



ANNUAL REPORT 2012–2013

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ABOUT NZCER

NZCER is an educational research and development organisation established in 1934. We carry out research and develop research-based products and services to meet current and emerging education needs in Aotearoa New Zealand. We work and think with a wide range of individuals and organisations on the questions and ideas that will shape education and learning in the future. NZCER and its board have a particular commitment to Māori education.

NZCER is an independent organisation with a board mainly appointed by an Electoral College drawn from the education sector.

NZCER pursues strategies to enable us to have an authoritative, independent voice

60%

60 PERCENT
OF REVENUE

RESEARCH & DEVELOPMENT

R & D is funded from the purchase agreement with the government and from contestable research contracts.

The purchase agreement provided 15.7 percent of our revenue in the year under review.

KEY R & D CONTESTABLE CONTRACTS WERE:

- National Monitoring
- Te Toi Tupu professional development consortium
- Science in the Curriculum
- Positive Behaviour for Learning (PB4L) Evaluation

INVESTMENT

The NZCER board allocates funds for specific projects in the research and products and services areas. Examples include the large investment over a number of years in the revision of the Progressive Achievement Tests and in the year under review, investment in a new IT platform for our tests and surveys. NZCER also invests heavily in people, through an emphasis on learning for all and the deliberate building of expert teams.

40%

40 PERCENT
OF REVENUE

We invest in developing **people** so over time they have the depth of knowledge required to give independent evidence-based advice.

We take a considered approach to the areas we want to influence; building a **work programme** in the area and so over time developing deep individual and collective knowledge.

We invest in building and sustaining **relationships** with other researchers, policymakers, politicians, unions, teachers, principals...

INFRASTRUCTURE

NZCER has a purpose-built infrastructure funded through revenue from research and products and services. It includes communications, the IT team, finance, human resources, project management and administration. The infrastructure is crucial to the professional delivery of our work and to ensuring staff are supported in their work.

PRODUCTS & SERVICES

NZCER has three business units that generate income from products and services. They are:

- NZCER Press
- Professional Services
- Psychological Test Services

As well as selling our own products and services, NZCER wins contestable contracts to develop products and services for external clients.

KEY P & S CONTESTABLE CONTRACTS WERE:

- Assessment resources for classroom teachers and students (ARBs)
- Progress and Consistency Tool (PaCT)
- Wellbeing at school

THE YEAR IN REVIEW

NZCER celebrates its proud history while seeking to carve out a significant niche in building the education of the future. We are a small education research and development organisation with deep knowledge and big plans, a purposeful web of connections and collaborations, and a strong sense of our place and purpose. There is no other organisation quite like us. This report provides an overview of our work in the 2012–2013 year and highlights NZCER's role in the education landscape of Aotearoa New Zealand in the 21st century.

NZCER was established almost 80 years ago, in 1934. We have evolved into a complex organisation, one that is able to provide leadership in some key education areas. We don't try to do everything but we aim to excel in our areas of expertise.

NZCER is a statutory body with its own Act of Parliament which requires us to carry out research and provide advice and information. In the 21st century we can only deliver on this mission through forging a unique business model, by having a total commitment to work of the highest quality and by being extremely strategic in how we invest in people and systems.

Much current education policy is contentious and it is a challenging environment for a research and development organisation. We deal with this by building all our work on a research base and by coming to a considered, collective approach on contentious issues. We also put considerable emphasis on open communication and relationship building with those we work with and the wider sector. The 'About NZCER' section

on pages 2-3 is intended to give a sense of how we operate. About 60 percent of our revenue comes from our research and development projects. Most of this we win through contestable contracts and we also receive baseline funding of \$1.45 million from the government.

We generate about 40 percent of our revenue from sales of our products and services, including books, educational tests, journals, our online test marking service for schools and surveys such as Me and My School. We also win contestable contracts in the services area, such as redeveloping the online Assessment Resource Banks (ARBs) for the Ministry of Education.

Over time NZCER has been able to build up funds which the NZCER board is able to invest in a strategic way. An example was a purposeful investment in building our science expertise at a time when this was not a strong area of interest for the government. That investment gave us the foundation to successfully bid for science education contracts when it did become the

focus. Another example is our IT platform to enable online access to our tests, which has been a large investment in this financial year and is ongoing.

To do our current work and be well placed to build the future, we need to invest in people and systems. This year we carried out an internal services review to ensure we had the right mix of expertise to support our current work and enable us to strategically build our work. A clear goal of the review was to ensure that everyone in the organisation has a clear line of sight to the strategic goals and knows they are making a contribution. An important way we achieve this is through targeted professional learning and development, so that jobs can evolve and staff can continue to build knowledge and skill. We know the demands from work and the technology that supports our work will continue to change and require the capacity to learn new things.

An important ingredient enabling us to do our current work is our ability to bring together large multidisciplinary



Robyn Baker
DIRECTOR



Peter Coolbear
CHAIR

teams, both within the organisation and with external partners. Our work is complex and partnerships need to be built on trust and principle. Knowing when to collaborate and how to build and sustain effective teams is crucial to our work and, we believe, to future innovation. NZCER nurtures collaborative relationships with a range of groups and organisations, including wānanga, universities, and IT and web development companies.

Leadership is another crucial ingredient – leadership of ideas and of people. We are clear about the areas of work we have particular expertise in and where we can provide leadership. During the year a number of our staff have provided expert advice about the use of assessment data at the school and system levels. NZCER director Robyn Baker has been a member of the team reviewing the New Zealand Teachers Council, and chief researcher Cathy Wylie has been a prominent commentator on the structure of schools and the need for better connections across the system to encourage the kind of

learning and knowledge building we need for the future.

Ideas about the future of education are important to both how we operate as an organisation and the content of our work. The job of a researcher is changing, and the way learning interacts with technology is changing. We are excited by future possibilities. We don't see the future of education as existing in some pre-ordained form that we just need to reach in order to know it. Rather, our approach is that educators and thinkers need to be shaping the future. It starts now, by trying things out, being prepared to fail and taking small steps. We don't have all the answers but we have lots of questions and plenty of ideas about how to proceed. It means we need to be an organisation that continues to have the mix of knowledge and nous, and a culture that encourages innovation and collaboration.

Robyn Baker
Director

Peter Coolbear
Chair

NZCER AND MĀORI EDUCATION



Jessica Hutchings
MANAGER, TE WĀHANGA

This process included a series of strategy papers, a review of current activities and a half-day workshop. At the workshop representatives of the board and Rōpū Taumata, Te Wāhanga and members of the management team reviewed progress with NZCER's current strategy for Māori education and the Treaty framework.

The overarching goal is for NZCER to be a leader in Māori education, making a significant contribution to the diverse educational aspirations of Māori, being known for its capability and knowledge, being well connected to Māori communities and building knowledge through collaborative work.

Within that, three key goals or priority areas have been identified. They are:

- NZCER is known for its capability and knowledge in Māori education, well connected to Māori communities and continuing to build knowledge through collaborative work
- NZCER is respected for its generation of high quality rangahau Māori and research, and products and services

The NZCER board has identified Māori education as a specific investment priority for the organisation. Building on NZCER's long history of work in Māori education, the board, management, the Māori research unit Te Wāhanga and the Rōpū Taumata undertook in the 2012-2013 year to develop a strategic framework for the work and for the organisation over the next few years.

- NZCER is acknowledged as supporting Treaty-based leadership and capability and providing an exemplar of an engaged Treaty-based workplace.

These priority areas will be further developed over the coming year and the board will make investments in each. In the year under review, a range of activities was carried out that contributed towards these priority areas. For example, in terms of working with Māori communities, the Te Wāhanga-led purchase agreement project, Critical Issues for Whānau in Māori Education, enabled the building of community-based relationships. This was also the case with the second Kei Tua o Te Pae hui held in September with Te Wānanga o Raukawa and with the support of Ako Aotearoa.

NZCER's work within Te Toi Tupu enabled the development of a facilitator smart tool in te reo; this was conceptualised by Māori and seeks to provide a picture of facilitator capability.

At the governance level the commitment to a Treaty-based framework for NZCER

is evident in the board's decision for it to have at least one and hopefully two Māori board members who have a mandate from Māori. At the staff level te reo and waiata sessions are available to all staff and Te Wāhanga researchers have an additional allocation of administrative hours acknowledging the time required to establish and maintain relationships.

NZCER is involved in a number of projects that have a strong focus on Māori education. These include: National Monitoring, the work around the Education Leadership Practices survey, Te Toi Tupu, and the national surveys.

NZCER takes a long-term approach to its Māori education work and its goal of being a Treaty-based workplace. In the future we want to be able to measure our impact in this area, including NZCER's influence in Māori education, the strength and sustainability of partnerships with identified whānau, hāpu, iwi and diverse Māori communities, and organisation-wide understanding about what it means for NZCER to be Treaty based.

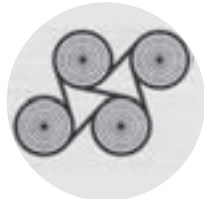
REFRESHING THE NZCER LOOK

The NZCER logo and overall branding was refreshed during the year in review. This was done to ensure greater visibility and brand recognition in multimedia environments such as websites, as well as to deliver a clearer, more consistent look wherever the logo is used.



The new look NZCER logo

OUR BRAND



The three swirls that sit alongside the name were adopted in the early 1990s. They represent a stylised native punga fern and were inspired by wall hangings displayed in NZCER offices at the time.

They were also seen to represent the different strands of our work, which at the time were described as research, information dissemination and advisory services. Today we would describe the three parts of the organisation as research, products and services and infrastructure including dissemination.

A series of four linked concentric circles was used on NZCER publications before the stylised fern motif was adopted.

Though it could be seen to link to the fern design, it actually came from a Minoan vase found in Crete.

The organisation has long been known by its acronym NZCER – this goes back to at least the 1960s and the full name was often not spelt out.

After the logo change in the 1990s, the full name was used more often and a Māori translation of the English name was added.

In the refresh, we decided to use the name NZCER more prominently. After consultation with Te Wāhanga, staff and the NZCER board, we shortened the Māori name to Rangahau Mātauranga o Aotearoa. This enabled us to use the Māori name more prominently than in the past.

The refresh extended to our corporate colours. We previously used a metallic bronze as the main corporate colour. This worked well on offset printing but not when used in digital printing or online. Our main corporate colour is now orange.

