



Rangahau Mātauranga o Aotearoa

— Learning with evidence —

Te ako i runga i te whai taunakitanga



ANNUAL REPORT

2014–2015

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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—Tauāki 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.

Strategic priority areas 2014–17—Pikaunga 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

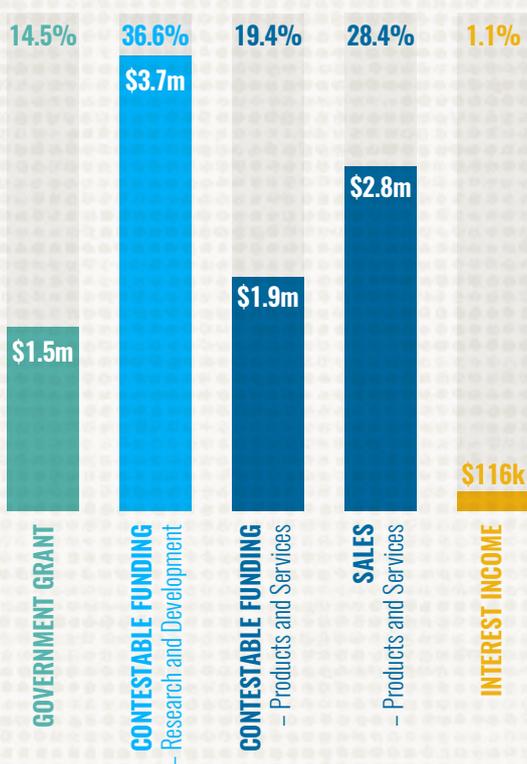
LEARNING WITH EVIDENCE—TE AKO I RUNGA I TE WHAI TAUNAKITANGA

NZCER is an education research and development organisation providing knowledge, advice and resources that support learning. We are 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 a range of high-quality products and services such as tests, online reporting and analysis, books 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.

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 which, in the 2014-15 year, provided 14.5 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. Our total revenue in 2014-15 was \$10 million.

WE GET OUR REVENUE FROM:



OUR SIGNIFICANT CONTESTABLE CONTRACTS IN 2014-15 WERE:

- National Monitoring Study of Student Achievement (NMSSA)—Wānangatia te Putanga Tauria
- Te Toi Tupu professional development consortium
- Haea te pū ata
- Te Ata Hāpara
- Te Ahu o te reo
- Starting Points
- Teaching and Learning Research Initiative (TLRI)
- Wellbeing@School
- Evaluation of Positive Behaviour for Learning (PB4L)

Key partners were:

- Ministry of Education
- Tertiary Education Commission
- University of Otago
- University of Waikato
- Te Taura Whiri i te Reo Māori
- Ako Aotearoa
- Te Wānanga o Raukawa
- Te Toi Tupu consortium
- Fronde
- Headfirst
- XEquals

THE YEAR IN REVIEW

HE AROTAKENGA MŌ TE TAU

The 2014–15 year was one of growth and change for the organisation. It was a highly successful year in which we won significant new work, launched our assessments onto an accessible online platform and ended the year ahead of budget. It was also the first year of our new strategic plan which articulates a clear set of priorities for the next 3 years and beyond.

During the year we built on work with existing clients as well as securing new contestable projects. We were particularly pleased to continue our long-running partnership with the Tertiary Education Commission, which has recognised the need for ongoing investment in the Literacy and Numeracy for Adults Assessment Tool to ensure it continues to cater for the needs of a diverse range of learners. Our work in this area involved developing additional assessment items to reflect a Māori worldview—the Te Ata Hāpara project—and new assessment options for learners with very low levels of literacy in English—the Starting Points project.

We held a successful kaupapa Māori hui with our partners at Te Wānanga o Raukawa and we ran a conference focused on building science education for the future. More than ever, NZCER staff have been connecting with many teachers and learners across the country, through presentations, workshops and advisory services. We have also disseminated our research widely through books, journals, articles, reports, summaries and social media.

TURNING 80

Established in 1934, NZCER marked its 80th birthday in 2014–15. NZCER is a dynamic organisation at the leading edge of education thinking, with a highly skilled, diverse staff and the latest tools and technology. Yet we value our heritage and the unique place we occupy in education in Aotearoa New Zealand. As Board chair Peter Coolbear put it at our 80th celebration, NZCER has remained true to its mission over 80 years and is a more vital organisation than ever before.

NEW STRATEGIC PLAN

We enacted a new strategic plan in the 2014–15 year following extensive consultation with the staff and Board. The vision remains the same: an education system with a strong evidence

base, where understanding about learning and the needs of every learner are central.

To progress this vision we identified four priority areas for our work:

- Māori education
- Future building in education
- Quality tools and services for the 21st century
- Strengthening our work internationally.

In each of these areas we want to be bold, continually reviewing the way we work, what we do and what impact that work has for teachers and learners.

LEADERSHIP

In October 2014 NZCER's director and CEO Robyn Baker stood down after 14 years in the role. Her contribution to education was recognised in January 2015 when she was made an Officer of the New Zealand Order of Merit in the New Year Honours.

At a farewell event she spoke about the power of the organisation's clarity of purpose and the importance of sustaining the conditions that enable staff to do their best work. She also acknowledged the strong relationships built over many years with people and organisations within and beyond the education sector.

"NZCER is an independent statutory body; I describe it as a public body that exists between the public sector and private organisations. Our independence is of great importance and so are our relationships with our many stakeholders."

Peter Coolbear paid tribute to Robyn's contribution to NZCER.

"Robyn has built the organisation to where it is today. While fiercely guarding NZCER's heritage, Robyn has built the

organisation up strongly over the last several years. She has fostered an organisation in which great people want to continue to stay working and has found great people to come and work with them.”

In October NZCER's Board appointed a four-person team to manage the organisation on an interim basis during the appointment process for a new CEO. The team was: general manager products and services Graeme Cosslett; general manager research and development Jacky Burgon; general manager organisational development Lorraine Rowlands; and communications manager Sarah Boyd.

In May 2015 Graeme Cosslett was appointed the new director and CEO and took up the job just before the end of this financial year. NZCER Board chair Peter Coolbear said in a media release that Graeme had the skills, experience and drive needed to lead the organisation into an exciting new phase.

INVESTMENT AND INNOVATION

The NZCER Board made a purposeful investment of funds over 3 years to develop the IT platform as part of the strategic priority to build quality tools and services for the 21st century. This investment has put NZCER at the leading edge of online assessment in New Zealand. We are in a position to not only continue to improve what we are able to offer schools, but also to customise the online platform to meet the assessment needs of other users (for example, in workplace learning).

This year we made big strides in the online assessment area. The IT platform hosts all NZCER's tests, such as PATs and STAR, and enables students to sit them online. Available from term 4, 2014, by the end of the financial year, more than 100,000 tests had been taken online. A report about online testing is on pages 10-11.

The next development is computer adaptive testing. This means the test adapts to the test taker, providing harder or easier questions depending on how they are performing. This year we developed new PAT: Mathematics items to give teachers more choice and to build the item bank that will be needed for computer adaptive testing.

KAUPAPA MĀORI WORK

During the year we won a major new contract with Te Taura Whiri i te Reo Māori (Māori Language Commission) to survey the health of te reo in selected homes and communities. This builds on—and takes a kaupapa Māori approach to—work done at NZCER in the 1970s by Nena and Richard Benton. This work will mainly be done in the next financial year and will include a national hui on the health of te reo.

The 3-year Ka whānau mai te reo project, which has explored reo language development during key educational transition points, is profiled on page 12.

POSTSCRIPT FROM GRAEME COSSLETT, DIRECTOR

I see the future success of NZCER as one where we operate as a Treaty-based organisation, we are highly networked and working towards a long-term strategy. Our work will continue to be grounded in educational research. We will have a strong customer focus so that our work is visible, accessible and responds to emerging needs. The staff at NZCER will demonstrate deep expertise, be working in a great staff culture and feel proud about contributing to a bigger collective purpose. We will continue to be passionate about learning with evidence and finding ways to make a difference for all learners in Aotearoa New Zealand.



GRAEME COSSLETT
DIRECTOR



PETER COOLBEAR
CHAIR

HIGHLIGHTS 2014–15

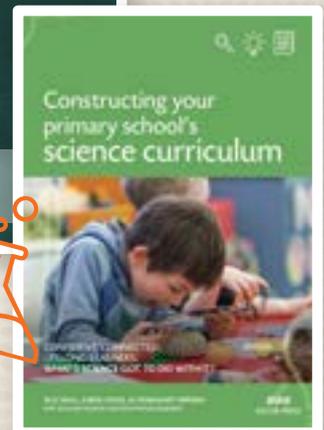
NGĀ MEA WHAKAHARAHARA



NZCER director Robyn Baker was farewelled at a function in October. In keeping with NZCER tradition, we commissioned a sketch of her, done by artist Adam Errington.



Science educators gathered for a one-day conference in October on building a future-focused science curriculum.



We also took the opportunity at the conference to launch our new science handbook.



In February three staff attended the Taipei International Book Exhibition, where New Zealand was guest of honour. It was an opportunity to showcase our books and products to a huge international audience.



In August we celebrated NZCER's 80th birthday and the 40th year of publishing the journal set with a function at the Portrait Gallery on the waterfront.



We vacated our floors for several weeks while renovations were carried out—and came back to new signage in our reception area, along with other improvements.



We published a bumper crop of nine books and enjoyed record orders.



Graeme Cosslett was welcomed as NZCER's new chief executive at the beginning of June.



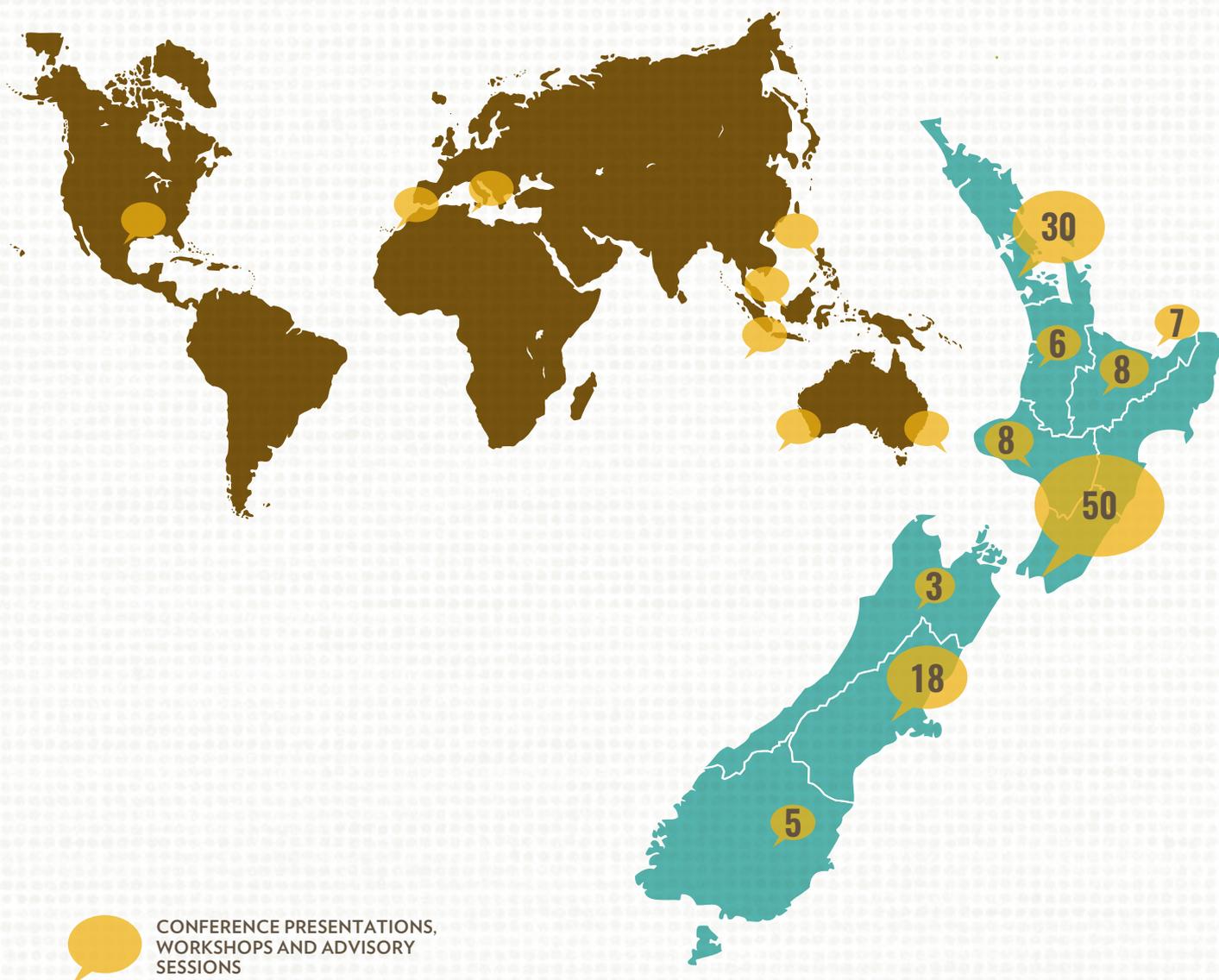
The Kei Tua o te Pae hui was held in March in conjunction with Te Wānanga o Raukawa. Here's the Te Wānanga team at the hui, from left: Jessica Hutchings, Nicola Bright, Debbie Broughton, Mat Mullany.



