in Mathematics) teachers and regional convenors' training day for PfS (MOE Programmes for Schools). Webinar series, Napier, Tauranga, Hamilton and Auckland.

Johnson, C. (2016, March). *Understanding and using the aspects of student engagement using the Me & My School survey as a lens.* Greater Christchurch Schools' Network, St Francis of Assisi School, Christchurch; Havelock North Secondary Deputy Principals' Network, Mission Winery Lodge, Havelock North; Burnside AP/DP Cluster—webinar.

Johnson, C. (2016, April). *PAT on its head.* Presentation to Te Toi Tupu Wellington Maths Symposium, Wellington.

Johnson, C. (2016, April). *PAT on its head.* Presentation to Te Toi Tupu Palmerston North Maths Symposium, Palmerston North.

Johnson, C. (2016, April). *PAT on its head.* Presentation to Te Toi Tupu New Plymouth Maths Symposium, New Plymouth.

Johnson, C. (2016, May). *Improving student engagement using key competencies as the lens.* CORE breakfast presentation and workshop, Wellington.

Johnson, C. (2016, May). *Design and intention of the Wellbeing@School tool.* Presentation to Positive Behaviour for Learning (PB4L) practitioners, South Island, Christchurch.

Johnson, C. (2016, May). *Choosing to gather relevant data.* Bay of Plenty Secondary Principals' Conference, Tauranga.

Johnson, C. (2016, May). *Gathering and using Wellbeing@School data.* Presentation to PB4L practitioners—national team, Wellington.

Johnson, C. (2016, May). *Understanding and using the aspects of student engagement using the Me & My School survey as a lens.* Webinar to the Clutha Valley Community of Learning, Wellington.

Johnson, C. (2016, June). *Choosing to gather relevant data.* Central Districts Principals' Association, Wanganui.

Johnson, C., & McDowall, S. (2015, September). *Key competencies and reading.* Presentation at the New Zealand Literacy Association Conference: Words on Wellington, Westpac Stadium, Wellington.

Johnson, C., & McDowall, S. (2015, September). *Understanding how to spot and foster students' use of the key competencies in reading comprehension.* Presentation at the New Zealand Literacy Association Conference: Words on Wellington, Westpac Stadium, Wellington.

Johnson, C., & McDowall, S. (2015, October). *Weaving the key competencies into literacy learning.* Workshop for NZ Literacy Association, Wellington.

Johnson, C., & Robbins, S. (2015, August). *Me & My School TToM* GCNC cluster workshops, Christchurch.

Joyce, C. (2015, July). *Digging deeper into National Monitoring Study of Student Achievement data.* Presentation to the Biolive/ChemEd Conference, Wellington.

Joyce, C. (2015, July). *Lessons learnt about assessing the hard stuff.* Presentation to the Australasian Science Education Research Association (ASERA) Conference, Perth, Australia.

Kupers, R., & Hipkins, R. (2015, October). *Exploring the big ideas: The relevance of complexity.* Presentation at pre-conference workshop at IB Africa, Europe and Middle East Regional Conference 2015, The Hague.

Lawes, E. (2015, September). *Psychometrics at NZCER.* Presentation to the Bangladeshi delegation visiting NZCER, Wellington.

Lawes, E. (2015, November). *Assessment resource development at NZCER.* Presentation at Education Publishers and Education Technology Get Together, James Cook Hotel Grand Chancellor, Wellington.

Lawes, E. (2015, November). *Presentation on the PAT: Mathematics data for decile 1 schools.* Ministry of Education, Wellington.

MacDonald, J. (2016, February). *Considering and preparing an expression of interest for the TLRI.* Presentation to Faculty of Education, University of Auckland, Auckland.

MacDonald, J. (2016, February). *Considering and preparing an expression of interest for the TLRI.* Presentation to AUT, Auckland.

MacDonald, J. (2016, February). *Considering and preparing an expression of interest for the TLRI.* Presentation to Victoria University, Wellington.

MacDonald, J. (2016, March). *Considering and preparing an expression of interest for the TLRI.* Presentation to Massey University, Palmerston North.

McDowall, S. (2015, November). *TLRI literacy projects: What have we learnt and where might we head?* Symposium presentation to the New Zealand Association for Research in Education Conference, Te Whare Wānanga O Awanuiarangi, Whakatane.

McDowall, S., & Watson, V. (2015, August). *Literacy assessments developed by NZCER.* Presentation to the delegation from the Bangladesh Ministry of Education, Wellington.

Neill, A. (2016, April). *The Assessment Resource Banks are going green*. Workshop presented at Te Toi Tupu Regional Mathematics Symposium, Waipara Intermediate School, New Plymouth.

Neill, A., & Maguire, T. (2016, April). *The Assessment Resource Banks are going green*. Workshops at Te Toi Tupu Regional Mathematics Symposium at Avalon Intermediate School Lower Hutt; Melville Intermediate School, Hamilton.

Neill, A., & Watson, V. (2015, August). *Formative Assessments (ARBs) developed by NZCER*. Presentation to the delegation from the Bangladesh Ministry of Education, Wellington.

Robbins, S. (2015, July, August). Webinars on *science engagement survey,* Wellington.

Robbins, S. (2015, October). *Assessment Resource Banks (ARBs): Online-interactive classroom based resources*. ULearn Conference, Auckland.

Robbins, S. (2016, June). *A science engagement survey: Gathering snapshot data about students' perceptions of their science learning.* Presentation to the ASERA Conference, Canberra.

Vaughan, K. (2015, October). *Vocational thresholds in practice-based learning.* Plenary presentation to the NZ Vocational Education and Training Research Forum, Wellington.

Vaughan, K. (2015, December). *Using boundaries as learning assets.* Presentation to the BEtreat social learning leadership group (webcast), Wellington.

