

# ANNUAL REPORT

Southern Institute of Technology



# 2020



**SOUTHERN  
INSTITUTE OF TECHNOLOGY**  
TE Kōwhiri Whānau o Te Tairāwhiti



# INDEX

<u>04</u>	Mission and Goals
<u>06</u>	Our Year in Numbers
<u>07</u>	Governance and Management
<u>16</u>	Student Achievement and Support
<u>25</u>	Māori and Pasifika
<u>31</u>	International Students and Partners
<u>34</u>	Community and Industry Stakeholders
<u>41</u>	Staff Focus
<u>58</u>	Financial/Institute/Business Performance
<u>60</u>	Statement of Responsibility
<u>61</u>	Independent Auditor's Report
<u>66</u>	Statement of Accounting Policies
<u>72</u>	Financial Statements
<u>99</u>	Glossary of Acronyms



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Cover photograph by Elana Bai

# MISSION STATEMENT

Southern Institute of Technology provides quality vocational education which equips people with the knowledge and skills to be effective industry participants.

E whakarato ana Te Whare Wānanga o Murihiku i ngā ratonga huarahi kia whakarawe i te tangata kit e mohiotanga me ka pūkenga kia mahi tika ai a ia kei roto nei i tōna ahumahi

The Mission Statement, in turn, defines the Institute's Statement of Purpose, which acknowledges its primary commitment to its student base. By providing well-trained and competent graduates, the Institute also supports the industries and professions that provide ongoing and future employment.

# STATEMENT OF PURPOSE

Southern Institute of Technology will provide students with quality education and training services.

Ka whangaitia e Te Whare Wānanga o Murihiku ngā taurira ki ngā mātauranga me ngā akoranga tino teitei

SIT fulfils this purpose when it provides learning opportunities for its students that are industry focussed, challenging, personally enriching, valued by participants, and which equip them to apply high level skills in a variety of business, industry and professional settings.





# GOALS AND CONTINUING OBJECTIVES

## STATEMENT OF SERVICE PERFORMANCE

SIT's Statement of Service Performance in the SIT Investment Plan 2019-2020 sets out three strategic goals (below) for the institute. The key below is used throughout this 2020 Annual Report to indicate how the strategic goals have been addressed by SIT.

# 1

Provide for and encourage student participation and achievement in a range of quality learning opportunities and services

Enhance academic achievement and satisfaction of stakeholders

Offer a range of programmes, stair-casing opportunities, and flexible delivery modes which provide occupational and life skills

Improve the representation and achievement of under-represented and disadvantaged groups

Provide a range of student and staff support services

# 2

Foster our social and professional obligations to both stakeholders and staff

Foster and enhance relationships with all external stakeholders

Enhance and promote an understanding of Te Tiriti o Waitangi and its application to the Institution

Create and maintain policies which are consistent with the Human Rights Act

Provide a physically desirable and safe learning and working environment

# 3

Operate a viable educationally directed business entity

Manage the organisation effectively and efficiently

Demonstrate commitment to the employment and development of quality staff

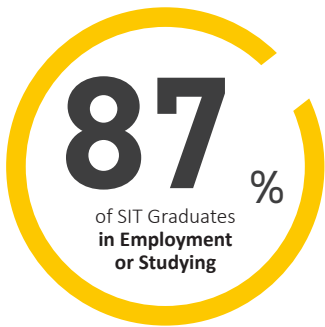
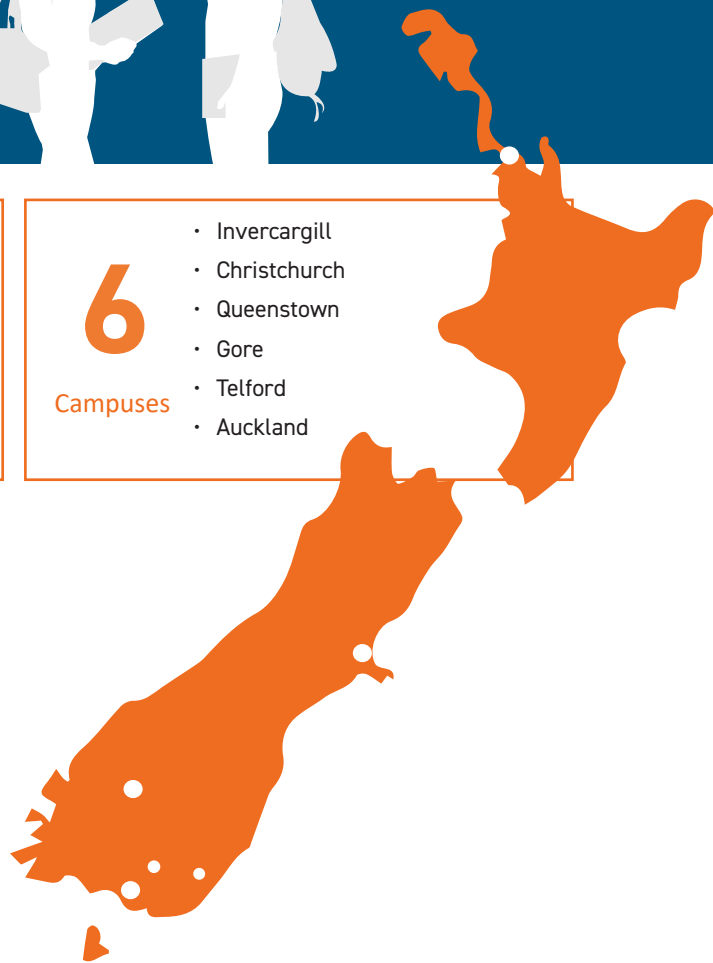
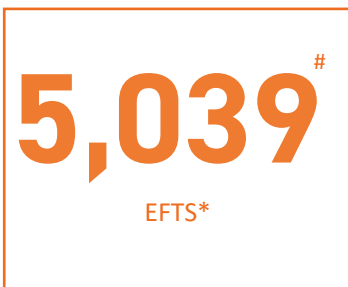
Enhance revenue income from other than Government funded activities

# OUR YEAR IN NUMBERS

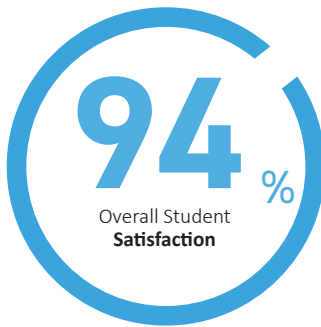


# 13,300<sup>#</sup>

Students

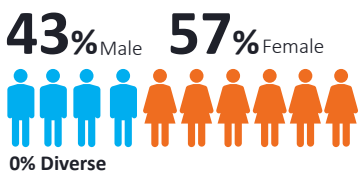


2020 Graduate Outcome Survey of 2019 Graduates

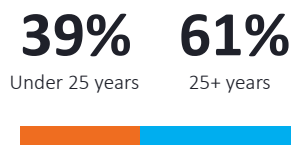


Student Satisfaction Survey 2020

### STUDENT GENDER\*##

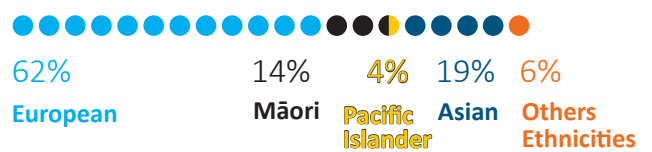


### STUDENT AGE\*##



### STUDENT ETHNICITY\*##

Note: Total exceeds 100%



\*Total EFTS including Government Funded EFTS

#Figures obtained from Nga Kete



# GOVERNANCE AND MANAGEMENT



# CHAIRPERSON'S REPORT



Alison Broad, Chairperson of SIT Ltd Board

Ngā mihi nui ki a koutou. E ngā mana, e ngā reo, e ngā iwi katoa.

It is a privilege to be writing this contribution to the 2020 SIT Annual Report as Chair of the SIT Ltd Board. What a year it has been!

When the SIT Ltd Board came into being on 1 April 2020 Covid-19 had intruded on our lives and we were in Day 7 of Level 4 lockdown. The Board's work was conducted from home via Zoom as we did our best to shape a new governance team while simultaneously facing all the challenges Covid and lockdown posed for SIT. While the status quo of 2019 was swept away by the pandemic, we appreciated how strongly placed SIT is to respond to challenges and changes and to still move forward positively. This is largely due to the commitment of our SIT management team and staff to continue with the mahi and support our students throughout turbulent times. It was impressive that SIT was able to get online teaching and learning up and running in just a few days. In addition to this, our team responded to the changing circumstances – the agricultural contractor training programmes at Telford Campus were an acclaimed example of responsive innovation. On behalf of all SIT board directors, I again thank our management and staff for all their work during a year of such major disruption.

We also acknowledge the resilience and hard work of our students, similarly persevering through challenging times. It has been enormously pleasing to see strong results for our students by the end of 2020. An example to highlight is the 100% pass rate in the NZ Nursing State Finals by our nursing students. Warmest congratulations to these students and to the staff in the SIT School of Nursing. It is particularly heartening to see these results in a year

when the world has been acutely reminded of the importance of the work of nurses.

Congratulations also to all our students for your achievements through such a year. It was a highlight at the end of the year to be able to witness and celebrate these at our graduation ceremonies.

Particular mention must be made of our international students. It has been an especially challenging year for them being so far from home during a global pandemic. SIT was fortunate to already have the majority of our international students here before borders started to shut. 2020 saw 1,230 international students at SIT representing 776 EFTS. This is a 27% decline from 2019. These students are important to our campus and our community, and we look forward to the less Covid-constrained times ahead. In the meantime, our thanks to the students for their commitment, and to our staff who have done such important work with pastoral care and support. Thanks also to our innovative staff who have developed blended delivery options for students, incorporating a mix of SIT2LRN and onsite learning.

SIT2LRN has been an invaluable part of SIT's operations over the past year. Our distance learning platform has supported ongoing delivery of programmes through lockdown, uncertainty and changing circumstances. Thanks to our SIT2LRN team, our IT team and our tutorial staff for making this come together so effectively. SIT2LRN will also make an important contribution to an increasingly blended form of training delivery in a number of programme areas.

2020 has also been a year of major change in the national context of vocational education and training. SIT is now the Southland-based subsidiary company of Te Pūkenga, the NZ Institute of Skills and Technology. As such, we face our community from the framework of Te Pūkenga. Our priorities will reflect the needs, aspirations and opportunities of our community and will also reflect Te Pūkenga priorities.

The NZIST Letter of Expectations to the SIT Board make these priorities explicit:

- ↳ To make vocational learning more responsive to the needs of the Southland region, its learners, industries, employers and communities
- ↳ Committing to Te Tiriti o Waitangi and improving outcomes for Māori learners, whanau, hapu and iwi, communities and employers
- ↳ Making a positive contribution to the wider NZIST network (e.g. involvement in secondments, working groups, sharing best practice etc)

- ↳ Working collaboratively
- ↳ Working to improve equity of access and achievement for learners
- ↳ An open and transparent way of working

The underpinning Te Pūkenga kaupapa is to meet the vocational and educational needs of all of the regions and local communities across the country.

At a local level, the SIT Ltd Board has developed underlying principles for our work:

- ↳ Upholding Te Tiriti o Waitangi
- ↳ Facing our community - locally led and locally driven to ensure relevance and responsiveness to the needs of our region
- ↳ Collaborative approach - including with other polytechnics and institutes of technology, with ITOs, with industry and community partners, and supported by Te Pūkenga and the national education infrastructure
- ↳ Learner-centred, with a focus on equity and inclusivity
- ↳ Quality provision

Such strong alignment between our SIT principles and Te Pūkenga's priorities strengthens SIT's ongoing work to meet the education and training needs and opportunities in our communities.

Back to the specifics of the year through to December 2020. The results have been very heartening. Despite the inevitable drop in international student numbers, overall student numbers actually increased, in terms of both head-count and EFTS. Our overall student satisfaction level stayed high at 94%. Our finances held up well, with a cash surplus at year-end and with our cash reserves remaining strong. The cash reserves (\$43.4M at March 2020) include funds tagged for the major capital development at St John's, capital work on the Telford Campus, and of course for working capital. The Board appreciates the opportunities represented by the balance of 'untagged' funds of \$15.1M which are also available for SIT to use in our region. It is encouraging to continue to have a strong SIT balance sheet as we assess the education and training opportunities and needs ahead of us.

The Board also acknowledges the helpfulness of the additional funding that was made available to SIT, and other ITPs, in response to the impacts of Covid. These included the TTAF (Targeted Training and Apprentice Funding) which was targeted to areas such as trades, horticulture, agriculture, information technology, and



healthcare. The Technology Access Fund for Learners and Hardship Fund for Learners also represented welcome additional resourcing to support our students.