SPREAD AND INFLUENCE

NZCER staff give conference presentations and run workshops and advisory sessions for educators, school clusters, education organisations and other groups across Aotearoa New Zealand. The spread and influence of our work has increased this year through the work of our education adviser, who travels all over the country and also runs regular webinars.

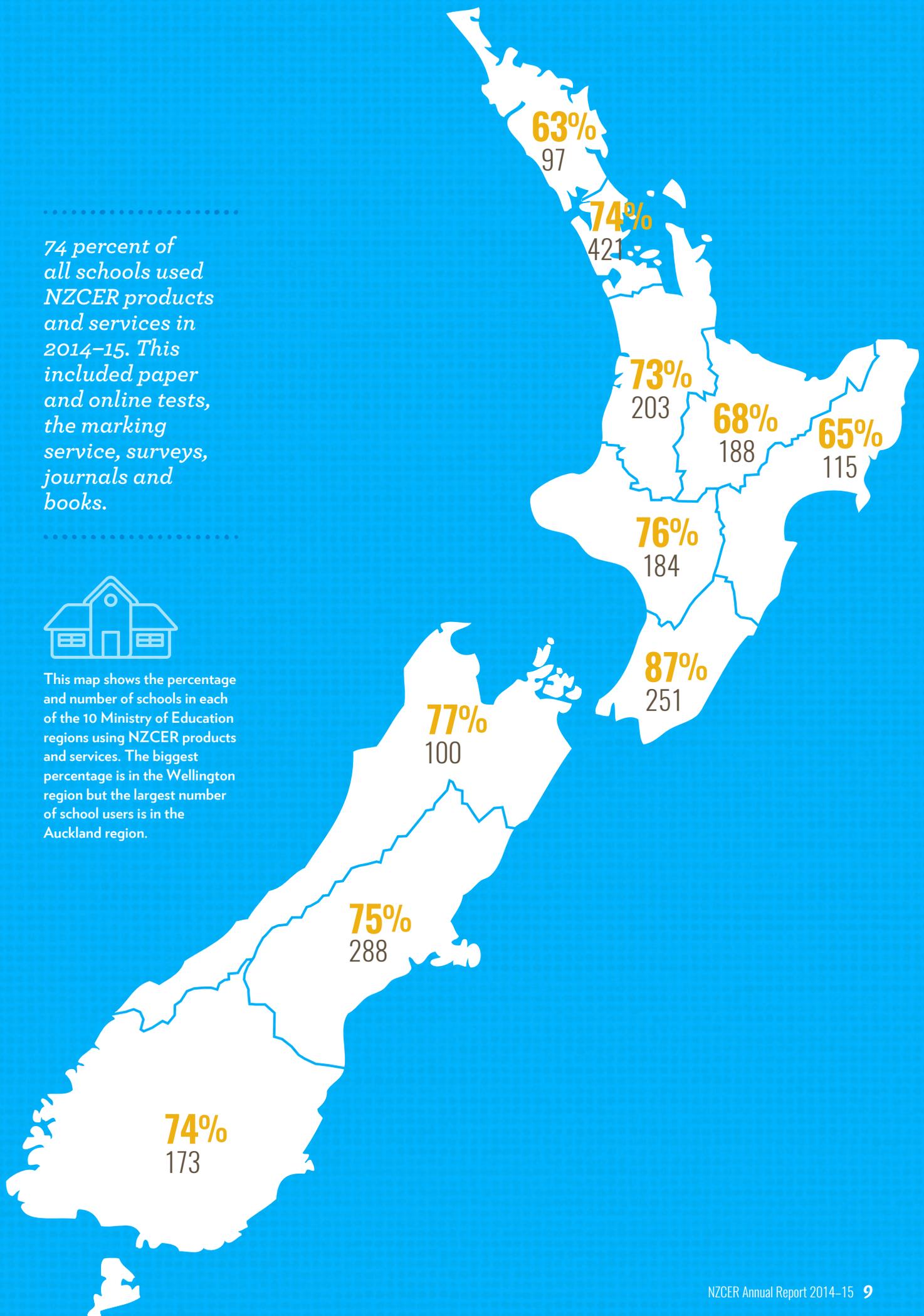
We also present at international conferences and this activity is shown on the world map below. It included presentations in Spain, Hungary and the United States. NZCER also had a stand at the Taipei International Book Exhibition.



74 percent of all schools used NZCER products and services in 2014–15. This included paper and online tests, the marking service, surveys, journals and books.



This map shows the percentage and number of schools in each of the 10 Ministry of Education regions using NZCER products and services. The biggest percentage is in the Wellington region but the largest number of school users is in the Auckland region.



MOVING OUR TESTS ONLINE

In October 2014 in term four we launched our online test platform. This was the culmination of a \$1.5 million investment over 3 years to move our well-established paper-based tests onto an online platform. PATs, STAR and Science: Thinking with Evidence assessments can all be done online. The next step is to move our surveys, such as Me and My School, to the online platform and to continue to improve the digital experience for students and teachers.

The shift to digital during the year was small—around 10 percent of our total test revenue came from online. However, the proportion is expected to rise over the next couple of years as we increase our marketing and as schools improve their capacity to manage online testing. The online platform also has the potential to host other tests. (for example, for adult learning)

PAT: Mathematics is the most popular online test (it's also our biggest seller as a pen-and-paper test). This table shows the number of students taking each test online since the launch.

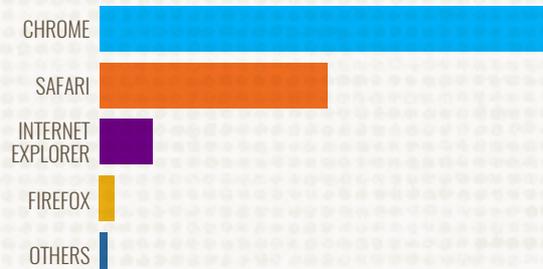
PAT: Maths	33,318
PAT: Comp	21,750
PAT: Vocab	11,806
PAT: Listening	8,404
PAT: Punctuation and Grammar	7,463
Science: Thinking with Evidence	7,143
STAR	10,203
Science Engagement Survey	639

The online platform gives us an insight into the devices and systems schools are using.

Portable devices vs desktop



Browser usage



FACTS AND FIGURES

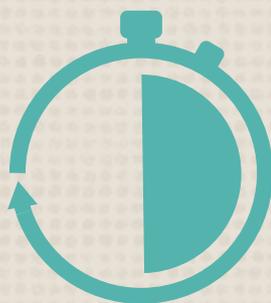
During the year around **41,000** students sat just over **100,000** tests online. Our busiest day so far was 3 March 2015, when **4,448** students across **81** schools logged on to sit an NZCER assessment. The average number of assessments students sat online was **2.3**.

How long does it take to sit PATs?



19.55 MINUTES

The fastest
25 percent of
students



29.65 MINUTES

The middle
50 percent of
students

The two clocks give an indication of how long it took students to sit PATs online (there was little difference in time taken between the different PATs).

The fastest group took an average of 19.55 minutes while the middle 50 percent of students took an average of 29.65 minutes.

Test duration is taken from when the student presses ‘start’ to begin the first question, to when they submit the test after having an opportunity to review their answers. We know from observation in schools that some teachers wait for everyone to finish and then tell students to submit their test. Therefore, though the slowest group of students took an average of 48 minutes, we think that is more about what happened in the classroom at the conclusion of the test than the actual time they took. We have done a lot of trials which show the 45 minutes specified in the teacher manual for sitting a PAT is ample time for the vast majority of students.

What time of day are students doing the tests? We recommend testing in the morning and most schools have followed our advice.

QUESTIONS AND FURTHER RESEARCH

Initial comparison of the 2015 data show very little difference on average between results for students who took the PAT: Mathematics test online and those who took the paper-and-pencil version. This was true at all year levels (Year 3 to Year 10). At each year level the difference in the average score between the online and paper versions was minimal (less than 1 scale score unit). Sometimes these small differences were in favour of the paper version and sometimes in favour of the online.

The results suggest that there is very little difference on average between paper and online. It’s something we are interested in knowing more about and we will be doing more research.

.....

“Last week our school trialled a group of students on the Maths PAT online. It was highly successful for the students. Having only one question and the relevant information on the screen was fantastic as it took away distractions and allowed students with visual tracking problems to reveal their mathematical understanding.”

(Frank Gasson, teacher)

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BUILDING MĀORI LANGUAGE RESEARCH

Te Wāhanga, the Māori research unit within NZCER, has a strong focus and a growing body of work on Māori language revitalisation. This work has been deliberately built up over the past 4 to 5 years, and there are also connections to much earlier research conducted in NZCER in the 1970s.

A 3-year kaupapa Māori research project exploring Māori language revitalisation, *Ka whānau mai te reo*, was completed this year. One strand of the work, jointly funded by Ako Aotearoa and done in collaboration with Te Wānanga o Raukawa, is looking at how well prepared the tertiary sector is to support whānau aspirations for te reo Māori and will be completed in the next financial year.

Ka whānau mai te reo builds on the kaupapa Māori work Te Wāhanga undertook in 2011–12 to ask a wide range of whānau what they felt the critical issues in Māori education were. That research, *Kia Puāwaitia Ngā Tumanako: Critical Issues for Whānau in Māori Education*, used the kaupapa Māori approach of whanaungatanga and the method of kōrero a-whānau—talking with whānau. We held kōrero a-whānau in Māori and Pākehā education settings, as well as two wānanga or meetings with whānau from across the country.

The research identified three overarching themes among the many issues raised. These were Ngā Moemoea (whānau aspirations), Rangatiratanga (whānau autonomy and authority) and Te Reo Rangatira (learning and maintenance of Te Reo Māori). The Te Wāhanga team was keen to use the themes as a lens to explore whānau transitions between different education settings. *Ka whānau mai te reo* explicitly aimed to support whānau reo Māori language development in the transitions between kōhanga reo, kura kaupapa primary, wharekura, secondary and beyond.

Two reports and a number of summaries in English and te reo Māori have been produced through this project. They focus on transitions in the education system: moving from 4 years old to Year 1, Year 8 to Year 9, and secondary school and beyond. The research explores the influences, choices and challenges in whānau decision making.

During the year Te Wāhanga also won a large contract from Te Taura Whiri i te Reo, the Māori Language Commission, to investigate the health of te reo Māori in selected Māori homes and communities. The research builds on a seminal NZCER Māori language survey carried out in the 1970s and led by Richard and Nena Benton that demonstrated the perilous state of the Māori language. The new smaller scale project, *Te Ahu o te reo*, takes a kaupapa Māori approach and will involve some of the same communities as the original study. Most of this work will be done in the 2015–16 year.

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.



From left, back row, Fiona Pimm, Liz Gordon, David Ellis (staff representative), Peter Coolbear, Lexi Grudnoff, Frances Nelson. Front row, Vicki Carpenter, Anne Stephenson, Pania Gray, Cheryl Stephens.