Vaughan, K. (2016, January). *Boundaries are for crossing: Behind the scenes in Knowing Practice.* Presentation for the Knowing Practice launch, Wellington.

Vaughan, K. (2016, April). *Vocational thresholds in GP medicine, carpentry, and engineering.* Presentation to the New Zealand Association for Cooperative Education Conference, Auckland.

Vaughan, K., Bonne, L., & Eyre, J. (2015, September). *Knowing Practice.* Presentation to the National Project Fund and TLRI Tertiary Research in Progress Colloquium, Wellington.

Wylie, C. (2015, July). *School self-management: Strengths and challenges.* Keynote address, NZ Principals Federation Conference, Wellington.

Wylie, C. (2015, August). *Opportunities for effective educational interventions in New Zealand.* Education Forum Piki Mai, kake mai, Auckland.

Wylie, C. (2015, November). *Incredible Years— Teacher.* Presentation to PB4L Sector Reference Group, Wellington.

Wylie, C. (2015, December). *Impact evaluation findings & thoughts for the future* for SpringboardTrust board, Auckland.

Wylie, C. (2015, December). NZ Panel member, discussing *"Key factors that have contributed to changes in your country's education system over the last 50 years".* Australia-New Zealand History of Education Conference, Wellington.

Wylie, C. (2015, December). *Steering through choppy waters: Bill Renwick's contribution to New Zealand education.* Stout Centre, Victoria University of Wellington.

Wylie, C. (2016, February). *Challenges facing New Zealand education.* Panel contribution to AUT-Massey Seminar, Auckland.

Wylie, C. (2016, April). *Impactful measurement.* Presentation to SpringboardTrust Alumni Learning Platform Seminar "Measuring for Success", Auckland.

Wylie, C. (2016, April). *Developing the strategic leadership needed for success.* New Zealand Educational and Administration Leadership Society (NZEALs) Conference, Dunedin.

Wylie, C. (2016, May). *NZ schools: A changing landscape.* Presentation to Waterloo Probus Club, Lower Hutt.

Wylie, C. (2016, June). *Key points from the 2015 secondary national survey.* Presentation to PPTA Secondary Principals' Council, Wellington.

Wylie, C., & Bonne, L. (2015, December). *2015 secondary national survey: Findings on Communities of Learning & year 9–10 provision.* Seminar for Ministry of Education, Wellington.

Wylie, C., Bonne, L., & MacDonald, J. (2016, April). NZCER presentation to the Secondary Teacher Supply Working Group, PPTA offices, Wellington.

Selected advisory

NZCER staff undertake a range of advisory activities throughout the year. These include advice to policy makers, contributing to advisory boards, support and advice on effective use of tools and data, and supporting Teacher-led Innovation Fund (TLIF) work. The following is a selection of the activities carried out in the year under review.

Bolstad, R. (2015, July, September). Advice to NZTA on a proposed student game design challenge, Wellington.

Bolstad, R. (2015, September). Supporting NAIL (Nelson College for Girls and Nayland College) group with their Teacher-led Innovation Fund (TLIF) project, Nelson.

Bolstad, R. (2015, November). Connected Learning Advisory Reference Group meeting, CORE Education, Wellington.

Bolstad, R. (2015, December). Advice to New Zealand Transport Agency (NZTA) and Accident Compensation Corporation on evaluation of learning outcomes in the redesigned New Driver Education Programme.

Bolstad, R. (2016). Emails, conference call with International Learning Metrics Taskforce regarding International "Breadth of Learning" Working Group, Brookings Institute (Washington DC) and Education International (Brussels).

Bolstad, R., & Felgate, R. (2015, October). Advice for the Connected Learning Advisory on data gathering and reporting.

Bonne, L. (2015, September). Meeting with St Anne's School to discuss their Teacher-Led Innovation Fund (TLIF) proposal, Wanganui.

Bonne, L. (2016, April). Meeting of the Mathematics and Statistics/Pāngarau Reference Group for the Ministry of Education, Wellington.

Boyd, S. (2016, February, May). Involved in Bullying Prevention Advisory Group meeting, Ministry of Education, Wellington.

Bull, A. (2015, August). Science and Society Challenge Reference Group meeting, Wellington.

Bull, A. (2015, October). Meeting of a group of social scientists connected to the Sustainable Seas Science Challenge, Wellington.

Burgon, J., Hipkins, R., & Darr, D. (2015, November). Meeting with Ministry of Education's advisory group to consider ways of aggregating reporting on progress for students with special education needs, Wellington.

Cosslett, G. and senior staff (2016, March). Meetings with NZ Principals' Federation President Iain Taylor and NZPF staff member; and with Graeme Stoop and Pauline Barnes, Education Council, Wellington.

Eyre, J. (2015, November, December). Meetings for the Adult Literacy and Numeracy Education unit standards review panel, NZQA, Wellington.

Hipkins, R. (2015, August, September). Workshop and preparation work with Kaikorai Valley College on their TLIF, Dunedin.

Hipkins, R. (2015, September). Skype meeting with Alfriston College, Auckland to discuss their TLIF project, Wellington.

Hipkins, R. (2016, March). Ministry of Education Curriculum Implementation Think Tank, Wellington.

Hipkins, R., & Whatman, J. (2015, January). External moderators for the University of Auckland for honours and master's dissertations for Manaiakalani Digital Teacher Academy teachers.

Johnson, C. (2015, October, December). *Effective leadership for focused inquiry with data.* Webinar series for schools in Auckland, Christchurch, Balclutha.

Johnson, C. (2015, October, December). *Effective use of PAT data for transition—intermediates and high schools.* Webinar series for schools in Invercargill, Auckland, Matamata, Tauranga.

Johnson, C. (2015, November). Half-day advisory on effective use of data, Wellington, Kimbolton, Porirua.