I conclude with thanks to our team: to the Finance and IT teams whose work kept SIT securely anchored through times of change; to all the staff of all our faculties and on all our campuses, MAINZ (Auckland and Christchurch), Christchurch, Telford, Queenstown, Gore and Invercargill; to the SIT management team. Thank you all for your excellent and dedicated work.

Warm congratulations to SIT's longstanding Chief Executive, Penny Simmonds, for her election to Parliament. While lockdown meant that the new SIT Board had only one in-person board meeting with Penny present before she went on leave, her legacy is huge.

Our best wishes to Penny in her new career as a politician.

Sincere thanks to Acting Chief Executive Maree Howden, who has done such a sterling job of leading SIT for the past six months. Thanks also to Acting Deputy Chief Executives Amanda Whitaker and Daryl Haggerty. Maree, Amanda and Daryl have worked diligently to ensure SIT's work moves forward strongly while the Board undertakes the process towards the appointment in 2021 of SIT's next Chief Executive.

Finally, my thanks to my fellow Board directors for their commitment, support and ongoing hard work. I have appreciated the mix of experience, expertise and perspectives brought by the six directors based in the SIT 'home patch', along with our two directors from further north. A

particular acknowledgement to Janet Copeland who relinquished her place on the board in December. My thanks to our continuing directors Murray Donald, Aimee Kaio, Darren Rewi, Maryann Geddes, Barry Jordan and Murray Bain.

We look forward to meeting the challenges and opportunities of 2021 with the combined innovation, expertise, commitment, goodwill and support of our students, staff, partners and community.

Kia manawanui.



**Alison Broad**  
Chairperson of SIT Ltd Board

# ACTING CHIEF EXECUTIVE'S REPORT



*Maree Howden, Chief Executive (Acting)*

## Introduction

SIT performed very well across multiple areas of our organisation in 2020. The year was certainly one of challenges with the Covid-19 pandemic. However, staff showed adaptability and flexibility in their ability to develop and deliver online education to students during the timeframe that New Zealand experienced lockdown. We experienced changes with the movement of our organisation as a subsidiary company into Te Pūkenga, New Zealand Institute of Skills and Technology. This year also saw the inception and implementation of the Southern Institute of Technology Interim Board to replace the former Council. The Board included 3 former members of the Southern Institute of Technology Council.

Former Chief Executive Penny Simmonds resigned to become a Member of Parliament for Invercargill, and at the time of writing this report, our organisation is advertising for a replacement Chief Executive.

Despite the changes and uncertainty created by the Covid-19 pandemic, SIT achieved a higher number of EFTS overall than in 2019.

## Student Performance

2020 saw the advent of Covid-19 and the requirement for SIT to undergo a period of lockdown. Staff rose to the challenge, with academic staff working hard to deliver the students' education through blended delivery and the administration, marketing, student support and IT service teams swiftly converting to online for their functions. For the SIT2LRN team this was business as usual, and SIT showed its capability in part due the level of digital expertise and services within the organisation.

Pleasingly, the results from the 2020 Student Satisfaction Survey showed slightly higher satisfaction ratings for most categories from the previous year. Satisfaction with the programme remained at 94% consistent with previous years, satisfaction with the learning environment (95%) and with the institution (96%) also remained consistent with previous years. Ratings for all support services were above previous years, along with satisfaction with the various elements of teaching, assessment and feedback. This is very pleasing considering the disruptions created by Covid-19 during 2020 and the requirement for national lockdown.

The 2020 Graduate Outcome Survey report of 2019 graduates confirmed that 93% of our graduates were satisfied with the quality of

their programmes, consistent with previous years, and 92% of our graduates felt their education at SIT had been valuable and worthwhile, again consistent with previous years.

We continue to use our website with its easy-to-use online application process which has been embraced by applicants and administrators.

It is important to recognise the achievements of students and our SIT award ceremony was a special occasion for SIT staff, students and the community. The Tohu Manakura Māori award was one such special award, which recognises outstanding leadership, commitment to whanau, language, culture and customs, strong engagement with study and kindness and support to others. The recipient, Marcus Tuwairua, was a student in the Faculty of Health and Humanities.

## International

In 2020 we enrolled 776 international equivalent full-time students equating to 1,230 actual students. These students came from over 50 countries across the world adding to the cultural diversity of both SIT and Invercargill and performed very well in their academic programmes with a 95% course completion rate overall.

The decline in overseas student numbers occurred as a result of the New Zealand border closure due to the Covid-19 pandemic. Overseas students remain important to Southern Institute of Technology for the cultural richness they bring to the campus, and they are important for the Southland region, both for their contribution to a diverse cultural life in the southern community as well as for providing an opportunity to help

grow the economy and increase the Southland population.

#### Māori and Pasifika

This year 14% of SIT's student enrolments were Māori, which is a reflection of the Māori regional population of 14.9% (2018 Census) and compares favourably with 15% of Māori student enrolments at SIT the previous year. Pasifika enrolments remained the same at 4%, compared with 2.6% for the regional Pasifika population in the 2018 Census.

In 2020, SIT staff completed the Te Pae Tawhiti report supported by Janine Kapa, Kaitautoko appointed by Te Pūkenga to advise South Island ITPs on this important project. The purpose of Te Pae Tawhiti is to guide the Te Pūkenga network towards creating a transformative and sustainable step change to drive equitable education for Māori. In the Letter of Expectations, Chris Hipkins, Minister of Education, stated an expectation of the network of provision of Te Pūkenga to deliver for the unique needs of under-served learners, including Māori, Pasifika as well as disabled learners.

With its self-reflective focus, this report indicated that SIT is confident in its level of bicultural focus and bi-cultural commitment to Tiriti o Waitangi partnerships, inclusivity and equity for Māori, equitable access to education, Māori participation, outcomes for Māori and practices that demonstrate responsiveness to needs of Māori. This self-reflective process will continue throughout 2021. SIT is continuing with strategies to enhance Māori students' learning including the Te Awa Rau Mentoring Scheme which was further developed by SIT's Academic Support Unit in 2019. A full time Māori liaison support role is being advertised at the time of writing this report.

SIT is indebted to representatives of the local Rūnanga of Ngāi Tahu who continue to support SIT in a variety of ways which enhance our institute. We acknowledge in particular our Kaumatua Michael Skerrett who brings a wealth of kaupapa Māori knowledge and wisdom to our organisation.

SIT continues to value its important partnership with Te Wānanga o Aotearoa with positive enrolments for 2020 into Te Ara Reo Māori programmes. In addition, it was both a pleasure and an honour to attend the powhiri at Te Wānanga o Aotearoa's Mangere Campus for the opening of the new facility for the SIT MAINZ Musical Performing Arts School offered by the Faculty of New Media and the Arts. The MAINZ campus shifted from its central location in Auckland to its new premises at Te Wānanga o Aotearoa's Mangere Campus in September 2020. This facility was purpose-built to house the special requirements of the contemporary music programmes.

SIT is continuing to work closely with the Pasifika community, the Pacific Island Advisory and Cultural Trust (PIACT) and the Miharo Trust to enhance both opportunities and

experiences for Pasifika students. As part of our commitment to the Pasifika community we partnered with the Ministry for Pacific Peoples in 2020 and held a very successful Employment Expo in place of a Pasifika Open Night at SIT.

#### Staff

SIT staff became involved in Te Pūkenga projects throughout 2020. Project involvement included Akonga at the Centre group- a project designed to examine the barriers and enablers to learning for learners, especially Māori, Pasifika and disabled learners. SIT awaits the outcome of this project with interest. In addition, staff were involved with an academic harmonization project, designed to rewrite regulations for programmes that will meet the requirements of the former ITO sector as well as the ITP sector. This is also ongoing throughout 2021. SIT was represented on the Workforce Development Council Design Reference Group, the NZIST Covid-19 Response Group, the International Education Workstream and NZIST Marketing Forum, the Primary Industry Cove, the Mobilising the New World-International Workstream and the Chief Information Officer Forum.

In 2020 our 3 new and recent Faculty of Trades and Technology degree programmes ran successfully. Each of the Bachelor of Architectural Technology, the Bachelor of Construction and the Bachelor of Engineering Technology have been designed to address labour shortages and employment requirements in building projects in the southern region, including the Invercargill City Centre rebuild. Augmenting this skill requirement was the Government's introduction of the Targeted Training and Apprenticeship Fund (TTAF) Scheme for industry-based programmes of study. This fund enabled learners enrolled in TTAF labelled programmes to study without having to pay for fees.

#### Research

Covid-19 prevented staff from presenting at overseas conferences in 2020. Nonetheless, staff remained productive with research outputs by presenting at online conferences. One worthy mention includes Dr Christine Liang, who, with her Bachelor of Environmental Management students, conducted research into the measurement of microplastics in waterways. This project received national recognition as one of 3 projects selected by Te Pūkenga directors for further funding.

Despite the challenges arising from the Covid-19 pandemic, SIT managed to produce 24 more research outputs compared to 2019 - in fact SIT's greatest number of outputs since 2016. This demonstrates an increasing research capability maturity in the organisation.

#### Financial Performance

SIT returned a pleasing financial result despite the reduction in international student

numbers and the restrictions placed on international education due to the global Covid-19 outbreak. This will provide us with confidence proceeding into 2021, with the continued restriction on international students coming to New Zealand to study. Our financial performance continues to reflect the careful and prudent financial management approach consistent with previous years.

#### Capital Investments

The re-construction project at St John's Church site has continued to rise like a phoenix from the ashes and is taking shape to be ready for the second half of 2021. Construction of this excellent addition to our educational facilities is proceeding according to plan, with a scheduled completion timeframe of September 2021.

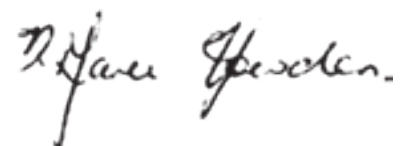
#### Advisory Groups

SIT continues to value the highly important contribution made by our advisory groups to programme re-development and new developments. Every programme at SIT has an advisory committee comprising both internal and, importantly, external membership from local businesses and industries. This external membership plays an extremely valuable role, not only in verifying the worth of the academic content of our programmes, but also for important student research projects, student practical experience and clinical placements, as well as informing our institution of the ongoing need for training and education in a particular discipline.

#### Thanks

I extend my sincere thanks to all our SIT staff for their work and dedication to the education of students at SIT. I would also like to thank our stakeholders: our students, for studying with us, as well as the businesses and industries in our region for giving so generously of their time to support the learners in our community and to provide important advice on our educational offerings.

Thanks also goes to the SIT Board for their passion and dedication to the Review of Vocational Education and for their commitment to the strategic future of SIT and its important place as a leading tertiary vocational institution for the southern region.



**Maree Howden**

Chief Executive (Acting)

# SIT LTD BOARD AND MANAGEMENT TEAM

3

On 1 April 2020, in accordance with the amended Education Act 1989, Southern Institute of Technology became a limited liability company (known as Southern Institute of Technology Limited) and wholly-owned subsidiary of the New Zealand Institute of Skills and Technology (NZIST), the national body incorporating all polytechnics and tertiary learning institutes. Te Pūkenga has been selected as the name for NZIST.

The board of directors of Southern Institute of Technology Limited was announced on 17 March 2020. Directors are as follows:

**Alison Broad** (Chair) (*Southland*),  
**Murray Donald** (Deputy Chair) (*Southland*),  
**Aimee Kaio** (Kai Tahu, Te Arawa and Ngā Puhī) (*Southland*)  
**Barry Jordan** (*Wellington*)  
**Darren Rewi** (Waitaha, Ngāti Māmoē, Ngāi Tahu, Ngāti Kahungunu ki te Wairoa) (*Queenstown*)  
**Janet Copeland** (*Southland*) (Resigned December 2020)  
**Maryann Geddes** (*Queenstown*)  
**Murray Bain** (*Northland*)



SIT Ltd Board (left to right) Murray Bain, Murray Donald (Deputy Chair), Alison Broad (Chair), Darren Rewi, Maryann Geddes, Barry Jordan, Aimee Kaio (upper inset), Janet Copeland (lower inset)

## Committees of the SIT Ltd Board

### Finance, Risk and Audit Committee

This committee monitors financial performance and forecast outcomes and makes appropriate enquiries into internal control systems and mechanisms. It has direct involvement in key strategic decisions that affect the financial position of SIT and has a delegated responsibility to oversee the external and internal audit and risk process.

### Academic Committee

The Academic Committee is responsible to the SIT Ltd Board through the Chief Executive for the academic policies, direction and development of the institute, and advises and responds to the Board and the Chief Executive on all academic matters; develops, maintains and reviews academic policies; ratifies those programmes to be included on the TEC database; approves and monitors programmes against established standards; establishes and approves the terms of reference for any subcommittees or task forces; maintains oversight of Teaching and Learning Boards of Studies, Advisory Committees and Faculty Research Committees.

### Ethics Committee

This committee is charged with establishing and maintaining a code of ethical conduct for research undertaken at SIT and approving or resolving ethical issues arising from SIT staff and student research activity.

