



INVESTMENT PLAN 2011 TO 2013



**THE LEADING INSTITUTE OF TECHNOLOGY
- UNIQUELY BICULTURAL
TE WHARE TAKIŪRA ARATAKI - TIKANGA Ā RUA HE AHUREI**



**Partnership and
Collaboration
Whakahoahoa ai
Mahitahi ai**



**Quality
Provision
Whakarite
Painga**



**Vibrant Learning
Environment
Wāhi
Akiaki**



**Economically Viable
and Sustainable
Kaipākihi
Whaihua**

Strategic Plan
Kepe Whakatako Kōwhiri 2009-2013


Tereza Morrison
Chairperson of Council


Dr Pim Borren
Chief Executive


Montano Daniels
Chairperson Te Mana Matauranga

For full details go to www.waiariki.ac.nz

OCTOBER 2010

He Mihi

Tihēi Mauri Orā !

E noho ana au i te roro o tōku whare a Ihenga, kia rongō mākahī mo taku tūpuna pōkai i te nuku whenua. Tū ana mai ki muri ko Tihīōtonga, he ripa tau ārai atu i ngā hukapapa o te hautonga e pūhia mai rā i a Tōngariro. Taha katau ko te whare tāpiri a Hinetekākara he tūpuna kōranga puna ora ka hua. Te Marae Areare ko Tangatarua tūpuna paihere i ngā Iwi, kia tau ko te maungārongo ki te papa.

Ka tītiro whakararo au ki te Rotorua nui a Kahumatamōmoe. Ka tūngou au ki te Motutapu a Tinirau. I totope ai te kawakawa ka whakaripo i te ia ki Ohau. Taka rawa au ki te Rotoiti i kite ai e Ihenga. Tukituki ana rā taku hoe ki ngā toitoi i Okere. Mau rawa taku rere i te awa o Tapuika ki ngā hukahuka wai. I tere ai taku tae atu ki Akeake ki te Kūrae o te Ihu a Tamatekapua,

E kokōia ē ara e !

E ngā mana, e ngā reo, e ngā hapu kārangarangatanga maha o ngā mātā waka i ngā tai e whā o te motu, kia koutou anō hoki e te kāwanatanga hou a Nāhinara, ngā mēmā paremata, ngā minita o te mātauranga, tae noa ki te hunga e ngākaunuitia ai ki te whaihua i ngā āhuatanga e pā ana ki te mātauranga i raro i te maru o ngā kuratini me ngā whare takiūra huri noa i te motu, me ngā whakāāronui ki ō tātau tini hūhua aitua o te rā, o te wiki, o te marama, o te tau. Nā reirā, ka tika me mihi atu ki a rātau, tātau te hunga ora e pae nei, tēnā koutou, tēnā koutou, ā , tēnā tātau katoa.

Ānei e whai ake nei te whakatakoto kaupapa whakangāo o Te Whare Takiūra o Waiāriki, mai i te rua mano me te tekau ma tahi, tae atu ki te rua mano me te tekau ma toru o ngā tau e hāere ake nei. Ko te tūmanako kia hāere tonu ai, te tutuki i tā mātau wawata e hāngai tonu ana ki ngā mea tuatahi o te rautaki o ngā kuratini me ngā whare takiūra o te motu, mai i tēnei tau i te rua mano me te tekau, ā , tae atu ki te rua mano me te tekau ma toru o ngā tau.

Nā reirā, ka nui ngā mihi ki Te Amorangi Mātauranga Matua, ahakoa he rerekē te āhua o ngā mēmā i runga i te poari kaitiaki, nā māua i nohotahi ai kia whakaōti pai ai tēnei tuhinga whai mana hei tirohanga ma koutou e āta kitea ai te matū o ēnei tuhituhinga kōrero e pā ana ki te mātauranga kuratini whare takiūra e whāngai e mātau ki tēnei tōpito o te motu, ki ngā waka e toru ki a Te Arawa waka ki a Matāātua waka, ā , tae noa ki a Ngāti Raukawa, ōtira Waikato ki te tonga o Tainui waka, me kii , te rohe o Te Waiāriki, mai i Maketu ki Tōngariro, mai i ngā Kuri a Whārei ki Tihirau, ā , tae noa ki Te Kāokāroa o Pātetere, e hora nei.

Forward

To those distinguished guests, to the orators of the land, to all the canoes, tribes and sub-tribes from the four tides of Aotearoa, New Zealand, to the Government, to all the members of parliament, to the ministers of education, and finally to those who are extremely dedicated to improving the development and delivery of tertiary education throughout the land, and with special mention of those loved ones who are no longer with us, those who have gone beyond the veil in recent times, in times not too long ago, in times gone by, it is most appropriate that we pay homage to our beloved ones, and to you the living, greetings.

A special mention to the Tertiary Education Commission staff and their Board members, who have worked tirelessly with Waiāriki Institute of Technology in the completion of this latest Investment Plan outlining where Waiāriki Institute of Technology will be positioning itself in the provision of tertiary education within the three canoes of the Waiāriki region, the Te Ārawa, Matāātua and South Waikato of Tainui, from Maketu ki Tōngariro, from Katikati to Pōtaka, and South Waikato, for the 2011 – 2013 period.



Graeme Nahkies
Chairperson of Council

26.10.10



Dr Pim Borren
Chief Executive

26/10/10.



Aubrey Kohunui
Chairperson Te Mana Mātauranga

26/10/10.

Figure 1: Waiariki Values

waiariki
INSTITUTE OF TECHNOLOGY
Whare Takiura

Waiariki Values

1. Honesty Whakapono	3. Mana Honour prestige guiding values	5. Unity Kotahitanga	7. Aroha Unconditional giving
2. Whanaungatanga Inclusion family learning together	4. Spiritualism Wairuatanga	6. Mohiotanga Life-long learning quality teaching academic excellence	8. Caring and Supportive Manaakitanga

Whaia e koe te iti kahurangi, Ki te tuohu koe, He maunga teitei
Seek that which is most precious, If you bow down, let it be before a lofty mountain

Waipa Campus Mokoia Campus Taupo Campus Tokoroa Campus Whakatane Campus

Tupara Morrison
Council Chair

Montero Daniels
Te Mana Matauranga Chair

Dr Pim Borren
Chief Executive

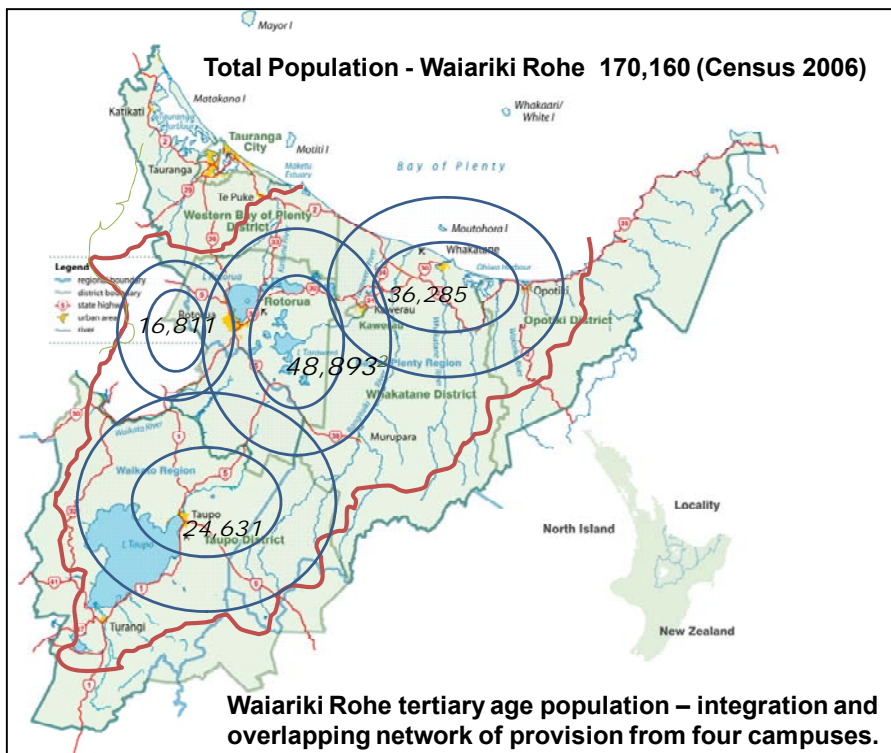


Figure 2: Waiariki Rohe

Executive Summary

- 1 This Waiariki Institute of Technology – Whare Takiura (Waiariki) Investment Plan (the Plan) is for 2011 to 2013.
- 2 Waiariki request TEC Investment for 2011 to 2013 of:
 - \$26.3M in 2011,
 - \$28.7M in 2012, and
 - \$29.1M in 2013.
- 3 The Plan justifies this level of investment by presenting a reasoned and evidenced argument, based on past performance and on priority needs for a skilled workforce to support and drive up the regional economy.
- 4 Waiariki will achieve the following Education Performance Indicators (EPI) by 2013¹:
 1. Course completion : 70%
 2. Qualification completion : 55%
 3. Student retention : 51%
 4. Student progression : 44%
- 5 Waiariki's portfolio will support predominantly higher level provision, with a minimum of 70% of all SAC EFTS consumed at NZQF L4 and above by 2013.
- 6 Waiariki student demographic is and will remain above 50% Maori. This is 30% above the ITP sector average. We are the provider of choice to the Maori of our region for vocational education.
- 7 Waiariki's vocational education outcomes will meet regional industry requirements and future focused regional growth in GDP.
- 8 Waiariki is committed to achieving the government's TES objectives through working in partnership with TEC. Waiariki will support TES 2010 – 2015 through:
 - Increasing success for our students in line with government objectives of value for money invested in tertiary education.
 - increasing the number of young people (aged under 25) achieving qualifications at levels four and above, particularly in applied degrees and diplomas;
 - increasing the number of young people moving successfully from school into tertiary education; through seamless second-tertiary alignment of curricula and dual enrolment processes.
- 9 Waiariki has delivered on promises made to TEC in 2008-2010 Investment Plan. It will continue to do so in the future.
- 10 Waiariki is NOW the lead provider of technical, vocational education and training in its region and the provider of choice for its Māori Iwi and communities.
- 11 Supporting information is provided in Appendix One.
- 12 Key reasons for TEC to commit to continued substantial investment in Waiariki provision are:
 - ✓ We have changed our business model during Plan 2008 to 2010 to support effective learning at NZQF L1-3 and pathways to NZQF L4 and above
 - ✓ We have increased student choice while gaining efficiency of staff use and greater awareness of future career track demands.