Johnson, C. (2016, February, March). *Building teacher capability with PATs for position, progress, and progressions in the curriculum.* Webinars for whole staff in primary and intermediates: Queenstown, Rosebank, Stratford, Whakatane, Te Awamutu, Gisborne, Hastings, Takapuna and Whangarei.

Johnson, C. (2016, February, March). *Evidence and inquiry: Assessment to improve teachers' teaching and students' learning.* Webinars for senior leadership teams around the country.

Johnson, C., & Felgate, R. (2016, February). Advice on building evaluative capability through focused and appropriate gathering of data to Marlborough Community of Learning, Blenheim.

Joyce, C. (2015, August, September, March). Reviews of articles for *New Zealand Science Teacher* and participation on editorial panel, Wellington.

McDowall, S. (2015, July). Dissertation assessor for the University of Auckland.

McDowall, S. (2015, August). Advice and support to Peter Versteppen, Principal, Wakefield School, Nelson about TLIF project.

McDowall, S. (2015, October). Participation in Ministry of Education and Co-Design Lab planning session as literacy expert for writing project, Co-Design Lab, Auckland.

Neill, A. (2015, 2016). Chair of New Zealand Statistical Association Education Committee.

Vaughan, K. (2015, August). Meeting with Royal New Zealand College of General Practitioners (RNZCGP) to discuss changes to training arrangements.

Vaughan, K. (2015, October). Peer reviewer of papers for the 9th International Conference on Researching Work and Learning Conference, Wellington.

Vaughan, K. (2015, December). Presentation and discussion with the TLRI research team for the project *Moving beyond the Threshold: Investigating Digital Literacies and Historical Thinking in New Zealand Universities*, Victoria University, Wellington.

Vaughan, K. (2016, April, May). Meetings to discuss careers guidance with Joan Grace, Weltec/Whitireia Institutes of Technology, and Mandy McGirr, Careers New Zealand, Wellington.

Vaughan, K., & Hipkins, R. (2015, August). Presentation and workshop on research ethics to TLIF schools, Dunedin.

Vaughan, K., & Malu, A. (2016, March). Advice to Productivity Commission for the Inquiry into New Models of Tertiary Education, Wellington.

Wylie, C. (2015, 2016). Member of Ministry of Education Investing in Education Success (IES) Advisory Group, Wellington.

Wylie, C. (2015, October). Discussion with Emily O'Connell and Jennie Marjoribanks, the Treasury, on role of collective inquiry in raising teaching capability.

Wylie, C. (2015, December). Discussion with Killian Destremau, New Zealand Institute for Economic Research, on approaches to advance Māori educational achievement, Wellington.

ACTIVITIES

Wylie, C. (2016, January). Meeting with Education Council official to discuss principal appraisal, Wellington.

Wylie, C. (2016, February). Talked with Swedish visiting teachers about education in New Zealand, Wellington.

Wylie, C. (2016, February). Participant in ERO Evaluation Indicators advisory meeting, Auckland.

Wylie, C., & Burgon, J. (2015, October, December). Meeting with New Zealand Principals' Federation executive to discuss models of leadership support, and with president to discuss models of monitoring and evaluation mergers and closures, Wellington.

Reports and publications

Bolstad, R. (2015). *Environmental education in New Zealand schools. Research update 2015.* Wellington: Department of Conservation, the Ministry of Education and the Ministry for the Environment.

Bolstad, R. (2016). *Evaluation of Code Red: The impact of game-coding workshops in public libraries around New Zealand (draft final report).* Wellington: NZCER.

Bolstad, R. (2016). *Game-coding workshops in New Zealand public libraries: Evaluation of a pilot project.* Wellington: NZCER.

Bolstad, R. (2016). *Identifying quality LEOTC provision in the social sciences. Report for the Ministry of Education.* Wellington: Ministry of Education.

Bolstad, R., Lawes, E., McDowall, S., & Beresford, S. (2015). *Games for learning research project update #2: Are you a "game-curious" teacher?* NZCER Games for learning blog. http://www.nzcer.org.nz/blogs/games-for-learning

Bolstad, R., & McDowall, S. (2016). *Curriculum for the future Part 2: A role play game. Version 1.2 Last updated February 2016.* Wellington: NZCER. http://www.nzcer.org.nz/tests/curriculum-future-role-play-game

Bolstad, R., & McDowall, S. (2016). *Curriculum for the future Part 1: A workshop resource. Version 1.2 Last updated February 2016.* Wellington: NZCER. http://www.nzcer.org.nz/tests/curriculum-future-workshop-resource

Bolstad, R., & Milward, D. (2016). *Curriculum for the future.* A digital game app (available in App Store and Google Play). http://www.nzcer.org.nz/tests/curriculum-future-digital-game

Bonne, L. (2016). New Zealand students' mathematics-related beliefs and attitudes: Recent evidence. *New Zealand Journal of Educational Studies.* DOI: 10.1007/s40841-016-0035-2

Bonne, L., & Hotere-Barnes, A. (2015). English-medium schools engaging whānau: Building relationships, creating spaces. *set: Research Information for Teachers, 3,* 26–34.

Bonne, L., & Johnston, M. (2016). Students' beliefs about themselves as mathematics learners. *Thinking Skills and Creativity, 20,* 17–28. DOI: 10.1016/j.tsc.2016.02.001

Boyd, S., & Hipkins, R., with school staff from Sport in Education schools. (2015). *Getting home runs on the board: Stories of successful practice from two years of the Sport in Education initiative.* Wellington: Sport New Zealand.

Bright, N., Broughton, D., & Spiller, L. (2015). *He Taunga Waka, Evaluation report 2015.* Wellington: NZCER.