WORKS OF INFLUENCE

NZCER aims to have impact and influence on education through its research, products and services. We hope our books and research reports encourage debate and spark fresh thinking across the education sector and beyond. Here we highlight some of the work which had a notable ripple effect in the year under review.



VITAL CONNECTIONS Why we need more than self-managing schools

In 2011 NZCER chief researcher Cathy Wylie was awarded a J.D. Stout Fellowship at the Stout Research Centre, Victoria University of Wellington, to research and write a book analysing the impact of the Tomorrow's Schools reforms. She completed it at NZCER during 2012 and we launched it at Te Wharewaka on the Wellington waterfront in December 2012. In the year under review Cathy used the book as a platform to meet and debate her ideas with a wide range of individuals and groups, both within and outside the education sector.

“The Tomorrow's Schools system is simply not strong enough to bear the weight of our expectations for schools and learning. If we continue as we are, we will not be able to make the progress we need to make.... It is high time to change our education system, to make it more dynamic.” CATHY WYLIE, VITAL CONNECTIONS



KAWEA TE WAIRUA O TE KUPU

We celebrated this publication as NZCER's first te reo book. It was edited by Agnes McFarland and co-published with NZARE's Māori caucus and successfully launched at the 2012 New Zealand Association for Research in Education (NZARE) conference in Hamilton in December.



THE DISCOVERY OF EARLY CHILDHOOD (2nd ed.)

WEAVING TE WHĀRIKI - Aotearoa New Zealand's Early Childhood Curriculum Document in Theory and Practice (2nd ed.)

These books continued the tradition of NZCER publishing seminal early years education titles. The second edition of



Discovery updates and expands on Helen May's earlier work, with powerful illustrations that bring the ideas and times to life.

Weaving Te Whāriki is the only volume to bring together New Zealand and international commentary on the history, implementation, and influence of Aotearoa New Zealand's groundbreaking early childhood curriculum framework. The new edition incorporated substantial updates of the chapters in the first edition, plus four new chapters: Pasifika perspectives, working with infants and toddlers, transition to school, and perspectives on play.

SUPPORTING FUTURE-ORIENTED LEARNING AND TEACHING – A NEW ZEALAND PERSPECTIVE



This was a significant report for the Ministry of Education published in June 2012, with a foreword from the Minister of Education. Its purpose was to support the Ministry of Education's programme of work to develop a vision of what future-oriented education could look like for New Zealand learners. Authors Rachel Bolstad and Jane Gilbert (with Sue McDowall, Ally Bull, Sally Boyd and Rosemary Hipkins) drew together findings from new data and more than 10 years of research on current practice and futures-thinking in education. The work was profiled in the *Education Gazette*

during the year and we've drawn widely on the ideas for a range of dissemination opportunities throughout the year. This report was also cited as one of the key documents informing the development of the 2013–2018 strategic plan for Te Aho o Te Kura Pounamu (The Correspondence School).

“This synthesis of findings from existing work and new research presents emergent principles that signal shifts in how we need to think about learners and learning. Such an approach requires that we build our education system and the curriculum around the learner rather than the learner having to fit the system. The roles of learners and teachers change as they work together to apply knowledge from a range of curriculum areas to generate new solutions to complex problems.”

MINISTER OF EDUCATION HEKIA PARATA
IN THE FOREWORD.

SCIENCE IN THE CURRICULUM REPORTS

NZCER is known for its expertise in science. Our leadership of the Science in the Curriculum project for the Ministry of Education over the year, in collaboration with The University of Waikato and Learning Media, generated a range of reports canvassing areas such as: curriculum support in science, engagement between schools and the science community, the purposes for learning science, e-in-science, and innovation in science.



NZCER BOARD AND ELECTORAL COLLEGE

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

Board members are appointed for terms of four years, and every two 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 two-year term and the Governor-General's appointment is for four years.

The Electoral College consists of three broad groupings:

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

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

BOARD AS AT 30 JUNE 2013

Chair Peter Coolbear—Director,
Ako Aotearoa

Deputy Chair Martin Thrupp
—Professor, Wilf Malcolm Institute of
Educational Research (WMIER), School
of Education, University of Waikato

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

**Governor-General's Appointee to
the Board** Tahu Potiki—*Ngāi Tahu*,
Commentator, Health Board member,
Consultant, Otakou representative on
Te Rūnanga o Ngāi Tahu

Anne Stephenson—Stephenson Thorner
Ltd

Brendon Puketapu—Chair, Whanganui
River Māori Trust Board

Janis Carroll-Lind—Research Leader,
Te Tari Puna Ora o Aotearoa NZ
Childcare Association (NZCA)

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

Vicki Carpenter—Senior Lecturer, Faculty
of Education, The University
of Auckland

NZCER PRESS

NZCER Press had a very good year with its books list, producing a number of strong new titles while recording a 20 percent increase in revenue over the previous year. This was particularly pleasing in light of the difficult year experienced by New Zealand publishing overall. Revenue has declined in all sectors of the industry (including education), mainly due to the move from print to digital delivery, particularly e-books.

Overall our surplus was less than forecast, mainly due to test sales falling behind expectations. No revisions or new tests were released this year, with the revised STAR test in its second year and other tests now at maturity. Publication of the newly developed PAT: Punctuation and Grammar test was planned for later in 2013.

In the coming year extra investment is being made in our flagship practitioner journal *set: Research Information for Teachers* to ensure the content and delivery is even more useful to schools and tertiary institutions, and we expect the circulation to continue to rise.

The Press also published a large number of high-quality research reports and working papers, as well as the Kei tua o te pae hui proceedings in partnership with Te Wāhanga and Te Wānanga o Raukawa.

HIGHLIGHTS

- The publishing and launch of Cathy Wylie's *Vital connections: Why we need more than self-managing schools* in December. The book has been very well received with strong sales, gaining a high media profile and a number of excellent reviews.
- Second editions of three of our most popular titles were published in the year, the standout being *Weaving Te Whāriki*,

edited by Joce Nuttall, which is an ECE standard textbook.

- NZCER Press published its first te reo Māori title, *Kawea te wairua o te kupu*, edited by Agnes McFarland of Massey University. This book was co-published with NZARE'S Māori Caucus.
- A large number of NZCER Press titles are now available in e-book and print format from online bookstores such as Amazon and the Book Depository. This follows a partnership with publisher Ingram's allowing our books to use their international Print On Demand facilities based in North America, Europe and Australia. We expect this extra exposure and next-day worldwide delivery service will lead to increased international sales across our list.

JOURNAL ISSUES PUBLISHED

- *set: Research Information for Teachers*, 2, 2012
- *set: Research Information for Teachers*, 3, 2012
- *set: Research Information for Teachers*, 1, 2013
- *Early Childhood Folio*, 15(2), 2012
- *Early Childhood Folio*, 16(1), 2013
- *Assessment Matters*, 3, 2012
- *Curriculum Matters*, 8, 2012.



David Ellis
PUBLISHING MANAGER

BOOKS (PRINT AND E-BOOK)

- Fraser, D., Aitken, V., & Whyte, B. (2013). *Connecting curriculum, linking learning*.
- Harcourt, M., & Sheehan, M. (2012). *History matters: Teaching and learning history in New Zealand secondary schools in the 21st century*.
- McFarland, A. (Ētita). (2012). *Kawea te wairua o te kupu*.
- May, H. (2013). *The discovery of early childhood* (2nd ed.).
- Mutch, C. (2013). *Doing educational research: A practitioner's guide to getting started* (2nd ed.).
- Nuttall, J. (Ed.). (2013). *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice* (2nd ed.).
- Wylie, C. (2012). *Vital connections: Why we need more than self-managing schools*.

NZCER PROFESSIONAL SERVICES



Graeme Cosslet
GENERAL MANAGER,
PRODUCTS AND 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 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. The NZCER Marking Service provides online reporting and analysis for schools that use the PAT and STAR tests. Schools can either mark the tests themselves and use the website to generate useful reporting information, or we can scan the tests for them. More than 900 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 7 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. In 2012 a new initiative called Great Spaces for Teachers was established to celebrate great working environments for schools. 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 ACER and 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 tablet access for all items in the tool. The Wellbeing@School tool is now in use and a few hundred schools have registered in its first year, which is a positive uptake. This project is for the Ministry of Education and the wellbeing platform is now being expanded for a new suite of surveys called inclusive practices.

PSYCHOLOGICAL TEST SERVICES (PTS)

In 2012–2013 PTS staff continued the work of rebuilding the business. It was a challenging year and the team has worked hard to increase our clients' awareness of our range of new products.

The market for the Leadership Circle (TLC) 360 leadership assessment tool continues to slowly develop in New Zealand. The PTS team is now running two workshops a year and adding to the pool of certified consultants. Instrument sales continue to fluctuate each month but the overall trend is upward. PTS receives good support from the Australian and United States distributors and is working closely with them as many leadership coaches now work on global assignments with regular travel to the United States and Australia.

The market for organisational assessments is very competitive. PTS is working to reduce the number of different assessments that we provide in order to focus on our core products, for which we can offer ongoing support and advice.

Our traditional pencil-and-paper clients continue to work with us to meet their needs for imported test materials. These tools are generally sold to clinical and educational psychologists with the majority being imported from Australia, the United Kingdom and the United States. Many of these customers are longstanding customers of NZCER, such as schools, RTLBs or educational psychologists who

use NZCER-developed tests and come to PTS for other more specialist psychological tests. These clients trust NZCER's reputation to provide high-quality test materials at reasonable prices.

During the year we have provided our clients with customer newsletters and have met our customers during trade exhibitions at major conferences across the country. We are always looking for ways, both formal and informal, to meet our clients and discuss their testing needs.

The registration of psychological test users continues to be an important role for PTS, and one that often proves to be complex and time consuming. The newly developed registration process is now operational and is working well for our clients. We are looking at how to make this process more efficient for them and less time consuming for our staff. Meanwhile, it provides an important gateway for our clients to access restricted psychological test materials.

PTS fills a small but important niche in New Zealand for NZCER clients who want access to information, advice and quality psychological test materials.



Lorraine Rowlands
GENERAL MANAGER,
ORGANISATIONAL DEVELOPMENT

RESEARCH OVERVIEW



Jacky Burgon
GENERAL MANAGER,
RESEARCH AND DEVELOPMENT

NZCER occupies a unique niche as a research and evaluation organisation. Our work is a collective endeavour – researchers work in teams and on a number of projects at any one time. The research group includes the Māori research unit, Te Wāhanga, whose researchers work both as a team and as part of other project teams across the organisation. We also have a statistical team within the research group which is able to provide qualitative and quantitative statistical advice and expertise. The assessment design and reporting team has strengths in psychometrics, and contributes to research projects as well as to product and service developments.