Board members are appointed for terms of 4 years, and every 2 years three of the six elected Board members will 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:

- past directors of NZCER
- holders of particular offices, such as 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 2015

Chair Peter Coolbear—Director, Ako Aotearoa

Deputy Chair Lexie Grudnoff—Deputy Dean (Teacher Education), Faculty of Education, The University of Auckland

Audit and Risk Committee Chair Liz Gordon—Managing Director, Pukeko Research Ltd

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

Anne Stephenson—Managing Director, Stephenson Thorner Ltd

Vicki Carpenter—Honorary Research Fellow, The University of Auckland

Frances Nelson—Principal, Fairburn School, Auckland

Fiona Pimm—General Manager, Māori Health and Primary & Community Service, South Canterbury District Health Board

NZCER PRESS

The Press enjoyed a record year for book sales, with revenue 20 percent ahead of budget at \$300k (up from \$181k last year). This was mainly due to a large number of strong new titles, with *The New Zealand Dyslexia Handbook* selling particularly well. The contribution of international sales through the major online bookstores also continued to grow.

The Press also published a large number of high-quality research reports and working papers authored or co-authored by NZCER researchers, including two *Ka whānau mai te reo* reports (Bright, Hotere-Barnes, & Hutchings), *Financial literacy of secondary students, and its place within secondary schools* (Neil, Berg, & Stevens) and *Learning to learn in secondary classrooms* (Hipkins). A complete list is published in the research publications section of this report.

HIGHLIGHTS

- A monograph published by NZCER Press in association with the NZARE Māori Caucus, *Ka hoki tāua ki te whare huri ai ē!* by Agnes MacFarland and Tairahia Black, was a finalist in the Te Reo Māori section of the 2015 Aotearoa Māori book awards.
- A new journal was launched this year, *Evaluation Matters—He Take Tō Te Aromatawai*. The journal is published in association with the Aotearoa New Zealand Evaluation Association (ANZEA). This brings the number of research-based journals published by NZCER Press to five.
- NZCER celebrated the 40th anniversary of *set: Research Information for Teachers* with a special edition showcasing the most influential articles published through the years. It was launched in August to coincide with NZCER'S 80th birthday.

JOURNAL ISSUES PUBLISHED

- Assessment Matters, 6: 2014
- Assessment Matters, 7: 2014 Special issue
- Curriculum Matters, 10: 2014

- Early Childhood Folio, 18: Volume 1, 2014
- Early Childhood Folio, 18: Volume 2, 2014
- Evaluation Matters, 1: 2015
- set: Research Information for Teachers, 2, 2014
- set: Research Information for Teachers, 3, 2014
- set: Research Information for Teachers, 1, 2015

BOOKS (Print and ebook)

- *Between the profession and the state: A history of the New Zealand Teachers Council* by Noeline Alcorn.
- *Changing our secondary schools* by Bali Haque.
- *Constructing your primary school's science curriculum* by Ally Bull, Chris Joyce and Rosemary Hipkins.
- *Giftedness in the early years: Informing, learning and teaching* edited by Valerie Margrain, Caterina Murphy and Jo Dean.
- *Ka hoki tāua ki te whare huri ai ē!* edited by Agnes MacFarland.
- *Mathematics and statistics in the middle years: Evidence and practice* edited by Robyn Averill.
- *The New Zealand Dyslexia Handbook* by Sue Dymock and Tom Nicholson.
- *Postgraduate Study in Aotearoa New Zealand: Surviving and succeeding* edited by Chris McMaster and Caterina Murphy.
- *Working with Māori children with special education needs* by Jill Bevan-Brown, Mere Berryman, Huhana Hickey, Sonja Macfarlane, Kirsten Smiler and Tai Walker.

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.

Our range of tests in the area of educational psychology continues to grow in importance both to the PTS business and in supporting NZCER's wider work. We are placing increasing emphasis on this area and looking at adding value to the tests that we on-sell into New Zealand. One example is the development of New Zealand test norms for the new edition of the comprehensive test battery The Woodcock Johnson IV, which is due for release in the New Zealand market in 2016. This piece of work is now well underway. We are nearing the halfway point for data collection and are on track for completion in November 2015. This piece of work has involved collaboration with NZCER's wider research and development team and helped build our test development capabilities.

In recent years, growing competition in the area of organisational and human resources-related testing has seen revenue in this area of our business decline. We continue to work to rationalise the number of tests sold in this area and develop exclusive licence agreements with the tests' publishers that we do represent. An example of this is The Leadership Circle (TLC) 360 leadership assessment tool which we have the exclusive rights to distribute in New Zealand. We also provide the training for the instrument and support consultants with advice about its use and in-depth debriefing. We are increasing the revenue from this tool and now hold training workshops for consultants twice yearly.

During the year our staff continued to represent the PTS business at the New Zealand Psychological Society Conference. This is an important conference that connects us with a wide range of our customers across the different fields of psychology. This year we also attended the SPELD Conference in Auckland, where we were able to talk to SPELD assessors about the range of assessments we offer and also provide them with an update on the new Woodcock Johnson IV. We have a number of SPELD assessors assisting us with data collection for that project.

PROFESSIONAL SERVICES

The Professional Services team's purpose is to support the education sector in its use of quality online assessment and survey tools that have been developed or sourced by NZCER. The team draws on the collective expertise of the organisation and provides a high degree of professionalism in the support, advice and workshops that we offer.

Our professional services area has continued to grow, providing an increased level of support to the sector across a range of tools and services. NZCER Marking provides online reporting, analysis and testing for schools that use the PAT and STAR tests. Schools can either mark the paper tests themselves and use the website to generate useful reporting information, or we can scan the tests for them. Over 250 schools have started using the online testing options now available for students. In total, more than 1,000 schools used this service in the year under review and we added a range of new features for improved administration and reporting.

The survey tools we offer include Me and My School, which is a student engagement survey designed for New Zealand students in Years 4 to 10. The survey measures how connected students feel to their school, and how they view themselves as learners. The Teacher Workplace Survey allows school leaders to better understand what teachers think about their work and their working environment. Such surveys are commonplace in other workplaces—this one is purpose built for schools. The Educational Leadership Practices Survey provides the principal with formative and robust data to give a picture of how effective the school's teachers perceive the school's educational leadership to be. The survey has been used extensively as part of the First Time Principals Programme and continues to be well regarded in the sector.

The Literacy and Numeracy for Adults Assessment Tool is an online adaptive tool primarily designed to provide robust and reliable information on the reading, writing and numeracy skills of adults. NZCER developed the tool in a project for the Tertiary Education Commission and in partnership with the Australian Council for Educational Research (ACER) and the IT company Fronde. We have continued to support users of the tool, along with adding new features as required. Our latest enhancement has been the release of Te Ata Hāpara, providing reading assessments designed to be more culturally appropriate for Māori. NZCER developed the Wellbeing@School and Inclusive Practices toolkits for the Ministry of Education and they continue to be used with over 850 schools registered.

RESEARCH OVERVIEW

NZCER's research and development programme is a mix of both contestable research and development and evaluation contract work that we win over the year, and work we plan and carry out with the support of our Government Grant.

We aim to maintain cutting-edge work programmes in a range of areas: assessment tool development and psychometric work; New Zealand Curriculum; educational leadership; learners' health and wellbeing; science education; professional learning and development; Māori learners and their whānau; Te Reo Māori; educational policy; workplace learning; educational futures; and evaluation. The research group is able to draw knowledge and skills from other parts of the organisation, working closely with products and services, IT, communications and project management support. In addition, we often work in teams with a range of external organisations with complementary expertise. For example, we are a member of the professional learning and development consortium Te Toi Tupu, and we partner with the University of Otago for the National Monitoring Study of Student Achievement (NMSSA).

GOVERNMENT GRANT PROGRAMME

The Government Grant programme comprises two major components: research and a wider dissemination programme (including advice, presentations and publications).

As part of the dissemination component, two major events were held in the 2014–15 year. The first was our future-oriented science conference—*Building future-oriented science education in Aotearoa New Zealand*. In Quarter 3, Te Wāhanga/NZCER and Te Wānanga o Raukawa convened the third *Kei Tua o te Pae*—a 2-day hui in Otaki on 30 and 31 March. The theme was Re-searching Rangatiratanga, Innovating Mātauranga. Researchers continued to undertake a high level of advisory and presentation work generated by two previous NZCER books: *Vital Connections* and *Key Competencies for the Future*.

In the research component, another major report was released from the National Survey programme of work—*Learning to Learn*. Research work was also completed on a workplace learning project—*Knowing Practice*. This is a partnership with Ako Aotearoa that looks at learning at work across the quite different contexts of general practitioners, engineers and builders. The

report from this project will be released later in 2015. Substantial work was done during the year on a book on NCEA and this will be released in the 2015–16 year. We hope it will help a broad audience such as school leaders, teachers, interested parents and others in the community understand why assessment is so tricky to get right in 21st century contexts.

CONTESTABLE CONTRACTS

The research and development group continued to undertake a mix of large and small contestable contracts over the year. The evaluation of Positive Behaviour for Learning (PB4L) was a significant project that enabled us to make links across five different Ministry of Education initiatives. Four of these five evaluations were completed with reports delivered in 2014–15. These reports are in the process of being released by the Ministry of Education.

Reports continue to be released from the National Monitoring Study of Student Achievement: Wānangatia te Putanga Tauria. This project involves a number of NZCER staff in collaboration with the University of Otago. The team is currently planning its approach to the fifth and final year of the national monitoring cycle, while writing up the third year of the cycle and implementing the fourth year of the cycle. A number of research staff also continue to have roles in the NZCER project team within the Te Toi Tupu professional learning and development consortium. Our work continues in the area of Learning Outside the Classroom (LEOTC) monitoring.

We completed several significant pieces of work which are listed in the next section. An example is He Tomokanga Whare, which aimed to provide the Ministry with useful research-based knowledge from kōrero and talanoa with whānau, parents, families and communities about engagement with educational information provided as part of the Ministry's Public Achievement Information (PAI) work programme. This was a qualitative study that brought together research findings from

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interviews with diverse Māori and Pasifika participants and community organisations.

Ongoing evaluation work continues in the Sport in Education, Springboard and Teach First evaluations.

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.

Eight projects were selected for funding in the 2014 funding round, with decisions announced in December. In March 2015 the next funding round was promoted and opened and final selections will be announced later in 2015.

A symposium on digital learning was held in June in conjunction with the University of Waikato's Wilf Malcolm Institute of Educational Research. It was a chance to showcase TLRI projects that focus on digital learning, and provided an opportunity for researchers to connect, learn from each other's research and discuss future directions. Nine TLRI teams gave presentations

on their projects, covering diverse areas such as media studies, literacy learning, flipped classrooms, engagement among engineering students, threshold concepts and modern learning environments.

The first report in a new series called TLRI Project Plus was published in August 2014. The series is a chance to synthesise findings of educational interest across a number of projects. The report, *Doing Research that Matters: A Success Story from Statistics Education* by NZCER chief researcher Rosemary Hipkins, focused on two projects in statistics education and considered the factors that contributed to their success.

COMPLETED PROJECTS

Financial literacy of secondary school students

Alex Neil, Melanie Berg

This research investigated the behaviour, attitudes and experiences of New Zealand secondary school students towards money and financial products. It also looked at the teaching of financial literacy in schools and any barriers. It was done for the Commission for Financial Capability and involved surveys of students, teachers and school leaders. A report was published in 2014 and in 2015 the Commission asked NZCER to produce a further summary and a brochure targeted at schools, parents and the community.

He tomokanga whare

Jessica Hutchings

The purpose of this project was to provide the Ministry of Education with useful research-based knowledge from kōrero and talanoa with whānau, parents, families and communities about their engagement with the Ministry's Public Achievement Information (PAI). The work involved interviews with a range of Māori and Pasifika participants and community organisations.