¹ Using TEC base for calculation methodology

- ✓ We have changed provision to emphasise practical and face to face student involvement, while gaining efficiencies of delivery through greater use of modern digital communication technologies.
 - ✓ We have moved from “stimulating and meeting enrolment demands to “managing and steering demand” towards priority vocational education and training which will stimulate future economic growth.
 - ✓ We offer multi-year delivery of high quality applied vocational qualifications at NZQF L4-8 which includes pathways to many NZ Universities and alliances with a global network of vocational universities.
 - ✓ We offer an extensive range of learning support, including embedding literacy and numeracy in our qualifications at NZQF L2-3, to ensure success of learners who may be constrained by poor secondary school achievement and by social and demographic circumstances.
 - ✓ We offer a sustainable and future focused Waiariki portfolio, in which national qualifications are embedded, which will continue to evolve, meeting NZ’s priorities for our local, regional, national and globally derived learners.
 - ✓ We are committed to increasing:
 - i. course and qualification success at all NZQF levels for New Zealanders;
 - ii. the number of young people moving successfully from School into Tertiary Education in our region;
 - iii. the number of Māori students enjoying success at higher levels;
 - iv. the number of young people achieving qualifications at NZQF L4 and above, particularly in our Applied Degrees and Diplomas;
 - and
 - v. supply of “work ready, forward looking, highly skilled graduates” to our region and nation, raising labour force productivity, output and GDP per capita.
- 13 Investments undertaken from internally generated funds and with TEC support, in the previous plan period, have resulted in greater efficiency of systems and have raised educational quality.
- 14 Projects have included support to student fitness and welfare, improved internal management systems, portfolio alignment with regional priorities and global outreach to increase export education income which now supports NZ labour needs, raises curriculum quality and injects significant dollar amounts into the regional economy.
- 15 Major future capital investment initiatives supporting provision anticipated from 2010 to 2013 are:
- **Waipa Primary Industry Campus** – Capital investment in Waiariki National Centre of Excellence for the Forest and Wood Processing Industry and collaborative Agricultural and Horticultural facilities. This Campus will support land based industries, wood processing, biotechnology, biomass and, sustainable energy provision demanded in our region and nationally;
 - **Mokoia campus developments** –Te Wānanga A Ihenga will be given a new high quality building in collaboration with Te Arawa as key stakeholders, to replace 30 year old buildings and provide high quality modern facilities at the heart of our bicultural student support and Māori Kaupapa learning practices;
 - **Taupo campus developments** – A collaborative new campus supporting the National Centre of Excellence in Conservation, Energy and Environmental Sustainability and a “Bauhaus” concept “Engineering Design School” will transfer advanced technologies from research and new IP generation to vocationally skilled graduates, in a multidisciplinary,

integrated approach to materials and process design, linking construction and local Māori culture to modern I.T. and automation in a vocational context;

- **Whakatane campus** – expansion of facilities to include provision targeted at seamless transition from secondary school to the tertiary environment, supporting the Eastern Bay of Plenty Trades Academy lead by Trident High School and the growing number of Māori youth between the ages of 16 and 25 in that region.

16 Other developments, such as portfolio refreshment, which are not capital intensive will continue.

17 TEC Investment in Waiariki will secure a balanced portfolio of high quality vocational education with outcomes which meet government success objectives and the priority needs of the Waiariki rohe.

18 The Plan follows TEC Plan Guidelines². It:

- Demonstrates that financial performance, viability and sustainability will be maintained and educational success of our students will be substantially improved;
- Explains contributions towards achieving the TES priorities;
- Identifies regional issues and how the needs of stakeholder groups will be addressed;
- Identifies key educational and financial performance focus areas, which address regional and educational performance factors and meet the needs of stakeholders;
- Aligns delivery with ITP core roles, the needs of learners, communities, industries and employers;
- Describes changes through re-prioritisation or allocation of resources, which reflect Government funding policy;
- Quantifies robust commitments which improve published educational performance indicators;
- Provides a summary of forecast EFTS for the three major categories of TEC funded provision - SAC, ACE and Youth Guarantee (YG) EFTS and associated investment.

19 Plan Content. The plan consists of four parts:

- Part 1 **Plan Context** – prior performance, key arguments and drivers, new initiatives;
- Part 2 **Summary of Activity** – 2011-2013, TEC provision, and non TEC funding;
- Part 3 **Specific Performance Commitments** – educational, financial and other commitments;
- **Appendices** – regional and performance analyses and drivers are included in Appendix 1, provision, finances and investment in Appendix 2 as per TEC templates.

20 Key summary tables and figures follow.

Table 1: Summary of investment requested from TEC for Plan 2011 to 2013

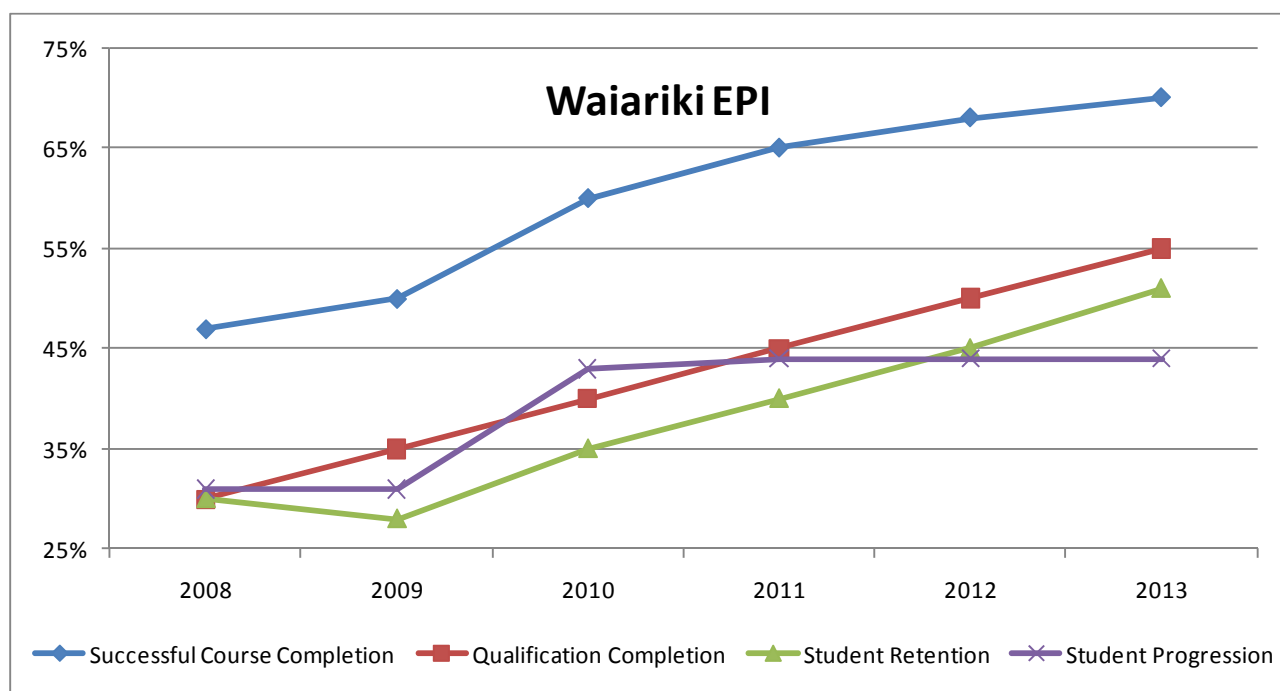
Year	2008	2009	2010	2011	2012	2013
Component	Actual	Actual	Forecast	Plan	Plan	Plan
Total TEC \$(000's)	\$ 24,497	\$ 28,016	\$ 29,847	\$ 26,254	\$ 28,673	\$ 29,078
SAC EFTS	2,684	2,900	3,062	2,778	3,008	3,024
ACE EFTS	127	127	127	69	69	69
YG EFTS	-	-	40	60	90	120
Total TEC Funded EFTS	2,811	3,027	3,229	2,907	3,166	3,213
Total TEC \$ / Total TEC EFTS	\$ 8,715	\$ 9,255	\$ 9,243	\$ 9,033	\$ 9,055	\$ 9,050

² Requirements and Exemptions for Investment Plans from 2011 onwards. 13 May 2010. PURSUANT to sections 159P, 159R, 159T, 159U and 159Y of the Education Act 1989, the Tertiary Education Commission (TEC) gives the following notice: This Notice may be cited as the Requirements and Exemptions for Investment Plans from 2011 onwards for Tertiary Education Organisations Notice.

Table 2: Waiariki Commitments for 2011 to 2013 for Investment Plan

KPI	SAC Performance Commitments	EPI or FPI	F/Cast 2010	Plan Target		
				2011	2012	2013
1	Successful course completion rate for all students	EPI	60%	65%	68%	70%
1.1	Successful course completion for Māori students	EPI	56%	61%	64%	66%
1.2	Successful course completion for students aged under 25 at level 4 and above	EPI	65%	68%	70%	72%
2	Qualification completion rate for all students	EPI	40%	45%	50%	55%
2.1	Qualification completion for Māori students	EPI	38%	43%	48%	53%
2.2	Qualification completion for students aged under 25 at level 4 and above	EPI	40%	47%	52%	57%
3	Student retention rate for all students	EPI	35%	40%	45%	51%
4	Student progression	EPI	44%	44%	44%	44%
5	Risk rating against the Financial Monitoring Framework	FPI	Minimal	Low - Min	Minimal	Minimal
6	Extent of improvements in Attributes as per CAMS Improvement Plan	FPI		Give effect to CAMS Action Plan		

Figure 3: Waiariki actual EPI Trends for 2008 to 2009 and commitment for 2010 to 2013