Our research teams are often multidisciplinary, drawing on the knowledge of staff in areas such as IT, web development, project management and communications. In addition, many projects involve complex collaborations with external research partners. For example, we are involved in a multiple collaboration, the Te Toi Tupu professional development consortium. Our work on the Assessment Resource Banks (ARBs) brings together our depth of knowledge of formative assessment with the skills of an IT company to help develop an IT platform that will deliver assessment with integrity.

Science was again a significant focus this year through the Science in the Curriculum work for the Ministry of Education. Student wellbeing and positive

NZCER's research programme is a purposeful mix of contestable contract work and research we conduct through our purchase agreement with the government. Our overarching strategic goal is to build a connected programme of research and development which contributes new insights to current educational issues and looks ahead to identify and tackle future dilemmas.

behavior for learning were also strong themes, and we began an evaluation of the Ministry programme Positive Behaviour for Learning (PB4L).

PURCHASE AGREEMENT

The independent research programme for the year under review consisted of a number of projects in five broad areas. All were designed to build on and extend work done in earlier projects. Most were designed to address current educational priorities; however, a proportion aimed to build a knowledge platform that will be useful for addressing future needs. Consistent with NZCER's mission to support learning and teaching through quality research resources and information, opportunities were taken throughout the year to disseminate the results of this work to policymakers, other educational researchers, teachers and teacher advisors.

The five thematic areas of independent research were: longitudinal projects/structures and systems; schooling for the future; curriculum and pedagogy; Māori and education; learning at work.

The purchase agreement research programme generated a rich mix of activities, outputs and learning. The curriculum and pedagogy strand focused strongly on the key competencies, with the aim of taking stock, synthesizing and looking for connections across NZCER's substantial body of work on the key competencies over

a number of years. A book will be published in the next financial year.

Two reports from the NZCER National Secondary School Survey series generated considerable interest during the year. One was an overview and the other focused specifically on NCEA.

TE WĀHANGA AND MĀORI EDUCATION RESEARCH

Te Wāhanga work in the year under review aimed to investigate issues identified by Māori as critical for Māori in the education sector, and to deepen NZCER's relationships with others working in Māori education in order to build a collaborative, kaupapa Māori-informed education research agenda. The work built on the Critical Issues in Māori Education project begun the previous year.

TEACHING AND LEARNING RESEARCH INITIATIVE (TLRI)

TLRI is a government fund for research about teaching and learning, focused on outcomes for learners. NZCER co-ordinates the fund and its associated research programme on contract to the Ministry of Education.

Six projects were selected for funding in 2012. In addition TLRI issued two Requests for Proposal (RFPs), one for research in the early years and the other in the tertiary area. A kaupapa Māori RFP was planned for the 2013 funding round.

CONTESTABLE PROJECTS COMPLETED

EDUCATION EMPLOYMENT LINKAGES (EEL)

Karen Vaughan

NZCER received funding from the Foundation for Research, Science and Technology to work in collaboration with the Agribusiness and Economics Research Unit, Lincoln University, and He Pārekereke, Victoria University, to map and design improved education and employment links for young people. The project, which spanned five years, integrated work across schools, regional communities, Māori and Pasifika communities, and employers. The Ministry of Education subsequently funded a survey on career development programmes in secondary schools. Published reports and recommendations were well received by career education networks and the Ministry of Education, which published findings on the Education Counts website. Some of the reports' recommendations have since been included in a review of career education staff training requirements. NZCER held a two-day workshop attended by key stakeholders and international experts upon completion of the project.

EDUCATIONAL LEADERSHIP PRACTICES

Jacky Burgon

The Educational Leadership Practices (ELP) survey is an evidence-based tool developed by Viviane Robinson and Cathy Wylie. It is designed to provide a robust picture of how effective teachers perceive their school's leadership to be in the key aspects that are most likely to have an impact on teaching and learning. The Ministry of Education contracted NZCER to report on the national sample of the ELP and to provide a national

picture, commentary on the differences across school decile types and size, and recommendations about next steps in professional development in the area of educational leadership.

ELLINZ EVALUATION

Rachel Dingle

NZCER conducted an evaluation of the English Language Learning in New Zealand (ELLINZ) online virtual English for Speakers of Other Languages (ESOL) programme. ELLINZ is a short-term, intensive online programme designed to accelerate English language acquisition for students in Years 7 to 13 who have low levels of English and are located in schools with no qualified ESOL teacher. NZCER evaluated the effectiveness of the ELLINZ programme in accelerating the target students' English language learning. We also provided qualitative data on factors in both the general and blended e-learning environments in schools that impact on the effectiveness of ELLINZ, and may contribute to student learning.

GETWISE

Alex Neill

The GetWise programme was designed to increase the financial literacy of students in New Zealand through the delivery of free face-to-face workshops in primary and intermediate schools. GetWise is a partnership between ASB Bank and ChangeLabs New Zealand. The Ministry of Education contracted NZCER to evaluate the short-term outcomes of the GetWise programme on students' knowledge, confidence, attitudes and intentions to act in relation to financial literacy outcomes. The evaluation also explored teachers' knowledge, confidence and use of GetWise resource materials.

HEI ARA AKO

Jessica Hutchings

NZCER was contracted by Ako Aotearoa in collaboration with Literacy Aotearoa to develop a culturally responsive assessment framework for Māori adult literacy learners.

The project objectives were to:

- identify the range of literacy-wellbeing outcomes experienced by Māori adult literacy learners;
- develop measures to assess achievement of these outcomes;
- develop a Māori adult literacy-wellbeing assessment framework; and
- disseminate the framework to generate support for the concept, and its development and uptake.

The final report was launched at Tuia Te Ako Māori tertiary educators' hui 2013, and published on the NZCER and Ako Aotearoa websites.

HONG KONG SPEAKING AND LISTENING

Juliet Twist and Jenny Whatman

NZCER and the Centre for Evaluation and Monitoring (CEM) at Durham University were contracted by the Hong Kong Education Bureau to develop English language assessment tasks for early secondary students in Hong Kong. NZCER developed student assessment tasks in speaking and recorded listening written by Durham University in the key learning area of English language education.

KEY COMPETENCIES INDICATORS

Rose Hipkins

The Ministry of Education contracted NZCER to develop indicators for *The New Zealand Curriculum* (2007) key

CONTESTABLE PROJECTS COMPLETED

competencies to help schools and teachers better integrate and monitor student development across a range of learning areas. We also explored the various ways key competencies might be implemented in these learning areas. NZCER designed the indicator framework, held workshops with groups of innovative teachers and advisors, and published it on the TKI: Te Kete Ipurangi website. A pamphlet on the indicators for parents was also provided to the Ministry of Education to publish.

REVIEW OF ENGAGING SCIENCE

Rachel Bolstad

The Ministry of Business, Innovation and Employment (Science and Innovation) contracted NZCER to undertake a review to identify whether its work programme Engaging Science was aligned with its current purpose and objectives. The work programme supports activities which encourage greater engagement between the science and innovation sector and the broader community. The target audiences for the activity were young New Zealanders, the media, business and the scientific community.

SCIENCE IN THE CURRICULUM

Ally Bull

NZCER was contracted by the Ministry of Education to deliver a programme of work related to improving achievement in science education. A team from NZCER worked in collaboration with Learning Media/CWA and The University of Waikato. The programme involved three projects, designed to find more effective ways of supporting schools to implement their science curriculum within the framework of *The New Zealand Curriculum* (2007).

The three projects were:

- science community engagement;
- curriculum support for science; and
- e-learning in science.

A number of reports from each project were produced and are available on the NZCER website.

SPECIAL EDUCATION

Jacky Burgon

NZCER provided the Ministry of Education (Special Education) with detailed information about factors that support or inhibit successful transitions from early intervention special education support to school-based specialist support. A case study approach was used, and the information from the case studies was considered alongside a Ministry-conducted literature review.

TRANSFORMING INDUSTRY-LED ASSESSMENT OF ON-JOB LEARNING

Karen Vaughan

This project aimed to shed more light on systems of on-job assessment by examining the new Building and Construction Industry Training Organisation's assessment system and its capabilities in improving learning outcomes for trainees. The project culminated in a research report and summary booklet published on Ako Aotearoa's website, and the publication of *A guide to good practice in industry training organisation structures and systems for on-job assessment*.