### Health and Safety Committee

This committee is responsible for establishing and maintaining a health and safety policy for the organisation, and ensuring that health and safety management systems are developed. The committee is also responsible for ensuring that sufficient financial support, systems and resources are available to management to implement and maintain these systems.

## Southern Institute of Technology Ltd Board of Directors

### Alison Broad

#### Board Chair

Alison is a self-employed Invercargill-based consultant with a focus on strategy and policy work, project development and optimisation, facilitation, mentoring and consultation. Alison has an extensive background in education initiatives, community-based projects and community-led development. Alison has held governance roles at local, regional and national levels over many years, including as a former trustee and chair of the then Community Trust of Southland and as the Education Specialist on the NZ UNESCO National Commission.

Alison is currently Deputy Chair of the Southland Conservation Board and is also a trustee or executive member of several community organisations.

#### Organisation

Southland Conservation Board  
Southland Art Foundation  
Arts Murihiku  
Southland Community Education Programme  
Independent consultancy

#### Nature of interest

Member and Deputy Chair  
Trustee  
Trustee  
Executive member  
Consultant

### Murray Donald

#### Deputy Chair

Murray is a Chartered Fellow of the New Zealand Institute of Directors and has wide experience in a number of significant enterprises that play an important part of the NZ economy.

Past professional governance roles include Director of Alliance Group Ltd, Chairman of Alliance Group Trustee Ltd, Director of FMG Insurance, including chair of their Audit and Risk Committee and Director of Farmlands Co-operative Society Ltd.

Murray is currently a Trustee of the Agri Women's Development Trust, Chairman of Mt Linton Station Ltd and Director of the Southern Institute of Technology Ltd Board. Over the past 30 years Murray and his wife Carolynn have developed and expanded an intensive lamb and beef farming operation in Southland.

#### Organisation

Manchester Enterprises Ltd  
Agri-Women's Development Trust  
Mt Linton Station Limited  
MWA & CM Donald farm partnership

#### Nature of interest

Director  
Trustee  
Chairman  
Partner

### Aimee Kaio

Aimee (Kai Tahu, Te Arawa and Ngā Puhī) is currently Manager, Tribal Economies at Te Rūnanga o Ngāi Tahu, supporting the economic ecosystem and wellbeing aspirations of Ngāi Tahu whānui.

As a current Director of the Southern Institute of Technology Ltd Board, Aimee is a strong advocate for thriving regional communities. With experience in the areas of science, education, the environment and economic development, Aimee serves on a number of governance boards adding value through her community, professional, and academic endeavours.

Aimee is also a small business owner and lives in Bluff with her husband, four children, and extended whānau.

#### Organisation

Deep South Challenge - Kahui Māori  
Antarctica Science Platform - Kahui Māori  
Eat New Zealand  
NORA Ltd  
Milford Opportunities Group  
Te Runanga o Ngāi Tahu - Tribal Economies  
Coin South  
Southland Interim Regional Skills Leadership Group

#### Nature of interest

Advisory Board  
Advisory Board  
Director  
Director  
Trustee  
Employee  
Board Member  
Co-Chair

### Barry Jordan

Barry is a Fellow Chartered Accountant and practises as a commercial mediator, with a background as a forensic accountant, insolvency practitioner, and commercial negotiator.

During Barry's career, he has led numerous probity and fraud investigations as a partner at Deloitte (2008 to 2018) and McCallum Petterson (2001 to 2008). Barry also led governance and senior management roles within these respective professional services firms. In August 2019, he was appointed Chair of the NZIST Establishment Board, and held this role through to the establishment of NZIST on 1 April 2020. Barry is now a director of the Boards of SIT Ltd and UCOL Ltd.

#### Organisation

Peachstone Limited  
Universal College of Learning  
Onslow College Hockey  
AMINZ  
Recent:  
Deloitte  
NZIST  
Karori Junior Hockey Club  
Southern Lakes English College  
Kindergartens Aotearoa

#### Nature of interest

Shareholder and director of commercial mediation business  
Director  
Treasurer (pro-bono)  
Council Member  
Forensic and Insolvency partner (2008-2018)  
Establishment Board Chair (2019-2020)  
Treasurer (2017-2020)  
Director  
Establishment Chair

## Darren Rewi

Invercargill born, Queenstown-based Darren (Waitaha, Ngāti Māmoē, Ngāti Tahu, Ngāti Kahungunu ki te Wairoa) sits on a number of boards representing both community and Iwi, including Murihiku Representative on the Southern Alliance and Ngāti Tahu Representative on the DOC Whio Species Recovery Group.

He is the Chair of Southern Zone Rugby League and Chair of Mana Tahuna Charitable Trust and whānau representative on Queenstown Community Hub Trust. He is a Director on a whānau-owned Occupational Health and Health and Safety business operating from Queenstown.

Darren also works in the community as a Whānau Ora Navigator for Alexandra-based Uruuruwhenua Health Services.

### Organisation

DOC Species Recovery Group Whio  
Queenstown Community Hub Trust  
NZ Police Māori Advisory Group Uruuruwhenua  
Uruuruwhenua Health Incorporated  
Sky City Community Trust Queenstown  
Southern Lakes English College  
Queenstown/Te Anau DOC, Jobs for Nature  
Mana Tahuna Charitable Trust  
Whakatipu Wildlife Trust

### Nature of interest

Ngāti Tahu Representative  
Trustee  
Iwi Representative  
Whanau Ora Navigator  
Trustee  
Director  
Ngāti Tahu Representative  
Trustee  
Ngāti Tahu Mandated Representative

## Maryann Geddes

Maryann is based in Queenstown and worked in a senior management role in the tourism industry for 25 years, primarily in human resources, training and development, risk and compliance. Maryann has a Ministerial appointment to the Council of Te Pūkenga and is chair of the Appointments and Remuneration Committee of the Council. Maryann is a Director of the Boards of Southern Institute of Technology Ltd, ARA Institute of Canterbury Ltd, Otago Polytechnic Ltd and ServiceIQ.

Other governance roles over the last 20 years have included a Ministerial appointment to the Establishment Board of the New Zealand Institute of Skills and Technology, RNZRSA, Tourism Industry Association, Southland Otago Employers' Association, Aviation Tourism and Travel Training Organisation, and the Hospitality Standards Institute.

### Organisation

Service IQ  
NZIST  
Otago Polytechnic  
ARA

### Nature of interest

Director  
Council Member  
Director  
Director

## Murray Bain

Murray is a Chartered Fellow of the Institute of Directors with senior executive and governance experience across the NZ banking, electricity, health, regional development and tertiary education sectors.

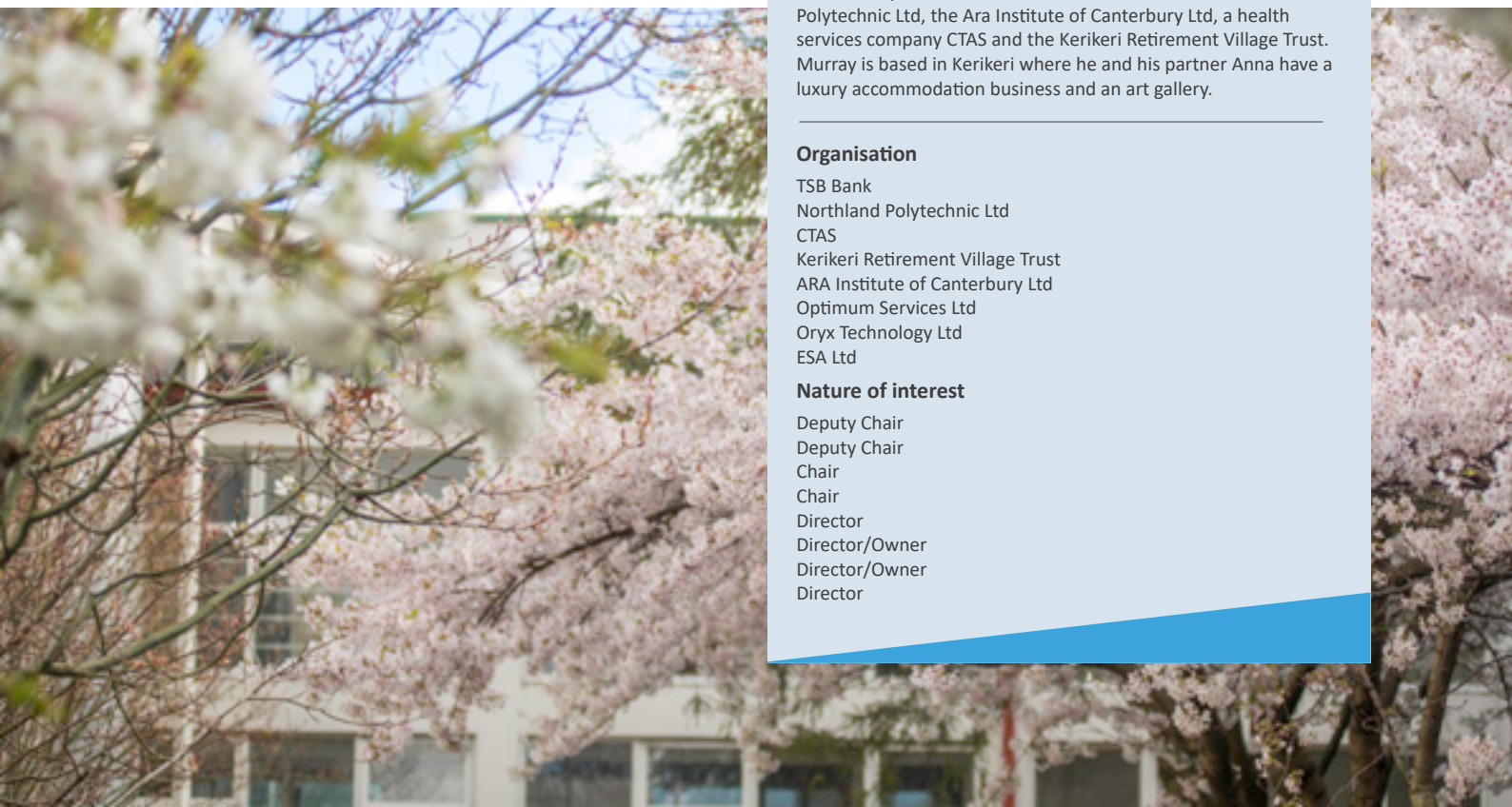
He currently serves on the boards of TSB Bank, Northland Polytechnic Ltd, the Ara Institute of Canterbury Ltd, a health services company CTAS and the Kerikeri Retirement Village Trust. Murray is based in Kerikeri where he and his partner Anna have a luxury accommodation business and an art gallery.

### Organisation

TSB Bank  
Northland Polytechnic Ltd  
CTAS  
Kerikeri Retirement Village Trust  
ARA Institute of Canterbury Ltd  
Optimum Services Ltd  
Oryx Technology Ltd  
ESA Ltd

### Nature of interest

Deputy Chair  
Deputy Chair  
Chair  
Chair  
Director  
Director/Owner  
Director/Owner  
Director



## Southern Institute of Technology Ltd Management Team



### Front Row

(2nd right)

#### **Penny Simmonds**

Chief Executive  
*(to June 2020,  
on leave to November 2020  
resigned November 2020)*

(1st right)

#### **Maree Howden**

Deputy Chief Executive, Head of Faculty  
Health, Humanities and Computing  
Academic Manager *(to June 2020)*  
Chief Executive *(Acting)*  
*(from June 2020)*

(3rd right)

#### **Chami Abeysinghe**

International Department and  
Marketing Manager

(4th right)

#### **Daryl Haggerty**

Chief Financial Officer  
Deputy Chief Executive  
*(Acting) (from June 2020)*

### Back Row (right to left)

#### **Amanda Whitaker**

Academic Operations,  
Student Support and Business  
Development Manager  
*(to June 2020)*

Deputy Chief Executive  
*(Acting),*

Head of Faculty Health,  
Humanities and Computing  
*(Acting) (from June 2020)*

#### **Trish Lindsay**

Co-Head of  
Faculty SIT2LRN  
*(to June 2020)*

Academic  
Operations,  
Student Support  
and Business  
Development  
Manager *(Acting)*  
*(from June 2020)*

#### **Nick Elder**

Chief  
Information  
Officer

#### **Douglas Rodgers**

Head of  
Faculty  
Trades and  
Technology

#### **Teri McClelland**

Head of Faculty  
SIT2LRN and Telford  
Campus

#### **Hamish Small**

Head of Faculty  
New Media, Arts and  
Business

## Focus on Health and Safety 2

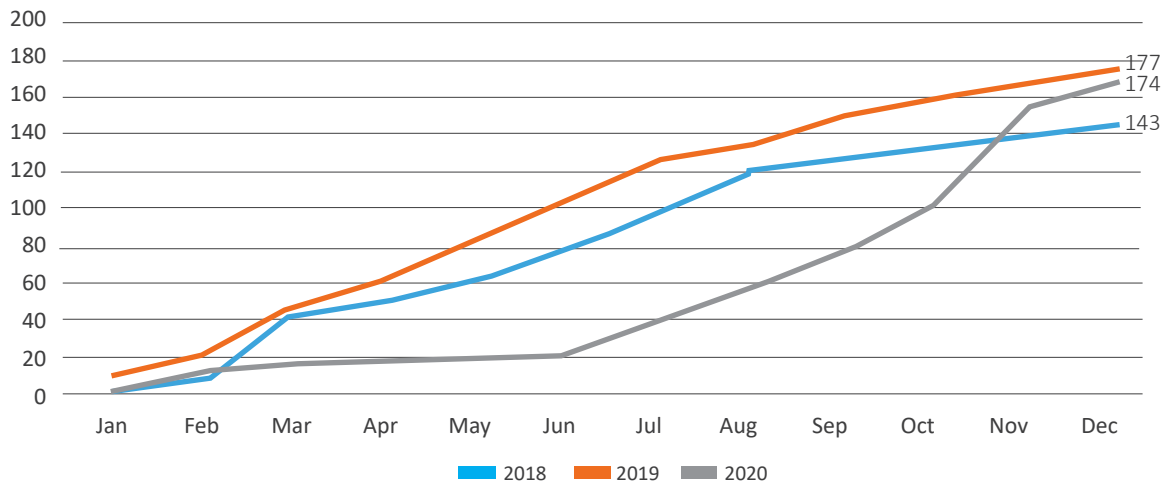
Throughout 2020 we continued to build our engagement and commitment to Health and Safety for all stakeholders.