Contents - Ngā Rārangi

He Mihi	2
Forward.....	2
Executive Summary.....	4
Part 1: Plan Context.....	10
1 Introduction.....	10
2 Strategic Vision, Mission, Role and Functions.....	11
3 Past Achievement and Future Need	12
3.1 Waiariki’s track record of achieving TES priorities.....	12
3.2 Changing the business model to multi-year enrolments.....	15
3.3 Alignment with Tertiary Education Strategy 2010 to 2015.....	15
3.4 Improving system performance - ensuring substantial gains in learner success	16
3.5 Ensuring more young people move successfully from school into tertiary study	17
3.6 Ensuring further improvement in retention and progression, increased literacy and numeracy and more study at higher levels.....	17
3.7 Supplying skilled graduates to employers in our region and across NZ.....	18
3.8 Supporting youth transition to tertiary study then employment.....	20
4 Targeting Priority Groups - Commitment to Māori	22
4.1 Youth and Māori.....	23
4.2 The significance of Iwi loyalties to Investment Planning.....	23
5 Initiatives 2011 to 2013 - Responding to Market Signals.....	24
6 Strengthen Collaboration and Shared Resources for Greater Efficiency.....	25
7 Other Sources of Funding	27
8 Governance and Management Capability.....	27
9 Summary – Investment Linked to Demand, Sustainability and Viability	28
Part 2: TMOP & Summary of Activity 2011 to 2013.....	30
10 TEC – Investment - EFTS and \$	30
10.1 SAC MOP - EFTS & Funding Category.....	30
10.2 ACE and Youth Guarantee - EFTS & Funding Category.....	30
10.3 Total TEC Funding Sought.....	30
10.4 Impact of Performance related funding.....	31
10.5 TEC NZQF Levels - as per TEC Template	33
10.6 MoE Trades Academies – EFTS & \$	33
10.7 Total Mix of Provision - EFTS & comments	33
10.8 Other Activity.....	34
11 Key Initiatives	34
Part 3: Performance Commitments.....	35
12 SAC Commitments for 2011 to 2013 – EPI & FPI.....	35
Appendices.....	35
Tables	
Table 1: Summary of investment requested from TEC for Plan 2011 to 2013	6
Table 2: Waiariki Commitments for 2011 to 2013 for Investment Plan.....	7
Table 3: KPIs from Waiariki Investment Plan 2008 to 2010 – Summary of Achievement.....	14
Table 4: Waiariki Provision to Support Labour Force Skills needed for 2010 to 2013.....	21

Table 5: Summary of SAC EFTS by Funding Category for 2008 to 2013	30
Table 6: Summary of Total Youth Guarantee (YG) and ACE EFTS for 2008 to 2013.....	30
Table 7: Total TEC Funding in \$ and EFTS, received for 08-10 and sought for 2011 to 2013	31
Table 8: Detailed TEC Funding in \$, received for 2008 to 2010 and agreed for 2011 and sought for 2012 to 2013	32
Table 9: NQF Levels for SAC and YG sought for 2011 to 2013 as per TEC Template	33
Table 10: Proposed Trades Academies MOE EFTS and Funding in \$, sought for 2011 to 2013	33
Table 11: Waiariki Total Mix of Provision (EFTS) for 2008 to 2013	33
Table 12: Waiariki Mix of Provision for 2008 to 2013 shown as a percentage of the total.....	34
Table 13: Key initiatives for the period 2011 to 2013.....	34
Table 14: SAC Performance Commitments 2011 to 2013.....	35

Figures

Figure 1: Waiariki Values	3
Figure 2: Waiariki Rohe	3
Figure 3: Waiariki actual EPI Trends for 2008 to 2009 and commitment for 2010 to 2013.....	7

Part 1: Plan Context

1 Introduction

- 21 Our region has changed since 2008. It is now confident regarding its future contribution to the modern, technologically empowered New Zealand of the 21st Century.
- 22 Waiariki region is unique in New Zealand. It has global air connections, a nearby seaport at Tauranga, is receiving major infrastructure investment in roads and broadband, has multi-billion dollar Iwi assets and a thriving export and tourism positioned business community.
- 23 Regional leaders, both Māori and non-Māori, are confident of their region's economic potential and of Waiariki's place within it. Waitangi Treaty settlements have returned assets to local corporate Iwi ownership, giving them the potential to raise their game to local benefit.
- 24 The region provides sustainable production from forests, livestock farming, horticulture, land and maritime resources and serves a global tourism market. Geothermal and biomass derived sustainable energy adds to this mix for long term wealth creation.
- 25 At the same time Waiariki itself has changed. Waiariki Institute itself is now a thriving, exciting, community grounded, Institute of Technology.
- 26 Waiariki is expected to lead the growth of adding value to our regional GDP through innovation, technology transfer and through upskilling of the regional labour force. It also supports a "catch up" on other regions of NZ in fundamental literacy and numeracy.
- 27 Waiariki provides vocational education and training across the Bay of Plenty and South Waikato, with strong and growing local and global connections. Our outreach raises quality of curricula, enhances New Zealand's image overseas and increases international export-education revenue.
- 28 Waiariki is a sustainable regional polytechnic, dedicated to both serving one of the most challenging regions of NZ, and to raising performance of students and their inputs to regional GDP into the 21st Century. We support equivalence of Income to Australia by 2025.
- 29 Our region is challenging and unique in New Zealand. It has a growing Māori youth population, matching the decline in aging non-Māori. Youth demand increasing resources to overcome historic under provision and under achievement within secondary schools, over many years.
- 30 The Māori population is anticipating and planning for considerable increases in production from its assets. Iwi are the new corporate businesses in a landscape of otherwise overwhelming numbers of SME sector employers.
- 31 Investment by TEC will embed our recent successes, improve course and qualification completions into the future and continue to improve our service to the regional population.
- 32 Waiariki will continue to move towards our goal of being the Leading Polytechnic, Uniquely Bicultural: showing best practice in action and providing shining examples of graduates who will become the future leaders of industry, commerce and the social fabric of tomorrow's New Zealand.
- 33 The new Waiariki Council – chaired by Graeme Nahkies from May 2010, strongly support and endorse the need for investment to satisfy regional demand from employers in Waiariki rohe and the wider New Zealand.
- 34 One of our region's challenges is to increase engagement of youth in tertiary study and to ensure their success. Waiariki is committed to this as a priority.
- 35 Our actions outlined in this investment plan are founded on considerable research. The detailed conclusions of this are given in Appendix 1.

- 36 Our over-riding goal is a brighter future for the people of the Waiariki rohe. They must have the skills and capabilities to drive productivity of our region and nation upwards, to meet government targets of income equality with Australia by 2025.
- 37 Waiariki learners in 2009 stood at the bottom of the EPI ladder in course and qualification success.
- 38 Waiariki is committed to raising success in all NZQF levels within the portfolio to that achieved by our highest performing students. This requires continued focus on achievement, learning methods appropriate to student demographics and capabilities, as well as guidance of learners into the most appropriate qualification pathway.
- 39 Just as New Zealand sits among the bottom levels in OECD economic indicators but outperforms in some, Waiariki is well aware of the challenges before it and is committed to outperformance of sector averages across the board in this Plan period and beyond.

2 Strategic Vision, Mission, Role and Functions

“Aspirational objective for 2013”

“THE LEADING INSTITUTE OF TECHNOLOGY – UNIQUELY BICULTURAL
TE WHARE TAKIŪRA ARATAKI – TIKANGA Ā RUA HE AHUREI”

- 40 The Strategic Plan was prepared with full debate between Waiariki Senior Management Team, Waiariki Council, Te Mana Mātauranga (TMM) and our stakeholders. The Strategic Plan meets the objectives of The Tertiary Education Commission’s own Strategy 2010-2015 (TES).
- 41 Waiariki’s mission is well grounded. It is to deliver skill sets and intellectual capital needed in our region, nation and world by impacting on:
- People and families - transforming their life chances;
 - Iwi and communities - achieving their economic, social and cultural goals; and
 - Businesses - building capacity, increasing labour force efficiency and creating wealth.
- 42 Waiariki affirms its three core roles as an ITP³ to:
- deliver vocational education that successfully provides skills for employment and career progression;
 - undertake applied research that supports vocational learning and technology transfer; and
 - assist progression to higher levels of learning, including through foundation education for our lower achieving community members.
- 43 As shown in our Strategic Plan Poster on the front cover, we are building on four pillars:
- **Partnership and Collaboration** - *Whakahoahoa me te Mahitahi*
 - **Quality Provision** - *Whakaratonga Painga*
 - **Vibrant Learning Environment** - *Taiāo Akoranga Tūkaha*
 - **Economically Viable and Sustainable** - *Tahua Whakahāerenga Moni, Tahua Tokona*
- 44 We will:
- enable a wide range of students to complete industry-relevant certificate, diploma and applied degree qualifications, from NZQF Level 1 to Level 8;
 - enable local access to appropriate tertiary education, fulfilling the needs of our region and nation;

³ TES 2010 - 2015 – page 18

- support students with low literacy, language and numeracy to improve these skills and progress to higher levels of learning; and
 - work with industry to ensure that vocational learning meets industry and employer needs.
- 45 Our graduates will be well respected and sought after. Their skills and attributes will lead to increased economic performance, social and community gains in our region and nationally.

3 Past Achievement and Future Need

3.1 Waiariki's track record of achieving TES priorities

- 46 Plan 2008 to 2010 committed Waiariki to shifts in provision in support of TES/STEP 2007 to 2012. Our target was to become a sustainable, high quality, vocational education and training business through managed growth of enrolments, reconnecting with our region. We have done this.
- 47 Refer to Table 3 on the next page which shows that the KPIs to which Waiariki committed have been achieved.
- 48 We have also gained greater commitment from our students, who studied longer and achieved higher level qualifications.

➤ **We now deliver a greater proportion of EFTS at NZQF L4-7, including to the under 25s and to more Māori, especially Māori youth, from our region.⁴**

- 49 We have begun to lift course success rates for students, especially at NZQF L4-6. At NZQF L7 we recognise our commitment to help Māori achieve similar success to non-Māori. This goal addresses success rates for students who have low levels of prior educational achievement.

➤ **The Region has asked for more and newly focused provision⁵.**

➤ **Waiariki as lead provider and TEC as partner/investor are expected to respond.**

- 50 The Regional Statement of Tertiary Priorities 2009 was facilitated by Waiariki as part of our distinctive contribution. Waiariki is promoted by TEC as an exemplar in achieving the necessary understanding of regional priorities and presenting this in its Regional Statements which gained buy in from the communities and stakeholders of the region and supported our TEC partnership approach to regional provision.
- 51 Since 2006 we have supported TES objectives and changed in many areas to achieve our KPIs, (under 25s, Māori, value for money), through consistently achieving high course and qualification performance (NZQF L4-7, embedded foundation L&N in NZQF L1-3).

➤ **Waiariki has an excellent record of achievement of TES priorities⁶.**

➤ **Our major commitment from 2008 to 2010 was to become a viable and sustainable ITP, meeting the needs of our region through engagement with and delivery to, growing numbers of vocational students enrolled from across the rohe. We have achieved this goal.**

➤ **Waiariki is committed to its role of helping NZ to substantially raise its OECD rankings, through successful investment in vocational education and technology transfer. The new challenge is to provide value for money and increase return on investment, to the economy.**

⁴ KPI 5.1 investment Plan 2008-2010.

⁵ Regional Statements 2007, 2008, 2009.

⁶ Waiariki annual report for 2009 details progress achieved to Dec 2009 on all KPIs agreed for the 2008-2010 Plan. 2010 has seen significant progress to overachieve on all targets set.