Induction evaluation

Jenny Whatman, Marie Cameron

The New Zealand Teachers Council contracted NZCER to evaluate the impact and effectiveness of recently mandated *Guidelines for Induction and Mentoring and Mentor Teachers*. The guidelines aim to ensure nationally consistent, high-quality support for provisionally registered teachers to enable them to meet the criteria for full registration. NZCER worked with Melbourne-based researchers Andrea Nolan and Joce Nuttal and with evaluation and programme logic consultant Paul Duigan on this project. A report and a series of sector summaries were produced. The sector summaries have been widely disseminated by the Council which has also published the report on its website. NZCER researchers have presented on this work in collaboration with the Teachers Council.

Ka whānau mai te reo

Nicola Bright

This three-year kaupapa Māori project investigated how best to support the continuity of whānau reo Māori development during key educational transitions. The work focused on transitions from early childhood education to primary, primary to secondary, and beyond school, because these are important times for creating or maintaining a stable language foundation. Two reports and a number of summaries in English and reo Māori were produced. A further strand of the project, jointly funded by Ako Aotearoa and in collaboration with Te Wānanga o Raukawa, is looking at how well prepared the tertiary sector is to support whānau aspirations for reo Māori and will be completed in the next financial year.

Manaiakalani Digital Teaching Academy evaluation

Jenny Whatman, Rosemary Hipkins

The Manaiakalani Digital Teaching Academy was established in 2014 to provide an initial teacher education programme. NZCER was asked by the Ministry of Education to evaluate it to determine the extent to which the components and philosophies might be adopted by other initial teacher education providers. We interviewed key stakeholders and analysed documentation and a final report was submitted.

PB4L evaluation

Cathy Wylie, Jacky Burgon, Jo MacDonald

NZCER was contracted by the Ministry of Education to undertake a 2-year evaluation of four Positive Behaviour for Learning (PB4L) initiatives: School-Wide; Incredible Years; the Intensive Wraparound Service; and Friends. This was a major project which added to our capability in evaluation work. The evaluation of a fourth programme, Check and Connect, is ongoing.

Friends is a \$62 million programme to support mental health initiatives for young people. NZCER was involved in evaluating both the implementation and the short-term outcomes of one aspect: Friends Youth. Friends Youth is an anxiety prevention programme for adolescents being taught as part of the health curriculum in 10 schools.

Prisoners' education assessment and pathways

Karen Vaughan

The Department of Corrections contracted NZCER to provide an overview of the state of educational assessments and literacy and numeracy development for prisoners in New Zealand. The resulting report included recommendations on how the Department could improve the services delivered to prisoners.

Progress and Consistency Tool (PaCT)

Charles Darr, Elliot Lames

NZCER was one of several organisations involved in the Ministry of Education's development of the PaCT tool.

NZCER's role was a three-phase data collection and data modelling project to refine the frameworks and develop the reporting scale. The phases were:

- Data collection and analysis of how teachers viewed the competency required for each illustration. This information was used to further refine the illustrations.
- Workshops with teachers, where they used the framework to make judgements for a sample of their students. The second phase also included a standard-setting exercise to align the PaCT framework scores with the National Standards.
- Phase three was a national trial of the framework for PaCT maths, in order to construct the scale. There were also national trials for the reading and writing frameworks.

Ready to Read

Sue McDermott

The Ready to Read series comprises teacher support material and texts designed for guided and shared reading. The purpose of this research for the Ministry of Education was to investigate the pedagogical principles, design principles and delivery mechanisms for the support material and make recommendations for the future. It also involved an evaluation of the trialling of the Ready to Read texts.

Te Kāwai Ora and Haea Te Pū Ata

Jessica Hutchings

These related projects were done for the Tertiary Education Commission. Te Kāwai Ora involved the review of key Māori adult literacy and numeracy policies and initiatives since the publication of the original Te Kāwai Ora report in 2001, with the aim of providing an update and recommendations.

Haea Te Pū Ata involved the development of a national strategy for Māori adult literacy and numeracy to guide the Commission's future work. We ran two regional rounds of consultation with Māori communities and a national hui in Rotorua in May with more than 60 participants. A framework document was delivered.

Te Kura 3.0 Metrics

Rachel Bolstad

This contract with Te Aho o Te Kura Pounamu, The Correspondence School, aimed to provide guidance on possible metrics the school could use to understand its progress towards its "Education 3.0" goals. It describes Education 3.0 as the transformation needed in order for the current education system to meet the evolving and dynamic challenges of the 21st century. NZCER's approach was to explore the issues alongside the school leaders and teachers in a number of workshops. A final report was submitted.

Update of environmental education activity

Rachel Bolstad

The Ministry of Education asked NZCER to provide a review of the current state of environmental education in New Zealand, how it stacked up against international best practice and barriers and opportunities for supporting environmental education. It was intended to update a large review carried out a decade ago by NZCER and the University of Waikato. The time frame was extended slightly to allow for an additional South Island workshop and a final report will be published early in the next financial year.

RESEARCH-RELATED ACTIVITIES

LECTURES, PRESENTATIONS AND WORKSHOPS

- Bolstad, R. (2014, October). *Partnerships: Building a future-oriented science education in Aotearoa New Zealand*. Presentation at NZCER conference “Building a future-oriented science education system”, Wellington.
- Bolstad, R. (2014, October). Guest host for twitter #edchatnz discussion hour. Online on Twitter.
- Bolstad, R. (2014, December). *Future-oriented learning: A New Zealand research(er’s) perspective*. Waikato/Bay of Plenty Assistant Principal/Deputy Principal day, Tauranga.
- Bolstad, R. (2015, May). *Environmental education (EE) in NZ Schools: Updating research undertaken for the Ministry of Education in 2002–2003*. Progress report from NZCER to the Environmental Education for Sustainability (EEFS) Steering Group, Wellington.
- Bolstad, R. (2015, June). *Environmental education (EE) in NZ Schools: Updating research undertaken for the Ministry of Education in 2002–2003*. Presentation to the Wellington Regional Environmental Educators (WREE) network, Wellington City Council, Wellington.
- Bolstad, R., & Boyd, S. (2014, October). *Webinar #2: Key competencies for the future: CORE Connected Educator Month online book group*.
- Bolstad, R., & Hotere-Barnes, A. (2015, March). *Schools collaborating with communities and families: A future-oriented view*. Presentation and facilitated workshops for Bay of Plenty Principals’ Association (BOPPA) conference, Tauranga.
- Bolstad, R., McDowall, S., & Boyd, S. (2014, October). *Webinar #1: Key Competencies for the future: CORE Connected Educator Month online book group*.
- Bolstad, R., & Milward, D. (2015, May). *Games and the future of education*. CORE breakfast seminar and workshop, Wellington.
- Bolstad, R., Whatman, J., & McDowall, S. (2015, June). *Schools working with community experts and professionals*. Workshop, Kohia Teachers Centre, Auckland.
- Bonne, L. (2014, October). *The textbook is just the textbook. How builders, GP doctors, and engineers integrate theory and practice*. Presentation to the NZ Vocational Education and Training research forum, Wellington.
- Bonne, L. (2014, October). *Building foundation learners’ literacy and numeracy: The role of formative assessment feedback*. Presentation to the NZ Vocational Education and Training research forum, Wellington.
- Bonne, L. (2014, December). *Exploring relationships between students’ perceptions and mathematics achievement in Aotearoa New Zealand*. Presentation at Australian Association for Research in Education/New Zealand Association for Research in Education (AARE/NZARE) conference, Brisbane, Australia.
- Bonne, L., & Lawes, E. (2014, December). *Evaluation of the PaCT mathematics pilot: A summary*. Presentation to the PaCT Programme Board at the Ministry of Education, Wellington.
- Boyd, S. (2014, July). *Wellbeing in a school and curriculum context*. Keynote presentation to the Consilience workshop, Lincoln University, Lincoln.
- Boyd, S., & Fisher, J. (2014, July). *The Inclusive Practices tools*. Presentation to the Inclusive Education Capability Building Sector Advisory Group, Wellington.
- Boyd, S., & Fisher, J. (2015, April). *Wellbeing@School: Usage and results*. Presentation to the PB4L Education Reference Group, Ministry of Education, Wellington.
- Boyd, S., & Johnson, C. (2014, August). *Introducing the Inclusive Practices and Wellbeing@School toolkits*. Presentation to the Ministry of Education District Managers meeting, Wellington.
- Bright, N. (2015, June). *Ka Whānau mai te reo: Kia Tau*. Presentation to the He Manawa Whenua conference, Hamilton.
- Bright, N., & Broughton, D. (2014, July). *Ka Whānau mai te reo: I roto i Te Wānanga*. Presentation at Ako Aotearoa/Teaching & Learning Research Initiative Colloquium IV, Te Wharewaka, Wellington.
- Bright, N., & Hutchings, J. (2014, November). *Ka Whānau mai te reo Year 2*. Presentation at Ngā Pae o te Maramatanga conference, Auckland.
- Broughton, D. (2015, March). Panel presentation at *Kei Tua o Te Pae. Re-searching rangatiratanga innovating mātauranga*, Te Wānanga o Raukawa, Ōtaki.
- Broughton, D., Bright, N., & Hutchings, J. (2015, June). *Ka Whānau mai te reo: I Roto i te Wānanga*. Presentation to the He Manawa Whenua conference, Hamilton.

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- Bull, A. (2014, October). *Building a future-oriented science education system: Are we nearly there yet?* Presentation at NZCER conference Building future-oriented science education in Aotearoa New Zealand, Wellington.
- Bull, A. (2015, June). *Capabilities for living and lifelong learning: What's science got to do with it?* Presentation at Australasian Science Education Research Association conference (ASERA), Perth, Australia.
- Burgon, J. (2014, September). Presentation to Intensive Wraparound Service (IWS) managers on themes arising from IWS case studies, Auckland.
- Burgon, J. (2015, February). Presentation on new NZCER book by Jill Bevan Brown et al. to specialist teacher training course, Massey University, Albany Campus, Auckland.
- Burgon, J. (2015, March). Presentation on new NZCER book by Jill Bevan Brown et al. to School of Health Sciences, Canterbury University, Christchurch.
- Burgon, J. (2015, March). Presentation on Transitions from Early Intervention to School to Ministerial Advisory Group on Early Learning, Wellington.
- Camden, M., Neill, A., Mawby, E., & Smith, D. (2015, May). *A statistically skilled NZ: Vision, concerns, and activities of the NZ Statistical Association's Education Committee—A discussion.* Panel presentation at Wellington Mathematics Association, Tawa College, Wellington.
- Cosslett, G. (2014, December). Presentation on NZCER assessment services to Malaysian delegation (including Secretary General for Education), hosted by Education New Zealand, Wellington.
- Cosslett, G. (2015, February). Presentation on the Literacy and Numeracy for Adults Assessment Tool, Malaysian Ministry of Education, Higher Education, Putrajaya, Malaysia.
- Cosslett, G., & Darr, C. (2015, March). Presentation to New Zealand Qualifications Authority on the NZCER online assessment tools, Wellington.
- Cosslett, G., & Darr, C. (2015, May). Presentation on assessment developments at NZCER to the New Zealand Qualifications Authority Board, Wellington.
- Cosslett, G., Eyre, J., Gardiner, B., & Robertson, S. (2014, October). Presentation to Tertiary Education Commission and Ministry of Education staff on recent and upcoming work for the Literacy and Numeracy for Adults assessment tool, Wellington.
- Cosslett, G., & Huria, J. (2015, February). Presentation on NZCER assessments and online services, Hong Kong Education Bureau, Hong Kong.
- Cosslett, G., Johnson, C., Robbins, S., Stormon-Trinh, M., & Watson, V. (2014, October). Presentations to ULearn delegates launching the NZCER Assessments online, Rotorua.
- Darr, C., & Lawes, E. (2015, April). *Developing a system for teacher judgments: The development process and comparisons with standardized test results.* Presentation at the American Educational Research Association (AERA) conference, Chicago, USA.
- de Waal-Stevens, E. (2014, September). *The discursive construction of Success in Education.* A presentation at the Critical Approaches to Discourse Analysis across Disciplines (CADAAD) conference, Budapest, Hungary.
- Gardiner, B. (2015, May). Te Ata Hāpara reading assessment presentation at the Haea Te Pū Ata Hui, Rotorua.
- Gardiner, B., & Emery, W. (2014, September). *Mātauranga Māori assessment: Consultation overview and next steps.* Presentation at the Wānanga Fono symposium, Auckland.
- Gardiner, B., & Eyre, J. (2015, May). Presentation of Starting Points assessment options to ESOL and low level literacy funding and policy teams (Ministry of Education and Tertiary Education Commission), Wellington.
- Gardiner, B., & Eyre, J. (2015, June). Presentation of Starting Points assessment options at AKTESOL conference (Auckland branch of the New Zealand Association of ESOL teachers), Auckland.
- Gardiner, B., Robertson, S., Eyre, J., & Emery, W. (2014, July). *Upcoming assessment tool developments: Māori world-view and ESOL options.* Presentation to the National Centre of Literacy and Numeracy for Adults symposium, Wellington.
- Hipkins, R. (2014, July). *Getting the most from your learning experience.* Presentation to incoming Teacher Fellows, Wellington.
- Hipkins, R. (2014, October). *Writing to audience.* Presentation at New Zealand Association for Research in Education (NZARE) seminar for postgraduate students, Wellington.
- Hipkins, R. (2014, November). *Doing research that matters.* Presentation at New Zealand Statistical Association conference, Statistical Education Day, Wellington.
- Hipkins, R. (2014, December). *Key competencies (capabilities) for students' futures.* Presentation at Australian Association for Research in Education/New Zealand Association for Research in Education (AARE/NZARE) conference, Brisbane, Australia.
- Hipkins, R. (2014, December). *TLRI Project Plus: Speaking back through successful research about statistical reasoning.* Presentation at Australian Association for Research in Education/New Zealand Association for Research in Education (AARE/NZARE) conference, Brisbane, Australia.
- Hipkins, R. (2015, January). *Getting the most from your learning experience.* Presentation to Science Teaching Leadership Programme, Wellington.
- Hipkins, R. (2015, January). *Key competencies (capabilities): Where are we up to? Why should you care?* Presentation to Te Kura teachers, Central-Southern Region, Wellington.
- Hipkins, R. (2015, February). *Key competencies (capabilities): Where are we up to? Why should you care?* Presentation to teachers at St. Orans College, Lower Hutt, Wellington.