### OBJECTIVE 1

#### Increase SIT Health and Safety engagement

Reporting via our Health and Safety portals for Staff, Student and Contractor continues to be well utilised, with the 2020 total needing to be considered against a 'zero' month in April 2020 due to Covid-19 restrictions

**Hazard/Near Miss Reporting**



### OBJECTIVE 2

#### Focus SIT mind-set to Critical Risk Management (CRM)

We maintain a strong focus on activities that have the potential for critical risk. This has seen progress in respect of:

- ↳ Advancing our Asbestos Management Plan with significant removals at Gore, Invercargill and Telford.
- ↳ Increasing our emergency response capability with the introduction of further AEDs on campuses, increasing fire evacuation drills and results and increasing the volume of directly monitored systems.
- ↳ Ongoing education of staff and contractors regarding risk management on our sites.
- ↳ Upgrading our vehicle fleet with a weighting on vehicle safety ratings.

### OBJECTIVE 3

#### Improve capability throughout SIT

We continue to develop knowledge and our capability in respect of risk management and wellness. This included rationalising access to flu vaccines for staff regardless of their campus location.

	2018	2019	2020
Notifiable events/incident	2	1	2
Incident requiring medical treatment	6	18	15
Incident Requiring First Aid	42	55	46
Non Injury Incidents	143	177	174
<b>Total</b>	<b>193</b>	<b>251</b>	<b>237</b>



# STUDENT ACHIEVEMENT AND SUPPORT





## Educational Performance of Non-Māori and Non-Pasifika Students 1

Course completion rates remain relatively steady from 2019 to 2020 although the target was not met. The impact of Covid-19 was greater than expected on students' personal lives and study, despite pastoral interventions being available. Provisional numbers of non-Māori and non-Pasifika graduates at Level 01-03 exceeded the target for 2020 and were higher than in 2019, and participation rates for non-Māori and non-Pasifika students at all levels exceeded or almost equalled all targets and the 2019 rates.

At level 07, the first-year retention rate of non-Māori and non-Pasifika students equalled the target and remained unchanged from 2019. The non-Māori and non-Pasifika first year retention rate at level 04-07 (non-degree) was lower than in 2019 and the set target, however it is important to note that the number of non-Māori and non-Pasifika students in the cohort is small (less than 100) and approximately 25% were part-time students. The progression rate at level 01-03 has exceeded the target which can be attributed to the change in structure of the Te Reo Māori programmes due to the NZQA Targeted Review of Qualifications.\*\*

Output	Output Measure	2019 Actual	2020 Target	2020 Provisional
Expected Graduates	The expected number of non-Māori, non-Pasifika graduates at level 01-03	729	650	698
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 1-3	72%	76%	76%
	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 04-07 (non degree)	79%	77%	79%
	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 7 degree	80%	78%	84%
	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 8-10	90%	92%	91%
First Year Retention*	The first year retention rate for non-Māori, non-Pasifika students at level 04-07 (non degree)	53%	39%	23%
	The first year retention rate for non-Māori, non-Pasifika students at level 07 degree	46%	46%	46%
Course Completion	The course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at level 01-10	75%	79%	74%
Progression	The progression rate for non-Māori, non-Pasifika students at level 01-03	48%	38%	48%

Please note that the 2020 figures are provisional as of 1 Feb 2021.

\* First year retention rates are only measured for students enrolling in qualifications of two EFTS or more at level 4 and above. Out of the 3851 MOE EFTS in 2020, only 802 EFTS were enrolled in programmes that were of two EFTS or more at level 4 and above (21 programmes in 2020).

\*\* On an annual basis SIT staff complete Annual Programme Evaluation and Review (APER) reports to identify areas for improvement in SIT programmes. The 2020 APER reports are due for submission at the end of April 2021.

## Course Completion for Intramural and Extramural Students (All Students) 1

Course completion rates for intramural students are higher than the previous year and slightly lower than the target (2%). Course completion rates for extramural rates are consistent with the previous year; however self-review has shown that the target initially set for extramural study was too high.

Output	Output Measure	2019 Actual	2020 Target	2020 Provisional
Course Completion	Course completion rates for all intramural students	78%	81%	79%
	Course completion rates for all extramural students	65%	77%	65%

Please note that the 2020 figures are provisional as of 1 Feb 2021.

## Student Satisfaction Remains at High Levels 1

The purpose of the Student Satisfaction Survey is to collect information on the overall experience of students, which assists SIT to improve the programmes and services it provides.

The 2020 Student Satisfaction Survey provided an online option via Blackboard for students as was utilised in 2019. The online option was undertaken by most students and SIT continued with the use of percentage ratings to align with the methodology used by other institutes of technology and polytechnics to allow for benchmarking exercises. A 40% response rate was achieved for the 2020 survey\*.

Pleasingly all of the satisfaction ratings remained at the same high level as those achieved in 2019, with the lowest rating at 92% (satisfaction with the teaching) and the highest at 96% (satisfaction with the Institution). The 2020 target of 87% was exceeded.

### Student Satisfaction with SIT

	2018	2019	2020
Satisfaction with the Programme	94%	94%	94%
Satisfaction with the Teaching	93%	92%	92%
Satisfaction with the Institution	95%	96%	96%
Satisfaction with the Learning Environment	94%	95%	95%

*Note: Individual programmes with a response rate below 25% were considered not valid and therefore were excluded from the overall calculation.*

*\* A change was made to the way we included responses in 2020.*

*\*\* The targets for student satisfaction levels in 2018, 2019 and 2020 were 87%.*

## Successful Graduate Employment and Further Study Outcomes 1

The Graduate Outcome Survey was distributed in June 2020, approximately 7 months after students completed their 2019 qualifications. The survey explored a range of aspects including the graduates' satisfaction with their experiences at SIT, their success in finding employment following graduation, and the degree to which the skills and knowledge they had gained were relevant to their employment.

The response rate was very satisfactory at 54% per cent, ensuring a valid sample of over 1,000 graduates with satisfactory results and feedback provided.

Results showed that 87% of graduates were in employment or undertaking further study which was consistent with 2019. The breakdown of students working or self-employed showed a decrease of 2%, with 75% working or self-employed in 2019 compared to 77% in 2018. The median gross annual salary showed an improvement at \$50,000 compared to \$48,510 in the previous year.

A high proportion of graduates were satisfied with the quality of their programme with 93% expressing overall satisfaction, consistent with the previous year. Ninety-two per cent said that the programmes represented good value for money, a slight increase (1%) from the previous year. The 2019 target of 90% of graduates gaining employment or progressing to further study was not met.

In 2017, a new question asking graduates to rate the Net Promoter Score (NPS) for SIT was introduced. NPS gauges the student's overall satisfaction with the organisation's product/services. In 2020 SIT's NPS was 47, four points higher than in 2019 (NPS of 43), with the average NPS in New Zealand's tertiary education sector being 20.

### Graduate Outcomes

	2017	2018	2019
Graduates are satisfied with the quality of their programmes	92%	93%	93%
Graduates are working and/or self-employed	79%	77%	75%
Graduates are either working or studying/intending to enrol in study	91%**	90%**	87%**
Graduates are working in an area relevant to their qualifications	66%	70%	63%
Programme represented value for money	90%	91%	92%
Median salary	\$45,270	\$48,510	\$50,000

*Note: Outcomes relate to the 2020 Graduate Outcome Survey of 2019 graduates.*

*\* In past years, a different interpretation was applied to this measure and therefore the figures for 2018 and 2017 in this report are different from the figures reported in the past two years' reports. Graduates who are not working and are undecided at this stage about future study are now included.*

*^2017 target was 84%, 2018 and 2019 targets were 90%.*



## Academic and Pastoral Support 2020

A strength of SIT is our student-centric focus, which is expressed in our foremost institutional goal “To provide for, and encourage, student participation and achievement in a range of quality learning opportunities and services”.

Our students are positioned at the centre of the institute with staff, faculties, service sections and systems focused on students gaining access to appropriate programmes of study, and on the support needed to assist them to achieve success as they progress through to qualification completion and employment/further study outcomes.

The student services staff provide comprehensive academic and pastoral support for students as they progress through their studies. In 2020, 37,186.43 hours were provided for student support at SIT’s campuses. Services included:

- Liaison Officers
- Learning Assistance Unit
- Literacy and Numeracy Coordinator
- Peer Tutoring Scheme
- Tauria Tautoko
- Te Awa Rau Māori Mentoring
- Māori and Pasifika Liaison Officers
- Youth Guarantee Coordinators
- Employment and Activities Officer
- Health Nurses
- Counsellors
- Disability Liaison Officer
- Library Manager and Staff
- SIT2LRN Student Liaison Officer
- Tertiary Chaplain

In 2020 SIT continued with the online 24/7 student support system, Studiosity, which has proven to be a popular academic support tool for students.

Specific support for Māori students is detailed on pages 26-30.

## Disability Liaison Services

In 2020, 779 students declared a disability on their enrolment and of these more than 112 students received ongoing support.

### Disability Liaison Service

The role of this service is to support students with any kind of health-related disability by removing any barriers. Most commonly this service supports students with SLD (Specific Learning Difficulties) such as dyslexia and Irlens syndrome. Students with mental illness, physical disability and sensory differences are all supported by this service. The disability can be temporary or on-going. Some of the supports offered are provision of equipment, reader/writer support and alternative assessment conditions. This service works with the student, tutor, whanau, and reader/writer to achieve the student’s study goals.

### Student Support

40 students screened positive for Irlens Syndrome and were provided with remedial resources/alternative formats.

A total of 12 parking permits for on-campus mobility related disabilities were issued.

22 students were screened with positive results for dyslexia and were provided with remedial resources/alternative formats and/or reader/writers.

1469.50 staff support hours were delivered to 51 students.



## Youth Guarantee Programme 1

The Youth Guarantee Scheme is designed to help youth aged between 16-19 years transition from secondary school into tertiary study with pastoral, academic and financial support to increase success rates in their chosen academic pathway. SIT offers Youth Guarantee Scheme places in programmes in Invercargill, Christchurch, Queenstown and MAINZ Auckland campuses.

Youth Guarantee Scheme Coordinators offer confidential pastoral care, goal setting and regular one on one meetings with each individual Youth Guarantee Scheme student to help increase success personally and academically to their highest ability. Youth Guarantee Scheme Coordinators work with all staff at SIT including tutors, management, support staff and the wider community to help gain success for students. Other benefits include no fees and financial support for travelling to and from course venues. Invercargill campus Youth Guarantee Scheme students are also eligible for the SIT Mayor Tim Shadbolt Accommodation Bursary which provides \$100 per week towards their accommodation. Regular free Youth Guarantee Scheme student lunches are also held and guest speakers provide professional development presentations for the students at these lunches.

Success for our Youth Guarantee Scheme students can be measured in many different ways and are unique to the

individual student. For most it is successfully completing the course and moving onto employment/apprenticeships or further education in their chosen career path. For others it can be smaller steps such as being in class on time every day, actively participating in classroom activities or a change in attitude towards learning and achieving to lead to success for their future. If a student makes a positive change to their learning and lifestyle we see this is a great success.