- **Successful completion of high quality, relevant, courses and qualifications, by Waiariki students, will give graduates opportunity to become effective and efficient members of tomorrow's workforce.**
- **Investment in Waiariki is an investment in the Government's own TES 2010 to 2015 and will result in success for students and a growing income for this community.**

52 Waiariki is focused on quality student experiences and supporting learning through investing in technology for teaching staff, to maximise student success rates and provide value for money to TEC through greater returns to employers of our graduates.

Table 3: KPIs from Wairiki Investment Plan 2008 to 2010 – Summary of Achievement

KPI	Objective	Target 2010	Outcome
	Improvements in reported crime, average wage and Māori economic indicators for the region.	An improvement in indicators over the long term	Met, indicators for the region are showing improvement.
1.1	Portfolio of identified foundation learning courses and qualifications which meet Foundation Learning Quality Assurance (FLQA) requirements.	100% FLQA	FLQA no longer a focus but Wairiki is achieving all goals for embedding LN in level 1-3 qualifications.
1.2	Foundation courses and qualifications provided from all four campuses and accessible in the workforce.	Foundation courses available in four campuses	Met.
1.3	Increase the proportion of enrolments in qualifications that have specific support structures in place relating to foundation level skills in literacy, numeracy and language.	70% level 1-3	Met, all support structures in place.
1.4	Facilitate regional cluster of providers and participate in sector cluster which focuses on literacy and numeracy teaching and learning using foundation learning progressions.	Regional cluster in place by 2009	Met, Wairiki seen as an exemplar by TEC in L&N focus projects for Maori.
2.1	Increase progression rates for students after completion, moving from level 1-3 to higher level qualifications.	15%	Met, 2009 cohort achieved 42%.
3.1	Increase the proportion of EFTS for students aged under 25 enrolled in qualifications at level 4 and above.	60%	Met, 60% of the students under 25 are enrolled in level 4-7 qualifications as at Aug 2010.
3.2	Increase the successful course completion rates for courses from level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas for students aged under 25.	70%	Semester 1 2010 results indicate that close to 70% will be achieved in 2010.
3.3	Increase qualification level completion rates in one EFTS and under, level 4 and above qualifications for students aged under 25 (over 2 year period).	34%	Final outcome end of 2012. Outcome for 2009 cohort to date 31%.
3.3b	Increase qualification level completion rates for level 4 and above qualifications for students aged under 25 (over 5 year period).	50%	Final outcome end of 2015. Outcome for 2009 cohort to date 22%.
3.4	Reduce first year qualification level attrition for level 4 and above qualifications for students aged under 25.	48% or below	First year attrition has been reduced. 2008 cohort 66%, 2009 cohort 51% to date.
4.1	Increase progression rates after completion moving from level 1-3 qualifications to higher level qualifications, specifically for Māori students.	20%	Met, 43% achieved for 2009.
4.2	Reduce first year qualification level attrition for level 4 plus qualifications for Māori students.	Decrease by 5% per year	Met, 2008 cohort 69%, 2009 cohort 55%.
4.3	Increase the proportion of Māori students engaging in study at levels 5 -7.	Increase by 5% each year	Met, 2009 proportion 23%, 2010 proportion 41%.
4.4	Increase the proportion of enrolments of Māori students in levels 5 - 7 qualifications that successfully graduate with a qualification at the same or higher level over a 5 year period.	Increase by 2% each year	Final outcome end of 2015. Outcomes to date for 2008 cohort 11% 2009 cohort 11%.
5.1	Increase the proportion of enrolments into levels 4-7 qualifications.	63%	Met, year to date 63% EFTS in level 4-7.
5.2	Increase the proportion of enrolments into industry based course offerings (placements, work experience, industry projects) at levels 5 and above.	20%	Met.
6.1	Increase the proportion of enrolments in levels 4-7 qualifications that successfully graduate with a qualification at the same or higher level over a 5 year period.	60%	Final outcome end of 2015. Outcomes to date for 2008 cohort 16%, 2009 cohort 14%.
7.1	Stakeholder feedback identifies that regional needs and priorities are understood and the system is more responsive.	80% identify the system is more responsive	Discussions indicate system is more responsive. Regional job summit held during 2008. Stakeholders consulted during EER reported high levels of satisfaction and that Wairiki is responsive to needs.
7.2	Agreements established with Te Whare Wānanga o Awanuiarangi.	Agreements in place by 2009	Met.
7.3	Agreements established with Te Wānanga o Aotearoa.	Agreements in place by 2009	Met.

3.2 Changing the business model to multi-year enrolments

- **Since 2006, Waiariki has changed its business model from a focus on 6-12 month qualifications at NZQF L2-3 to 1 to 3 year qualifications at NZQF L4-8 (in comparison to University provision which has not changed its delivery model).**
- **The change has not been without challenges; in the last year we have moved away from greater engagement of the population to ensure increased quality learning outcomes.**
- **We now emphasise qualification success at all NZQF Levels.**
- **We have incorporated significant industry and employer stakeholder consultation into planning our portfolio development and refreshment.**

- 53 Waiariki has changed its business model from provision of 6-12 month NZQF L1-3 qualifications to focus on higher NZQF L4-7 provision, in multi-year qualifications.
- 54 The change has generated a greater proportion of full time students within the student body and consequently our commitment to support learning pathways for fewer students within a capped funding system.
- 55 Waiariki is committed to providing quality vocational education to this growing pipeline of enrolments now studying at Levels 4 to 7 in multi-year qualifications.
- 56 As a result of internal pipeline demand, and growing external demand for new enrolments due to demographic changes in the region, combined with a growing acceptance of Waiariki as the lead provider (more than 45% of all students who study in our region enrol at Waiariki), more potential students are denied access to tertiary study.
- 57 Rising course completion rates in years one and two of multi- year programmes will continue to add further pressure on enrolment caps.
- 58 Skills shortages will grow and pressure from employers to import more skills, as was their habit from 2000 to 2008, while home grown capability is ignored, will further increase.
- 59 Waiariki will continue to work in partnership with TEC to ensure the region's needs are met as a priority. We will also collaborate with other sectors, Wananga, PTEs, OTEPs⁷ and other ITPs to maximise access to quality vocational education and to learning success.

3.3 Alignment with Tertiary Education Strategy 2010 to 2015

- **Waiariki is committed to achieving Government priorities during the new Plan period.**

- 60 Many of the TES 2010-2015 goals are already embedded into Waiariki activity.
- improving our student's educational course and qualification completions to achieve above sector benchmarks;
 - increasing the already large number of Māori students enjoying success at higher levels;
 - increasing Pacifica students (especially in S Waikato) achieving success at higher levels;
 - increasing the number of young people moving successfully from school into tertiary education and beyond, into the workforce, as skilled and motivated participants;
 - strengthening transfer of technology derived from NZ and global applied research to our students through significant global educational outreach;
 - increasing the number of young people (under 25 yrs) achieving qualifications, especially at NZQF L4 and above, and particularly in diplomas and applied vocational degrees;
 - improving foundation education; integrating literacy and numeracy into skills qualifications within NZQF L1-3, including Youth Guarantee provision.

⁷ OTEPs Other Tertiary Education Providers - see <http://www.tec.govt.nz/Resource-Centre/Acronyms/>

3.4 Improving system performance - ensuring substantial gains in learner success

- **In 2008 Waiariki was assessed with an average learner “at risk” score of 2.3 which was the second highest in the sector, contributing to Waiariki’s low course success result.**
- **Our business drivers are to raise success rates to the top band of ITP grouped Sector benchmarks by 2013.**

- 61 Waiariki is clearly focused on finding an investment solution which will help students to achieve a greater student course and qualification success.
- 62 Historically, large proportions of students studied part time and in non-contact provision. There was a tendency to take >5 years to complete a qualification. Many were not completing at all.
- 63 In 2009 course and qualification completion rates became an essential new focus for Waiariki within the context of national benchmark discussions. Strong student demand enabled Waiariki to invest heavily into system upgrades and into student support in 2009-2010.
- 64 The TEC researched “At Risk Factors” are key to understanding success rates. The Tertiary Education Commission NZBT (New Zealand Benchmarking Tool) site includes correlations of course success with a learner “at risk index”. The analysis demonstrates that there is a clear negative correlation of learner success with:
- Ethnicity Māori or Pasifika;
 - Age over 35;
 - No previous formal qualification;
 - Prior activity was unemployed or beneficiary;
 - Disability.
- 65 Waiariki region student demographics are heavily influenced by the first four of these factors. We also support provision to students with disabilities.
- 66 We have already undertaken a wide range of actions to improve course and qualification success during 2009 and 2010. We have:
- Upgraded management systems, increased efficiency of teaching and support services;
 - Provided improved recreational facilities for students to address positive learning environment and habits;
 - Redesigned / refreshed courses;
 - Built a modular structure for qualifications which increases student choice;
 - Removed courses from the portfolio where they were outside our core focus on work skills, or were too resource hungry to ensure success;
 - Integrated courses into longer qualifications to meet the needs of higher ability learners; and
 - Reduced confusion by rationalising our modern suit of relevant certificates, diplomas and degrees, embedding National Qualifications to meet learner and employer needs.

Waiariki is committed to making significant improvement in success for all ethnicities through:

- **changing delivery from part time / distance to full time, face to face teaching;**
- **maximising use of blended learning technologies, to gain efficiencies;**
- **focusing on hands-on training, supported by technologically enhanced learning resources;**
- **providing learning support and integrated L&N foundation skills, especially for under achieving Māori & Pasifika;**
- **considering enrolment strategies to manage entry level to qualifications.**

- **assisting students' choice of learning pathways, through advice and direction;**
- **changing our management and staff rewards policy to support EPI achievement within our business units, the Schools.**

- 67 Completion and success are a complex interaction of ethnicity with lifestyle, study medium, study skills and wider issues of social and peer pressure demands.
- 68 Part time qualifications have either now been substantially modified or exited totally to address low completion. TEC provided additional investment to embed literacy and numeracy.
- 69 By 2013 all EPIs are planned to be at median grouped level. Matching our demographics, Māori participation will be 30% above the sector average. Refer to Appendix 1 Figure 8: Variance - Waiariki vs. ITP Sector EPI, actual 2004 to 2009 and plan 2010 to 2013.

3.5 Ensuring more young people move successfully from school into tertiary study

- 70 Analysis has confirmed that low success is associated with low NCEA achievement prior to enrolment.
- 71 Waiariki region has some of the poorest school leaver qualifications in NZ, and the lowest proportion nationally in University Entrance or NCEA 3 categories.
- 72 To improve school leaver qualifications, Waiariki is actively supporting Trades Academy initiatives in the Primary Sector and in Eastern Bay of Plenty.
- 73 Our approach is to increase school leaver qualifications and therefore tertiary study capability, before students disengage at secondary school.
- 74 A substantial proportion of the 38,000 Māori and 5,000 Pacifica in our region are looking towards Waiariki for solutions.
- 75 If we are to maintain the ground gained between 2006 and 2010 in community confidence and trust, we have no choice but to meet our regional demographic and industry needs.