- Hipkins, R. (2015, March). *Collaborative learning and teaching*. Presentation to Canterbury West Coast Principals' Association conference, Christchurch.
- Hipkins, R. (2015, March). *Supporting young people to thrive in the 21st century*. Presentation to National Aspiring Principals' Programme (NAPP) secondary leaders' group, Wellington.
- Hipkins, R. (2015, April). *Key competencies and student autonomy: Exploring the connections*. Presentation to South Wellington Schools' Cluster, Brooklyn School, Wellington.
- Hipkins, R. (2015, April). *Taking another look at the key competencies*. Presentation at education symposium, Whanganui.
- Hipkins, R. (2015, May). *Key competencies and school-wide curriculum development*. Presentation to Nelson school leaders, Nelson.
- Hipkins, R. (2015, May). *Taking a second look at the key competencies*. Workshop for Nelson teachers, Nelson.
- Hipkins, R. (2015, June). *Key competencies for the future*. Invited speaker address at International Conference on Thinking (ICOT), Bilbao, Spain.
- Hipkins, R. (2015, June). *Systems thinking for democratic participation*. Workshop at International Conference on Thinking (ICOT), Bilbao, Spain.
- Hipkins, R. (2015, June). *Why key competencies?* Workshop for year 1 provisionally registered teachers from Wellington area, Mana.
- Hipkins, R. (2015, June). *Why key competencies?* Workshop for year 2 provisionally registered teachers from Wellington area, Mana.
- Hipkins, R., & Joyce, C. (2014, October). *Exploring challenges for teachers' work*. Presentation at NZCER conference Building future-oriented science education in Aotearoa New Zealand, Wellington.
- Hutchings, J. (2015, March). Co-convenor and opening remarks on day two at Kei Tua o Te Pae. Re-searching rangatiratanga innovating mātauranga conference, Te Wānanga o Raukawa, Ōtaki.
- Johnson, C. (2014, July). Te Toi Tupu Maths Symposium on understanding the diagnostic intention of the PATs, Dunedin, Gisborne, Napier.
- Johnson, C. (2014, July). Use and analysis of Health Promoting Schools survey explained to district health board national managers, Auckland.
- Johnson, C. (2014, August). *Understanding ways to use PAT: Maths for description of learning as well as measurement*. Presentation to Te Toi Tupu Tawa maths leaders, Wellington.
- Johnson, C. (2014, August). Workshop for Papatoetoe Cluster on scale score progress using STAR, Auckland.
- Johnson, C. (2014, September). Two workshops for Taranaki Assistant Principal/Deputy Principal Cluster on purpose of assessment and progress through data analysis, New Plymouth.
- Johnson, C. (2014, September). *Alignment and use of data for learning*. Presentation at Auckland Primary Principals Association conference, Auckland.
- Johnson, C. (2014, September). *The use of NZCER tools for wellbeing*. Presentation at Cognition Health & Wellbeing symposium, Auckland.
- Johnson, C. (2014, September). *Join the dots—data for learning*. Presentation at Learning Network, Auckland.
- Johnson, C. (2014, September). Exhibition at New Zealand Literacy conference, Tauranga.
- Johnson, C. (2015, January–March). *PAT 101*. Webinar series for schools in Auckland, Rotorua, Taupo, Whanganui and Wellington.
- Johnston, C. (2015, February–May). *PAT 101*. Half-day workshops held at schools in Wellington, Auckland, Waiheke Island, Gore, Balclutha.
- Johnson, C. (2015, February). *Understanding the PATs*. Presentation to Weber School Board of Trustees, Weber, Hawke's Bay.
- Johnson, C. (2015, February). *Using data for learning—Manaiaikalani Cluster*. Half-day workshop, Auckland.
- Johnson, C. (2015, February, March). *PAT 101*. Presentation to staff meetings at Greytown, Wellington Primary Maths Leaders and Seatoun School, Wellington.
- Johnson, C. (2015, March). *Improving literacy with data*. Webinar series.
- Johnson, C. (2015, March). *Using data for learning*. CORE breakfast and workshops for secondary teachers, Auckland and Dunedin.
- Johnson, C. (2015, April). *Te Toi Tupu Maths symposium*. Workshop presentation, Napier, Tauranga and Gisborne.
- Johnson, C. (2015, April). *Using data for learning*. Workshops for secondary teachers, Post Primary Teachers Association Hui, Auckland.
- Johnson, C. (2015, May). *Using data for learning*. Workshops for teachers at Te Tau Tokerau Literacy conference, Whangarei.
- Johnson, C. (2015, May). *Evidence and inquiry: Assessment to improve teachers' teaching and students' learning*. Webinar at First Time Principals advisory day, Hamilton.
- Johnson, C. (2015, May). *Leadership in inquiry*. Webinar series, Wellington.
- Johnson, C. (2015, May). Presentation of Educational Leadership Practices survey results to Waitakere Area Principals Association conference, Auckland.
- Johnson, C. (2015, May). Presentation at Te Tapuae o Rehua Maths symposium, Christchurch.
- Johnson, C. (2015, May). *Wellbeing@School*. Webinar series, Wellington.
- Johnson, C. (2015, June). *Evidence and inquiry: Assessment to improve teachers' teaching and students' learning*. Webinar at First Time Principals advisory day, Tauranga.

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- Johnson, C. (2015, January–May). *Using data for learning* workshop at schools and school clusters in Taranaki, Auckland, Amberley, Reporoa and Wellington.
- Johnson, C. (2015, June). *Me & My School Survey* workshop, Burnside Cluster, Christchurch.
- Johnson, C., & Cosslett, G. (2014, July). Two workshops on understanding PAT assessments at NZ School Trustees conference (NZSTA), Auckland.
- Johnson, C., & Dickinson, M. (2014, July). Workshop for Waitara Cluster on use of assessment data, Waitara.
- Johnson, C., & Dickinson, M. (2014, August). *Understanding the evaluative and diagnostic intention of the PATs (the Rasch Scale)*. Presentation to Tawa Assistant Principal/Deputy Principal Cluster, Wellington.
- Johnson, C., & Joyce, C. (2015, May). Exhibition stand at EXPO for Hutt Valley science teachers, Lower Hutt.
- Johnson, C., & Robbins, S. (2014, September). Presentation to Capital City Science Educators on design and use of Science: Thinking with evidence, Wellington.
- Johnson, C., & Robbins, S. (2015, March). ALIM presentations for lead teachers, Dunedin and Nelson.
- Joyce, C. (2014, November). *Stories from National Monitoring Science*. Presentation to Te Toi Tupu science facilitators, Auckland.
- Joyce, C. (2015, May). *Science and the Assessment Resource Banks*. Presentation at the Capital City Science Educators (CCSE) Science expo, Royal Society of New Zealand, Wellington.
- Lawes, E., Boyd, S., & Cosslett, G. (2015, January). Presentation on Wellbeing@School baseline reference data, Wellington.
- Lawes, E., & Johnston, M. (2015, May). Presentation on the development of the Progress and Consistency Tool (PaCT) at the research symposium Mathematics and Statistics Education, Victoria University, Wellington.
- MacDonald, J. (2014, December). *Building cumulative knowledge in teaching and learning research: New Zealand's Teaching and Learning Research Initiative*. Presentation at the Australian Association for Research in Education/New Zealand Association for Research in Education (AARE/NZARE) conference, Brisbane, Australia.
- MacDonald, J. (2014, December). *Considering and preparing an Expression of Interest*. Presentation to University of Canterbury, Christchurch.
- MacDonald, J. (2015, March). *Preparing and submitting an Expression of Interest*. Presentation at Faculty of Education, University of Auckland, Auckland, and Victoria University, Wellington.
- Neill, A. (2014, July). *The Assessment Resource Banks: Online and interactive*. Two workshops presented at Canterbury Primary Mathematics symposium, University of Canterbury, Christchurch.
- Neill, A. (2015, March). *The Assessment Resource Banks: Online and interactive*. Presentation at the Auckland Primary Mathematics Association symposium, Waipuna Conference Centre, Auckland.
- Neill, A. (2015, April). *The ARBs and PAT: Maths: Online and interactive*. Workshops presented at Te Toi Tupu Regional Mathematics symposium, Tauranga and Napier.
- Neill, A. (2015, April). *The Assessment Resource Banks: Formative assessment resources for classroom teaching and learning*. Two workshops at Think Maths—Whakārohia te Pāngarau, Te Toi Tupu Regional Mathematics symposium, Gisborne Intermediate School, Gisborne.
- Neill, A. (2015, May). *Mathematics assessment initiatives*. Presentation at the Mathematics Education Research symposium, Victoria University, Wellington.
- Neill, A., & Berg, M. (2014, July). *Financial literacy in secondary schools*. Presentation at the Unpacking PISA 2012: What's next? workshop, Massey University, Wellington.
- Robertson, S., Gardiner, B., & Eyre, J. (2014, July). *Youth Assessment overview*. Presentation to the National Centre of Literacy and Numeracy for Adults symposium, Wellington.
- Shepherd, D., Boyd, S., & Felgate, R. (2014, September). *Kiwi connections: Years 1–3 what the data is telling us (primary focus)*. Presentation at the Positive Behaviour for Learning (PB4L) School-Wide conference, Claudelands, Hamilton.
- Smith, J., & Darr, C. (2014, November). *NMSSA*. Presentation to the Association of Intermediate and Middle Schools, Wellington.
- Vaughan, K. (2014, July). *Knowing practice: Builders, GPs, and engineers in practice-based learning*. Presentation to TLRI/Ako Aotearoa symposium, Wellington.
- Vaughan, K. (2014, October). *The value of internships for learning*. Guest speaker for the launch of the Pilot PhD Internship Programme, School of Graduate Studies and Career Development and Employment Centre, University of Auckland, Auckland.
- Vaughan, K. (2015, February). *Knowing practice: Theory and practice for engineers, builders, and GPs*. Presentation to the NZ Diploma of engineering forum, Wellington.
- Whatman, J. (2015, April). *Evaluation of Induction and Monitoring and Mentor Teacher*. Presentation to Teachers' Refresher Course Committee, Wellington.
- Wylie, C. (2014, October). *Incredible Years Teacher (IYT) Evaluation Group leaders' experiences and views*. Presentation for Incredible Years Practice Leaders' meeting, Auckland.
- Wylie, C. (2014, November). *Progress and stalling on the path to learning-centred schools in New Zealand*. Presentation at Australian Association for Research in Education/New Zealand Association for Research in Education (AARE/NZARE) conference, Brisbane, Australia.