RESEARCH-RELATED ACTIVITIES

LECTURES AND PRESENTATIONS

- Baker, R. (2013, June). *Re-tooling for learning in changing times*. Plenary session, National Centre for Literacy and Numeracy symposium, University of Waikato.
- Barnes, A. (2012, May). *Critical issues for whānau in Māori education: Learning from early childhood education whānau*. Workshop presentation at the Playcentre New Zealand national conference, Rotorua.
- Barnes, A., & Taupo, K. (2012, August). *Keeping it real: Critical issues in Māori education (ECE)*. Workshop presentation to Whitiorea Early Childhood Education Teachers Training Programme, Porirua.
- Bolstad, R. (2013, April). *Future-oriented thinking in education*. Presentation at the Edtech4Export conference, Wellington.
- Bolstad, R. (2013, May). *Future-oriented thinking in education*. Presentation to Manawatu Principals' Association, Palmerston North.
- Bolstad, R., McDowall, S., & Whatman, J. (2013, January). *Resistance is not futile: Imagining educational futures through science fiction and drama*. Presentation at the International Conference on Thinking (ICOT), Wellington.
- Boyd, S. (2012, August). *Key messages about change in schools*. Presentation to Sport New Zealand staff, Wellington.
- Boyd, S. (2012, November). *Wellbeing@School: Using systems thinking to support school self-review*. Paper presented at the New Zealand Association for Research in Education (NZARE) conference, Hamilton.
- Boyd, S. (2012, December). *Planning, designing, and evaluating change in schools*. Presentation to the Sport in Education schools meeting, Wellington.
- Boyd, S., & Fisher, J. (2013, February). *Introduction to the Inclusive Practices Tools (IPT) and School Review Profile (SRP)*. Presentation to the Inclusion Task Force Implementation Group, Ministry of Education, Wellington.
- Boyd, S., Fisher, J., & Gardiner, B. (2012, August). *Introduction to Wellbeing@School*. Workshop presentation to Group Special Education staff, Ministry of Education, Christchurch.
- Bright, N., & Barnes, A. (2012, November). *He Kohinga Whakaaro, a Kaupapa Māori SMART Tool to support Māori medium facilitators*. Presentation at the New Zealand Association for Research in Education (NZARE) conference, Hamilton.
- Bright, N., & Barnes, A. (2013, May). *Ngā Nekehanga: Supporting whānau Māori language development during educational transitions*. Presentation to Massey High School whānau and staff, Auckland.
- Bull, A. (2012, November). *Primary science education for the 21st century: How, what, why?* Presentation at the Te Toi Tupu Primary Science PLD conference, Auckland.
- Bull, A. (2012, November). *Working together: Schools and the science community. Phase 1*. Poster presentation at the New Zealand Association for Research in Education (NZARE) conference, Hamilton.
- Burgon, J. (2012, August). *Educational leadership practices*. Presentation to Post Primary Teachers Association (PPTA) Principals Council, Wellington.
- Burgon, J. (2013, May). *Transitions from early intervention to school-age specialist services*. Presentation to Ministry of Education Special Education Board, Wellington.
- Burgon, J., Darr, C., & Wylie, C. (2012, October). *Research and research-based tools and their role in New Zealand education*. Presentation to group from Chinese National Institute of Educational Sciences, Wellington.
- Burgon, J. & Gilmore, A. (2012, November). *The National Monitoring Study of Student Achievement: Doing national monitoring the New Zealand way*. Presentation at the New Zealand Association for Research in Education (NZARE) conference, Hamilton.
- Cosslett, G. (2013, April). *Making the most of standardised assessments*, Workshop for teachers and school leaders, Nelson.
- Cosslett, G. (2013, May). *NZCER tools and making the most of standardised assessments*. Workshop with Evaluation Associates staff, Auckland.
- Cosslett, G. (2013, June). *NZCER tools and making the most of standardised assessments*. Workshop with Upper Hutt assistant and deputy principals (AP/DP) network, Upper Hutt.
- Cosslett, G., & Darr, C. (2013, March, April). *Making the most of standardised assessments*. Workshops for teachers and school leaders, Whangarei, Auckland, Wellington, Christchurch, Dunedin, New Plymouth.
- Cosslett, G., & Dickinson, M. (2013, February). *Understanding the NZCER Marking Service*. Workshop for teachers and school leaders, Newlands.
- Cosslett, G., & Dickinson, M. (2013, March, April). *Making the most of standardised assessments*. Workshops for teachers and school leaders, Napier, Taupo.
- Cosslett, G., & Dickinson, M. (2013, June). *Understanding the NZCER surveys*. Presentation to Christchurch and West Coast Principals network, Christchurch.

RESEARCH-RELATED
ACTIVITIES

- Cosslett, G., & Gardiner, B. (2012, September). *The NZCER SmartWriter tool unveiled*. Presented to attendees, NZ-ED Show, Auckland.
- Cosslett, G., & Watson, V. (2013). *PAT Reading*. Presentation to school staff, Lower Hutt.
- Darr, C. & Wylie, C. (2012, October). *Role of NZCER in assessment for learning and contribution to the New Zealand education system*. Presentation to Thai Minister for Education and officials, Wellington.
- Eyre, J. (2013, June). *Exploring the new, online ARBs*. Presentation to Te Toi Tupu literacy facilitators, Napier.
- Eyre, J., & Watson, V. (2013, March). *E-asTTle writing workshop*. Workshop with Evaluation Associates for teachers and advisors, Lower Hutt.
- Fisher, J. (2013, May). *Inclusive Practices Tools*. Presentation to Inclusive Education Capability Building (IECB) team, Ministry of Education, Wellington.
- Fisher, J. (2013, May). *Wellbeing@School website and survey tools*. Presentation to Wellington RTLB cluster, Wellington.
- Fisher, J. (2013, June). *Exploring algebraic patterns in the Assessment Resource Banks*. Workshop at the Primary Mathematics Association seminar, Auckland (Team Solutions).
- Gilbert, J. (2012, September). *Future-oriented learning and teaching*. Presentation to the Board of Trustees of Sacred Heart Girls' College, Hamilton.
- Gilbert, J. (2012, September). *Supporting future-oriented learning and teaching: A New Zealand perspective*. Presentation to Quality Leading and Teaching sub-group of the Ministerial Cross-Sector Forum on Raising Achievement, Ministry of Education, Wellington.
- Gilbert, J. (2012, October). *How could school science support a 21st-century science and innovation system?* Presentation to Environmental Science and Research (ESR) scientists, Porirua.
- Gilbert, J. (2012, October). *What should Initial Teacher Education programmes for 2022 look like and why?* Invited paper presented at the Reclaiming and Reframing Teacher Education in Aotearoa/New Zealand conference of TEFANZ (Teacher Education Forum of Aotearoa New Zealand), Massey University.
- Gilbert, J. (2012, November). *Why do we need science in the 21st-century school curriculum?* Presentation to inaugural Science Education Special Interest Group of the New Zealand Association for Research in Education (NZARE), University of Waikato.
- Gilbert, J. (2012, December). *The future of schooling in Aotearoa New Zealand: Why our thinking needs to change*. Presentations to staff and boards of trustees of Mercury Bay Area School and Hauraki Plains College.
- Gilbert, J. (2013, January). *Education 3.0: Teachers' thinking, and the "old" disciplines: Time for a paradigm shift?* Presentation at the International Conference on Thinking (ICOT), Wellington.
- Gilbert, J. (2013, March). *Education 3.0: What is it, and why should we care?* Presentation at the Central North Island Principals Association meeting, Hamilton.
- Gilbert, J. (2013, April). *Education 3.0: What is it, and why should we care?* Presentation at the Te Ara Hou conference, Nelson.
- Gilbert, J. (2013, May). *Future-oriented schooling: What is it, and why should we care?* Presentation at the Bay of Plenty Principals' Association conference, Rotorua.
- Gilbert, J., Bull, B., Cosslett, G., Giroux, M., Harris, N., Harrington, F., Twist, J., & Wright, J. (2013, January). *Teachers as transformative learners?* Presentation at the International Conference on Thinking (ICOT), Wellington.
- Gilbert, J. & Wylie, C. (2013, May). *"Future-oriented learning": What are the possibilities?* Presentation at the New Zealand Area Schools conference, Wellington.
- Hipkins, R. (2012, July). *Getting the most from your learning experience*, Presentation to incoming teacher fellows, Wellington.
- Hipkins, R. (2012, July). *Putting the nature of science into science investigations*. Presentation at the SciCon (Science conference), Auckland.
- Hipkins, R. (2012, September). *NCEA in a future-focused frame: Where next and why?* Talk with Ormiston Senior College staff, Auckland.
- Hipkins, R. (2012, October). *NCEA in 2012: Responses to the 2012 NZCER National Survey of Secondary Schools*. Presentation to NZQA staff, Wellington.
- Hipkins, R. (2012, November). *Key competencies: Assessing what really matters*. Presentation at symposium on Assessment, Curriculum and Pedagogy: Pursuing equity and social justice, Hamilton.
- Hipkins, R. (2012, November). *Using the nature of science to create powerful and engaging learning experiences*. Presentation to Canterbury HOD Science Day, Christchurch.
- Hipkins, R. (2012, December). *Key competencies as a frame for reflecting on assessment challenges*. Presentation to New Zealand Qualifications Authority (NZQA) school relationship managers, Wellington.

- Hipkins, R. (2013, January). *Getting the most from your learning experience*. Presentation to incoming teacher fellows, Wellington.
- Hipkins, R. (2013, January). *Ideas about thinking that challenge traditional educational practices*. Presentation at the International Conference on Thinking (ICOT), Wellington.
- Hipkins, R. (2013, February). *Key competencies indicators: A self-audit resource for schools*. Presentation to Consortium for Professional Learning (CPL), Auckland.
- Hipkins, R. (2013, February). *Key competencies indicators: A self-audit resource for schools*. Presentation at the Student Achievement Function (SAF) Christchurch regional meeting, Christchurch.
- Hipkins, R. (2013, February). *Key competencies indicators: A self-audit resource for schools*. Presentation at the Te Toi Tupu hui whakawhanaunga, Tūrangaawaeae.
- Hipkins, R. (2013, March). *Building knowledge about teaching and learning: Preparing an expression of interest for TLRI*. Presentation to Victoria University staff, Wellington.
- Hipkins, R. (2013, March). *NCEA and curriculum innovation: Why and how?* Presentation to NZQA Assessment Reference Group, Wellington.
- Hipkins, R. (2013, June). *The potential for building connections between community arts programmes and the school curriculum*. Keynote address at the Creative New Zealand National Arts Conference, Manukau City.
- Hipkins, R. (2013, June). *Using assessment to drive changes in teaching practices: Learning from the New Zealand experience*. Presentation to Omani delegation, Wellington.
- Hipkins, R., & Bull, A. (2012, November). *Elucidating teachers' use of science education resources*. Presentation at the New Zealand Association for Research on Education (NZARE) conference, Hamilton.
- Hipkins, R., & McDowell, S. (2012, November). *Building an aspirational curriculum: The potential for researcher/practitioner partnerships*. Workshop at the New Zealand Association for Research in Education (NZARE) conference, Hamilton.
- Hipkins, R., & McDowall, S. (2013, May). *Key competencies as capabilities: Why pedagogy matters*. CORE breakfast presentation, followed by workshop for school leaders, Wellington.
- Hipkins, R., & McDowall, S. (2013, May). *Key competencies as capabilities for the 21st century*. Presentation to Ministry of Education staff, Wellington.
- Hipkins, R., & Wylie, C. (2012, November). *NCEA Level 2 target: Relevant findings from the 2012 NZCER National Survey of Secondary Schools and other NZCER work*. Presentation to Ministry of Education NCEA Level 2 Taskforce, Wellington.
- Hutchings, J. (2012, September). *The hetero-patriarchy and the corruption of tikanga*. Presentation at the Kei Tua o Te Pae: Changing worlds changing tikanga hui, Te Wānanga o Raukawa, Otaki.
- Hutchings, J. (2012, November). *Māori wellbeing, poverty and education*. Presentation at the Unicef experts forum, Every Child Counts, Massey University.
- Hutchings, J., & Barnes, A. (2012, November). *Kaupapa Māori research reflexivity: He Ua Kōwhai*. Presentation at the New Zealand Association for Research in Education (NZARE) conference, Hamilton.
- Hutchings, J., Taupo, K., Bright, N., & Barnes, A. (2012, September). *Critical issues in Māori education: Building a research agenda*. Presentation to whānau at a research wānanga, Wellington.
- Joyce, C. (2012, October). *Using the ARBs to address the Nature of Science strand*. Workshop for primary science teachers, Lower Hutt.
- Joyce, C., & Spiller, L. (2012, October). *Using the Assessment Resource Banks for formative assessment*. Workshop for Victoria University B.Teach students, Wellington.
- McDowall, S. (2012, July). *Igniting the key competencies through subject English*. Presentation at the New Zealand Association for Teachers of English (NZATE) conference: Words to Burn – Ideas to Ignite, Dunedin.
- McDowall, S., & Barnes, A. (2013, June). *Ethics processes*. Presentation at the Te Toi Tupu project leaders' and regional coordinators' hui, Ngāruawāhia.
- McDowall, S., Hipkins, R., Jackson, K., Morris, K., Mouldy, S., & Harcourt, M. (2013, January). *Thinking in the learning areas*. Presentation at the International Conference on Thinking (ICOT), Wellington.
- McDowall, S., & Rennie-Younger, H. (2012, October). *Literacy learning for the 21st century: Bridging the theory to practice gap*. Presentation at the New Zealand Reading Association conference: Reading Between the Vines, Hastings.
- Neill, A. (2012, July). *New directions for the ARBs*. Two workshops presented at the Connectedness in Mathematics symposium, Palmerston North.
- Neill, A. (2012, September). *New directions for the ARBs*. Two workshops presented at the Connectedness in Mathematics symposium, Masterton.