3.6 Ensuring further improvement in retention and progression, increased literacy and numeracy and more study at higher levels

- **Waiariki has made retention and progression, from NZQF L2-3 to NZQF L4 and above, priority focus areas.**
- **Literacy and numeracy skills are embedded in curricula and teaching practice at NZQF L2-3.**
- **We actively support the government's Youth Guarantee programme and use of the National Literacy/Numeracy Assessment Tool.**
- **We support Trades Academy initiatives for Primary Sector and in Eastern Bay of Plenty.**

- 76 Waiariki has noted that the benefits of embedded literacy and numeracy in provision has:
- helped build learning capability and self esteem – this encourages them to reach goals, better job prospects, ability to earn more than \$11.50 an hour, improved lifestyle, pathway to study for a higher qualification;
 - at “big picture” lifted national productivity- fewer mistakes and reworks, less wastage;
 - contributed to a sense of empowerment - especially where students are expressing themselves through speech and writing; also L&N capability raises self esteem – to get on better with other people, resulting in a “feel good factor” all round, not just in the individual.
 - provided the impetus for a lift in L&N skills in families – helping to “break the cycle”.

3.7 Supplying skilled graduates to employers in our region and across NZ

- **Waiariki’s role is to build the foundations for a productive regional economy.**
- **We will do this primarily and fundamentally by supporting and increasing skills for local employment, to raise income, workforce efficiency and resulting GDP.**
- **We are already moving from “meeting and stimulating demand across the board” to managing demand, combined with steering demand towards priority vocational education investment which will maximise returns to government and the economy.**
- **We will stimulate economic growth by supplying successful, “work ready, forward looking, highly skilled graduates” to our region and nation.**

- 77 Waiariki supports TES 2010 to 2015 expectation that our role is to provide graduates with opportunities to gain world class skills and knowledge.
- 78 We are committed to support other regions of New Zealand, as well as our own, especially where we have unique areas of resource such as Forestry, or an established high quality qualification such as the Waiariki Bachelor of Nursing, which supplies a national and global nursing labour market.
- 79 Waiariki already works with tertiary vocational universities, educational agents and government agencies in more than 13 countries. These give global connectivity to capture and offer the world class skills and knowledge demanded of us.

- **Waiariki supports and strengthens regional economic and business infrastructure.**
- **The Waiariki region is changing and Waiariki Institute of Technology is responding.**
- **Waiariki region has vocational education graduate supply challenges. Highly skilled graduates are needed to satisfy a growing workforce and a “hungry economy” coming out of recession.**
- **Waiariki is committed to providing a continued supply of skilled graduates.**
- **TEC and Waiariki have identified demand for increased vocational education and training within the region, the Ministry of Social Development and others have projected growing labour force demands in key economic sectors.**

- 80 The Region benefits from the recent CNI collective Treaty of Waitangi settlement which injected over \$300m in cash and assets into the region. This enthused Māoridom with self confidence and a demand for a brighter future.
- 81 Waiariki has also adopted a proactive business stance, targeting international export trade as the way to economic growth. We have identified;
- an emerging Māori corporate/lwi economy, which supports Waiariki’s biculturalism and vocational goals, with a considerable lwi asset base, including unique geothermal energy assets; the Waka cited in our opening Mihi support Waiariki as “their community polytechnic”.
 - strong people based links between the Waiariki region as a “primary goods feeder” linking with Auckland and to a lesser extent, the Waikato, as the national economic “powerhouse”,
 - in the case of geothermal assets, this is the NZ “power supply region” with sustainable growth potential to use this also as a competitive advantage in primary production and added value sectors;
 - an established export focused business sector, with strong business representative organisations, with national and global links;
 - established major sea port (Tauranga) and airport (Rotorua) connections to the rest of New Zealand, Australia and globally;

- a history of innovation among the primary industries and tourism, with local Crown Research and other intellectual property creation; and
 - a reasonable road and telecommunications networks receiving substantial regional and national investment in the near future to ensure world class infrastructure.
- 82 Waiariki region has 3.6% of the total NZ workforce but significantly 8.2% of the total national Māori workforce.
- 83 The region is characterised by;
- an aging predominately NZ European workforce, with its skills gained through experience rather than education, with a relatively steady demand to study part-time to upskill, whether employed or unemployed;
 - a mature low skilled Māori workforce, with minimal secondary qualifications, who turn to Waiariki to upskill and who historically move between industry sectors when jobs are at risk;
 - a substantial female, not-in work, population who enter the workforce following graduation from second chance learning if jobs are available, or rely on social support, when they are not;
 - a growing body of retired entrepreneurs who require retirement care, but can invest time and resources in regional economic development.
- 84 Current and identified future demands are for more vocational education and training within the region to rectify historic under provision and to increase the availability of modern skills and technologies.

- **Waiariki will change its model of provision over three investment cycles from “push” to “pull” – from “student demand led” to “industry supply led”.**
- **We have already begun this change with our portfolio redevelopment and a focus on learning success, which must be further embedded to achieve long term impact.**

- 85 The Waiariki region has 49% of the Forestry and 19% of the Wood Processing national workforce. It has over 10,000 people employed in Tourism and almost 22,000 employed in Trades. The total working age population of 68,000 represents 3.16% of New Zealand’s total working age population.
- 86 Nursing, Social and Community Work and Education have seen employment growth since 2006. Waiariki contributes to the national labour pool in these career subjects. This is likely to continue as the workforce ages and retirement becomes a focus.
- 87 The wider NZ labour force demand for Trades vocational skills closely aligns with Waiariki’s own region. Building, construction, and engineering sectors have reduced demand for industry recruits since 2006 but are growing and demanding more highly skilled labour to utilise sustainable building and smart manufacturing technologies.
- 88 Local demand, especially for engineering, remains strong with an export focused, as well as service industry SME sector offering work to our graduates. This offers opportunity to develop and enhance curricula and new, focused, industry partnerships which support NZ innovation and commercialisation of intellectual property, following and learning from models such as Auckland’s Ice House in NZ and the Bauerhaus concept.
- 89 The concentration of forestry and wood processing in the Waiariki region is clear. Although the sector total labour force has fallen since 2006, this fall is expected to continue at a slower rate, with increasing demand for high level skills and improved sustainable resource management which presents opportunity for niche provision.
- 90 The primary industries traditionally have been high employers of low skilled labour. Increased technology requires Waiariki to continue to raise qualification (NZQF) levels and form new international associations, including within the sustainable energy sector. Our Centre for Excellence in Conservation, Energy and Environmental Sustainability is a direct

response to regional and national needs in these areas, linking to Taupo's own Clean Energy Centre developments.

- 91 We will continue to work closely with Primary Sector ITOs to support in-work training and assessment of skills, while also offering full time alternatives to ensure a more highly skilled and productive workforce, including collaboration with Taratahi Agricultural Training Centre.
- 92 The mix of provision at NZQF L4-7, balanced by provision at NZQF L1-3, will meet regional employment needs. It must allow students to pathway from lower to higher levels, and to gain higher skilled employment in key regional industries or in others across New Zealand.

3.8 Supporting youth transition to tertiary study then employment

➤ **More students under 25 years of age are enrolling in tertiary study.**

- 93 Waiariki continues to be committed to increasing enrolments of under 25 year old students. The proportion has increased between 2006 and 2010 from 40% to 45% of EFTS consumed.
- 94 The number of students below age 25 has doubled, from 747 EFTS in 2006 to 1,695 EFTS in 2010.
- 95 This trend is expected to continue to increase year on year. We now already enrol more under 25s than at any time in Waiariki's 32 year history. The increase reflects both our strategy to attract younger learners, and our region's youth demographic changes.
- 96 As has been our strategy in support of TES and to gain higher completion rates, the majority of youth now study on a full time basis.
- 97 We now enrol more <25 year old students in NZQF L4-7 qualifications. This reflects the growing youth demographic of our region and their own growing aspirations to achieve higher levels of skills and knowledge.
- 98 Trends begun in 2006 are expected to grow in momentum, as the economy expands in future years. This balance of under-25s in study mode and those who are more mature, will give continued long term benefit to the region.

Table 4: Waiariki Provision to Support Labour Force Skills needed for 2010 to 2013

Waiariki mix of provision link to employment trends 2006-2015 (Census 2006) by area of work								
ANZSIC Code Area ¹	Waiariki School	Approx split of SAC EFTS Proposed 2011	% of SAC Provision	Curriculum Area	Total employed pop'n	% of local emplmnt	Empl Trend from 2006 to 2010	Expected future emplmnt trend to 2015
Health (national graduate demand)	Nursing & Health	720	21.3%	Total Nursing and Health	4,470	6.5%		
Social & Community Services	Te Wananga a Ihenga	480	14.2%	Social and Community	2,347	3.4%		
				Education	5,340	7.8%		
				All Social, Community and Education	7,687	11.2%		
Engineering, Construction & Food (does not include ITO provision)	Trade Training	680	20.1%	Machining and Construction Trades	8,405	12.3%		
				Chef Skills and Food	11,430	16.7%		
				Personal Services, incl Hairdressing	1,888	2.8%		
				All Eng, Constr, Food & Pers Services	21,723	31.8%		
Communications & Fabric (national graduate demand)	Computing Technology & Comms	520	15.4%	Fabric	118	0.2%		
				Communications & IT	1,402	2.1%		
				All Computing, Tech and Comms	1,520	2.2%		**
Business & Tourism excl Retail & Wholesale	Business & Tourism	500	14.8%	Business & Professional Services	7,882	11.5%		
				Tourism incl personal services	1,888	2.8%		
				Sport and Recreation	1,454	2.1%		
				All Business and Tourism	9,770	14.3%		
Forestry, Ag and Hort, incl service sector (does not include ITO provision)	Forestry & Primary Industries	475	14.1%	Forestry	3,520	5.1%		
				Wood processing (& other primary proccsssing)	4,806	7.0%		**
				Agriculture, incl Ag Services	4,496	6.6%		**
				Horticulture*	810	1.2%		*
				All Land Based Production and Process	13,632	19.9%		**
Total workforce VET needs		3,375		VET Target Employed Population	58,801	86.0%	-4.5%	+5%
Total Workforce 2006, all persons recorded					68,359			

Notes to Table 4 above.

Note: this excludes main retail and wholesale sectors, fuels, oils, mining, fisheries and some personal services.