- Wylie, C. (2015, February). *Conditions for effective collaboration for deeper learning*. Presentation to Joint Initiative, Ministry of Education and NZEI, Wellington.
- Wylie, C. (2015, March). *Conditions for effective collaboration for deeper learning*. Presentation to NZEI-led meeting relating to the Joint Initiative Ministry of Education and NZEI, Auckland.
- Wylie, C. (2015, March). *Conditions for effective collaboration for deeper learning*. Presentation to Sector Enablement and Support, Ministry of Education, Wellington.
- Wylie, C. (2015, March). *Competent learners—what we did and what we learnt*. Presentation to Pedagogies of Educational Transitions (POET) workshop, Hamilton.
- Wylie, C. (2015, March). *Future focus for secondary learners*. Presentation to Canterbury West Coast Principals' Association conference, Christchurch.
- Wylie, C. (2015, March). *New Zealand schools: A changing landscape?* Presentation to University of 3rd Age, Wellington.
- Wylie, C. (2015, April). Presentation to NZEI-MoE joint initiative working group on results of discussion on principles and conditions for effective collaboration, Wellington.
- Wylie, C. (2015, April). *School resourcing: Can we do it better?* Presentation to School Resourcing forum, Wellington.
- Wylie, C. (2015, June). *Why collaboration's time has come*. Presentation to Auckland Primary Principals' Association forum, Auckland.
- Burgon, J., & Wylie, C. (2015, June). Discussion with Julie Hook and colleagues, Ministry of Education, on Special Education Update, Wellington.
- Cosslett, G. (2015, May). Advisory meeting for NZEI Te Riu Roa–MoE Joint Initiative, to discuss school trustee experiences to inform Investing in Educational Success (IES) initiative, Wellington.
- Cosslett, G., & Darr, C. (2014, November). Meeting with Lesley Hoskin (Associate Deputy Secretary, Ministry of Education) to demonstrate and discuss the NZCER assessment tools and related resources, Wellington.
- Gardiner, B., Darr, C., & Cosslett, G. (2015, June). Attended Assessment Tool Governance Group meeting, Wellington.
- Hipkins, R. (2014, July). Participated in MoE Advisory Group meeting on Modern Learning Practices, Wellington.
- Hipkins, R. (2014, December). Attended meeting for constituent organisations of the Royal Society of New Zealand, on behalf of New Zealand Association for Research in Education (NZARE) Council, Wellington.
- Hipkins, R. (2015, January–June). Review of in-development papers on assessment of adolescent health literacy, for researchers at the University of Sydney.
- Hipkins, R. (2015, May). Review of summary paper on New Zealand's education system, created by researchers at the London Institute of Education for the British Royal Society, Wellington.
- Hipkins, R., & Johnstone, M. (2014, October). Attended NZQA Review Panel meeting to discuss aspects of NCEA implementation, Wellington.
- Hotere-Barnes, A. (2014, September). Evaluation and organisational capability meeting with Ngā Rangatahi Toa Trust, Wellington.
- Hutchings, J. (2015, January, March). Chair, TEC Māori Reference Group for Māori adult literacy and numeracy, Wellington.
- Hutchings, J. (2015, February). Advisory meeting with Save the Children regarding literacy and numeracy, Wellington.
- Hutchings, J. (2015, March). Member of the assessing committee for the Māori Centre of Research Excellence for the Tertiary Education Commission, Auckland.
- Vaughan, K. (2014, October). Skype meeting to discuss career development and student support issues and initiatives with career development centre staff from Auckland University of Technology, University of Auckland and Massey University.
- Vaughan, K. (2014, November). Provided advice on setting up workplace professional learning systems to Elliot Sim, New Zealand Law Society, for the *New Zealand Law Society Journal*.
- Vaughan, K. (2014, December). Provided advice to Peter Scanlan on self-directed learning for foundation education, for an Ako Aotearoa working paper.

SELECTED ADVISORY

NZCER staff undertake a range of advisory activities throughout the year. These include advice to policy makers, contributing to advisory boards and acting as critical friends to research groups or individuals. The following is a selection of the activities carried out in the year under review.

- Bolstad, R. (2015, March). Facilitated workshop for Post Primary Teachers Association ICT Committee, Wellington.
- Bolstad, R. (2015, April, June). Member of Connected Learning Advisory Reference Group, CORE Education, Wellington.
- Bolstad, R., & Beresford, S. (2015, May–June). Educational consultants to Chrometoaster in the field-testing and revision of the Ministry of Education's *Cards of Awesome* prototype resource for schools, Wellington.
- Boyd, S. (2014, August–2015, February). Attended the Bullying Prevention Advisory Group Meetings, Ministry of Education, Wellington.
- Boyd, S., Bolstad, R., & McDowall, S. (2014, October). Met with Swiss educators Prof. Max Woodtli and Priska Fuchs to discuss the key competencies and future-focused education, NZCER, Wellington.
- Burgon, J. (2014, September). Met with Early Intervention practice leaders to discuss implementation of the new Transition School Guidelines for Early Intervention Providers, Wellington.

Research—NGĀ MAHI RANGAHAU

- Vaughan, K. (2015, January). Meeting with Octavia Palmer, Ministry of Education, about future of career education in schools, Wellington.
- Vaughan, K. (2015, April). Meeting with Craig Fowler, managing director, National Centre for Vocational Education Research (NCVER), Australia, about NZCER and vocational research in New Zealand, Wellington.
- Wylie, C. (2014, August–October). Member of Investing in Educational Success (IES) Advisory Group, Wellington.
- Wylie, C. (2015, January–February). Panel member on the Joint Initiative Ministry of Education and NZEI, Wellington.
- Wylie, C. (2015, February). Participated in Education Review Office Academic Experts Group meeting, Wellington.
- Wylie, C. (2015, February). Meeting with Peter Hughes, Secretary for Education, Wellington.
- Wylie, C. (2015, February). Skype discussion with Janvhi Kanoria, Qatar Supreme Education Council, on roles of Education Review Office and Ministry of Education in relation to improving school capacity for improvement.
- Wylie, C. (2015, February–March). IES Advisory Group meetings, Wellington.
- Wylie, C. (2015, March). Meeting with Bill Kermode, NEXT Foundation, Auckland.
- Wylie, C. (2015, April). Facilitated discussion day of NZEI–Ministry of Education Joint Initiative and experts on school collaboration to identify principles and conditions for successful collaboration, Wellington.
- Wylie, C. (2015, May). Discussion with Graeme Stoop, Deputy Secretary, Ministry of Education, Wellington.
- Wylie, C. (2015, June). Advisory role with School Resourcing Forum, Wellington.
- Wylie, C., & Burgon, J. (2015, June). Meeting with Ministry of Education staff to provide advice and comment on planned approaches to the Special Education Update Implementation, Wellington.
- Wylie, C., & Cosslett, G. (2015, April). Advisory meeting for NZEI Te Riu Roa–Ministry of Education Joint Initiative, to discuss collaboration experiences to inform Investing in Educational Success (IES) policy, Wellington.
- REPORTS AND RESEARCH PUBLICATIONS**
- Bolstad, R. (2014). *Partnerships: Building a future-oriented science education in Aotearoa New Zealand*. Conference proceeding, published on NZCER website.
- Bolstad, R. (2015, 22 June). *The Museum of Before: An experiment in participatory thinking about the future*. Shifting Thinking Blogpost. <http://www.shiftingthinking.org/?p=3367>
- Bolstad, R., Joyce, C., & Hipkins, R. (2015). *Environmental education in New Zealand schools: Updating research undertaken for the Ministry of Education in 2002–3*. Wellington: Ministry of Education and the Advancing EEfS Steering Group.
- Bonne, L., & Lawes, E. (2014, December). *Evaluation of the Progress and Consistency Tool mathematics pilot: Summary report to the PaCT Programme Board*. Wellington: NZCER.
- Boyd, S., Dingle, R., & Herdina, N. (2014). *PB4L School-Wide evaluation: Preliminary findings*. Wellington: Ministry of Education. (Published on Education Counts.)
- Boyd, S., & Felgate, R. (2015, in press). *“A positive culture of support”: Final report from the evaluation of PB4L School-Wide evaluation*. Wellington: Ministry of Education.
- Boyd, S., & Hipkins, R. (2015, in press). *Review and Maintenance Programme (RAMP) health and physical education. Themes in the research literature*. Wellington: Ministry of Education.
- Boyd, S., & Hipkins, R., with school staff from Sport in Education schools. (2015, in press). *Getting home runs on the board: Stories of successful practice from two years of the Sport in Education initiative*. Wellington: Sport New Zealand.
- Boyd, S., Hotere-Barnes, A., Tongati’o, L., & MacDonald, J. (2015). *“It’s who we are”: Stories of practice and change from PB4L School-Wide schools*. Wellington: Ministry of Education.
- Bright, N., Hotere-Barnes, A., & Hutchings, J. (2015). *Ka Whānau mai te Reo: Kia rite! Getting ready to move, te reo Māori and transitions*. Wellington: NZCER.
- Bright, N., Hotere-Barnes, A., & Hutchings, J. (2015). *Ka Whānau mai te Reo: Kia rite! Getting ready to move, te reo Māori and transitions, Summary*. Wellington: NZCER.
- Bright, N., Hotere-Barnes, A., & Hutchings, J. (2015). *Ka Whānau mai te Reo: Honouring whānau, upholding reo Māori, Summary*. Wellington: NZCER.
- Bull, A. (2014). *Building a future-oriented science education system: Are we nearly there yet?* Conference proceeding, published on NZCER website.
- Bull, A., & Gilbert, J. (2014). *Exploring teacher professional learning for future-oriented schooling—a working paper*. Wellington: NZCER.
- Bull, A., Joyce, C., & Hipkins, R. (2014). *Constructing your school’s primary science curriculum*. Wellington: NZCER Press.
- Burgon, J., Berg, M., & Herdina, N. (2015, in press). *Patterns of student progress in the Intensive Wraparound Service*. Wellington: Ministry of Education.
- Cowie, B., & Hipkins, R. (2014). Mediated conversations: A participatory method for generating rich qualitative data. In P. Brindle (Ed.), *SAGE research methods cases*. London: Sage.
- Eyre, J., Brown, A., & Lumley, T. (2014). *ESOL assessments: Consultation phase*. Report to the Tertiary Education Commission. Wellington: NZCER.
- Eyre, J., Brown, A., & Lumley, T. (2014). *ESOL assessments: Scoping review*. Report to the Tertiary Education Commission. Wellington: NZCER.
- Eyre, J., & Darr, C. (2014). *ESOL assessments: Development plan*. Report to the Tertiary Education Commission. Wellington: NZCER.