Bright, N., with Wylie, C. (2015). *Ngā whakaratonga mō ngā ākonga Māori i roto i ngā kura auraki—He kaupapa nui te tokoiti, tokomaha rānei i ngā ākonga Māori? Providing for Māori students in English-medium schools—Do Māori student numbers matter?* Wellington: NZCER.

Bull, A. (2015). *Capabilities for living and lifelong learning: What's science got to do with it?* Working paper.

Bull, A. (2016). *Developing primary science teacher expertise: Thinking about the system.* Wellington: NZCER.

Burgon, J., & Stevens, L. (2016). *Supporting Te Tai Tokerau (Northland) principals*. Unpublished report for the Ministry of Education, Wellington.

Erb, W. (2016). *Games that do good: Interview with Rachel Bolstad and Dan Milward*. NZTA Education Portal Newsletter, Issue 30, March 2016. https://education.nzta.govt.nz/gamecompetition/news/march-newsletter-covers-the-game-design-competition

Eyre, J. (2015). Dual modes for written assessments: Examining validity and reliability. *Assessment Matters, 9,* 4–24.

Gilbert, J., & Bull, A., with Stevens, L., & Giroux, M. (2015). *On the edge: Shifting teachers' paradigms for the future*. Wellington: NZCER. http://www.tlri.org.nz/sites/default/files/projects/TLRI%20_%20Gilbert%20_%20Summary.pdf

Hall, P. (2016). *Rachel Bolstad on education research and shifting thinking. Episode 15 on "The point of learning" podcast.* Published 16 January 2016. https://www.pond.co.nz/detail/873133/015-rachel-bolstad-on-education-research-and-shifting-thinking

Hipkins, R. (2015). Building systems thinking capabilities in science. *New Zealand Science Teacher*, *1,* 6–8. NZASE paper.

Hipkins, R. (2015). *Should generic curriculum capabilities be assessed? Proceedings of the ACER Research Conference 2015: Learning assessments, designing the future,* (pp. 18–22). http://research.acer.edu.au/cgi/viewcontent.cgi?article=1274&context=research_conference

Hipkins, R., Bolstad, R., & Johnson, C. (2015). *Exploring new metrics for Education 3.0: Opportunities and challenges for shifting assessment practice at Te Kura*. Wellington: NZCER.

Hipkins, R., & Bull, A. (2015). Science capabilities for a functional understanding of the nature of science. *Curriculum Matters*, *11,* 117–133.

Hipkins, R., Whatman, J., & MacDonald, J. (2015). *Evaluation of the Manaiakalani Digital Teaching Academy*. Wellington: Ministry of Education.

Kupers, R., Hipkins, R., & Drake, J. (2015, 28 October). *Complexity—a big idea for education*. Unpublished paper prepared for participants at pre-conference workshop at IB Africa, Europe and Middle East Regional Conference 2015, The Hague.

Lawes, E. (2015). *PAT: Mathematics data for decile 1 schools*. Unpublished report for the Ministry of Education, Wellington.

Lawes, E. (2015). *Initial exploration of PAT: Reading comprehension data for CERA*. Unpublished report for the Canterbury Earthquake Recovery Authority.

Lawes, E., & Boyd, S. (2016). *Wellbeing and bullying prevalence in New Zealand schools: 2015 data report*. Unpublished report for the Ministry of Education, Wellington.

Maguire, T. (2016). Rediscovering the ARBs. *set: Research Information for Teachers*, *1,* 55–58.

McDowall, S. (2015). *Literacy research that matters. A review of the school sector and ECE literacy projects*. Wellington: NZCER.

McDowall, S., & Whatman, J. (2016). *All the school's a stage: Schools collaborating with experts in the community*. Wellington: NZCER.

McDowall, S., & Whatman, J. (2016). *Creating a belonging place: Schools collaborating with experts in the community*. Wellington: NZCER.

Neill, A. (2015). A new era for PAT: Mathematics. *set: Research Information for Teachers, 2,* 60–63.

Stevens, L., & Hipkins, R. (2016). *Review and Maintenance Programme (RAMP)—Learning languages: An overview of themes in the research literature*. Unpublished report for the Ministry of Education, Wellington.

Vaughan, K., Bonne, L., & Eyre, J. (2015). *Knowing practice: Vocational thresholds for GPs, carpenters, and engineer technicians*. Wellington: NZCER Press and Ako Aotearoa.

Vaughan, K., Bonne, L., & Eyre, J. (2015). *Knowing practice: Vocational thresholds for GPs, carpenters, and engineer technicians. A summary report*. Wellington: NZCER Press and Ako Aotearoa.

Vaughan, K., & MacDonald, J. (2015, November). *Training for a reflective workforce: The big ideas*. Summary report prepared for Careerforce Industry Training Organisation, Wellington.

Vaughan, K., & MacDonald, J. (2015, November). *Training for a reflective workforce: Interim report*. Prepared for Careerforce Industry Training Organisation, Wellington.

Whatman, J., Hipkins, R., & MacDonald, J. (2016). *Follow-up evaluation of the Manaiakalani Digital Teaching Academy*. Wellington: Ministry of Education. https://www.educationcounts.govt.nz/publications/e-Learning/evaluation-of-the-manaiakalani-digital-teaching-academy/_recache

Whatman, J., MacDonald, J., & Stevens, L. (2015). *2014 annual evaluation report for the Teach First NZ Programme Pilot delivered in partnership with the University of Auckland*. Wellington: Ministry of Education.

Wylie, C. (2016). *WAPA 2020: Gains and insights from an enduring school network*. Wellington: NZCER. http://www.nzcer.org.nz/research/publications/wapa-2020-gains-and-insights-enduring-school-network

Wylie, C., & Bonne, L. (2016). *Secondary schools in 2015: Findings from the NZCER national survey*. Wellington: NZCER.