*Horticulture currently employs 12,000 temporary seasonal workers at peak harvest season. Technology introduction will reduce this, increasing mechatronics needs in advanced engineering.

**Increased technology uptake in the primary industry sector and in computer aided trades reduces labour needs. However the total number of dairy and engineering businesses is expected to increase, resulting from investment by Māori corporates. Current labour in geothermal applications is small but growing; this area will be captured in advanced trades training, in management education and in Māori corporate governance.

Direction and width of arrow indicates volume and direction of expected change in total employment. However the actual demand depends on sector size, workforce demographic and “churn” as well as technology demand.

- 99 Waiariki has raised its NZQF level across almost all subjects through actively redeveloping its portfolio. We now offer applied degrees in Management, with majors in Forestry, Tourism and Hospitality, key sectors of our local economy, with others planned. Nursing, Computing, Māori Development, Education and Social Services complete our higher level portfolio. These changes directly respond to regional demands.
- 100 Waiariki also now offers a wide portfolio of NZQF L4 Trades qualifications rising to Level 6 Diplomas, including pathways to applied degrees at Waiariki or elsewhere, at NZ Universities and overseas. These qualifications increasingly attract more youth. Our secondary –tertiary transition strategy will continue to impact learner success at these levels, as more school leavers gain NCEA Level 2 and a National Vocational Qualification at NZQF L2 or 3 within Trades Academies while at secondary school.

➤ **In addition to working with the 38 secondary schools across its region, Waiariki has a strong track record of ITO and increasingly PTE and OTEP collaboration.**

- 101 Waiariki works closely to provide learning pathways to higher level provision for those who wish to study at PTEs for Youth Training, Gateway, Skill Enhancement and Training opportunities.
- 102 Waiariki works closely with FITEC, AGITO and HortITO in the primary sector and with many Trades based ITOs as well as the Tourism and Hospitality ITOs. Such industries as engineering, electrical and construction will resume their demand for apprentices as their sector recovers from recession. If skills shortages are to be avoided, these essential roles of Waiariki, working as the local community college with PTEs and with ITOs will continue.

4 Targeting Priority Groups - Commitment to Māori

- 103 It would be impossible for Waiariki to exist without support of local Iwi.
- 104 Over 35% of the current regional population identifies with Māori ethnicity. This proportion will continue to grow as Māori youth mature and enter family bearing age, continuing the growth over the next twenty to thirty years and strengthening the cultural and economic impact of Māoridom.
- 105 Our region is unique in New Zealand, with Māori youth increasing to over 55% of total youth and becoming the workforce of the future and with Māori becoming the asset based corporate employers of the future in an otherwise strongly SME based economy.
- 106 These characteristics offer our region and Waiariki itself major opportunity to support future GDP growth from it’s now established bicultural base.

- **Waiariki has increased the number of Māori enrolled in tertiary study between 2007-2010 - meeting our 2008-2010 commitments.**
- **More Māori are studying at NZQF L4-7 as required in TES 2010-2015.**
- **Waiariki are preparing for a large increase in (under 25 year old) Māori leaving secondary school from 2010 to 2016, over the next two investment plan periods, due to demographic change in the region – this has a direct impact on regional character and significantly drives current Investment Plan demands.**
- **We are responding to local Iwi demands that Māori are educated in their home region to contribute more their own local economy – we are the provider of choice for Māori in our region.**
- **We are working with Iwi who are strongly motivated to co-invest in their own future, following Treaty settlements.**
- **We consider this region second only to South Auckland in Vocational Education and Training (VET) needs of Māori, – the benefits of educating Māori in their home region will be seen in both economic gains and social/cultural enrichment.**
- **The alternative to investment in vocational education for Māori at Waiariki is continued widespread urban migration, with negative social and economic consequences for their home and the target regions.**

4.1 Youth and Māori

- 107 In the 1990's birth rate increased in the Māori population due to social support policies. This new Māori youth population is not evenly distributed. It is concentrated in the Eastern Bay districts of Whakatane, Opotiki and Kawerau and in Rotorua.
- 108 The priority which Waiariki places on youth secondary-tertiary transition in its regions is a direct response to these demographic changes.
- 109 Key drivers for Waiariki are improved outcomes in vocational education for our rising numbers of youth. We have identified:
- school leavers in the Waiariki region will increase from under 2,000 at the end of 2010, to over 3,000 in 2012.
- 110 Growing school leaver rolls are recorded by high Māori ethnicity Schools - especially in Eastern Bay and Rotorua. With Māori achieving lower success in secondary school and subsequently in tertiary study, they present a challenge to our (and TEC's) requirement to increase course and qualification completions.
- 111 Such initiatives as Youth Guarantee and Trades Academies are part of Waiariki's strategy for secondary school transition to tertiary study, in line with government policy. We expect to be fully engaged in supporting the proposed Eastern Bay of Plenty Trades Academy (EBoPTA) from January 2011. We also are engaged in discussion with the Primary Industry Trades Academy and with Taratahi OTEP to improve secondary school transition to Primary Sector careers.

4.2 The significance of Iwi loyalties to Investment Planning

- **Waiariki serves a region which is “home” to seven major Māori Iwi, 8.2% of the NZ Māori workforce and Iwi who have accepted recent Treaty of Waitangi settlements in excess of \$300M.**
- **The regional Maori asset base is recognised as exceeding \$60 billion.**

- 112 2009 was a watershed year for Waiariki region. Treaty settlements under the Central North Island Collective, in Eastern Bay and ongoing activity based with Te Arawa in Rotorua and

Tuwharetoa in Taupo has given self confidence in their capability to Māori and increased their aspirations.

- 113 Waiariki region is “home” to seven major Māori Iwi. These represent a total working age population of over 35,000 people (at Census 2006) in the Waiariki region, which spans South Waikato and much of the Bay of Plenty – they represent over 8% of New Zealand’s Māori workforce.
- 114 The Waiariki region equates to almost 50% of the Māori population in greater Auckland City region. Significantly around 19,000 Auckland Māori have tribal affiliation to our Region.
- 115 It is recognised that many young Māori are mobile. They leave the region if they do not have opportunity for employment or educational engagement. If they have no hope or opportunity for local advancement youth will leave for Auckland and Waikato, where their relatives are already living.
- 116 Without such support, the mobile Māori of Waiariki region will be increasingly disadvantaged – more and more will leave the region to seek jobs or become a social burden elsewhere, as has been the case in former times.
- 117 If disengaged youth leave the Waiariki region to join their Whanau in Waikato and especially in South Auckland, then the consequences will be large numbers of NEET⁸ youth added to these communities, increasing racial tension between Māori and first and second generation migrant populations now settled in city suburbs.
- 118 The investment required to counter social implications will be considerably greater than the investment required to ensure that Waiariki and its collaborators upskill them in their home region.
- 119 Waiariki’s strategy is to seek investment to ensure a skilled Māori workforce operating in its own region, to support and enhance economic growth and to support social cohesion.

5 Initiatives 2011 to 2013 - Responding to Market Signals

- 120 Major capital investment initiatives supporting provision during this investment cycle are:
 - **Mokoia campus developments** – A new Te Wānanga A Ihenga building in response to Te Arawa as key stakeholders;
 - **Waipa campus developments** – Waiariki National Centre of Excellence for the Forestry and Wood Processing Industry and Primary Industry Trades Academy for provision of land based industries, wood processing, biotechnology, geothermal and biomass energy V.E.T.;
 - **Taupo campus developments** – A collaborative new campus (see below);
 - **Whakatane campus developments** – expansion of facilities to include Trades provision targeted at “Youth Transition” and Eastern Bay of Plenty Trades Academy (EBoPTA).
- 121 **Mokoia Wananga** Waiariki has restructured to create a Wānanga within a Wānanga with Te Arawa support. This strong entity will contribute to the future success of Waiariki and its students. Te Wānanga will not only develop and deliver Māori development and humanities qualifications, but will support projects, applied research, foundation learning and linked educational research across all six Waiariki Schools. It will build mutually beneficial partnerships with Iwi throughout the Waiariki rohe and strengthen relationships with Te Whare Wānanga o Awanuiarangi, Te Wānanga o Aotearoa and Te Whare Aronui o Tuwharetoa.

⁸ Youth not engaged in employment, education, training or care-giving (NEET). See <http://dol.govt.nz/publications/lmr/youth/in-the-labour-market/summary.asp>

- 122 **Waipa - Land Based Developments** The 2011 to 2013 years will focus on Waipa campus on the edge of Rotorua. They will facilitate greater land based Primary Industry provision. Through collaborative activity we are committed to strengthening the:
- National Centre of Excellence for the Forest and Wood Industries (including the Forestry Training School) with FITEC;
 - National Centre of Excellence for Energy Conservation and Environmental sustainability; and
 - Primary Industry Trades Academies and Taratahi OTEP partnership pathways.
- 123 **Taupo Campus developments** will support the National Centre of Excellence in Conservation, Energy and Environmental Sustainability and a “Bauhaus” concept Engineering Design School.
- 124 Waiariki will further investigate the potential to develop a new Taupo educational campus, as an economic stimulus to that sub-region in collaboration with external investors in a new Public-Private Vocational Education and Training (VET) model which will meet future needs on a fifty year horizon for high class design engineering integrated with information technology and advances in computing applications, such as mechatronics and CAD applications to specialist New Zealand rural area and earthquake engineering and construction design with modern wood composites and other bio-derived materials. Taupo District Council strongly supports these local initiatives as part of the Lake Taupo economic development.
- 125 Locally, Waiariki is working with many industries through Local Advisory Committees (LACs), community groups (e.g. Rotorua Energy Charitable Trust) and Iwi groups. We are positioning ourselves through our structures to be more responsive to new business opportunities.
- 126 We see the CNI collective as a huge potential opportunity, and especially in our niche training areas of forestry and tourism.
- 127 We see our focus on the environment through our new Centres of Excellence as a logical positioning for the future for land and water conservation and sustainable energy resource management. Our relationships with the CNI collective and especially through our iwi leadership programme and newly established Wānanga are also focused on future partnership opportunities.
- 128 **Other developments which are not capital intensive** will be:
- Continued support to New Zealand’s young athletes through the Waiariki Academy of Sport (WAOS).
 - An Academy of Singing and Music, for young talented musicians, supporting their tertiary study while advancing their special talents, on the same model as WAOS.
 - Advancement of curricula in our Centres for Excellence will open new study areas relevant to New Zealand’s future technologically based sustainable industries.
 - We are committed to provide vocationally skilled graduates for emerging employment sectors of sustainable resource use, energy applications, advanced geothermal engineering and construction design – all requested of us by our region. These also leverage from our growing global connections and will support international student income achieved through Waiariki’s export education strategy.