- Ferral, H. (2014). *Calibrating new items for Youth Assessments in Reading and Numeracy: Technical report*. Wellington: NZCER.
- Hipkins, R. (2014). *Different ways of thinking about learning. Working paper*. Wellington: NZCER. <http://www.nzcer.org.nz/research/publications/different-ways-thinking-about-learning>
- Hipkins, R. (2014). Editorial. *set: Research Information for Teachers*, 2, 1–2.
- Hipkins, R. (2014). Getting traction for curriculum change. *Alberta Teachers Association Magazine*, 95(1), 43–48. <http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2095%202014-15/Number-1/Pages/Getting-Traction.aspx>
- Hipkins, R. (2014). Unlocking the idea of ‘capabilities’ in science. *New Zealand Science Teacher*, 133, 4–7.
- Hipkins, R. (2014). *Unlocking the idea of ‘capabilities’ in science*. Article published on NZASE website. <http://www.nzscienceteacher.co.nz/curriculum-literacy/key-competencies-capabilities/unlocking-the-idea-of-capabilities-in-science/#.VMrKCWiUc30>
- Hipkins, R. (2014). *Doing research that matters: A success story from statistics education*. Wellington: NZCER.
- Hipkins, R. (2015). Unwrapping the potential of purposeful context. *LTNZ Education Portal News*, issue 25, May.
- Hipkins, R. (2015). Learning to learn in secondary classrooms. Wellington: NZCER. Retrieved from <http://www.nzcer.org.nz/research/publications/learning-learn-secondary-classrooms>
- Hipkins, R., Bolstad, R., & Johnson, C. (2015). *Exploring new metrics for “Education 3.0”: Opportunities and challenges for shifting assessment practice at Te Kura*. Report for Te Aho o Te Kura Pounamu—The Correspondence School.
- Hipkins, R., & Joyce, C. (2014). *Supporting teachers’ work*. Conference proceeding, published on NZCER website.
- Hotere-Barnes, A. (2015, in press). Generating ‘non-stupid optimism’: Addressing Pākehā paralysis in Māori educational research. Report for *New Zealand Journal of Educational Studies* (NZJES).
- Hutchings, J., Bolstad, R., Hotere-Barnes, A., Tongati’o, L., Lawes, E., & MacDonald, J. (2015). *He Tomokanga Whare*. Wellington: NZCER.
- Lawes, E., & Darr, C. (2014, November). *The Progress and Consistency Tool: Mathematics framework technical report*. Wellington: NZCER.
- Lawes, E., & Darr, C. (2014, November). *The Progress and Consistency Tool: Reading framework technical report*. Wellington: NZCER.
- Lawes, E., & Darr, C. (2014, November). *The Progress and Consistency Tool: Writing framework technical report*. Wellington: NZCER.
- Lawes, E., Boyd, S., & Cosslett, G. (2015). *Wellbeing@School—baseline reference data*. Wellington: NZCER.
- MacDonald, J., Bourke, R., Burgon, J., & Berg, M. (2015). “It’s like, trying to make us better people”. My FRIENDS Youth final evaluation report. Unpublished, submitted to Ministry of Education.
- McDowall, S. (2015). *Literacy research that matters: A review of the school sector and ECE literacy projects*. Wellington: NZCER Press.
- McDowall, S., Dingle, R., Barnes, A., & Whatman, J. (2014). *Facilitator smart tools and their impact on Te Toi Tupu—a learning organisation*. Unpublished research report produced for the Ministry of Education.
- McDowall, S., Stevens, L., & Twist, J. (2015). *Ready to Read teacher support material and text trialling processes: A research report*. Unpublished research report produced for the Ministry of Education.
- Neill, A., Berg, M., & Stevens, L. (2014, August). *Financial literacy of secondary students, and its place within secondary schools*. Report to the Commission for Financial Literacy and Retirement Income, Wellington.
- Neill, A., Berg, M., & Stevens, L. (2015). *Financial literacy of secondary students, and the place of financial capability in secondary schools: Summary report*. Report to the Commission for Financial Capability, Wellington.
- Neill, A., & Hipkins, R. (2015, in press). *Review and Maintenance Programme (RAMP) mathematics and statistics: Themes in the research literature*. Report to the Ministry of Education, Wellington.
- Neill, A., Lawes, E., Mazengarb, J., & Robertson, S. (2015, in press). *Progressive Achievement Test: Mathematics (2nd ed.). Teacher Manual: Additional tests*. Wellington: NZCER.
- Robertson, S., Gardiner, G., Emery, W., & Ikin, K. (2014). *Mātauranga Māori reading assessments: Consultation and item review phase*. Wellington: NZCER.
- Vaughan, K. (2014). *Using the third area of capability for apprentices to develop*. BCITO blog commentary for teams in Standards Leadership, Training Advisors and Skills Brokers.
- Vaughan, K., Eyre, J., & MacDonald, J. (2015). *Good practice in prison-based educational assessment and literacy and numeracy skills development*. Report prepared for the Department of Corrections.
- Whatman, J., & Bull, A. (2014). *The work of PLD facilitators. A paper*. Wellington: NZCER.
- Wylie, C. (2014). Capital connections for education. In *The Piketty Phenomenon: New Zealand perspectives* (pp. 171–176). Wellington: BWB Books.
- Wylie, C., & Felgate, R. (2015, in press). *2014 IYT group leaders’ views and experiences*. Report for the Ministry of Education.

FINANCIAL STATEMENTS TAUĀKĪ PŪTEA

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STATEMENT OF COMPREHENSIVE REVENUE & EXPENSE

FOR THE YEAR ENDED 30 JUNE 2015

	Notes	2015 \$	2014 \$
Revenue			
Revenue	2	8,714,357	8,572,708
Interest Income		115,741	119,264
Other Income	3	1,180,092	1,076,653
Total Revenue		10,010,190	9,768,625
Expenditure			
Cost of Sales		516,643	606,397
Operating Expenses	4	2,823,519	2,707,041
Personnel Expenses	5	5,809,367	5,723,007
Accommodation Expenses		526,598	484,988
Depreciation and Amortisation Expense		167,973	94,086
Total Expenditure		9,844,100	9,615,519
Net Surplus / (Deficit)		166,090	153,106
Other Comprehensive Income		-	-
Total Comprehensive Income		166,090	153,106

The accompanying notes form an integral part of the financial statements

STATEMENT OF CHANGES IN EQUITY

FOR THE YEAR ENDED 30 JUNE 2015

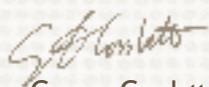
	2015 \$	2014 \$
Equity at Start of the Year	3,832,731	3,679,625
Total Comprehensive Revenue & Expenditure	166,090	153,106
Balance at 30 June	3,998,821	3,832,731

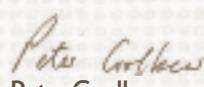
The accompanying notes form an integral part of the financial statements

STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2015

	Notes	2015 \$	2014 \$
Current Assets			
Cash and Cash Equivalents	6	1,870,438	925,066
Investments	6	2,110,000	2,960,000
Trade and Other Receivables	7	1,819,691	1,868,557
Inventory	8	447,235	398,579
Total Current Assets		6,247,364	6,152,202
Non-current Assets			
Property, Plant and Equipment	9	257,177	220,611
Intangible Assets	10	874,972	567,190
Total Non-current Assets		1,132,149	787,801
Total Assets		7,379,513	6,940,003
Current Liabilities			
Trade Payables		271,537	403,796
Employee Entitlements	11	412,244	391,029
Other Payables	12	2,605,272	2,249,498
Total Current Liabilities		3,289,053	3,044,323
Non-current Liabilities			
Employee Entitlements	11	55,822	62,949
Other Payables – Non-current	12	35,817	-
Total Non-current Liabilities		91,639	62,949
Total Liabilities		3,380,692	3,107,272
Net Assets		3,998,821	3,832,731
Equity			
Accumulated Funds		3,998,821	3,832,731
Total Equity		3,998,821	3,832,731


Graeme Cosslett
 Director


Peter Coolbear
 Chair

30 November 2015

The accompanying notes form an integral part of the financial statements

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 30 JUNE 2015

	Notes	2015 \$	2014 \$
Cash Flows from Operating Activities			
Government Grant		1,452,000	1,378,773
Sales Receipts		1,719,377	1,784,963
Projects		6,346,923	6,115,365
Interest Received		106,538	128,637
Educational Funds Receipts	12	1,646,212	1,593,613
Other Receipts		1,180,092	1,075,673
Sale of Short-term Deposits		6,570,000	6,160,000
Salaries and Related Employee Costs		(5,948,046)	(5,636,459)
Operating Expenses		(3,642,179)	(2,981,333)
Cost of Sales		(644,332)	(654,300)
Educational Funds Expenses	12	(1,754,180)	(1,576,474)
Net GST		144,694	(277,727)
Purchase of Short-term Deposits		(5,720,000)	(6,610,000)
Net cash flow from Operating Activities		1,457,099	500,731
Cash Flows from Investing Activities			
Sale of Property, Plant and Equipment		2,169	732
Purchase of Property, Plant and Equipment		(136,311)	(99,057)
Purchase of Intangible Assets		(377,585)	(330,546)
Net Cash Flow from Investing Activities		(511,727)	(428,871)
Net Increase/(Decrease) in Cash and Cash Equivalents		945,372	71,860
Cash and Cash Equivalents at the Beginning of the Year		925,066	853,206
Cash and Cash Equivalents at the End of the Year		1,870,438	925,066

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 2015

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 2015, and were approved on 30 November 2015.

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.

These financial statements are the first financial statements presented in compliance with the new PBE Accounting Standards. No material adjustments have arisen on transition to the new PBE Accounting Standards.

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 NZCER 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 NZCER 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.

NOTES TO THE FINANCIAL STATEMENTS—FOR THE YEAR ENDED 30 JUNE 2015

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

NZCER 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 10 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 2015.

NOTES TO THE FINANCIAL STATEMENTS—FOR THE YEAR ENDED 30 JUNE 2015

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

	2015	2014
	\$	\$
Sales	1,658,427	1,824,848
Government Grant	1,452,000	1,378,774
Project Revenue	5,603,930	5,369,086
Total	8,714,357	8,572,708

Revenue received under the Government Grant agreement is classified as arising from non-exchange transactions, in that NZCER 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 NZCER can only use the funds in fulfilling the specific work programme that has been negotiated and agreed with the Ministry.

3. Other Income

	2015	2014
	\$	\$
Royalties	173,684	158,721
Marking Service	548,414	504,857
Customised Solutions	314,776	233,026
Other Income	143,218	180,049
Total	1,180,092	1,076,653

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

	2015	2014
	\$	\$
Remuneration of Auditors		
- Audit of the Financial Statements	36,956	35,898
Board Members' Fees	39,629	18,064
Bad Debts Written Off	100	91
Operating Lease Expenses	44,316	36,474
(Gain)/Loss on Sale of Fixed Assets	(594)	(732)
Donations Paid	45,330	8,497
Foreign Exchange Translation Gain/Loss	-	-
Rental of Office Premises	295,870	283,502
Inventory Write-off	14,849	-

Operating Expense

	2015	2014
	\$	\$
Seminars and Conferences	68,981	82,480
ICT—Info & Comm Technology	326,727	364,700
Travel	327,602	284,894
Administration Expenses	635,606	717,913
Financial Expenses	51,602	48,008
Board Fees and Expenses	70,554	40,928
Contracted Services	1,258,655	1,059,370
Advertising Expenses	71,352	66,220
Library Expenses	12,440	42,528
Total Operating Expenses	2,823,519	2,707,041

5. Personnel Expenses

	2015	2014
	\$	\$
Salaries and wages	5,362,907	5,260,175
Defined contribution plan employer contributions	282,334	301,515
Increase in employee entitlements	14,088	33,556
Staff development and training expenses	85,533	67,165
Other personnel expenses	64,505	60,596
Total Personnel Expenses	5,809,367	5,723,007

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

6. Cash, Cash Equivalents and Investments

	2015	2014
	\$	\$
Cash at bank	1,180,438	265,066
Term deposits with maturities less than 3 months	690,000	660,000
Total cash and cash equivalents	1,870,438	925,066
Investments	2,110,000	2,960,000
Total Cash, Cash Equivalents & Investments	3,980,438	3,885,066

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

NZCER holds unspent trust funds received (described as 'Educational funds'), included in cash at bank, of \$479,603 (2014: \$587,572) 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 TLRI Advisory Board.

7. Trade and Other Receivables

	2015	2014
	\$	\$
Trade Receivables	396,781	447,066
Project Receivables	1,175,325	1,375,371
Accrued Project Revenue	86,106	-
Accrued Interest	44,161	34,958
Other Receivables	117,318	11,162
	1,819,691	1,868,557

NOTES TO THE FINANCIAL STATEMENTS—FOR THE YEAR ENDED 30 JUNE 2015

As at 30 June 2015 and 2014, all overdue receivables have been assessed for impairment and appropriate provisions applied where necessary.