Wylie, C., & Burgon, J. (2015). *Strengthening the strategic leadership of New Zealand principals. Evaluation of the impact of Springboard Trust's Strategic Leadership for Principals programme*. Report for SpringboardTrust. Wellington: NZCER.

Wylie, C., Burgon, J., & Cosslett, G. (2015). New Zealand principals: Autonomy at a cost. In H. Ärlestig, C. Day, & O. Johansson (Eds.), *A decade of research on school principals. Cases from 24 countries* (pp. 269–290). Switzerland: Springer International Publishing.

Financial Statements
Tauākī pūtea

Statement of Comprehensive Revenue & Expense
for the year ended 30 June 2016

	Notes	2016 $	2015 $
Revenue			
Revenue	2	9,072,398	8,714,357
Interest Income		112,128	115,741
Other Income	3	1,406,596	1,180,092
Total Revenue		**10,591,122**	**10,010,190**
Expenditure			
Cost of Sales		578,131	516,643
Operating Expenses	4	3,261,075	2,823,519
Personnel Expenses	5	5 ,980,211	5,809,367
Accommodation Expenses		531,994	526,598
Depreciation and Amortisation Expense		276,706	167,973
Total Expenditure		**10,628,117**	**9,844,100**
Net Surplus/(Deficit)		**(36,995)**	**166,090**
Other Comprehensive Income		-	-
Total Comprehensive Income		**(36,995)**	**166,090**

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

Statement of Changes in Equity
for the year ended 30 June 2016
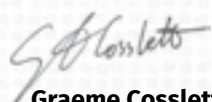
	2016 $	2015 $
Equity at Start of the Year	3,998,821	3,832,731
Total Comprehensive Revenue & Expenditure	**(36,995)**	**166,090**
Balance at 30 June	**3,961,826**	**3,998,821**

The accompanying notes form an integral part of the financial statements.
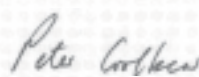
Statement of Financial Position
as at 30 June 2016

	Notes	2016 $	2015 $
Current Assets			
Cash and Cash Equivalents	6	676,189	1,870,438
Investments	6	1,450,000	2,110,000
Trade and Other Receivables	7	2,078,264	1,819,691
Inventory	8	457,147	447,235
Total Current Assets		4,661,600	6,247,364
Non-current Assets			
Property, Plant and Equipment	9	250,151	257,177
Intangible Assets	10	1,079,691	874,972
Total Non-current Assets		1,329,842	1,132,149
Total Assets		5,991,442	7,379,513
Current Liabilities			
Trade Payables		194,440	271,537
Employee Entitlements	11	443,130	412,244
Other Payables	12	1,351,831	2,605,272
Total Current Liabilities		1,989,401	3,289,053
Non-current Liabilities			
Employee Entitlements	11	20,398	55,822
Other Payables – Non-current	12	19,817	35,817
Total Non-current Liabilities		40,215	91,639
Total Liabilities		2,029,616	3,380,692
Net Assets		3,961,826	3,998,821
Equity			
Accumulated Funds		3,961,826	3,998,821
Total Equity		3,961,826	3,998,821

Graeme Cosslett
Director
30 November 2016

Peter Coolbear
Chair
30 November 2016

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

Statement of Cash Flows
for the year ended 30 June 2016

	Notes	2016 $	2015 $
Cash Flows from Operating Activities			
Government Grant		1,452,000	1,452,000
Sales Receipts		1,627,046	1,719,377
Projects		4,500,570	6,346,923
Interest Received		124,229	106,538
Educational Funds Receipts	12	1,568,219	1,646,212
Other Receipts		1,404,855	1,180,092
Sale of Short-term Deposits		1,580,000	6,570,000
Salaries and Related Employee Costs		(6,008,437)	(5,948,046)
Operating Expenses		(3,609,936)	(3,642,179)
Cost of Sales		(586,335)	(644,332)
Educational Funds Expenses	12	(1,594,422)	(1,754,180)
Net GST		(259,380)	144,694
Purchase of Short-term Deposits		(920,000)	(5,720,000)
Net Cash Flow from Operating Activities		**(721,591)**	**1,457,099**
Cash Flows from Investing Activities			
Sale of Property, Plant and Equipment		2,116	2,169
Purchase of Property, Plant and Equipment		(122,414)	(136,311)
Purchase of Intangible Assets		(352,360)	(377,585)
Net Cash Flow from Investing Activities		**(472,658)**	**(511,727)**
Net Increase/(Decrease) in Cash and Cash Equivalents		(1,194,249)	945,372
Cash and Cash Equivalents at the Beginning of the Year		1,870,438	925,066
Cash and Cash Equivalents at the End of the Year		**676,189**	**1,870,438**

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

Sale and purchase of short-term deposits are categorised as operating activities, as they do not comply with the definition of 'investing activities' in PBE IPSAS 2 Cash Flow Statements.

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

Notes to the Financial Statements
for the year ended 30 June 2016

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.

It provides educators, students, parents, policy makers and the public with innovative and independent research, analysis and advice. 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 178 Willis Street, Wellington.

The financial statements of the Council are for the year ended 30 June 2016, and were approved on 30 November 2016.

We note that the Council has reported on the basis of a 30 June financial year-end since 1992, despite the New Zealand Council for Educational Research Act specifying a 31 March year-end. The Education Legislation Act 2016 was enacted in October 2016 to modernise aspects of the NZCER Act, and this included updating the financial year-end to be 30 June. This now brings the legislation into alignment with current practice.

Basis of Preparation

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

The 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 Tier 2 PBE Accounting Standards and has applied disclosure concessions where permitted and deemed appropriate.

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest dollar.

The financial statements have been prepared on the basis of historical cost.

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 Grants

The Government Grant 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, and 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 their face value, less any provision for impairment.