RESEARCH-RELATED
ACTIVITIES

- Neill, A. (2012, October). *More from the ARBs: New directions and hidden goodies*. Two workshops presented at the Connectedness in Mathematics symposium, Upper Hutt.
- Twist, J., & Anaru, A. (2012, November). *E-asTTle writing seminar*. Presentation to Wellington region teachers, Porirua.
- Vaughan, K. (2012, July). *Learning for better practice: Exploring the role of the workplace*. Keynote address to the Royal New Zealand College of General Practitioners' Education Convention: Close Encounters: Teaching and Learning in the Practice Environment, Wellington.
- Vaughan, K. (2012, July). *Making pathways meaningful: Learning from young people's experiences*. Plenary address to Te Ara Whakamana: Pathways, Transitions and Bridges to Tertiary Education Forum, Wellington.
- Vaughan, K. (2012, August). *Inform! Reform! Transform!* Presentation to the Education Employment Linkages Colloquium, Wellington.
- Vaughan, K. (2012, November). *10 years of research on career education and the transition from school*. Presentation to delegation from the National Career Guidance Centre of Oman, Wellington.
- Vaughan, K. (2012, November). *From delivery to capability-building: Careers and transition support for young people*. Presentation to staff at Whitireia Polytechnic, Porirua.
- Vaughan, K. (2013, April). *10 years of vocational education and training in New Zealand*. Plenary presentation and panel discussion at the Industry Training Vocational Education and Training Research Forum, Wellington.
- Vaughan, K., & Kear, A. (2012, August). *Hi-viz partnerships: Transforming industry-led assessment of learning*. Presentation to the Industry Training Federation (ITF) conference: Partnership at Work, Wellington.
- Vaughan, K., & Kear, A. (2013, April). *Hi-viz learning: The transformation of assessment on the job for carpentry apprentices*. Presentation to the Australian Vocational Education and Training Research Association (AVETRA) conference, VET at the Edge: Training for Diversity and Change, Fremantle.
- Vaughan, K., & Weir, K. (2013, February). Presentation at the Building and Construction Industry Training Organisation (BCITO) National Moderation Workshop to launch *A transformational system for on-job assessment in the building and construction industries and Taking charge of your apprenticeship*, Wellington.
- Whatman, J. (2012, November). *Evaluation of the Guidelines for Induction and Mentoring and Mentor Teachers: Preliminary findings of the ECE first survey*. Presentation to the Early Childhood Education (ECE) advisory group, New Zealand Teachers Council, Wellington.
- Whatman, J. (2012, November). *Evaluation of the Guidelines for Induction and Mentoring and Mentor Teachers: Preliminary findings of the ECE first survey*. Presentation at the New Zealand Association for Research in Education (NZARE) conference, Hamilton.
- Whatman, J. (2012, November). *Poems of facilitators' work*. Workshop and presentation to Te Toi Tupu project leaders and management group, Wellington.
- Wylie, C. (2012, July). *Building learning identities: What we have learnt from the Competent Learners project*. Presentation at the Otago Primary Principals Association seminar, Dunedin.
- Wylie, C. (2012, July). *Building positive identities*. Presentation to Whitireia Polytechnic staff, Porirua.
- Wylie, C. (2012, July). *Thoughts for the PPTA Quality Teaching Taskforce*. Presentation to the Taskforce, Wellington.
- Wylie, C. (2012, September). Panel discussion on Governance and the influence on learning, and plenary expert panel on Conference reflections and key messages, at the Joint Australian Primary Principals' Association and New Zealand Principals' Federation trans-Tasman conference: Leading Learning, Melbourne.
- Wylie, C. (2012, October). *Reducing inequality: Education*. Presentation at the Inequality: Solutions seminar, Wellington.
- Wylie, C. (2013, March). *Countering inequality through education*. Presentation to Fabian Society, Wellington.
- Wylie, C. (2013, March). *Secondary schools in 2012*. Keynote address at the Secondary Principals' Association of New Zealand (SPANZ) conference, Queenstown.
- Wylie, C. (2013, March). *Shared responsibility for student learning in the renewed network*. Presentation at the Secondary Schools Education Forum, Christchurch.
- Wylie, C. (2013, March). *Vital connections*. Presentation to Education Review Office (ERO) senior managers, Wellington.
- Wylie, C. (2013, March). *Vital connections*. Presentation to Post Primary Principals Association PPTA Principals' Council, Wellington.
- Wylie, C. (2013, April). *Vital connections and today's challenges*. Presentation to NZEI assistant and deputy principals (AP/DPs network, Auckland).

- Wylie, C. (2013, April). *Vital connections*. Presentation to Wellington branch, New Zealand Educational and Administration Leadership Society (NZEALS), Wellington.
- Wylie, C. (2013, April). *Vital connections*. Presentation to Retired Educators Group (REGAL), Auckland.
- Wylie, C. (2013, April). *Can NCEA live up to its promise?* Presentation to NZQA staff Wellington.
- Wylie, C. (2013, April). *Challenges for New Zealand school leaders*. Presentation to Springboard Trust Forum, Auckland.
- Wylie, C. (2013, May). *Vital connections*. Presentation to Schooling and Research groups, Ministry of Education, Wellington.
- Wylie, C. (2013, May). Discussant at Education Policy roundtable School of Government, Victoria University, Wellington.
- Wylie, C. (2013, May). *New Zealand experience with school self-management*. Keynote address at the NSW Teachers' Federation Principals' conference, Sydney.
- Wylie, C. (2013, June). *Challenges and opportunities*. Keynote address at the SHINE educational summit, Porirua.
- Wylie, C. (2013, June). *Vital connections*. Presentation to Rural Education Reference Group, Wellington.
- SELECTED ADVISORY**
- NZCER staff undertake a range of advisory activities throughout the year. These include advising policy makers, contributing to advisory boards and acting as critical friends to research groups or individuals. What follows is a selection of the activities carried out in the year under review.
- Baker, R., (2012, July-November). Member of the team reviewing the New Zealand Teachers Council, Wellington.
- Baker, R., Bolstad, R., Wylie, C., Boyd, S. (2013, May). Meeting with Nikki Kaye, Associate Minister of Education. Wellington.
- Baker, R., Cosslett, G. & Darr, C. (2013, June). 2012 National Standards Aggregate Results Advisory Group. Ministry of Education, Wellington.
- Boyd, S. (2013, April, June). Attended the Cross Sector Bullying Prevention Meeting. Ministry of Education, Wellington.
- Cosslett, G. (2012, November). Meeting with Waikato University, Faculty of Education staff to discuss changes in assessment, measurement scales and new NZCER resources provided to schools. Waikato University, Hamilton.
- Hipkins, R. (2012, July, August). Provided advice and support to Dave Vannier, Ian Axford Fellow studying science education in New Zealand.
- Hipkins, R. (2012, October). Attended Ministry of Education Secondary Science Reference Group meeting, Wellington.
- Hipkins, R. (2012, November, December; 2013, January). Attended Ministry of Education planning meetings for PISA 2014, Wellington.
- Hipkins, R. (2013, May). Future-focused thinking and key competencies. Discussion with the executive of the Association of Middle and Intermediate School (AIMS), Wellington.
- Hutchings, J. (2012, November). Ako Aotearoa National Project Fund Assessing Committee, Wellington.
- Joyce, C. (2013, June). New Zealand Science Teacher Editorial Board meeting to discuss the new direction for the journal, Wellington.
- Neill, A. (2012, July, September, November). Chaired New Zealand Statistical Association Education Committee meetings. Statistics New Zealand, Wellington.
- Vaughan, K. (2012, August). Meeting with Alison Jarrett, Ministry of Education, about career education research and directions for policy, Wellington.
- Vaughan, K. (2012, September). Career Education Benchmarks (Primary Schools) Advisory Group meeting, Auckland.
- Vaughan, K. (2012, September). Review of proposed interview themes and data collection for the Women in Power research project for the Electricity Supply Industry Training Organisation, Wellington.
- Vaughan, K. (2012, October). Career Education Benchmarks advisory group meeting, Auckland.
- Vaughan, K. (2012, October). Meeting with Liz Chinlund regarding Certificate of University Preparation programme and study of second chance learners, Wellington.
- Vaughan, K. (2012, October). Meeting with Industry Training Federation Research Network to discuss research on small-to-medium-sized enterprises, Wellington.
- Vaughan, K. (2012, November). Advice to Julie Connal, Primary Industry Training Organisation, on moving to new on-job assessment model, Wellington.
- Vaughan, K. (2012, November). Meeting with Richard Sevicke-Jones, Careers New Zealand, on developing an evaluation and research strategy, Wellington.
- Vaughan, K. (2012, November). Advisory group meeting for Ultimit/Women in Power (Electricity Supply Industry Training Organisation research and