Total receivables comprises:

Receivables from exchange transactions	1,351,044	1,439,720
Receivables from non-exchange transactions	468,647	428,837
	1,819,691	1,868,557

The balances for 'Receivables from non-exchange transactions' represent 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 receivables are categorised as arising from non-exchange transactions, in that NZCER 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 NZCER, 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

	2015 \$	2014 \$
Stock Tests/Publications	441,149	392,510
Stock Tests/Test Scoring	6,086	6,069
Total Inventories	447,235	398,579

9. Property, Plant and Equipment

	Furniture & Fittings \$	Equipment \$	Total \$
Cost			
Balance at 1 July 2013	686,402	1,001,202	1,687,604
Additions	30,803	69,454	100,257
Disposals	-	(24,159)	(24,159)
Balance at 30 June 2014	717,205	1,046,497	1,763,702
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
Accumulated Depreciation			
Balance at 1 July 2013	628,707	850,114	1,478,821
Depreciation Expense	20,879	66,350	87,229
Eliminate on Disposal	-	(22,959)	(22,959)
Balance at 30 June 2014	649,586	893,505	1,543,091
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
Carrying Amounts			
At 1 July 2013	57,695	151,088	208,783
At 30 June and 1 July 2014	67,619	152,992	220,611
At 30 June 2015	136,261	120,916	257,177

10. Intangible Assets

	Capitalised Development \$	Intangible Assets in Progress \$	Software \$	Total \$
Cost				
Balance at 1 July 2013	116,139	234,974	358,609	709,722
Additions	-	330,546	-	330,546
Disposals	-	-	-	-
Balance at 30 June 2014	116,139	565,520	358,609	1,040,268
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
Accumulated Amortisation				
Balance at 1 July 2013	116,139	-	350,082	466,221
Amortisation Expense	-	-	6,857	6,857
Disposals	-	-	-	-
Balance at 30 June 2014	116,139	-	356,939	473,078
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
Carrying Amounts				
At 1 July 2013	-	234,974	8,527	243,501
At 30 June and 1 July 2014	-	565,520	1,670	567,190
At 30 June 2015	576,825	298,147	-	874,972

11. Employee Entitlements

	2015 \$	2014 \$
Annual Leave	358,935	335,903
Retirement & Long Service Leave	109,131	118,075
	468,066	453,978
Disclosed as:		
Employee Entitlements—Current		
Annual Leave	358,935	335,903
Long Service & Retirement Leave	53,309	55,126
	412,244	391,029
Employee Entitlements—Non-current		
Retirement & Long Service Leave	55,822	62,949
Total	468,066	453,978

NOTES TO THE FINANCIAL STATEMENTS—FOR THE YEAR ENDED 30 JUNE 2015

The present value of the long service and retirement 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 NZ 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% (2014: 4.86%) and an inflation factor of 2.8% (2014: 2.8%) were used.

12. Other Payables

The major categories of Other Payables are:

	2015 \$	2014 \$
Current		
Accruals	115,982	323,193
Advance Subscriptions	67,841	57,176
Project Income in Advance	1,629,414	1,000,361
Educational Funds	443,787	587,572
Other Liabilities	348,248	281,196
	2,605,272	2,249,498
Non-current		
Educational Funds	35,817	-
	2,641,089	2,249,498
	2015 \$	2014 \$
Payables under exchange transactions		
Accruals	115,982	323,193
Advance Subscriptions	67,841	57,176
Project Income in Advance	1,629,414	1,000,361
Other Liabilities	(4,098)	73,544
	1,809,139	1,454,274
Payables under non-exchange transactions		
Educational Funds	479,604	587,572
Taxes Payable (GST)	352,346	207,652
	831,950	795,224
Total Other Payables	2,641,089	2,249,498

Accruals and other liabilities (which is mainly comprised of GST payable to Inland Revenue) 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 co-ordination 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 2014 \$	Receipts \$	Payments \$	Balance 30 June 2015 \$
Teaching and Learning Research Initiative	561,755	1,606,212	1,744,180	423,787
Beeby fund 1998	25,817	40,000	10,000	55,817
TOTAL	587,572	1,646,212	1,754,180	479,604

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 2015, \$20,000 is expected to be disbursed within 12 months of balance date, and therefore is reported as a current liability. The balance of the funds (\$35,817) 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

	2015 \$	2014 \$
Current	20,000	25,817
Non-current	35,817	-
Balance as at 30 June	55,817	25,817

Receipts and payments associated with the educational funds are classified as arising from non-exchange transactions, in that NZCER receives value from the funders without directly giving approximately equal value in exchange. The total funds held as at 30 June (2015: \$479,604 and 2014: \$587,572) 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:

	2015 \$	2014 \$
Not later than one year	355,173	331,648
Later than one year and not later than five years	1,335,936	1,369,298
Later than five years	218,333	311,191
TOTAL	1,909,442	2,012,137

A significant portion of the total non-cancellable operating lease expense relates to the lease of office and warehouse space in Education House, Wellington. This includes a short-term lease of additional space on level 6 of the building, which is due to expire in March 2016. The Council has assumed that it will not renew this lease for a further term beyond the current expiry date.

14. Contingencies

Contingent liabilities

The Council has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2015 (30 June 2014: Nil).

Contingent assets

The Council has no contingent assets (30 June 2014: 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 \$148,591 from Ako Aotearoa for joint funding of projects and for consultancy services in the 2014/15 financial year (2014: \$165,392).
- Liz Gordon 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 year (2014: Nil).
- Anne Stephenson is Managing Director of Stephenson Thorner Ltd. Anne's Board fees are paid to Stephenson Thorner at the standard daily rate. There have been no other transactions between the two organisations during the year (2014: 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 2014-15 year was \$950 (2014: \$2,137).
- 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 2014-15 year.
- Frances Nelson is also a board member of the Springboard Trust. In February 2015, the Trust contracted the Council to complete an evaluation and learning project. There was an accrued amount of \$45,000 owed to the Council by the Trust as at 30 June 2015.
- Fiona Pimm is a Director of Careerforce ITO. In July 2015, Careerforce contracted the Council to complete a learning transfer research project. There were no financial transactions between the Council and Careerforce during the 2014-15 year.
- 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. No payments were made by the Council to Te Horomai in the 2014-15 year (2014: Nil)
- Cheryl Stephens is also a Council member of the New Zealand Association for Research in Education (NZARE). A total of \$2,093 was paid to NZARE during the 2014-15 year, mainly for membership subscriptions for NZCER employees (2014: \$9,130).
- Robyn Baker is the Deputy Chairperson of the Australian Council for Educational Research (ACER). A total of \$70,643 was paid to ACER during the 2014/15 financial year (2014: \$39,802). These payments primarily related to purchases of ACER products, on standard pricing and payment terms. In addition, ACER purchased \$555 of NZCER products during the year, also on standard pricing and payment terms.
- Graeme Cosslett is Chair of the Board of Trustees of Mangaroa School (Upper Hutt) which occasionally purchases products and services from the Council on standard pricing and payment terms. The value of purchases during the 2014-15 year was \$644 (2014: \$557).

Key Management Personnel Compensation

	2015	2014
	\$	\$
<i>Board Members</i>		
Remuneration	39,629	18,064
Full-time Equivalent Members	0.43	0.22
<i>Leadership Team</i>		
Remuneration	611,743	684,314
Full-time Equivalent Members	3.27	4.00
Total Key Management Personnel Remuneration	651,372	702,378
Total Full-time Equivalent Personnel	3.70	4.22

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.

	2015	2014
	\$	\$
<i>Loans and Receivables</i>		
Cash and Cash Equivalents	1,870,438	925,066
Debtors and Other Receivables	1,819,691	1,868,557
Investments—Term Deposits	2,110,000	2,960,000
Total Loans and Receivables	5,800,129	5,753,623
<i>Financial Liabilities at Fair Value</i>		
Payables (excluding income in advance, taxes payable and educational funds received subject to conditions)	383,422	800,535

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.

18. Adjustments Arising on Transition to the New PBE Accounting Standards

Reclassification adjustments

There have been no reclassifications on the face of the financial statements in adopting the new PBE Accounting Standards.

Recognition and measurement adjustments

The following table and explanatory notes explain the recognition and measurement amendments to the 30 June 2014 comparative information, resulting from the transition to the new PBE Accounting Standards.

		NZ IFRS	Adjustment	PBE Accounting Standards
		2014		2014
	Note	\$	\$	\$
Statement of Financial Position				
<i>Current Liabilities</i>				
Other Payables	(a)	2,353,158	(103,660)	2,249,498
<i>Equity</i>				
Accumulated Funds	(a)	3,729,071	103,660	3,832,731
Statement of Comprehensive Revenue & Expense				
<i>Revenue</i>				
Revenue	(b)	8,635,934	(63,226)	8,572,708
Statement of Changes in Equity				
Balance at 1 July	(c)	3,512,739	166,886	3,679,625
Total Comprehensive Revenue & Expense	(c)	216,332	(63,226)	153,106
Balance at 30 June		3,729,071	103,660	3,832,731

Explanatory notes

Revenue and liabilities arising from non-exchange transactions

NZCER has reviewed all of its sources of revenue and funding, to identify any revenue that arises from non-exchange transactions, and any liabilities that arise from unfulfilled performance obligations related to the non-exchange revenue as at 1 July 2013 and 30 June 2014. NZCER has determined that funding received in relation to the Government Grant arises from non-exchange transactions and is subject to restrictions, and therefore is required to be recognised at the time of receipt. This has resulted in the following adjustments to the 2013-14 financial statements, which are presented as comparative information:

- a) Other payables and accumulated funds: A liability of \$166,886 at 1 July 2013 and \$103,660 at 30 June 2014 was recognised under NZ IFRS for Government Grant funding received prior to completion of the associated performance obligations. Under PBE IPSAS, this funding is required to be recognised as revenue at the time of receipt. As a result, the liability reduced by \$103,660 as at 30 June 2014 and accumulated funds increased by \$103,660 at the same date.
- b) Revenue: As a consequence of the derecognition of liabilities for Government Grant funding received in advance of completed performance discussed in (a) above, recognised Government Grant revenue has decreased by \$63,226 for the year ended 30 June 2014.
- c) Equity balances: As a result of the adjustments outlined in (a) and (b) above, opening equity at 1 July 2013 has increased by \$166,886; total comprehensive revenue and expense for the year ended 30 June 2014 has decreased by \$63,226; and closing equity at 30 June 2014 has increased by \$103,660.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2015

The Auditor-General is the auditor of the 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 30 to 46, that comprise the statement of financial position as at 30 June 2015, the statement of comprehensive revenue and expenses, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements 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 2015; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with Public Benefit Entity standards with reduced disclosure requirements.

Our audit was completed on 30 November 2015. 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 Public Benefit Entity standards with reduced disclosure requirements; 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.

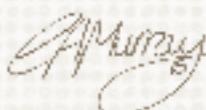
RESPONSIBILITIES OF THE AUDITOR

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 section 15 of 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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W www.nzcer.org.nz

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)
www.tlri.org.nz
contact tlri@nzcer.org.nz

Assessment Resource Banks (ARBs)
www.nzcer.org.nz/arb
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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 & BENEFITS OF COCOON 100% RECYCLED PAPER

- Made from FSC Recycled pulp
- FSC Recycled Credit program.
- FSC recycled certified papers
- Reduces the CO₂kg 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:

- 74 kg of landfill
- 10 kg CO₂ and greenhouse gases
- 99 km travel in the average European car
- 2,048 litres of water
- 189 kWh of energy
- 120 kg of wood

He Whānau Mātau He Whānau Ora

He whānau mātau, he whānau ora

*Ko te manu e kai ana i te miro, nōna te ngahere
Ko te manu e kai ana i te mātauranga nōna te ao*

He whānau mātau, He whānau ora

*Kōinei mātou te rūnanga – e tū ake nei
Ngā ringa whakahaere o te mātauranga
rangahau
Ka mihi mātou ki a koutou rā
Ngā iwi o ngā hau e whā
Kei te mihi*

He whānau mātau, He whānau ora

*Katoa: Tērā te kai o te rangatira ko te
mātauranga hii!*

NZCER Waiata Nā Horomona Rāhui rāua ko Katrina Taupo