A receivable is considered impaired when there is evidence that the Council will not be able to collect the full amount due. The amount of the impairment is the difference between the carrying amount of the receivable and the present value of amounts expected to be collected. Bad debts are written off when identified.

d) Cash and Equivalents and Investments

Investments in bank deposits are initially measured at the amount invested. After initial recognition, investments in bank deposits are measured at amortised cost using the effective interest method, less any provision for impairment.

e) Inventories

Inventories held for distribution or use in the provision of services that are not supplied on a commercial basis are measured at the lower of (a) cost (using the weighted average method) adjusted, when applicable, for any loss of service potential, and (b) net realisable value. Inventories acquired through non-exchange transactions at no cost or for nominal consideration are measured at fair value at the date of acquisition.

Inventory held for sale or use in the provision of goods and services on a commercial basis is valued at the lower of cost and net realisable value. The cost of purchased inventory is determined using the weighted average cost method.

The write-down from cost to current replacement cost or net realisable value is recognised in the Statement of Comprehensive Revenue & Expense in the period when the write-down occurs.

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%)

Computing and electronic equipment   3 years   (33.3%)

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 main classes of intangible assets are product developments and computer software.

Product development costs that meet the recognition criteria in PBE IPSAS 31 are capitalised as incurred. Acquired computer software licences are capitalised on the basis of the costs incurred to acquire and bring to use the specific software.

Staff training costs are recognised as an expense when incurred. Costs associated with maintaining product developments and computer software 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 major classes of intangible assets have been estimated as follows:

Computer software   3 years   (33.3%)

Product development   3–6 years (16.7%–33.3%)

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 & 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 & Expense.

Any subsequent reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue & 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 Other Payables 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 GST exclusive.

The net GST paid to or received from IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the Statement of Cash Flows.

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 income

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 & 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.

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 2016.

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

	2016 $	2015 $
Sales	1,544,485	1,658,427
Government Grant	1,452,000	1,452,000
Project Revenue	6,075,913	5,603,930
Total	9,072,398	8,714,357

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, and 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.

3. Other Income

	2016 $	2015 $
Royalties	174,751	173,684
Marking Service	770,700	548,414
Customised Solutions	358,972	314,776
Other Income	102,173	143,218
Total	1,406,596	1,180,092

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

	2016 $	2015 $
Remuneration of Auditors		
- Audit of the Financial Statements	40,212	36,956
Board Members' Fees	41,317	39,629
Bad Debts Written Off	49	100
Operating Lease Expenses	42,548	44,316
(Gain)/Loss on Sale of Fixed Assets	(1,741)	(594)
Donations Paid	42,294	45,330
Foreign Exchange Translation Gain/Loss	-	-
Rental of Office Premises	332,143	295,870
Inventory Write-off	16,826	14,849

Operating Expense

	2016 $	2015 $
Seminars and Conferences	19,655	68,981
ICT – Info & Comm Technology	421,393	326,727
Travel	245,224	327,602
Administration Expenses	634,823	635,606
Financial Expenses	72,389	51,602
Board Fees and Expenses	62,159	70,554
Contracted Services	1,681,412	1,258,655
Advertising Expenses	81,940	71,352
Library Expenses	42,080	12,440
Total Operating Expenses	3,261,075	2,823,519

5. Personnel Expenses

	2016 $	2015 $
Salaries and Wages	5,512,795	5,362,907
Defined Contribution Plan Employer Contributions	277,730	282,334
Increase/(Decrease) in Employee Entitlements	(4,538)	14,088
Staff Development and Training Expenses	117,613	85,533
Other Personnel Expenses	76,611	64,505
Total Personnel Expenses	5,980,211	5,809,367

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

6. Cash, Cash Equivalents and Investments

	2016 $	2015 $
Cash at Bank	206,189	1,180,438
Term Deposits with Maturities Less Than 3 Months	470,000	690,000
Total Cash and Cash Equivalents	676,189	1,870,438
Investments	1,450,000	2,110,000
Total Cash, Cash Equivalents and Investments	2,126,189	3,980,438

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 $453,401 (2015: $479,603) that is subject to restrictions. The restrictions generally specify that the funds may only be disbursed to researchers and projects that have been approved by the Teaching & Learning Research Initiative (TLRI) Board.

7. Trade and Other Receivables

The major categories of receivables are:

	2016 $	2015 $
Trade Receivables	318,530	396,781
Project Receivables	1,564,224	1,175,325
Accrued Project Revenue	120,330	86,106
Accrued Interest	32,060	44,161
Other Receivables	43,120	117,318
	2,078,264	1,819,691

As at 30 June 2016 and 2015, all overdue receivables have been assessed for impairment and appropriate provisions applied where necessary.

Total receivables comprises:

	2016	2015
Receivables from Exchange Transactions	1,595,565	1,351,044
Receivables from Non-exchange Transactions	482,699	468,647
	2,078,264	1,819,691

The balance for 'Receivables from non-exchange transactions' represents amounts invoiced to the Ministry of Education, but unpaid as at 30 June, to fund projects under the Teaching and Learning Research Initiative (TLRI) programme. These totalled $482,699 as at 30 June 2016 (2015: $468,647).

These receivables are categorised as arising from non-exchange transactions, in that the Council receives the funds from the Ministry and does not provide equal value directly back to the Ministry, but disburses the funds to the projects selected by the TLRI Advisory Board. Once received by the Council, these funds are subject to restrictions, in that they can only be disbursed to the approved projects, in accordance with the contracted payment schedules for each project.