RESEARCH-RELATED
ACTIVITIES

- recruitment campaign project), Wellington.
- Vaughan, K. (2012, December). Advice to Jill Greenhalgh, Lincoln University, and DairyNZ on farm management business training and KPIs, Wellington.
- Vaughan, K. (2012, December). Meeting with Kathryn Hazlewood, Tertiary Education Commission, to discuss information delivery for learning and career decision-making, Wellington.
- Vaughan, K. (2013, January). Review of manuscript for publication in *Vocations and Learning: Studies in Vocational and Professional Education*, Wellington.
- Vaughan, K. (2013, February). Advisory group meeting for Royal New Zealand College of General Practitioners for their training review, Wellington.
- Vaughan, K. (2013, February). Meeting with Careers New Zealand to discuss new research unit, Wellington.
- Vaughan, K. (2013, February). Meeting with Eileen Harrity, Ian Axford Fellow, to advise on Vocational Pathways study, Wellington.
- Vaughan, K. (2013, March). Meeting with Health Services Research Centre to discuss Health Sciences Academies evaluation, Wellington.
- Vaughan, K., & Hipkins, R. (2012, October). Meeting with OECD Mission researchers on Youth Transition to Work, and David Kidson, Treasury, Wellington.
- Whatman, J. (2012, November). Meeting with Nozomu Takahashi, Research Fellow, Japan Society for the Promotion of Science, regarding developments in professional learning and development in New Zealand since 1989, Wellington.
- Wylie, C. (2012-ongoing). Discussions in relation to the book, *Vital connections*, with: members of National Party Education Policy group (December 2012); Green Party Education spokesperson (March 2013); Labour Party Education spokesperson (May 2013). Christchurch, Wellington.
- Wylie, C. (2013, March). Discussion with Susan Guthrie, Morgan Foundation, on educational achievement in New Zealand and ways to improve it, Wellington.
- Wylie, C. (2013, April). Discussion with COMET on improvement of New Zealand education, Auckland.
- Wylie, C. (2013, April). Discussion with Rose Patterson, NZ Initiative, on quality teaching, Wellington.
- Wylie, C. (2013, May). Discussion with Arthur Graves and Peter Palmer, Ministry of Education, on Youth Guarantee and secondary–tertiary alignment, Wellington.
- Wylie, C. (2013, May). Discussion with Janet Digby, McKenzie Trust, on priorities for the Trust, Wellington.
- Wylie, C. (2013, June). Participant in Treasury Collaborative Workshop, Wellington.
- Wylie, C. (2013, June). Discussion with Education Policy (EPOL) 405/505 students, Victoria University, on curriculum and policy in New Zealand, Wellington.
- Wylie, C. (2012, July). Thoughts for the PPTA Quality Teaching Taskforce. Presentation to the Taskforce, Wellington.
- Wylie, C. (2012, November). RAINS project advisory meeting. Hamilton.
- Wylie, C. (2012, December). Ministry of Education education sector briefing on PIRLS and TIMSS results, Wellington.
- Wylie, C., & Darr, C. (2012, August), Advice provided to delegation from the Thai Ministry of Education about the New Zealand education system, role of NZCER and NZCER assessment programme.

REPORTS AND RESEARCH
PUBLICATIONS

- Barnes, A., Hutchings, J., Taupo, K., & Bright, N. (2012). Critical issues for whānau in English-medium schools. *set: Research Information for Teachers*, 2, 12–19.
- Bolstad, R., & Bull, A. (2013). *Strengthening engagements between schools and the science community*. Wellington: Ministry of Education. Available at: www.nzcer.org.nz/research/science-community-engagement
- Bolstad, R., & McDowall, S. (2013). *Analysis of ICTPD cluster on-line reflections*. Unpublished research report. Wellington: New Zealand Council for Educational Research.
- Boyd, S. (2012). *Key messages about change in schools*. Wellington: Sport New Zealand.
- Boyd, S. (2013). Student inquiry and curriculum integration: Ways of learning for the 21st century? (Part B). *set: Research Information for Teachers*, 1, 3–11.
- Boyd, S. (2013). *Wellbeing@School: Using self-review to build a safe and caring climate*. Wellington: New Zealand Council for Educational Research.
- Boyd, S., & Hipkins, R. (2012). Student inquiry and curriculum integration: Shared origins and points of difference. *set: Research Information for Teachers*, 3, 15–23.
- Boyd, S., & Hipkins, R. (2013). *Over the starting line: A report on the initial stages of the Sport in Education project*. Unpublished report. Wellington: Sport New Zealand.
- Burgon, J., with Walker, J. (2013). *Successful transitions from early intervention to school-age special education services*. Wellington: Ministry of Education.
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FINANCIAL STATEMENTS

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STATEMENT OF COMPREHENSIVE INCOME

FOR THE YEAR ENDED 30 JUNE 2013

	Notes	2013 \$	2012 \$
Revenue			
Revenue	2	8,254,898	8,122,744
Interest Income		128,275	155,095
Other Income	3	861,481	877,926
Total Revenue		9,244,654	9,155,765
Expenditure			
Cost of Sales		585,448	680,512
Operating Expenses	4	2,527,176	2,819,817
Personnel Expenses		5,595,221	5,369,893
Accommodation Expenses		452,183	478,511
Depreciation and Amortisation Expense		128,171	139,911
Total Expenditure		9,288,199	9,488,644
Net Deficit		(43,545)	(332,879)
Other Comprehensive Income		-	-
Total Comprehensive Income		(43,545)	(332,879)

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

STATEMENT OF CHANGES IN EQUITY

FOR THE YEAR ENDED 30 JUNE 2013

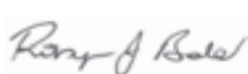
	2013 \$	2012 \$
Equity at Start of the Year	3,556,284	3,889,163
Total Comprehensive Income	(43,545)	(332,879)
Balance at 1 July	3,512,739	3,556,284

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

STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2013

	Notes	2013 \$	2012 \$
Current Assets			
Cash and Cash Equivalents	5	853,206	530,604
Investments	5	2,510,000	3,100,000
Trade and Other Receivables	7	2,385,162	1,839,031
Project Work in Progress		—	47,601
Inventory	6	350,676	390,352
Total Current Assets		6,099,044	5,907,589
Non-current Assets			
Property, Plant and Equipment	8	208,783	226,982
Intangible Assets	9	243,501	30,218
Total Assets		6,551,328	6,164,788
Current Liabilities			
Trade Payables		407,024	578,291
Employee Entitlements	10	322,670	358,337
Other Payables	11	2,211,144	1,586,770
Total Current Liabilities		2,940,838	2,523,398
Non-current Liabilities			
Employee Entitlements	10	97,751	85,106
Total Liabilities		3,038,589	2,608,504
Equity			
Accumulated Funds		3,512,739	3,556,284
Total Equity		3,512,739	3,556,284
Total Equity and Liabilities		6,551,328	6,164,788



Robyn Baker
Director



Peter Coolbear
Chair

15 October 2013

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

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 30 JUNE 2013

	Notes	2013 \$	2012 \$
Cash Flows from Operating Activities			
Cash was Provided from:			
Government Grant		1,525,227	1,452,000
Sales Receipts		1,964,634	1,775,662
Projects		4,613,728	4,923,649
Interest Received		127,902	152,075
Educational Funds Receipts	11	1,652,539	1,539,898
Other Receipts		859,441	877,013
Sale of Short-term Deposits		6,020,000	7,820,000
Net GST		259,783	(4,321)
		17,023,254	18,535,976
Cash was Disbursed to:			
Salaries and Related Employee Costs		5,554,506	5,291,220
Operating Expenses		3,146,844	3,066,398
Cost of Sales		545,772	615,230
Purchase of Short-term Deposits		5,430,000	7,320,000
Educational Funds Expenses	11	1,702,317	1,916,008
		16,379,439	18,208,856
Net Cash Inflow from Operating Activities	12	643,815	327,120
Cash Flows from Investing Activities			
Cash was Provided from:			
Sale of Property, Plant and Equipment		2,040	-
Cash was Applied to:			
Purchase of Property, Plant and Equipment		(88,279)	(74,190)
Purchase of Intangible Assets		(234,974)	(6,951)
Net Cash Outflow from Investing Activities		(321,213)	(81,141)
Total Cash Flow			
Net Increase/(Decrease) in Cash Held		322,602	245,979
Opening Balance Cash and Bank		530,604	284,625
Closing Balance Cash and Bank		853,206	530,604
Comprising:			
Cash and Cash Equivalents		853,206	530,604

The GST (net) component of operating activities reflects the net GST paid and received with the Inland Revenue Department (IRD). The GST (net) component has been presented on a net basis, as the gross amounts do not provide meaningful information for financial statement purposes.

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

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2013

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 2013, and were approved on 15 October 2013.

BASIS OF PREPARATION

The financial statements have been prepared in accordance with Generally Accepted Accounting Practice in New Zealand ("NZ GAAP"). They comply with the New Zealand Equivalents to International Financial Reporting Standards ("NZ IFRS") and other applicable financial reporting standards as appropriate for public benefit entities.

The financial statements have been prepared on the basis of historical cost, which is based on the fair values of the consideration given in exchange for assets.

Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2013 and the comparative information presented in these financial statements for the year ended 30 June 2012.

FUNCTIONAL CURRENCY

The financial statements are presented in New Zealand dollars. The functional currency of the Council is New Zealand dollars.

The Minister of Commerce has approved a new Accounting Standards Framework (incorporating a Tier Strategy) developed by the External Reporting Board (XRB). Under this Accounting Standards Framework, NZCER is classified as a Tier 2 reporting entity and it will be required to apply relevant Public Benefit Entity Accounting Standards (PAS).

Due to the change in the Accounting Standards Framework for public benefit entities, it is expected that all new NZ IFRS and amendments to existing NZ IFRS will not be applicable to public benefit

entities. Therefore, XRB has effectively frozen the financial reporting requirements for public benefit entities up until the new Accounting Standards Framework is effective. Accordingly, no disclosure has been made about new or amended NZ IFRS that exclude public benefit entities from their scope.

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.

Sales of educational resources

Revenue derived from the sales of educational resources to third parties is recognised when the Council has transferred to the buyer the significant risks and rewards of ownership of the work. Risks and rewards are considered passed to the buyer at the time of delivery of the goods to the customer.