6 Strengthen Collaboration and Shared Resources for Greater Efficiency

- **Waiariki will play an important part in supporting the evolution and growth of industries in its rohe, through impacting locally on innovation transfer from Crown Research Entities and from overseas, to serve local employers.**

➤ **We will continue to strive to grow collaborative applied research which will enhance labour productivity, encourage new business growth and support vocational learning and technology transfer.**

- 129 **Business and Industry.** The Institute works closely with key ITOs, peak bodies, employer organisations and government funded CRIs. Since 2008 it has developed a National Centre for Excellence in Forestry and Wood Processing, working with the forestry industry (FITEC) and Auckland University. In 2009 it launched a Centre of Excellence for Conservation, Energy and Environmental Sustainability, to attract innovation and interpret academic and CRI research into curricula related to the regional land based industries and tourism potential of the region.
- 130 **Tertiary Education Organisations (TEOs) and OTEPS.** Waiariki's relationships with Iwi groups continues to be strong through our partnerships with Te Whare Wānanga o Awanuiārangi, Te Wānanga o Aotearoa and Te Whare Aronui o Tuwharetoa. We look forward to a stronger association with Tumahaurangi Trust - Rotorua Construction Trade Training PTE at the end of 2010 as we strengthen our commitment to Māori trade training.
- 131 Waiariki also has MOU's with many ITP's and universities to ensure that there are pathways for students to and from each other, and opportunities to improve performance and value add for TEC investment into the education and training in Waiariki region.
- 132 Existing collaboration will be further strengthened with:
- ITPs - The Open Polytechnic, Whitireia, Eastern Institute of Technology, BoP Polytechnic, Tairāwhiti, WITT and Wintec.
 - Universities – UC, Lincoln, Massey, Waikato, Auckland.
 - OTEPs – Taratahi
 - PTEs – Eastern Bay and Rotorua cluster of PTEs, Iwi PTEs.
- 133 **Secondary Schools / Kura.** There are 38 Secondary Schools in the Waiariki region. There is an increasing focus on strengthening the relationships with these schools and improving the student transition to tertiary study. Changes to procedures within schools and opportunity for dual enrolment will have a growing impact on tertiary study
- 134 **ITOs.** A large number of the primary trades based programmes are linked closely with funding from the relevant ITOs. The following ITOs collaborate; FITEC – Forestry, MITO – Automotive, HortITO – Horticulture, AgITO – Agriculture, COMPETENZ – Engineering, HSI – Hospitality, BCITO – Construction, ETITO – Electrical Trades, Hairdressing ITO – Hairdressing, Te Kaiāwhina Ahumahi ITO – Social Services, NZ Journalists Training Organisation – Journalism, Apparel and Textile ITO – Fashion and Design, Aviation Tourism and Travel Training Organisation ATTTO – Tourism , NZITO – Health and Safety. Others include bodies representing Dairy Farming, Local Government, Building Services, Contractors, Community Support Services, Painting, Fire & Rescue Services, Plumbing, Gasfitting & Drainlaying, Public Sector Training Organisations, Sport, Fitness & Recreation, and InfraTrain New Zealand.
- 135 **International Links** - We now have multiple overseas partners and have investigated a number of new offshore markets. We have worked closely with the NZ Government (e.g. NZ Trade & Enterprise) around identifying potential markets and mitigating the risk we have with an over-reliance on India. New opportunity is being investigated in Mexico, Brazil in Central and South America and in Turkey and Czech Republic in the enlarging Europe.
- 136 We have new partnerships in Japan (Beppu) and Korea. Already these partnerships are showing returns through a number of staffing and student contracts.
- 137 We support English language teaching in Nanjing, China and Çankiri, Turkey to enhance student language skills as they pathway to study in New Zealand.

- 138 Our international student numbers and revenues continue to grow. International earnings are and will continue to be a substantial part of Waiariki turnover, enabling investment in improved curricula, systems and student services, benefitting the NZ home students as well as our regional economy.

7 Other Sources of Funding

- 139 **International Strategy.** The International strategy is provided in the Strategic Plan 2009 to 2013 and is continually updated to meet political and Free Trade Agreements (FTA) developments. The financial statements in the appendices also indicate the quantum of income associated with international provision.
- 140 **Research / Collaboration** - Our focus in taking Waiariki forward has been through “making things happen”. There are many advances in technology. Some of these require new skill sets for industry and some relate to our own industry (e.g. e-learning for education delivery).
- 141 We have worked hard to ensure that we are keeping pace with innovations in learning. We have a research strategy and have invested in research. The establishment of our first Chair in Forestry Management continues to pay dividends, and our credibility and relationships with SCION keep improving.
- 142 We are in frequent negotiation with a variety of IP developers in order to become well established as technology transfer and commercialisation pipeline agents, where regional economic growth demands new technologically based skills.
- 143 Waiariki’s research strategy has six goals which are linked to the government’s expectations that “applied research supports vocational learning and technology transfer”⁹ to:
- Goal 1: Increase the institutional capacity to undertake applied vocational research that underpins best teaching practice;
 - Goal 2: Raise the research profile within Waiariki to reflect the needs of the Waiariki rohe, degree and NZQF L7 (and above) courses;
 - Goal 3: Engage in collaborative activities with external agencies;
 - Goal 4: Reflect bi-cultural application to all Waiariki research activities;
 - Goal 5: Effectively manage research activities to reflect the research policy;
 - Goal 6: Foster and acknowledge staff research capacity, contributions, linkages, and creative endeavours.
- 144 **Non vote education.** Waiariki plans to work closely with other government agencies and initiatives during the plan period. Waiariki will work towards establishing closer ties to Health, MSD and Te Puni Kokiri. We view as especially important our role regarding Whanau Ora (Health) and the potential to increase the standard of living of our Māori demographic.

8 Governance and Management Capability

➤ **Waiariki quality systems and management processes have been overhauled to support educational outcomes and sustainability**

- 145 Waiariki is continuously seeking educational quality improvement, not only at the coal face of vocational education provision, but also in its systems and processes.
- 146 We have improved functioning of Academic Board and refined our Council-approved Academic Statute. Our Academic Calendar is seen as an example of excellence, to be copied by other ITPs.
- 147 We have reviewed almost every qualification to ensure we are upgrading and updating all academic documentation and processes. We now have a portfolio which matches regional

⁹ TES 2010 to 2015, page 7

demand, informed by our local advisory committees and by our early adoption of a positive approach to Regional Facilitation which was formalised in the Regional Statements of Priority Needs in 2007 to 2009.

- 148 A review of our own internal capability developed a strategy to increase flexibility of student learning choices. Centralised timetabling and common courses now enable qualifications to share courses. Courses are standardised at 15 credits (150 total learning hours/course) to add to flexibility of student choice.
- 149 Quality of our lecturing staff and the support we give them is viewed as paramount. Our teaching strategy is to recruit the best tutors and to offer professional development to existing staff to enable them (and Waiariki) to become the best in the sector.
- 150 Longer term changes now are working their way through to qualification completion rates. Course completions show substantial improvements from changes implemented in 2009-2010. This area is critical for our success in the longer term, with resources allocated as priority within the Plan period.

- **Capital Asset Management and Financial Performance have been upgraded with investment in systems and new facilities to support learners.**
- **Waiariki has demonstrated its capability to change in the short term while working towards a sustainable long term vision of excellence and sector leadership by re-investing surpluses achieved through careful budgeting and effective leadership.**

- 151 During 2008-2010, Waiariki has made significant capital investment, approved as part of the Council-approved Mokoia Campus 50 year Master Plan.
- 152 This long term plan was commissioned to ensure sustainable staging of future developments, consistency with our biculturalism and unique Māori demographic and culture, achieving exceptional value for money within agreed budgets:
- 153 Waiariki has invested significantly in its Information Technology infrastructure since 2008, to improve technology in our learning environment. We have wireless capability across Mokoia Campus since 2009 and all staff have desktop PCs or laptops, as do many of our students.
- 154 Major achievements include implementation of a new Financial Information System (FIS) and a new HR Information System (HRIS) in 2009-2010. A new SMS project is being implemented from late 2010, utilising Tribal's international standard SMS suite adapted from the U.K. to give live dashboard reporting.
- 155 Financial Monitoring Framework (in Appendix 2) Primary Indicators EPIs are based upon the total mix of provision (TMOP). This has been calculated by combining the TEC mix of provision (MOP) with all other sources of income; the calculation includes potential Trades Academies, International enrolments, ITO and other full cost recovery EFTS.
- 156 Waiariki viability and sustainability indices reflect our inward investment. Indices currently show a high performance, "low institutional risk rating" against the Financial Performance Framework.

9 Summary – Investment Linked to Demand, Sustainability and Viability

- **This Investment Plan will support long term aspirations in the period 2011 to 2013.**
- **It enables Waiariki to continue adjustments to portfolio, increases in educational quality and business efficiency and most importantly continued improvement of student outcomes to ensure that high quality learning supports the best student success rates in New Zealand.**

- 157 Waiariki is a vocational educational business which has a proven record of responding successfully to its stakeholder demands and meeting the needs of its region.
- 158 We are confident that we will give Government (TEC) and our region the essential return on tax payer investment demanded of us in the future.
- We have built capability, changed the provision model and invested heavily in quality provision.
 - We have shifted our portfolio to attract students to study at NZQF L4 and above.
 - We have enrolled greater numbers of full time students and changed our portfolio to align with regional employment needs.
 - We are now a low risk tertiary provider, with a resilient business model.
 - We have invested substantial sums in capital and infrastructure.
 - With 2011 agreed as a year of consolidation to meet TEC and government economic criteria, and alignment with performance based funding, Waiariki will finish 2010 as a lean and fit for purpose tertiary organisation able to meet agreed future targets.

Part 2: TMOP & Summary of Activity 2011 to 2013

159 Part 2 provides information that reflects actual delivery in 2008 and 2009 and forecasts performance for 2010, with provision planned for 2011 to 2013.

160 Provision in subject mix and NZQF Levels is closely aligned to regional TES demands signalled in Part 1: Plan Context. The outcomes are signalled in Part 3: Performance Commitments.