8. Inventories

	2016 $	2015 $
Stock Tests/Publications	455,999	441,149
Stock Tests/Test Scoring	1,148	6,086
Total Inventories	457,147	447,235

9. Property, Plant and Equipment

	Furniture & Fittings $	Equipment $	Total $
Cost			
Balance at 1 July 2014	717,205	1,046,497	1,763,702
Additions	95,255	41,056	136,311
Disposals	-	(24,239)	(24,239)
Balance at 30 June 2015	812,460	1,063,314	1,875,774
Balance at 1 July 2015	812,460	1,063,314	1,875,774
Additions	60,126	62,288	122,414
Disposals	-	(35,030)	(35,030)
Balance at 30 June 2016	872,586	1,090,572	1,963,158
Accumulated Depreciation			
Balance at 1 July 2014	649,586	893,505	1,543,091
Depreciation Expense	26,613	71,557	98,170
Eliminate on Disposal	-	(22,664)	(22,664)
Balance at 30 June 2015	676,199	942,398	1,618,597
Balance at 1 July 2015	676,199	942,398	1,618,597
Depreciation Expense	37,388	91,677	129,065
Eliminate on Disposal	-	(34,655)	(34,655)
Balance at 30 June 2016	713,587	999,420	1,713,007
Carrying Amounts			
At 1 July 2014	67,619	152,992	220,611
At 30 June and 1 July 2015	136,261	120,916	257,177
At 30 June 2016	158,999	91,152	250,151

10. Intangible Assets

	Capitalised Development $	Intangible Assets in Progress $	Software $	Total $
Cost				
Balance at 1 July 2014	116,139	565,520	358,609	1,040,268
Additions	-	377,585	-	377,585
Capitalised	644,958	(644,958)	-	-
Disposals	-	-	(319)	(319)
Balance at 30 June 2015	761,097	298,147	358,290	1,417,534
Balance at 1 July 2015	761,097	298,147	358,290	1,417,534
Additions	-	352,360	-	352,360
Capitalised	298,147	(298,147)	-	-
Disposals	-	-	-	-
Balance at 30 June 2016	1,059,244	352,360	358,290	1,769,894
Accumulated Amortisation				
Balance at 1 July 2014	116,139	-	356,939	473,078
Amortisation Expense	68,133	-	1,670	69,803
Disposals	-	-	(319)	(319)
Balance at 30 June 2015	184,272	-	358,290	542,562
Balance at 1 July 2015	184,272	-	358,290	542,562
Amortisation Expense	147,641	-	-	147,641
Disposals	-	-	-	-
Balance at 30 June 2016	331,913	-	358,290	690,203
Carrying Amounts				
At 1 July 2014	-	565,520	1,670	567,190
At 30 June and 1 July 2015	576,825	298,147	-	874,972
At 30 June 2016	727,331	352,360	-	1,079,691

11. Employee Entitlements

	2016 $	2015 $
Annual Leave	380,092	358,935
Retirement and Long Service Leave	83,436	109,131
	463,528	468,066

Disclosed as:

Employee Entitlements – Current

Annual Leave	380,092	358,935
Retirement and Long Service Leave	63,037	53,309
	443,130	412,244

Employee Entitlements – Non-current

Retirement and Long Service Leave	20,398	55,822
Total	463,528	468,066

The present value of the retirement and long service leave obligations depends on a number of factors that are determined on an actuarial basis. Two key assumptions used in calculating this liability include the discount rate and the salary inflation factor. Any changes in these assumptions will impact on the carrying amount of the liability.

In determining the appropriate discount rate, the Council considered the interest rates on New Zealand government bonds which have terms to maturity that match, as closely as possible, the estimated future cash outflows. The salary inflation factor has been determined after considering historical salary inflation. A weighted average discount rate of 4.86 percent (2015: 4.86 percent) and an inflation factor of 2.8 percent (2015: 2.8 percent) were used.

12. Other Payables

The major categories of Other Payables are:

	2016 $	2015 $
Current		
Accruals	192,966	115,982
Advance Subscriptions	72,151	67,841
Project Income in Advance	563,300	1,629,414
Educational Funds	433,585	443,787
Other Liabilities	89,829	348,248
	1,351,831	2,605,272
Non-current		
Educational Funds	19,817	35,817
Total	1,371,648	2,641,089

	2016 $	2015 $
Payables Under Exchange Transactions		
Accruals	192,966	115,982
Advance Subscriptions	72,151	67,841
Project Income in Advance	563,300	1,629,414
Other Liabilities	(3,136)	(4,098)
	825,281	1,809,139
Payables Under Non-exchange Transactions		
Educational Funds	453,401	479,604
Taxes Payable (GST)	92,966	352,346
	546,367	831,950
Total Other Payables	1,371,648	2,641,089

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.

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.

Educational funds

The Council administers two 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.

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 30 June 2015 $	Receipts $	Payments $	Balance 30 June 2016 $
Teaching and Learning Research Initiative	423,787	1,568,219	1,584,422	407,584
Beeby fund 1998	55,817	–	10,000	45,817
Total	479,604	1,568,219	1,594,422	453,401

Receipts and disbursements of these funds are excluded from the Statement of Comprehensive Revenue & 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.

Of the Beeby fund balance held at 30 June 2016, $26,000 is expected to be disbursed within 12 months of balance date, and therefore is reported as a current liability. The balance of the funds ($19,817) is not expected to be disbursed within 12 months of balance date, and therefore is reported as a non-current liability.

In summary, Beeby funds as at 30 June comprise:

| | 2016 | 2015 |
	$	$
Current	26,000	20,000
Non-current	19,817	35,817
Balance as at 30 June	45,817	55,817

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 (2016: $453,401 and 2015: $479,604) 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.

13. 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:

| | 2016 | 2015 |
	$	$
Not later than One Year	365,608	355,173
Later than One Year and not later than Five Years	1,289,578	1,335,936
Later than Five Years	-	218,333
Total	1,655,186	1,909,442

A significant portion of the total non-cancellable operating lease expense relates to the lease of office and warehouse space in Education House, Wellington.