Rendering of services (project revenue)

Revenue from the provision of research work is recognised by reference to the stage of completion. Stage of completion is measured by reference to the percentage of totals for each contract. Where the contract outcome cannot be measured reliably, revenue is recognised only to the extent of the expenses recognised that are recoverable.

Interest revenue

Interest revenue is recognised in the Statement of Comprehensive Income using the effective interest method.

Non-government grant

Non-government grants are recognised as revenue when they become receivable unless there is an obligation to return the funds if conditions of the grant are not met. If there is such an obligation, the grants are initially recorded as grants received in advance and recognised as revenue when conditions of the grant are satisfied.

B) GOVERNMENT GRANTS

The Council is a statutory body. Government grants are recognised at their fair value where there is reasonable assurance that the grant will be received and all attaching conditions will be complied with.

When the grant relates to an expense item, it is recognised as income over the periods necessary to match the grant on a systematic basis to the costs that it is intended to compensate.

C) TRADE AND OTHER RECEIVABLES

Short-term debtors and other receivables are recorded at their face value, less any provision for impairment.

Impairment of a receivable is established when there is objective evidence that the Council will not be able to collect amounts due according to the original terms of the receivable. Significant financial difficulties of the debtor, probability that the debtor will enter into bankruptcy, receivership or liquidation, and default in payments are considered indicators that the debtor is impaired. The amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the original effective interest rate. The carrying amount of the asset is reduced through the use of a provision for impairment account, and the amount of the loss is recognised in the surplus or deficit. Overdue receivables that are renegotiated are reclassified as current (that is, not past due). Bad debts are written off when identified.

D) CASH AND EQUIVALENTS AND INVESTMENTS

Investments in bank deposits are initially measured at fair value plus transaction costs. After initial recognition, investments in bank deposits are measured at amortised cost using the effective interest method. For bank deposits, impairment is established when there is objective evidence that the Council will not be able to collect amounts due according to the original terms of the deposit. Significant financial difficulties of the bank, probability that the bank will enter into bankruptcy, and default in payments are considered indicators that the deposit is impaired.

E) INVENTORY

Inventory held for distribution or use in the provision of services that are not supplied on a commercial basis is measured at the lower of the weighted average, adjusted, when applicable, for any loss of service potential and net realisable value. Where inventory is acquired at no cost or for nominal consideration, the cost is the current replacement cost 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 Income in the period when the write-down occurs.

F) PROPERTY, PLANT AND EQUIPMENT

Plant, equipment and leasehold improvements 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 difference between the disposal proceeds (if any) and the carrying amount is recognised in the Statement of Comprehensive Income.

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the asset. Gains and losses on disposals are included in the surplus or deficit.

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 Statement of Comprehensive Income 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%)

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) IMPAIRMENT OF ASSETS

Plant and equipment and intangible assets that have a finite useful life are reviewed for impairment when events or changes in circumstances indicate the carrying value may not be recoverable.

Impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use. The total impairment loss is recognised in the Statement of Comprehensive Income.

H) INTANGIBLE ASSETS

Product development costs

Product development costs that meet the recognition criteria in NZ IAS 38 are capitalised as incurred. The cost model is applied to all classes of intangible assets.

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 Income when the asset is derecognised.

Amortisation charged on product development costs is recognised on a straight line basis over a period of 3 years and is taken to the Statement of Comprehensive Income through the Depreciation and Amortisation Expense line.

Product development costs are tested for impairment where an indicator of impairment exists. Useful lives are also examined on an annual basis and adjustments, where applicable, are made on a prospective basis.

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 computer software are recognised as an expense when incurred.

Computer software

Computer software is measured at cost less amortisation and impairment losses. It is amortised on a straight line basis over its useful life of a maximum period of 3 years, commencing from the time the software is held ready for use. Staff training costs are recognised as an expense when incurred. Costs associated with maintaining computer software are recognised as an expense when incurred.

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

Computer software	3 years	(33%)
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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. They are initially measured at fair value and subsequently measured at amortised cost using the effective interest method.

J) PROJECT INCOME IN ADVANCE

Project revenue relating to work not completed on contract is classified as project income 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.

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

The present value of the long service and retirement leave obligations depends on a number of factors that are determined on an actuarial basis using a number of assumptions. 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.

Short term

Provisions made in respect of employee benefits expected to be settled within 12 months are measured at their nominal values using the remuneration rate expected to apply at the time of settlement. These include salaries and wages accrued up to balance date, annual leave earned but not yet taken at balance date, retiring and long service leave entitlements expected to be settled within 12 months.

Long term

Provisions made in respect of employee benefits which are not expected to be settled within 12 months are measured as the present value of the estimated future cash outflows to be made by the organisation in respect of services provided by employees up to reporting date.

Employee benefits that are due to be settled beyond 12 months after the end of the reporting period in which the employee renders the related service, such as long service leave and retiring leave, are calculated based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlements information
- the present value of the estimated future cash flows.

The discount rate is based on the weighted average of interest rates for government stock with terms to maturity similar to those of the relevant liabilities. The inflation factor is based on the expected long-term increase in remuneration for employees.

Presentation of employee entitlements

Annual leave, vested long service leave and non-vested long service leave and retirement gratuities 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

Leases where the lessor retains substantially all the risks and benefits of ownership of the asset are classified as operating leases.

Operating lease payments are recognised as an expense in the Statement of Comprehensive Income on a straight line basis over the lease term.

M) FOREIGN CURRENCIES

Transactions in foreign currencies are converted at the New Zealand rate of exchange ruling at the date of the transaction. Both the functional and presentation currency of the Council is New Zealand dollars.

N) GST

The financial statements have been prepared on a GST-exclusive basis, except for trade receivables and trade payables which are stated with GST included (where applicable).

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 an 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.

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 Rendering 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 Income. 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.

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 2013.

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

	2013	2012
	\$	\$
Sales	1,756,509	1,920,324
Government Grant	1,508,340	1,377,000
Project Revenue	4,990,049	4,825,420
Total	8,254,898	8,122,744

3. OTHER INCOME

	2013	2012
	\$	\$
Royalties	95,995	148,885
Marking Service	468,890	498,468
Other Income	296,596	230,573
Total	861,481	877,926

4. THE STATEMENT OF COMPREHENSIVE INCOME INCLUDES THE FOLLOWING ITEMS

	2013	2012
	\$	\$
Remuneration of Auditors		
- Audit of the Financial Statements	34,990	30,000
Board Members' Fees	17,185	10,645
Bad Debts Written Off	-	-
Operating Lease Expenses	36,759	32,707
(Gain)/Loss on Sale of Fixed Assets	(2,040)	575
Donations Paid	32,408	13,650
Foreign Exchange Translation Gain/Loss	-	-
Rental of Office Premises	283,502	288,523
Inventory Write-off	105	13,052
OPERATING EXPENSES	2013	2012
	\$	\$
Seminars and Conferences	81,809	68,518
ICT – Info and Comm Technology	186,939	119,812
Travel	229,160	270,859
Administration Expenses	649,974	690,922
Financial Expenses	53,540	42,878
Board Fees and Expenses	31,301	23,466
Contracted Services	1,214,249	1,533,257
Advertising Expenses	54,698	48,541
Library Expenses	25,506	21,564
Total Operating Expenses	2,527,176	2,819,817

5. CASH, CASH EQUIVALENTS AND INVESTMENTS

	2013	2012
	\$	\$
Cash at Bank	193,206	310,604
Cash Equivalents – Short-term Deposits	<u>660,000</u>	<u>220,000</u>
Investments	853,206	530,604
	2,510,000	3,100,000
Total Cash, Cash Equivalents and Investments	<u>3,363,206</u>	<u>3,630,604</u>

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

The weighted average effect interest rate for term deposits is 4.02 percent (2012: 3.83 percent).

6. INVENTORIES

	2013	2012
	\$	\$
Stock Tests/Publications	346,121	387,077
Stock Tests/Test Scoring	4,555	3,275
Total Inventories	<u>350,676</u>	<u>390,352</u>

7. TRADE AND OTHER RECEIVABLES

	2013	2012
	\$	\$
Trade Receivables	416,993	617,281
Project Receivables	1,879,841	1,173,321
Accrued Interest	44,330	43,958
Other Receivables	43,998	4,471
Total	<u>2,385,162</u>	<u>1,839,031</u>

As at 30 June 2013 and 2012, all overdue receivables have been assessed for impairment and appropriate provisions applied where necessary, as detailed below.

	2013			2012		
	Gross	Impairment	Net	Gross	Impairment	Net
Not past due days	2,181,876	-	2,181,876	1,757,615	-	1,757,615
Past due 1–30 days	101,331	-	101,331	9,233	-	9,233
Past due 31–60 days	22,624	-	22,624	10,666	-	10,666
Past due 61–90 days	30,836	-	30,836	26,312	-	26,312
Past due > 91 days	48,495	-	48,495	35,205	-	35,205
Total	<u>2,385,162</u>	<u>-</u>	<u>2,385,162</u>	<u>1,839,031</u>	<u>-</u>	<u>1,839,031</u>

8. PROPERTY, PLANT AND EQUIPMENT

	Furniture & Fittings \$	Equipment \$	Total \$
Cost			
Balance at 1 July 2011	683,434	923,142	1,606,576
Additions	2,968	77,435	80,403
Disposals	-	(45,669)	(45,669)
Balance at 30 June 2012	686,402	954,908	1,641,310
Balance at 1 July 2012	686,402	954,908	1,641,310
Additions	-	88,279	88,279
Disposals	-	(41,985)	(41,985)
Balance at 30 June 2013	686,402	1,001,202	1,687,604
Accumulated Depreciation			
Balance at 1 July 2011	562,079	787,209	1,349,288
Depreciation Expense	33,676	70,242	103,918
Eliminate on Disposal	-	(38,878)	(38,878)
Balance at 30 June 2012	595,755	818,573	1,414,328
Balance at 1 July 2012	595,755	818,573	1,414,328
Depreciation Expense	32,952	73,526	106,478
Eliminate on Disposal	-	(41,985)	(41,985)
Balance at 30 June 2013	628,707	850,114	1,478,821
Carrying Amounts			
At 1 July 2011	121,355	135,933	257,288
At 30 June and 1 July 2012	90,647	136,335	226,982
At 30 June 2013	57,695	151,088	208,783