10TEC – Investment - EFTS and \$

10.1 SAC MOP - EFTS & Funding Category

161 Table 5 provides a summary of SAC EFTS per funding category for 2008 to 2013.

Table 5: Summary of SAC EFTS by Funding Category for 2008 to 2013

SAC Funding Category	A	B	C	I	J	L	P	Total
2008 Actual EFTS	480	133	34	78	1,010	549	400	2,684
2009 Actual EFTS	561	181	79	45	921	600	513	2,900
2010 F/Cast EFTS	564	286	111	73	663	684	681	3,062
2011 Plan EFTS	569	195	56	68	514	738	639	2,778
2012 Plan EFTS	604	209	60	76	581	824	654	3,008
2013 Plan EFTS	619	218	58	74	608	827	620	3,024

10.2 ACE and Youth Guarantee - EFTS & Funding Category

162 As per Budget 2010, ACE provision will be reduced from 127 EFTS in 2010, to 69 EFTS per annum during the Plan. Waiariki will respond further to the Youth Guarantee Scheme by committing to an additional 20 EFTS in 2011 – total of 60 annually increasing to 90 and 120 in 2012 and 2013 respectively. Funding at a lower \$ rate per EFTS for 2011 has been approved by TEC. Refer to Table 6.

Table 6: Summary of Total Youth Guarantee (YG) and ACE EFTS for 2008 to 2013

Youth Guarantee and ACE EFTS by Funding Category	A	C	J	L	P	Total YG	K	Total ACE
2008 Actual EFTS							127	127
2009 Actual EFTS							127	127
2010 F/Cast EFTS	8	2	2	2	25	40	127	127
2011 Plan EFTS	43	1	1	1	15	60	69	69
2012 Plan EFTS	20	6	5	5	56	90	69	69
2013 Plan EFTS	26	8	6	6	74	120	69	69

10.3 Total TEC Funding Sought

163 Table 7 shows total funding received from TEC for 08 to 10 and sought for 2011 to 2013.

Table 7: Total TEC Funding in \$ and EFTS, received for 08-10 and sought for 2011 to 2013

Year	2007	2008	2009	2010	2011	2012	2013
Component	Actual	Actual	Actual	Forecast	Plan	Plan	Plan
Total TEC \$(000's)	\$ 20,417	\$ 24,497	\$ 28,016	\$ 29,847	\$ 26,254	\$ 28,673	\$ 29,078
SAC EFTS	2,359	2,684	2,900	3,062	2,778	3,008	3,024
ACE EFTS	127	127	127	127	69	69	69
YG EFTS	-	-	-	40	60	90	120
Total TEC Funded EFTS	2,486	2,811	3,027	3,229	2,907	3,166	3,213
Volume related funding / TEC EFTS	\$ 6,988	\$ 7,317	\$ 7,637	\$ 8,164	\$ 8,421	\$ 8,494	\$ 8,496
Other TEC funding / TEC EFTS	\$ 1,225	\$ 1,398	\$ 1,619	\$ 1,079	\$ 612	\$ 562	\$ 553
Total TEC \$/ Total TEC EFTS	\$ 8,213	\$ 8,715	\$ 9,255	\$ 9,243	\$ 9,033	\$ 9,055	\$ 9,050

10.4 Impact of Performance related funding

- 164 TECs performance related funding (PRF) system has been accepted and embraced by Waiariki. The drive to achieve high quality outcomes is both essential and desirable in the very challenging Waiariki region. We look forward to continuing to work in partnership with TEC to meet our objectives and EPIs.
- 165 Waiariki understand PRF will impact on TEC investment funding allocated. Agreement has been reached for 2011 funding within the following framework (Table 8), with 2012 to 2013 provided as indicative figures to be confirmed following government budget allocations in those future years.

Table 8: Detailed TEC Funding in \$, received for 2008 to 2010 and agreed for 2011 and sought for 2012 to 2013

Commercially sensitive – contact Waiariki for further details.

166 Note the following:

1. Figures underlined are requested funding – to be confirmed.
2. The Workplace Literacy is separately approved.
3. Equity, ESI, YG, ACE, LLN and WPL are forecast for 2012 and 2013 at 2011 levels.
4. A 2.2% increase is included in 2011 SAC. No CPI has been allocated for 2011 to 2013.
5. 2011 SAC funding includes a \$1.9M deduction **and is dependant on** the outcome of 2010 <30% course success equivalent to less than 5% of 2010 SAC EFTS.
6. 2012 and 2013 SAC funding is at TEC agreed baseline.

10.5 TEC NZQF Levels - as per TEC Template

167 Table 9 provides a summary of the provision in SAC and YG EFTS as per TEC Template sought for 2011 to 2013.

Table 9: NQF Levels for SAC and YG sought for 2011 to 2013 as per TEC Template¹⁰

NQF Level	SAC EFTS			YG EFTS		
	2011.00	2012.00	2013.00	2011.00	2012.00	2013.00
1.00	39.1500	39.6000	38.7000			
2.00	157.9050	152.6800	151.3600	8.0000	8.0000	8.0000
3.00	507.2100	459.7400	437.7000	52.0000	52.0000	52.0000
4.00	607.2600	638.0000	624.3600			
5.00	556.5762	656.7972	694.8470			
6.00	155.5038	165.1848	174.3220			
7.00	749.8801	891.2630	898.8000			
8.00	4.3500	4.4000	4.3000			
9.00						
10.00						
Total	2,777.8351	3,007.6650	3,024.3890	60.0000	60.0000	60.0000

10.6 MoE Trades Academies – EFTS & \$

168 As already stated, Waiariki is committed to a seamless transition from secondary to tertiary education. Waiariki is already committed to provision to the Eastern Bay of Plenty Trades Academy in 2011 and beyond. Table 10 provides a summary of the provision in EFTS and the Funding sought for 2011 to 2013. Funding is yet to be confirmed

Table 10: Proposed Trades Academies MOE EFTS and Funding in \$, sought for 2011 to 2013

Year	Average	2009	2010	2011	2012	2013
MOE FUNDING COMPONENT	\$ per EFTS	Actual	Forecast	Plan	Plan	Plan
Trades Academies EFTS				35	105	105
TA Funding (no student fee)	8,994			314,796	944,389	944,389
"Payment - For Fees" \$	-			-	-	-
Secondary Tertiary Transition \$	8,994	-	-	314,796	944,389	944,389

10.7 Total Mix of Provision - EFTS & comments

169 The expected total mix of provision (TMOP) activity for Waiariki for 2008 to 2013 is shown in Table 11. This includes SAC, Youth Guarantee, ACE, Trades Academies, ITO, International and other Full Cost Recovery EFTS.

Table 11: Waiariki Total Mix of Provision (EFTS) for 2008 to 2013

Waiariki	SAC	Youth G.	ITO	INT	ACE	FCR & STAR	Trade Acad.	Total
2008 Actual	2,684	-	246	217	127	90	-	3,364
2009 Actual	2,900	-	194	352	127	86	-	3,659
2010 Forecast	3,062	40	190	358	127	9	-	3,786
2011 Plan	2,778	60	163	432	69	7	35	3,544
2012 Plan	3,008	90	163	487	69	11	105	3,932
2013 Plan	3,024	120	163	563	69	17	105	4,061

170 The % breakdown of all provision for Waiariki for 2008 to 2013 is shown in Table 12.

¹⁰ Subject to variation according to EPI achievement, student demand and TEC Investment Manager discussions throughout the Plan period.

Table 12: Waiariki Mix of Provision for 2008 to 2013 shown as a percentage of the total

Waiariki	SAC	Youth G.	ITO	INT	ACE	FCR & STAR	Trade Acad.	Total
2008 Actual	80%	0%	7%	6%	4%	3%	0%	100%
2009 Actual	79%	0%	5%	10%	3%	2%	0%	100%
2010 Forecast	81%	1%	5%	9%	3%	0%	0%	100%
2011 Plan	78%	2%	5%	12%	2%	0%	1%	100%
2012 Plan	76%	2%	4%	12%	2%	0%	3%	100%
2013 Plan	74%	3%	4%	14%	2%	0%	3%	100%

10.8 Other Activity

171 As per Part One – Plan Context above there are a number of initiatives that will be further developed during the Plan period to support provision and respond to stakeholder needs.

11 Key Initiatives

172 Refer to Appendix 2 for the forecast statement of service performance reflecting the full scope of activities, assumptions, CAMS input as provided to TEC for the 5 year forecast (with Crown Owned Asset list) and supporting comments. The below have been included in the financial figures.

Table 13: Key initiatives for the period 2011 to 2013

Initiative	Description
1. Waipa campus developments	Waiariki National Centre of Excellence for the Forestry and Wood Processing Industry and Primary Industry Trades Academy for provision in land based industries, wood processing, biotechnology and energy
2. Mokoia campus developments	new Te Wānanga A Ihenga – Wānanga building in response to Te Arawa as key stakeholders
3. Taupo campus developments	Collaborative new campus supporting the National Centre of Excellence in Conservation, Energy and Environmental Sustainability and “Bauhaus” concept Design School for technical vocational education and training and provision; and
4. Whakatane campus developments	expansion of facilities to include provision targeted at “Youth Transition” and Eastern Bay of Plenty Trades Academy
5. Acquisition / strengthen collaboration with Construction PTE	Tumahaurangi Trust Construction Trades Training

173 Other developments which are not capital intensive will continue.

174 TEC Investment in Waiariki will secure a balanced portfolio of high quality vocational education with outcomes which meet government success objectives and the priority needs of the Waiariki rohe.

Part 3: Performance Commitments

175 Appendix 2 contains fully detailed TEC templates for EFTS and funding for SAC, YG, ACE: the NZQF levels for SAC and YG and the Table of Waiariki Commitments.

12SAC Commitments for 2011 to 2013 – EPI & FPI

176 Waiariki SAC Commitments for 2011 to 2013 educational and participation performance are shown below in Table 14.

Table 14: SAC Performance Commitments 2011 to 2013

KPI	SAC Performance Commitments	EPI or FPI	F/Cast 2010	Plan Target		
				2011	2012	2013
1	Successful course completion rate for all students	EPI	60%	65%	68%	70%
1.1	Successful course completion for Māori students	EPI	56%	61%	64%	66%
1.2	Successful course completion for students aged under 25 at level 4 and above	EPI	65%	68%	70%	72%
2	Qualification completion rate for all students	EPI	40%	45%	50%	55%
2.1	Qualification completion for Māori students	EPI	38%	43%	48%	53%
2.2	Qualification completion for students aged under 25 at level 4 and above	EPI	40%	47%	52%	57%
3	Student retention rate for all students	EPI	35%	40%	45%	51%
4	Student progression	EPI	44%	44%	44%	44%
5	Risk rating against the Financial Monitoring Framework	FPI	Minimal	Low - Min	Minimal	Minimal
6	Extent of improvements in Attributes as per CAMS Improvement Plan	FPI		Give effect to CAMS Action Plan		

177 As shown above a low to minimal risk rating for 2011 to 2013 is forecast. Financial Performance and Viability will continue at an excellent level. As shown in the summary of Financial Monitoring Framework Primary Indicators in Appendix 2.

Appendices

178 See separate Appendix 1 & 2.

179 END