14. Contingencies

Contingent liabilities

The Council has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2016 (30 June 2015: nil).

Contingent assets

The Council has no contingent assets (30 June 2015: nil).

15. Related Parties

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

The Council is required to disclose related party relationships where parties exercise an element of control or significant influence over the Council and any other entity.

Related party relationships and transactions which are required to be disclosed

- Peter Coolbear is the Director of Ako Aotearoa. The Council received $129,725 from Ako Aotearoa for joint funding of projects and for consultancy services in the 2015-16 financial year (2015: $148,591).

- Liz Gordon was a member of the NZCER Board and Chair of the Audit & Risk committee until August 2015. Liz is Managing Director of Pukeko Research Ltd, which may occasionally compete with the Council for contestable research work. There have been no transactions between the two organisations during the 2015-16 year (2015: nil).

- Frances Nelson is Principal of Fairburn School (Otahuhu, Auckland) which occasionally purchases products and services from the Council on standard pricing and payment terms. The value of purchases during the 2015-16 year was $1,524 (2015: $950).

- Frances Nelson is also President of the Auckland Primary Principals' Association, which may occasionally purchase products or services from the Council. There have been no transactions between the Association and the Council during the 2015-16 year (2015 : nil).

- Frances Nelson is also a Trustee of the SpringboardTrust. The Council received $158,261 from the Trust for services and project funding during the 2015-16 year (2015: $45,000 accrued as owing).

- Fiona Pimm is a Director of Careerforce ITO. In July 2015, Careerforce contracted the Council to complete a learning transfer research project. The Council received $15,000 from Careerforce for project funding during the 2015-16 year (2015: nil).

- Cheryl Stephens is Director of Te Horomai Consulting Ltd, which is contracted to provide facilitation services to the Council in relation to the TEC Service Centre project. During the 2015-16 year, the Council paid $1,880 to Te Horomai for these facilitation services (2015: nil).

- Cheryl Stephens is also a Council member of the New Zealand Association for Research in Education (NZARE). A total of $5,970 was paid to NZARE during the 2015-16 year, mainly for membership subscriptions and conference registrations for NZCER employees (2015: $2,093).

- Mere Skerrett has been a member of the NZCER Board since November 2015. Mere is also a Council member of the New Zealand Association for Research in Education (NZARE). A total of $5,970 was paid to NZARE during the 2015-16 year, mainly for membership subscriptions and conference registrations for NZCER employees (2015: $2,093).

- Heleen Visser has been employed by the Council as General Manager Research & Development since June 2016. Heleen is also President of the Council of the New Zealand Association for Research in Education (NZARE). A total of $5,970 was paid to NZARE during the 2015-16 year, mainly for membership subscriptions and conference registrations for NZCER employees (2015: $2,093).

Key Management Personnel Compensation

	2016	2015
	$	$
Board Members		
Remuneration	41,317	39,629
Full-time Equivalent Members	0.46	0.43
Leadership Team		
Remuneration	615,658	611,743
Full-time Equivalent Members	3.37	3.27
Total Key Management Personnel Remuneration	656,975	651,372
Total Full-time Equivalent Personnel	3.83	3.70

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

16. Categories of Financial Assets and Liabilities

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

	2016	2015
	$	$
Loans and Receivables		
Cash and Cash Equivalents	676,189	1,870,438
Debtors and Other Receivables (excluding taxes refundable)	1,819,921	1,819,691
Investments – Term Deposits	1,450,000	2,110,000
Total Loans and Receivables	3,946,110	5,800,129
Financial Liabilities at Fair Value		
Payables (excluding income in advance, taxes payable and educational funds received subject to conditions)	384,269	383,422

17. 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.

Independent Auditor's Report

To the readers of New Zealand Council for Educational Research's financial statements for the year ended 30 June 2016

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

Opinion

We have audited the financial statements of the Council on pages 32 to 51, that comprise the statement of financial position as at 30 June 2016, 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

In our opinion the financial statements of the Council:

- present fairly, in all material respects:
  - its financial position as at 30 June 2016; 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 with reduced disclosure requirements.

Our audit was completed on 30 November 2016. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities, and explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of the Council's financial statements 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.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board;
- the adequacy of the disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. Also, we did not evaluate the security and controls over the electronic publication of the financial statements.

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

Responsibilities of the Board

The Board is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- present fairly the Council's financial position, financial performance and cash flows.

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

The Board is responsible for such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. The Board is also responsible for the publication of the financial statements, whether in printed or electronic form.

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from the Public Audit Act 2001.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

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

Chrissie Murray
Audit New Zealand
On behalf of the Auditor-General
Wellington, New Zealand

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Other NZCER websites

NZCER Marking Service
www.nzcermarking.org.nz

Shifting Thinking
www.shiftingthinking.org.nz

Websites managed by NZCER

Teaching & Learning Research Initiative (TLRI)
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Sustainability

NZCER is a member of the Sustainable Business Network and is committed to developing and maintaining sustainable business practices. This report is printed on Cocoon paper which has been manufactured using a totally chlorine free process, 100% post consumer waste and is certified FSC Recycled.

Main features and benefits of Cocoon 100% recycled paper

- Made from FSC recycled pulp
- FSC Recycled Credit programme
- FSC recycled certified papers
- Reduces the CO_2 kg per tonne by 25% compared to non-recycled products
- Process Chlorine Free (PCF)

Environmental Benefit Statement

By using Cocoon Silk rather than a non-recycled paper, the environmental impact was reduced by:

- 60 kg of landfill
- 8 kg CO_2 and greenhouse gases
- 89 km travel in the average European car
- 1,723 litres of water
- 96 kWh of energy
- 98 kg of wood.