### Youth Guarantee Student Numbers

Campus	2018	2018	2019	2019	2020	2020
	Numbers	EFTS	Number	EFTS	Numbers	EFTS
Invercargill	90	57.45	84	54.8483	81	57.1
Christchurch	21	18.28	20	19.48	20	20
Queenstown	0	0	1	1	1	1
MAINZ	4	1.87	4	3.75	6	3
TOTAL	115	80.599	109	79.09	108	81.1

### Highlight:

<p> <span style="font-size: 1em;">▾</span> <b>Jared Pilgrim – New Zealand Certificate in Mechanical Engineering (Level 3)</b> </p>	<p>GWD Motor Group Award – Top Student</p>
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## Educational Performance for Youth Guarantee Scheme Students 1

The Youth Guarantee students are at-risk students who require considerable support; Covid-19 impacts on their studies affected the achievement of these students despite the continuing support of staff. It is pleasing to note that the number of Māori and Pasifika graduates in 2020 increased from 2019. The proportion of non-Māori and non-Pasifika

students who progressed in 2020 was consistent with 2019. Caution should be taken when reviewing the Māori and Pasifika data due to the low number of students. There were 10 Māori students and 1 Pasifika student in the Youth Guarantee Scheme who completed a level 1-3 qualification in 2019.

Output	Output Measure	2019 Actual	2020 Target	2020 Provisional
Expected YG Graduates	The expected number of non-Māori, non-Pasifika graduates at level 01-03	48	77	37
	The expected number of Māori graduates at level 01-03	10	20	11
	The expected number of Pasifika graduates at level 01-03	1	5	6
Course Completion	The course completion rate for students (YG eligible EFTS) at levels 01-03	72%	80%	68%
Progression	The progression rate for non-Māori, non-Pasifika students (YG eligible student count) at level 01-03	16%	30%	17%
	The progression rate for Māori students (YG eligible student count) at level 01-03	42%	36%	10%
	The progression rate for Pasifika students (YG eligible student count) at level 01-03	50%	n/a	0%

Please note that the 2020 figures are provisional as of 1 Feb 2021.

## SIT Sports and Activities 2020 1

### Social Sports

Throughout 2020 we provided a range of social sports for our SIT students both on and off campus where possible under Covid-19 conditions.

SIT social sports are available to SIT students at no cost, and while these sports are at a social level this does not discount the competitive nature of these sports! Following the Covid-19 lockdown many of the local sports organisations did not offer sports under the various alert levels, however we were able to have a small number of sports operating for student participation.

We endeavour to provide various sports that are engaging and interactive for our students to participate in, and several of the activities that have been offered this year have been at the suggestion of students. 203 students participated in the following sports with some students participating in more than one sport throughout the year:

- |                  |                 |
|------------------|-----------------|
| ✚ Badminton      | ✚ Volleyball    |
| ✚ Basketball     | ✚ Yoga          |
| ✚ Indoor Cricket | ✚ Swimming      |
| ✚ Netball        | ✚ Group Fitness |

For those students unable to participate in social sports we offer sports equipment that they can borrow for free and use in their own time plus a selection of board games and card games that are also available for students to borrow.

### Student Lounge

The mini makeover in our Student Lounge with new paint, new layout and placement of furniture and wall panels to create privacy areas for various groups to engage in, has proven to be a great success. The wall panels provide extra space for information useful to students – such as nutritional information, cheap and easy recipes and information on upcoming events and sports. The Student Lounge has a big screen TV, chess board permanently set up for students, pool table and football table.

### Activities

2020 has seen several activities run both on our main campus and at SIT's satellite campuses.

The Student Services Team visited SIT's Downtown, Queenstown and Telford campuses to run student lunches and fun games with prizes.

Covid-19 constrained many of our activities and we were required to provide activities in different ways with non-contact such as online Bingo, creative activities to post online and fun physical activity activities that the student recorded and sent to the activities team.

The events we have provided this year were:

- ✚ Orientation Week – including bike races, BBQs and Pizzas
- ✚ World Health Day – Mini Health Expo
- ✚ BBQs
- ✚ Youth Week – Pizza and workshop session for youth wellbeing
- ✚ World Smokefree Day – Ngā Kete Smoking Cessation on campus
- ✚ Re: O Week – BBQ and Pizzas
- ✚ Free student breakfast for Invercargill campus students
- ✚ Matariki – Māori Kemu (Games)
- ✚ Winter Souper Day – Hot Soup and Buns in Student Services area
- ✚ Pizzas for Nursing Students Hui
- ✚ Stags Tickets BBQ and tickets giveaways
- ✚ Daffodil Day BBQ
- ✚ Student Nurses' Health Expo BBQ
- ✚ Vet BBQ
- ✚ Online Bingo
- ✚ Student Nurses' Health Expo BBQ
- ✚ Vet BBQ
- ✚ Online Bingo



## Southland Disability Enterprises Staff Graduate at Certificate Ceremony

In December 2020, eleven staff members with disabilities from Southland DisAbility Enterprises (SdE) each stepped onto the stage at the SIT Certificate Graduation Ceremony.

They were awarded the New Zealand Certificate in Skills for Living for Supported Learners (Level 1) which teaches living skills and some general knowledge. The successful facilitation and completion of the qualification by the staff with disabilities was a win for all involved.

Hamish McMurdo, General Manager at SdE, said life skills are something people tend to take for granted, whereas, for his staff, they aren't automatically acquired by the time they finish high school, and for many of them the mainstream schooling experience had been difficult.

Creating a safe and comfortable environment for the programme to be taught in was crucial, so the employees completed the course in the familiar surrounds of their workplace.

Mr McMurdo said that once his staff got into the programme they thrived. They all had to juggle study with their work commitments, and completed the certificate as part-time students through SIT2LRN, SIT's distance learning faculty.

SdE used technology to enhance the course work, by accessing equipment which enabled students of differing abilities to participate in the learning.

"For most of our staff with disabilities this was the first time ever they'd achieved a qualification of any sort, at any level of their education. This graduation is amazing for them and their parents too".



Southland Disability Enterprises graduates with Mayor Sir Tim Shadbolt and SdE and SIT staff

## Industry Knowledge Helps SIT Student Win NZDE National Award



NZDE National Award Winner Josh Clarke with design project

SIT student Josh Clarke was awarded the national prize in the New Zealand Diploma in Engineering (NZDE) "Best Engineering Project" for his Meat Tubing Machine Design Project. Having worked in a meat processing plant prior to studying, Josh had industry knowledge about its equipment and wanted to improve the safety of how the offcuts are handled and processed.

The Meat Tubing Machine takes meat offcuts and presses them safely and cleanly into bags. In the process of designing a safer machine, the other benefits of the design included: a more ergonomic design for the operator, and making it easier to clean, repair and maintain, he said. Josh's Meat Tubing Machine is already being used at BX Foods in Oamaru, where he formerly worked.

Carlo Gabriel, SIT course tutor, who worked with Josh as supervisor for the full duration of the project, provided guidance regarding research methods, analysis and report writing, as well as designing and manufacturing the product.

Josh competed against entries from other institutes all around New Zealand. He is continuing with his studies at SIT this year and is studying towards a Bachelor of Engineering Technology (BEngTech).

## Students Selected to Present Research at National Freshwater Conference 1 2

Two Bachelor of Environmental Management Year 3 students, Brennan Mair and Xinxin Zhang, were selected to present at the “Weathering the Storm” freshwater conference in Invercargill, in December, highlighting quality research which is taking place at undergraduate level within SIT.

Mr Mair was accepted for a poster presentation on a water sampling device he designed and built for use in freshwater locations where extracting the water sample is complex.

International student Xinxin Zhang was accepted for an oral presentation on *Concentration and categorisation of microplastics from inner-city waterways in Invercargill*.

Dr Christine Liang, Programme Manager for the School of Environmental Management said usually students who attend these national conferences are PhD and Master’s students.

“It really indicates the high calibre of research in the SIT Bachelor of Environmental Management programme for Brennan and Xinxin to be accepted. They did such a great job presenting at the conference, to an audience of professionals and academics,” she said.



## Murihiku Trades Academy Students Star at Graduation 1 2



The SIT Murihiku Trades Academy capped off a year of achievements with their 2020 graduation ceremony. SIT staff, Southland secondary school teachers, students, family and whanau met together to acknowledge and celebrate their successes.

Trades and Technology Head of Faculty Doug Rodgers said the graduates had achieved noteworthy standards and he confirmed that the Murihiku Trades Academy results showed they had exceeded in all measures of the programme.

“They exceeded in average pass rates, they exceeded in NCEA L2 achievement levels, they exceeded in retention levels. We are very, very proud of our students and we let them know it”.

Doug Rodgers

Mr Rodgers said the Murihiku Trades Academy is one of the stars of Trades Academies throughout New Zealand.

## WRONZ Scholarships for Telford Students 1 2

Marc Ludlow, Olivia McCorkindale and Jenna McLellan all have three things in common: firstly, they are recipients of the WRONZ /NZWCA Wool Technology Scholarship. Secondly, they are passionate about the wool industry, and they also are graduates of the Certificate in Wool Technology, completed by distance learning through SIT's Telford campus.

The course is designed to introduce students to the wool industry and provide a comprehensive overview of the whole industry. The resulting graduates are well informed and have clear goals in mind as they plan their career path in the sector.

The Wool Research Organisation of New Zealand (WRONZ) and NZ Wool Classers Association (NZWCA) fund and administer the scholarships, to actively encourage and support training for the future of the NZ wool industry.

“**Winning the WRONZ scholarship gave me the self-confidence to know that I did a great job with my study. It has allowed me to form relationships with members of the WRONZ and NZWCA, who I hope to continue to work alongside in the years to come”.**

Olivia McCorkindale

Scholarship recipients came from all over NZ, distance learning was no barrier to their achievements; they had the support of easily accessible tutors and benefited from completing their course from the convenience of home.

Graduate Olivia McCorkindale said, “My tutor (Laurie Boniface) as well as the Telford-based staff who ran my course were outstanding. They were always willing to help, no matter how big or small the query”.

“Winning the WRONZ scholarship gave me the self-confidence to know that I did a great job with my study. It has allowed me to form relationships with members of the WRONZ and NZWCA, who I hope to continue to work alongside in the years to come”.

Jenna McLellan spoke about how the qualification gave her the opportunity to pursue a long-held dream. The scholarship funding she received was really useful and helped her out as she took time off to do unpaid work in the sheds, and achieved some extra study time as well.

Father of three, Marc Ludlow completed the course to upskill in his role as Store Wool Classer for Philippa Wright Wool in Waipukurau, Central Hawkes Bay. He was able to study from home, gaining the qualification without having to uproot his family or leave his job.

“The course was amazing. It also gave me a lot of confidence with people, not just in our industry, but people in general” he said.







# MĀORI & PASIFIKA



## Educational Performance of Māori Students 1 2

The course completion rate for Māori students decreased from 67% in 2019 to 63% in 2020. One factor which influenced the decrease was the Covid-19 Lockdown, because the change to online learning negatively impacted on students in the te reo classes. SIT is continuing however with strategies to improve Māori students' learning such as: the Te Awa Rau Mentoring

Scheme, Hoake and Tauria Tautoko. The number of Māori graduates exceeded the target in 2019 (247) and 2020 (162). Māori participation exceeded or almost equalled targets in most instances. The progression rate of Māori students exceeded the target which may be attributed to the change in structure of some Level 1-3 programmes due to the NZQA Targeted Review of Qualifications.

Output	Output Measure	2019 Actual	2020 Target	2020 Provisional
Expected Graduates	The expected number of Māori graduates at level 01-03	247	145	162
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 1-3	24%	21%	21%
	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 04-07 (non degree)	17%	18%	16%
	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 7 degree	15%	14%	13%
	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 8-10	7%	8%	7%
First Year Retention*	The first year retention rate for Māori students at level 04-07 (non degree)	40%	38%	17%
	The first year retention rate for Māori students at level 07 degree	36%	45%	38%
Course Completion	Course completion rates for all Māori students	67%	75%	63%
Progression	The progression rate for Māori students at level 01-03	65%	44%	73%

Please note that the 2020 figures are provisional as of 1 Feb 2021.

\*First year retention rates are only measured for students enrolling in qualifications of two EFTS or more at level 4 and above. Out of the 3851 MOE EFTS in 2020, only 802 EFTS were enrolled in programmes that were of two EFTS or more at level 4 and above (21 programmes in 2020).

There was a 2% improvement in the first-year retention rate for Māori students at level 7 (degree), from 36% in 2019 to 38% in 2020. While it has not met the target, it is important to note that the proportion of full-time Māori students who completed their qualification and therefore were not retained increased 8% from 2019 to 2020.

## Te Wānanga o Aotearoa links with Southland Community 1 2

SIT's longstanding strategic partnership with Te Wānanga o Aotearoa (TWoA) was established to ensure that the delivery of Māori programmes at SIT is relevant and culturally appropriate, and to enable staircasing opportunities for Māori students to progress to higher levels of training.