9. INTANGIBLE ASSETS

	Capitalised Development \$	Intangible Assets in Progress \$	Software \$	Total \$
Cost				
Balance at 1 July 2011	116,139	-	353,462	469,601
Additions	-	-	6,951	6,951
Disposals	-	-	(1,439)	(1,439)
Balance at 30 June 2012	116,139	-	358,974	475,113
Balance at 1 July 2012	116,139	-	358,974	475,113
Additions	-	234,974	-	234,974
Disposals	-	-	(365)	(365)
Balance at 30 June 2013	116,139	234,974	358,609	709,722
Accumulated Amortisation				
Balance at 1 July 2011	116,139	-	294,203	410,342
Amortisation Expense	-	-	35,992	35,992
Disposals	-	-	(1,439)	(1,439)
Balance at 30 June 2012	116,139	-	328,756	444,895
Balance at 1 July 2012	116,139	-	328,756	444,895
Amortisation Expense	-	-	21,691	21,691
Disposals	-	-	(365)	(365)
Balance at 30 June 2013	116,139	-	350,082	466,221
Carrying Amounts				
At 1 July 2011	-	-	59,259	59,259
At 30 June and 1 July 2012	-	-	30,218	30,218
At 30 June 2013	-	234,974	8,527	243,501

10. EMPLOYEE ENTITLEMENTS

	2013	2012
	\$	\$
Annual Leave	322,670	358,337
Retirement and Long Service Leave	97,751	85,106
	420,421	443,443

Disclosed as:

Employee Entitlements – Current

Annual Leave	322,670	358,337
	322,670	358,337

Employee Entitlements – Non-current

Retirement and Long Service Leave	97,751	85,106
Total	420,421	443,443

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

In determining the appropriate discount rate, the Council considered the interest rates on New Zealand Government bonds which have terms to maturity that match, as closely as possible, the estimated future cash outflows. The salary inflation factor has been determined after considering historical salary inflation. A weighted average discount rate of 4.86 percent (2012: 4.86 percent) and an inflation factor of 2.8 percent were used.

11. OTHER PAYABLES

	2013	2012
	\$	\$
Current		
Accruals	312,594	227,916
Advance Subscriptions	66,988	59,152
Project Income in Advance	758,551	475,954
Grant Income in Advance	166,887	150,000
Educational Funds	570,433	620,211
Other Liabilities	335,691	53,537
Total	2,211,144	1,586,770

Trade and other payables are non-interest-bearing and are normally settled on 30-day terms; therefore the carrying value of trade and other payables approximates their fair value.

EDUCATIONAL FUNDS

The Council administers a number of funds for specific educational purposes.

TEACHING AND LEARNING RESEARCH INITIATIVE (TLRI)

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

BEEBY FUND 1998

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

Funds	Balance 30 June 2012	Receipts	Payments	Balance 30 June 2013
	\$	\$	\$	\$
Teaching and Learning Research Initiative	583,303	1,632,539	1,682,317	533,525
Beeby Fund 1998	36,908	20,000	20,000	36,908
Total	620,211	1,652,539	1,702,317	570,433

Receipts and disbursements of these funds are excluded from the Statement of Comprehensive Income, 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 current liabilities in the Statement of Financial Position.

12. CASH FLOW

Reconciliation of Net Cash Flows from Operating Activities to Net Surplus.

	2013	2012
	\$	\$
Net Deficit	(43,545)	(332,879)
Add/(Less) Non-cash Items		
Depreciation	106,478	103,918
Amortisation	21,691	35,992
Bad Debts Write-off	-	-
Stock Write-off	105	13,052
Foreign Exchange (Gains)/Losses	-	-
Increase/(Decrease) in Non-current Employee Entitlements	12,645	28,296
	<u>140,919</u>	<u>181,258</u>
Add/(Less) Movements in Other Working Capital Items:		
(Increase)/Decrease in Trade and Other Receivables	(546,131)	(66,759)
(Increase)/Decrease in Work in Progress	47,601	(12,670)
(Increase)/Decrease in Inventory (exclude write-off)	39,571	52,229
Increase/(Decrease) in Trade Payables	(171,267)	181,232
Increase/(Decrease) in Employee Entitlements (current)	(35,667)	37,235
Add/(Less) Change in Short-term Deposits	590,000	500,000
Increase/(Decrease) in Other Payables	624,374	(213,101)
	<u>548,481</u>	<u>(478,166)</u>
Add/(Less) Items Classified as Investing Activities:		
(Profit)/Loss on Sale of Fixed Assets	(2,040)	575
Net Cash Inflow/(Outflow) from Operating Activities	<u>643,815</u>	<u>327,120</u>

13. COMMITMENTS FOR EXPENDITURE

Commitments under non-cancellable operating leases, to which the Council is subject, are as follows.

	2013	2012
	\$	\$
Non-cancellable Operating Lease Payments		
Less than One Year	302,685	303,592
One to Two Years	17,843	303,339
Two to Five Years	35,420	6,466
Total	355,948	613,397

The Council has the following leases.

	<u>Expiry dates</u>
Building Lease	30 June 2014
Ricoh Photocopiers (2)	8 October 2017
Franking Machine (Level 10)	2 February 2016
Franking Machine (Level 3)	31 January 2014
Mobile Eftpos Terminal	12 March 2014
PABX System	30 September 2013

14. KEY MANAGEMENT PERSONNEL COMPENSATION

	2013	2012
	\$	\$
Salaries and Other Short-term Employee Benefits	636,455	582,949
Post-employment Benefits	46,455	41,061
Total Key Management Personnel Compensation	682,910	624,010

Key management personnel includes the Board, Chief Executive and three General Managers. This is unchanged from 2012.

15. CONTINGENCIES

CONTINGENT LIABILITIES

The Council has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2013 (30 June 2012: Nil).

CONTINGENT ASSETS

The Council has no contingent assets (30 June 2012: Nil).

16. RELATED PARTIES

Some Board members are employees of tertiary institutions. They conduct research and provide professional advice in educational research-related matters.

In the past financial year, a number of Board members have been working with the Council on various research initiatives. The Board members do not hold a position that would influence or control the research initiative with the Council.

LEXIE GRUDNOFF

Lexie is employed by the Faculty of Education, University of Auckland. The University has been awarded funding by TLRI for various research initiatives, and a total of \$660,494 was paid to the University during the 2012/13 financial year (\$587,765 in 2011/12).

LIZ GORDON

Liz is the Managing Director of Pukeko Research Limited and the Vice President of NZARE. NZARE holds a contract for administrative support services with NZCER. The Council received \$11,385 from NZARE for professional services in the 2012/13 financial year (\$12,420 in 2011/12).

MARTIN THRUPP

Martin is employed by the School of Education, University of Waikato. The University has been awarded funding by TLRI for various research initiatives, and a total of \$428,055 was paid to the University during the 2012/13 financial year (\$648,909 in 2011/12).

PETER COOLBEAR

Peter is the Director of Ako Aotearoa. The Council received \$39,237 from Ako Aotearoa for services in the 2012/13 financial year (\$74,613 in 2011/12).

ROBYN BAKER

Robyn is the Deputy Chairperson of the Australian Council for Educational Research (ACER). A total of AUD27,338.57 was paid to ACER for the 2012/13 financial year (AUD80,840.41 in 2011/12).

VICKI CARPENTER

Vicki is employed by the Faculty of Education, University of Auckland. The University has been awarded funding by TLRI for various research initiatives, and a total of \$660,494 was paid to the University during the 2012/13 financial year (\$587,765 in 2011/12).

17. CATEGORIES OF FINANCIAL ASSETS AND LIABILITIES

The carrying amounts of financial assets and liabilities in each of the NZ IAS 39 categories are as follows.

	2013	2012
	\$	\$
Loans and Receivables		
Debtors and Other Receivables	2,385,162	1,839,031
Investments – Term Deposits	2,510,000	3,100,000
Total Loans and Receivables	<u>4,895,162</u>	<u>4,939,031</u>

18. FINANCIAL INSTRUMENTS

The Council is a party to a variety of financial instruments as part of its everyday operations. Financial instruments include accounts payable and receivable, cash and short-term deposits.

CREDIT RISK

Credit risk is the risk that a third party will default on its obligations to the Council, therefore causing the Council to incur a loss. In the normal course of business the Council incurs credit risk from debtors and transactions with financial institutions. The Council does not require any collaterals or securities to support financial instruments as investments are with reputable financial institutions, and debtors are on normal trade terms. There is a concentration of credit risk in relation to the Council's receivables due to the reliance on the Ministry of Education for 59 percent of receivables at 30 June 2013 (30 June 2012: 57 percent). However, the Ministry of Education is a high credit quality entity.

FAIR VALUE

The fair value of financial instruments is equivalent to the carrying amount disclosed in the Statement of Financial Position.

CURRENCY RISK

Currency risk is the risk that the value of a financial instrument will fluctuate due to changes in exchange rates. The Council's exposure to foreign currency risk through overseas sales and purchases is minimal. It is the Council's policy not to hedge these transactions.

INTEREST RATE RISK

Interest rate risk is the risk that the value of a financial instrument will fluctuate due to changes in market interest rates. The Council's financial instruments are subject to interest rate risk.

19. SUBSEQUENT EVENTS

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

20. CAPITAL MANAGEMENT

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

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF THE NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2013

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

We have audited the financial statements of the Council on pages 25 to 42, that comprise the statement of financial position as at 30 June 2013, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and notes to the financial statements that include accounting policies and other explanatory information.

OPINION

In our opinion the financial statements of the Council on pages 25 to 42:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the Council's:
 - financial position as at 30 June 2013; and
 - financial performance and cash flows for the year ended on that date.

Our audit was completed on 15 October 2013. 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 we 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 that fairly reflect the matters to which they relate. We consider internal control 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 all 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 have obtained all the information and explanations we have required and 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
- fairly reflect the Council's financial position, financial performance and cash flows.

The Board is also responsible for such internal control as is determined 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.

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

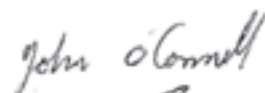
RESPONSIBILITIES OF THE AUDITOR

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.



John O'Connell

Audit New Zealand

On behalf of the Auditor-General

Wellington, New Zealand

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SHIFTING THINKING
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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 paper sourced from forests certified by the Forest Stewardship Council (FSC) and manufactured using elemental chlorine-free bleaching.

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

The bird that partakes of the
miro berry reigns in the forest.
The bird that partakes of the
power of knowledge has
access to the world.