TWoA works closely with the wider Southland community and has been involved with approximately 20 organisations throughout Southland this year. This ranges from participating in or guiding pōwhiri practices, assisting in events such as Polyfest, and delivering te reo and cultural awareness workshops for various organisations. TWoA's reach into the community has encouraged increasing numbers of students continuing to enrol in Te Reo Māori classes every year, and the work that TWoA undertakes in the community and the positive student numbers testify to how important it is for tertiary education providers to maintain community links.

### TWoA Programmes

Qualification title	2019 EFTS	2020 EFTS
New Zealand Diploma in Te Reo (Rumaki) (Level 5)	32	40
New Zealand Certificate in Te Reo (Rumaki, Reo Rua) (Level 1)	136	87
New Zealand Certificate in Te Reo Māori (Rumaki, Reo Rua) (Level 2)	69	112
New Zealand Certificate in Te Reo (Rumaki, Reo Rua) (Level 3)	62	33
New Zealand Certificate in Te Reo (Rumaki, Reo Rua) (Level 4)	56	27
<b>Total</b>	<b>355</b>	<b>300*</b>

\*In 2020 SIT did not achieve the EFTS target of 355; however there does not appear to be a specific reason for this.

## Staff Contribute to Te Pae Tawhiti Workshop

In November several SIT staff committed to meeting the needs and aspirations of Māori students were excited to be involved in a workshop facilitated by Janine Kapa. Janine is the Māori Director at Otago Polytechnic and has been seconded to Te Pūkenga as Kaitautoko to support ITPs in the South Island to engage with Te Pae Tawhiti.

Te Pae Tawhiti is Te Pūkenga's Te Tiriti o Waitangi Excellence Framework. Te Pūkenga has advised that "the purpose of Te Pae Tawhiti is to guide the Te Pūkenga network towards creating a transformative and sustainable step change to drive equitable education outcomes for Māori".

With those aspirations in mind, staff volunteered to attend the workshop in order to reflect on the learning environment for Māori students at SIT and to consider if our services, practices and programmes were working well and responding to the needs of our Māori learners. Other discussions revolved around SIT's partnerships with Māori, including liaison with the local Māori community.

A full range of information was gathered to inform the Te Pae Tawhiti report which was presented to the SIT Ltd Board in December for approval and will be submitted to Te Pūkenga in January 2021.

### Te Pae Tawhiti Workshop Attendees:

- ✚ **Trish Lindsay** (Acting Academic Operations and Student Support Manager)
- ✚ **Debbie Ruwhui** (Te Awa Rau Mentoring Coordinator)
- ✚ **Amanda Whitaker** (Acting Deputy Chief Executive and Acting Head of Faculty Health, Humanities and Computing)
- ✚ **Debbie Rankin** (Telford Campus Programme Manager)
- ✚ **Melissa Baldey** (Management Accountant)
- ✚ **Steve Woller** (Programme Manager SIT2LRN)
- ✚ **Jenna Shepherd** (Team Leader Student Services)
- ✚ **Will Payne** (Programme Manager Health, Humanities and Computing Faculty)
- ✚ **Debbie Watson** (Programme Manager Health, Humanities and Computing Faculty)
- ✚ **Jill Farquhar** (Business Tutor), New Media, Arts and Business Faculty)
- ✚ **Paul Watts** (Accommodation Coordinator)
- ✚ **Nick McGrath** (SIT Productions Coordinator)
- ✚ **Julie Rodgers** (Administrator)

## Bicultural Awareness Professional Development

SIT Professional Development policies provide staff with many opportunities to attend external seminars, workshops, and conferences to enhance their skills and knowledge, in addition to the opportunities provided in-house by the Academic Support Unit (ASU). Professional development opportunities offered to SIT staff which focus on bicultural awareness include: Hoake Culturally Responsive Practice; Treaty of Waitangi; Ako Aotearoa development workshops; Bicultural Awareness.

## Hoake – SIT's Culturally Responsive Self-Review

One of the practices for supporting Māori learners adopted by many staff since 2015 is "Hoake – SIT's Culturally Responsive Self-Review (CRP)". SIT's Hoake framework is aligned to Ka Hikitia - Ka Hāpaitia, The Māori Education Strategy 2020. It is also part of the teaching observation process which requires tutorial staff to identify where they consider they are placed within a self-review cultural continuum and how they can improve their cultural competence. Training and workshops for Hoake are undertaken as part of SIT's professional development training.

At the end of 2019 staff made collective CRP goals to work on during the following year, and in the final part of 2020 tutorial staff came together in their schools to review and reflect on progress during the year.

Strands from the Hoake Self-review used as prompts discussions were:

- ✚ **Ako** – reciprocal teaching and learning
- ✚ **Whanaungatanga** – relationships with iwi, hapū and whānau
- ✚ **Tangata whenuatanga** – authentic, contextualised, meaningful learning
- ✚ **Manaakitanga** – caring for learners as culturally located beings
- ✚ **Wānanga** – communication, problem-solving innovation

The Academic Support Unit staff members assisted tutorial staff to achieve their Hoake school goals by providing electronic resources and other support as requested by each SIT school; this included advice and guidance, targeted discussions, implementation of ideas and feedback via the review of teaching and learning observation and professional development workshops.

The results from the Hoake school goals review were organised into tables under each SIT faculty for reporting purposes, and these indicated that there is an increasing level of staff engagement in the use of basic Te Reo Māori and other Māori practices which are heard and visible within the organisation.

## Te Awa Rau

Te Awa Rau SIT's Māori mentoring programme for students was developed by the Academic Support Unit. With assistance from SIT's taura Māori, Te Awa Rau aratohu (guidelines) were further developed by taura who aptly named their roopu, mentors and mentees, Te Waka Tauria Māori. The intention was to distinctly define a Māori mentoring programme with the intention of uplifting the mana, mauri and wairua of the roopu.

Te Awa Rau supports the needs of Māori taura, through linking senior taura Māori with other taura Māori in a tuakana-teina relationship. The aim is to not only meet the academic needs of the students, but also their social and cultural needs. This approach draws on current research and is aligned to the pedagogies of Tuakana/Teina and Te Whare Tapa Wha. Māori community groups, such as Ārahi Māori Women's Welfare League and local iwi, are actively supportive of this initiative. The uptake of taura utilizing the Māori mentoring programme continues to increase each year.

## SIT Tohu Manakura Māori (Māori Leadership Award)

The 2020 SIT Tohu Manakura Māori (Māori Leadership Award) was awarded to Marcus Tuwairua from the Bachelor of Environmental Management programme.

Marcus was recognised for his passion and pride in Māori culture by demonstrating the following attributes through whanaungatanga, tangata whenuatanga, manaakitanga and ako:

- ↘ Outstanding leadership both locally and nationally
- ↘ Commitment to whanau, language culture and customs
- ↘ Acknowledgement of Te Reo and Tikanga as part of learning
- ↘ Demonstration of respect towards others through kindness, integrity and generosity
- ↘ Strong engagement with study and supportive of others in their learning

The award recognises the achievements of Māori students who display:

Whanaungatanga - connecting and identifying with whānau hapu and iwi,

Ako - taking responsibility for their own learning by seeking support, working cooperatively with others and supporting others in their learning,

Tangata whenuatanga - acknowledging Te Reo, Tikanga, Kawa and Ture as part of learning,

Manaakitanga - demonstrating respect towards others through hospitality, kindness integrity and generosity.

The Tohu Manakura Māori Award includes a trophy and korowai which was donated by long-serving SIT tutor Barry Leonard, who initiated the award, and had been blessed at the former SIT Council by SIT and Ngai Tahu Kaumatua Michael Skerrett QSM.

*Tohu Manakura Māori Award Winner Marcus Tuwairua at SIT Award Ceremony with SIT Kaumatua Michael Skerrett*



## Māori Graduate and Role Model Finds New Career



Taylor Hill's life unexpectedly changed in 2016 when she sustained a knee injury and was forced to rethink her future. She's retrained at SIT, has graduated with a Bachelor of Commerce - double major in Management and Marketing, and has a fulfilling new career.

While studying, Taylor has continued to work, taking on roles that suit her positive, can-do attitude. She is proud to be Māori, and work with Māori to support, to be a coach and a role model. From 2018 – 2020 she was a Whanau Ora Navigator, and said she learnt so much from those she worked with.

“It was awesome, I loved my role and the results I would see were very motivating, my role was to work with whanau around their dreams and aspirations, allowing and encouraging them to think about what they would want to do every day when they woke up, and getting them to believe it was possible”.

During lockdown, Taylor went into an essential worker role where she delivered food and medicine to the community through health and social service provider, Ngā Kete Mātauranga Pounamu Charitable Trust (NKMP).

She's now in a new position with NKMP, as a Restorative Justice Facilitator, and Southland Iwi Community Panels Co-ordinator. She works alongside the courts and the police with minor offenders to help them find a better path, by taking responsibility and redressing harm experienced by victims.

She said “Anyone can do what I have, they just may need a knee injury as motivation like I did”.

## Educational Performance of Pasifika Students 1 2

Course completions decreased however the number of EFTs delivered to Pasifika students is relatively small (approximately 158 EFTs in 2020 and 165 EFTs in 2019). The number of Pasifika graduates almost equalled the target in 2020, Pasifika participation has exceeded or almost equalled targets in every instance and the progression rate of Pasifika students has exceeded the target.

The first year retention rates of Pasifika have not met the targets in 2020 however there was an increase in the proportion of Pasifika students who completed their qualifications and who were not retained in 2020, from 9% in 2019 to 29%. It is important to note that the number of Pasifika students included in the level 04-07 (non degree) cohort (6 in 2019 and 5 in 2020) and level 7 (degree) cohort (53 in 2019 and 19 in 2020) is very small and therefore subject to greater fluctuations year on year.

Output	Output Measure	2019 Actual	2020 Target	2020 Provisional
Expected Graduates	The expected number of Pasifika graduates at level 01-03	29	20	19
Participation	The proportion of total SAC eligible EFTs enrolled at the TEO who are Pasifika at level 1-3	4%	4%	3%
	The proportion of total SAC eligible EFTs enrolled at the TEO who are Pasifika at level 04-07 (non degree)	5%	6%	5%
	The proportion of total SAC eligible EFTs enrolled at the TEO who are Pasifika at level 7 degree	5%	4%	4%
	The proportion of total SAC eligible EFTs enrolled at the TEO who are Pasifika at level 8-10	3%	1%	2%
First Year Retention *	The first year retention rate for Pasifika students at level 04-07 (non degree)	33%	25%	20%
	The first year retention rate for Pasifika students at level 07 degree	42%	43%	37%
Course Completion	Course completion rates for all Pasifika students	58%	72%	54%
Progression	The progression rate for Pasifika students at level 01-03	68%	36%	43%

Please note that the 2020 figures are provisional as of 1 Feb 2021.

\*First year retention rates are only measured for students enrolling in qualifications of two EFTs or more at level 4 and above. Out of the 3851 MOE EFTs in 2020, only 802 EFTs were enrolled in programmes that were of two EFTs or more at level 4 and above (21 programmes in 2020).



## Presentation at SIT Library puts Spotlight on Tongan Culture

*Rise of The To'a!* co-author Alisi Tatafu wants to celebrate Tongan culture and achievements with her Tongan community, and all New Zealanders as well.

Miss Tatafu visited Invercargill in October to present a copy of her book to the SIT Library, spreading the message of being connected to community, and celebrating culture. She was introduced to SIT through her friendship with fellow Tongan Fuai'api Fiefia Fifita, a first-year Bachelor of Sport and Exercise student.

The most successful Tongan sports team in history is the national rugby league team - Kau To'a. Mate Ma'a Tonga. Both Miss Tatafu and fellow teacher/co-author David Riley, wrote the book because they struggle with limited resources for Pasifika and a lack of teachable material on Tongan culture.

Miss Tatafu said this is a story for the whole Tongan community, but also one for all New Zealanders to embrace. "It's about being connected and celebrating your culture".



## Tauira Tautoko Supports Māori, Pasifika, Domestic and International Students 1 2

SIT's Tauira Tautoko is a support centre for Māori taura, and welcomes students of all ethnicities, including Pasifika, domestic and international students. The centre is located at Te Pakiaka on the Forth Street area of the SIT campus. Tauira Tautoko is managed by SIT's longstanding partner Nga Kete Matauranga Pounamu Charitable Trust to ensure strong pastoral and pan-iwi support primarily for Māori but also provides support for Pasifika, domestic and international students.

Tauira Tautoko supports all learners through the provision of facilities, resources, staffing, support and cultural services in a safe, encouraging environment targeted primarily to improve Māori achievement, but beneficial to all students who participate. In 2020 the following services were maintained for 35 hours per week:

- ✚ Supportive areas for study
- ✚ Computer suite access
- ✚ Study groups and access to academic support
- ✚ Cultural advice and activities – kaumatua support, weekly waiata sessions, access to elders, kapa haka, waka toi, Matariki celebrations, Te Reo Māori Week
- ✚ Access and connection to local Iwi /Marae and cultural events
- ✚ Student support facilities – cooking support, shared lunches, cultural food exchanges
- ✚ Regular community guest speakers
- ✚ Access to JP
- ✚ Phone home service
- ✚ Information on health and social services available in the community



# INTERNATIONAL STUDENTS AND PARTNERS



## SIT's Commitment to International Education 1 2 3

2020 was an unprecedented year, as the world tried to manage the Covid-19 global pandemic. At SIT, we were quite fortunate to have most of our semester one international students already in the country and on campus prior to the borders closing to temporary visa holders. With the border closures SIT potentially lost between 600-700 students over the rest of the year, which will lower the number of returning students for 2021.

We saw our very first Manaaki Scholarship recipient placed by the Ministry of Foreign Affairs and Trade (MFAT) in 2020. The student hails from Papua New Guinea and is currently studying the Master of Information Technology with us in Invercargill. Additionally, we had five Short Term Scholars (those studying for a year or less) placed by Skills International on behalf of MFAT. These Scholars all completed their studies with us last year and have now returned home.

As New Zealand went into lockdown, our Pastoral and Accommodation teams were established as essential workers. We arranged pre-scheduled visits to our international students during lockdown, to ensure they had regular contact and interaction with us. This helped with managing student wellbeing and limited potential mental health issues.

The International Marketing and Operations teams helped with repatriation of our US and German Study Abroad students as well as the MFAT short-term scholars that studied with us in 2020. We also dealt with supporting international students with financial aid through a NZD20,000 grant we obtained from the government.

As borders remained closed, SIT set up a blended delivery option for Business and Hotel Management students to start their studies through SIT2LRN, our distance learning faculty. These students will be able to undertake two years of study online and then transition to on site studies once they are allowed back in.

### Overall International Student Numbers for 2020 (Including individual Student Numbers and Equivalent Fulltime Students (EFTS) Figures)

Campus	Numbers	EFTS*
Invercargill	878	623.2175
Queenstown	219	110.4805
Auckland	0	0
Christchurch	37	1.4988
Gore	13	0.5075
MAINZ (Auckland and Christchurch)	5	4.625
SIT2LRN	72	34.699
Telford	6	0.7493
<b>TOTAL</b>	<b>1,230</b>	<b>775.7776</b>

### International EFTS Percentage Changes from 2014 to 2020

2014 - 2015	26%
2015 - 2016	30%
2016 - 2017	-7%
2017 - 2018	-4%
2018-2019	-16%
2019-2020	-6%

### International Individual Student number changes from 2014 to 2020

2014 - 2015	17%
2015 - 2016	25%
2016 - 2017	3%
2017 - 2018	17%
2018 - 2019	-8%
2019 - 2020	-28%

### Factors affecting International student recruitment in 2020:

The only factor that affected international education at SIT last year, was the Covid-19 pandemic which resulted in:

- ↘ travel restrictions and students being unable to come to New Zealand, even with a valid student visa.
- ↘ Immigration New Zealand announcing their non-acceptance of any new student visa applications – this is in force until May 2021

## Educational Performance of International Students 1 2

SIT has continued our focus on recruiting and supporting International students who achieve very high course completions rates, 95% in 2020. The course completion rate for International students in 2020 has met the target and remained consistent with the completion rate in 2019.

Output	Output Measure	2019 Actual	2020 Target	2020 Provisional
Course Completion	Course completion rates for all international students	93%	93%	95%



## International Graduate Profile

### Fabriani Putri *Bachelor of Screen Arts (Animation)*

Bachelor of Screen Arts (Animation) graduate Fabriani Putri finished her three years of study on a high note, by winning the Reading Cinemas Award for Best Digital Short Film – Bachelor of Screen Arts, at SIT's 2020 award ceremony.

Fabriani came to New Zealand from Indonesia and knew she was in good hands before coming here; she had browsed the SIT website and noticed some tutors were professionals in the creative fields. Alumni were also employed in the creative industries.

"The tutors were extremely helpful and patient when they taught us. Besides learning the technical and practical skills, I also learned about the animation industry through their experience".

Fabriani especially enjoyed having guest speakers visit the campus and talk about their professional experience in the industry, or stories from the tutors' experiences.

"In my opinion, those are the things that benefit me to prepare myself for the real world".

Fabriani said the best thing about studying at SIT, has been the people she's met along the way.

"I was fortunate to get to meet many people from different walks of life, and it's helped me grow as an individual. I also got to experience different cultures... Studying at SIT made me appreciate the diversity in our community".

The internship paper during her final year, helped Fabriani gain experience working in the industry and she's currently interning for a short film production under the direction of SIT tutors.

It's been her passion for animation which has helped Fabriani through the challenges she faced while studying.

"If you are passionate in animation, telling stories, and bringing characters to life, I recommend this course", she said.

## International Graduate Profile

### Wei Yuan (Iris) *Bachelor of Information Technology*

Bachelor of Information Technology graduate, Wei Yuan (Iris), says the decision to come from China to study at SIT, is one of the most important decisions she's made in her life.

She had the opportunity to change career paths and try something new as she did not wish to pursue the sector she had trained for in China - Supply Chain Management.

"The main reason I chose SIT was to go outside of my comfort zone".

With no IT-related background, Iris needed to learn IT knowledge systematically and pragmatically; SIT's Bachelor of Information Technology programme provided exactly what she expected.

Iris said it's the best programme for starters to explore different IT-relevant areas and achieve their full potential.

"The most valuable part of my study has been the process of developing and improving my problem-solving skills. It's helped me to change from feeling stuck to generating creative solutions. Transforming complex problems into creative technical solutions is the most attractive part of the IT industry".

She said the final project in her final year and the internship in SIT's IT department was her favourite part of the course.

“Our team ran a whole year’s project to develop a time sheet management system for a film company. It prepared us with not only the new knowledge of programming language but also the skills of teamwork, project management and professional communication”.

Iris has been really thankful for the help and support she received from her tutors at SIT during her degree, and describes it as the highlight of her time here.

"I always knew who I could turn to when I encountered problems".

With her first-hand knowledge of the challenges as an international student abroad, she enjoys her work as a Teaching Assistant, helping overseas students in their online study.

"... I received a lot of help from my tutors in the last four years. Now it's time to relay the help to more students".





# COMMUNITY AND INDUSTRY STAKEHOLDERS



## SIT Values Our Industry Advisory Committee Members 2

SIT values the strategic advice, feedback and support provided by Industry Advisory Committee members on qualifications offered by teaching sections within faculties.

Advisory committee meetings provide a forum for strategic discussions between advisory committee members, SIT teaching staff and management to assist the institute to provide education and training that is current, relevant

and of an appropriate industry standard. Industry Advisory Committee members assist in assessing labour market requirements, identifying and advising on the establishment and maintenance of appropriate programmes, and providing assistance and advice on work experience and internships for students participating in programmes relevant to their area of expertise.

### Faculty of Health, Humanities and Computing

Advisory Committee	Chairperson	Company
Environmental Management	Ali Meade	Environment Southland
Information Technology	Ian Edwards	Code Blue
Massage and Natural Therapy	Zane Harris	Sportz Plus Massage
Mental Health	Karen Kirk	Bainfield Gardens
Nursing	Judy Bradley	Southern Cross Hospital
Social Services	Dawn Lloyd	Rotational Chairs
Sport and Exercise	Luciana Garcia	Sport Southland

### Faculty of New Media, Arts and Business

Advisory Committee	Chairperson	Company
Hospitality	Simon Henry	Ascot Park Hotel
Visual, Screen Arts and Fashion	K J Jennings	Film Otago/Southland
Music and Audio Production	Chris Chilton	Southland Musicians' Club
Business Consultative Group	Craig Smith	French Burt Partners Lawyers
MAINZ	Mike Young	NZ Music

### SIT2LRN Faculty

Advisory Committee	Chairperson	Company
Creative Media	Teri McClelland	SIT
Trades and Applied Sciences	Michelle Carter	Environment Southland
Health and Humanities	Matt Sillars (to October 2020)	Sport Southland
Business	Teri McClelland	SIT

### Faculty of Trades and Technology

Advisory Committee	Chairperson	Company
Architectural Technology	Richard Smith	Southern Quantity Surveyors
Automotive	Michelle Findlater	GWD Russells Ltd
Beauty Therapy	Fiona Forrest	SIT
Business Administration	Mark Lee	Self Employed
Construction	Keith Pyne	SIT
Electrical	Alan Sadlier	New Zealand Aluminium Smelters
Engineering	Doug Rodgers	SIT
Engineering including Industry Centre	Andrew Bruce	Opus NZ
Hairdressing	Richelle Holland	Les Sheikh
Joinery	Keith Pyne	SIT
Plumbing	Ray Galt	Baxter & Neilson Plumbers Ltd
Travel and Tourism	Fiona Forrest	SIT
Veterinary Nursing	Michael Baer	Northern Southland Veterinary Services
Murihiku Trades Academy	Trish Lindsay	SIT



## Christchurch Campus

Advisory Committee	Chairperson	Company
Automotive/ Collision Repair	Phil Hayes	Ford NZ
Construction	Peter Graveston	SIT
Electrical	Tony Godfrey	SIT
Hairdressing and Makeup Artistry	Midge Holding	SIT
Refrigeration	Roger Wyatt	Beattie Air
Personal Training, Exercise and Recreation	Rainer Klebert	SIT

## Gore Campus

Advisory Committee	Chairperson	Company
Gore Campus	Doug Rodgers	SIT

## Queenstown Campus

Advisory Committee	Chairperson	Company
Queenstown Campus	Jan Maxwell	Queenstown Lakes District Council

## Te Ara Pounamu

Advisory Committee	Chairperson	Company
Te Ara Pounamu	Debbie Ruwhiu	SIT



## Industry-Community Advisory Committee Annual Dinner 2



*Co-Chair of the Southland Regional Skills Leadership Group Paul Marshall at Advisory Committee Dinner*

SIT's Annual Dinner for the institute's Industry-Community Advisory Committee members featured a presentation from Paul Marshall, Co-Chair of the Southland Regional Skills Leadership Group, established in July 2020. Mr Marshall explained to the 150 Advisory Committee members at the dinner that the Southland group was one of 15 Regional Skills Leadership groups in New Zealand, set up by the Government in collaboration with regional partners to identify and support better ways of meeting future skills and workforce needs in our region.

The group has drawn together leaders who are already active in their communities, representing expertise across employment, business, unions, Māori development and local government. The group is co-chaired by Mr Marshall, Founding Director of Thriving Southland and Founder and Co-Chair of the Waiau Rivercare Group, and Ms Aimee Kaio, Manager of Tribal Economies – Tokona te Ao of Te Rūnanga.

SIT anticipates that the group will liaise with SIT's network of Advisory Committee members who provide advice and guidance on qualifications offered by teaching sections within faculties, which is greatly appreciated by the institute. SIT Advisory Committee members assist in assessing labour market requirements, identifying, advising on and approving the establishment and maintenance of appropriate programmes, and providing assistance and advice on work experience and internships for students participating in programmes relevant to their area of expertise.

Approximately 250 external representatives and 200 SIT staff serve as members of 39 SIT Advisory Committees, and meetings are regularly scheduled for 2-3 times per year and sometimes more often; that amounts to approximately 100 meetings per year where valuable discussions between external representatives and SIT staff are held.

## Microsoft “Workstation in the Cloud” Supports SIT during Covid-19 1 2

SIT was the first organisation in Australasia to undertake a new ‘workstation in the cloud’ collaboration with Microsoft. The offer from Microsoft helped SIT's IT team scale to meet the demands of the entire organisation working and studying remotely.

With on-campus teaching suspended due to the COVID-19 lockdown, SIT's programmes were taught fully online from end of March to mid-May, and with Microsoft's support the Digital Media students were able to access high tech equipment in the cloud, with Engineering students to follow.

SIT provides four dedicated computer labs on-campus for Film, Animation, Game Design, and Fashion Design students. The computers are highly specialised, costing thousands of dollars per machine, meaning few students would be able to replicate these at home. Students on these programmes go on to internships and employment at places such as Weta and Disney, so they require access to a high level of technical resources to learn their craft.

Head of Faculty Hamish Small was delighted with the results, and said it ensured that SIT Digital Media students had total confidence in being able to continue their studies uninterrupted at home, regardless of any future changes to COVID -19 alert levels.

SIT's Chief Information Officer Nick Elder praised the Microsoft and SIT project team. “Microsoft are great partners, we work very closely with them anyway, but they have stepped up even further during the COVID crisis. It was an incredible opportunity to have our very talented engineers working alongside the Microsoft consultants setting up this cutting-edge system.”

“Microsoft are great partners, we work very closely with them anyway, but they have stepped up even further during the COVID crisis. It was an incredible opportunity to have our very talented engineers working alongside the Microsoft consultants setting up this cutting-edge system.”

Nick Elder

## St John's Centre Accessible for Community Use 1 2

After years in the planning has made visible progress in 2020, with the demolition of the old St John's Church Hall and the commencement of the building of the new facility. The new \$16m facility will include the revitalised church, a new 3-storey building on facility the site of the old hall, an atrium joining the two buildings and a café extension to the north of the historic church.

The centre represents SIT's response to the significant growth in employment in the screen industries. For example, New Zealand's interactive game developers earned \$203.4 million dollars during the 2019 financial year - double the \$99.9m earned only two years earlier in 2017. SIT's programmes in Digital Fashion Technology also respond to the digital transformation occurring in the industry that will see future graduates employed to model costumes and clothing for digital characters. SIT Programme Manager for Creative Industries Kathryn McCully said that the centre would be the ideal home for film, animation, game design, fashion and music programmes, whilst also opening up the campus to the public.

SIT is aware that the centre offers facilities not typically accessible to the wider community. The centre will therefore, provide more opportunities for the community to engage in digital learning, now considered an essential skill particularly in our rapidly changing employment environment.

In 2020 the Faculty of New Media, Arts and Business re-developed the Bachelor of Screen Arts, the Graduate Diploma in Screen Arts (3D Animation) and the Graduate Diploma in Screen Arts (Filmmaking) to align with the needs of Southland's growing creative technology industries such as computer game design, filmmaking and animation.

Two new strands were added to the bachelor degree programme, namely Concept Art and Design and Gaming Art and Design, and two Graduate Diploma programmes were redeveloped to include a greater technology focus to meet the needs of technology driven creative design students, and the local technology industries.



## SIT Telford Boosts Workforces with Southern Rural Workforce Action Group and Agri-related Groups 1 2



Telford Campus worked closely with the Southern Rural Workforce Action Group and other agri-related organisations to boost the agricultural and forestry workforces for the southern region. The groups teamed up with a strategy to attract people who had been made redundant through Covid-19 to try a new career in agriculture.

Recognising that people who have had employment in other sectors would need training for agricultural or forestry related careers, the groups undertook expos in Queenstown and Te Anau, three-day taster camps, a six-week training programme in agricultural contracting (both at SIT's Telford Campus) and a three-week dairy familiarisation by Dairy NZ.

SIT's former Chief Executive, Penny Simmonds said there were great employment opportunities to be found in the region's incredibly important Agriculture and Forestry industries.

“The Ag Redeployment Expo was a collaborative effort by SIT/Telford, Rural Contractors NZ, the Southern Rural Workforce Action Group, and Competenz plus other groups. The event had brought fresh ideas to those communities who had been reliant on tourism for many years and needed to look to a different sector to provide employment opportunities.”

**Penny Simmonds**

The expos, taster camps and training programmes were great examples of a rapid response by local people to meet the regional employment needs of the region's very important industries and had been successful in allowing many people to pathway to a new career.

## Music and Audio Software Industry Supports Students 1 2

A big thank you was conveyed from SIT music students to ProTools and Sibelius through SIT Ltd's Learning Partner Agreement with Avid!

These companies supported students in the music and audio production areas during the Covid-19 Lockdown to help keep their creative juices flowing. Our Music and Audio School tutors collaborated with these industry providers who made the programmes free for access for a three-month period, removing students' cost concerns and anxieties. Tutors were able to provide links to their students, allowing them to continue to stay engaged and thriving with their creative, practical learning across a number of programmes, despite lockdown restrictions.

Our Audio students have also had licences from the following industry companies:

- ✎ Adobe (Adobe Suite including Audition)
- ✎ Education and Bass (video tutorial archive)
- ✎ Skeda (Online booking system developed for the studios)
- ✎ Ableton Live (DJ/EMP programme)



## MAINZ Auckland New Campus Opened in Mangere Community 1 2

The Music and Audio Institute of New Zealand (MAINZ) Auckland Campus was officially opened on October 5th 2020 in its new location, at Te Wānanga o Aotearoa, Māngere, with dignitaries and guests attending a ceremony to celebrate the occasion.

The Hon. Willie Jackson, Labour List MP, officially declared the campus open at the ceremony, to acknowledge the new location and recent completion of the new campus space within the Te Wānanga o Aotearoa building.

On arrival, guests participated in a pōwhiri and karakia, followed by the official opening and morning tea. The programme included a tour of the new classrooms, and guests enjoyed performances from the talented MAINZ staff and students.

## Local Community Funding for Students' Short Film Project **1 2**



*Author Marolyn Diver- Dudfield with Programme Manager Steve Woller*

Creative Arts students at SIT had the thrill of being involved in a short film at the end of 2020, which has been adapted from an award-winning story by local author Marolyn Diver-Dudfield.

The film is expected to be about five minutes in length when completed, and is based on a short story, 'The Fort' (2019); for which Ms Diver-Dudfield won The Dan Davin Literary Award (2019).

Steve Woller, Programme Manager – SIT2LRN Arts and Education, said the project was initiated through his connection to Ms Diver-Dudfield in a local writer's group. Mr Woller had written the screenplay, and said from the first reading, he knew the story needed to be made into a movie because of its visual nature.

"It's fantastic to have local funding and support for the project... it's showcasing lots of different levels of talent in Southland" he said. "We're also using a number of SIT students as interns in almost all departments".

Ms Diver-Dudfield said it was a really big deal to have the story told in film, as another audience would be reached through producing it in this form.

"I'm really honoured that Steve and his awesome team are doing it. He consulted me when he was writing the script – I could see he was passionate and had vision for it. No-one else could've done it better." she said.

## Cookery Students Support Community through Collaboration with Salvation Army **1 2**

SIT Cookery students had the opportunity to support the local community through a collaboration with the Salvation Army to prepare nutritious, 'heat and eat' meals for the Salvation Army Food Bank.

The Salvation Army Food Bank was generously gifted meat in large frozen blocks, and it was more than they could handle in the usual way, so Brenda King, Community Ministries Coordinator for Salvation Army Invercargill, said their team put their creative thinking caps on, and began exploring options on how to best utilise the donation for the good of the community.

The suggestion to prepare 'heat and eat' meals as a possible training exercise for trainee chefs at SIT, was put forward. Mrs King said from there, "We put out feelers to see if it would work", and contacted SIT. They hoped the outcome would be a win-win situation for everyone involved.

Glenn Stridiron, Programme Manager for SIT's School of Hospitality and Cookery, welcomed the opportunity for the students to develop their skills and extend themselves. He said the project was generously supported by SIT's suppliers: Kaan's Distributors, Plaza Supervalu, and MG Marketing.

The team of volunteer students cooked and prepared more than 400 meals in September, utilising the meat to make roast pork, venison stew, chow mein, marinated chicken wings, roast mutton, braised chicken and gnocchi, all accompanied with vegetables and sauces.

Mrs King said the nutritionally-balanced meals were easy to give out in food parcels, and well-suited to their client's needs.

"We couldn't have asked for a better outcome, and we're incredibly grateful this has happened" she said.







# STAFF FOCUS



## Staff Training and Development 1 2 3

### The Academic Support Unit (ASU) co-ordinates professional development and training opportunities for academic and allied staff at SIT.

Professional Development, Support and Training opportunities for 2020:

- ↘ The annual staff training programme was delivered over two one week periods: one at the beginning of February and one at the end of June. These included a wide range of topics including teaching and learning, culturally responsive practice, administration requirements, health and safety, first aid certification, legislation that impacts on service providers, moderation, best assessment practice, quality rubrics, and communication.
- ↘ Training in Human Rights was provided on 5 February, 1 July and online and attended by 133 staff. Training in Sexual Harassment was provided on 1 July and online and attended by 96 staff. Bicultural Awareness Training was provided on 4 February, 15 May (for School of Nursing), 2 July and online and attended by 112 staff. The feedback received for the sessions was favourable. The ability to access further sessions online was also explored.
- ↘ Additional training sessions for various staffing areas were held by request.
- ↘ New tutor support sessions were held throughout the year, with a focus on meeting the specific needs of individual staff. The 80 TTH abatement was provided for all new staff. The one to one and group support sessions provided an introduction for new tutors to foundation classroom skills and academic quality requirements. Some of this work took place online due to the impact of COVID 19 on the inability to hold face to face meetings.
- ↘ Managers' Training, an annual event, was held in August. This training provides middle managers with the opportunity to network with other managers and to obtain information and strategies to support them in their roles. Topics ranged from developing flipped classrooms, a proactive approach to health and safety, approaches for managing staff and dealing with student issues, supporting staff as they gain their adult and tertiary teaching qualification, APER writing, a financial summary for the organisation, and looking towards the research future with PBRF.
- ↘ We had a number of staff undertaking the New Zealand Certificate in Adult Literacy and Numeracy Education (vocational and workplace) qualification and the New Zealand Certificate in Adult and Tertiary Teaching (Level 5). Staff who completed either the qualification or papers towards their qualification commented on the value they had found in the improvement of their own teaching strategies. This impacts positively on student learning and achievement.
- ↘ Observation of teaching is an important professional development activity undertaken with all permanent tutorial staff by the ASU unit staff. The objective is to improve teaching practices, student engagement and student performance. This exercise fosters professional growth and provides benefits such as sharing teaching techniques and philosophies. Observations occur at all SIT campuses throughout the country, from Auckland to Invercargill. This year, some observations were done via online methods.
- ↘ 'Meeting Needs' training and workshops were provided throughout the year as required by Faculties, Schools and individual staff.
- ↘ From an organisational perspective, team members of the Academic Support Unit sat on numerous Advisory Committees, the Research Committee, the Ethics Committee, Teaching and Learning Boards of Studies, and the Academic Committee to provide feedback, professional discussion, and guidance.
- ↘ The ASU continued to run Te Awa Rau, SIT's Māori mentoring programme for students. In 2019, Te Awa Rau aratohu (guidelines) were developed by SIT's Māori mentoring taura who aptly named their roopu, mentors and mentees, Te Waka Tauria Māori. The intention was to distinctly define a Māori mentoring programme as opposed to a Pākehā programme, with the intention of uplifting the mana, mauri and wairua of the roopu. This work continued in 2020, with the addition of some lower level students into the roopu.
- ↘ The ASU also coordinated the external moderation requests from NZQA and ITOs, providing support and guidance to staff as part of the process.
- ↘ Support was provided to individual staff and Schools regarding Hoake, SIT's approach to culturally responsive practice.
- ↘ Increased emphasis was given to upskilling staff in terms of First Aid qualifications, with numerous courses on offer to staff
- ↘ ASU hours were maintained for permanent staff in 2020.
- ↘ SIT advertised forty-two staff positions in 2020 and 534 applications were received for those positions.



## SIT Staff Farewell Long-standing Chief Executive 3

Around 250 staff attended the farewell of long-standing former Chief Executive Penny Simmonds to acknowledge her more than thirty-year contribution to the polytechnic and wish her every success in her new role as MP for the Invercargill electorate.

Held at SIT's Hansen Hall, the farewell was integrated into the SIT Staff Annual Christmas Meeting, where attendees enjoyed presentations from the four Heads of Faculty who spoke on their staff and student activities in 2020, staff annual award presentations, staff long service awards, and an overview of the year from the Acting Chief Executive Maree Howden.

Ms Howden in her speech, congratulated Ms Simmonds on being elected as the Member of Parliament for Invercargill and her new roles as Opposition Spokesperson for Tertiary Education, Associate Spokesperson for Agriculture, and Associate Spokesperson for Disability Issues.

Ms Howden honoured Penny's dedication and contribution to SIT for over 30 years, with 23 years as SIT's Chief Executive, and her resulting contribution to the local community, and to

New Zealand. Individual staff members also acknowledged the contribution that Penny had made to their specialist areas at SIT.

**Te Wānanga o Aotearoa staff thanked Penny for her staunch advocacy of Māori, and for arranging the partnership between SIT, Ngāi Tahu and the Wānanga, resulting in Te Reo and Tikanga being delivered in Southland/ Murihiku and outlying regions for over 20 years. Te Wānanga o Aotearoa staff members also sang a beautiful waiata to Ms Simmonds.**

Ms Simmonds had been asked what she would like as a farewell gift, and in true 'Penny style' her preferences were related to SIT: a wooden tray made by the joinery students, her own academic regalia, and a life membership to the SIT gym (note: Penny had never had the time to use the gym while working as Chief Executive).

Ms Simmonds relished the opportunity to talk to staff over lunch and receive their congratulations as their new MP, and good wishes for the future. Many staff were very emotional about their goodbye to their respected, long-standing leader who has been such an integral part of SIT for so many years.

The SIT Ltd Board and Management Team also hosted a farewell lunch for Ms Simmonds, with SIT Kaumatua and SIT Honorary Fellow Michael Skerrett presenting a stunning greenstone pendant as a gift from SIT.



*SIT Former Chief Executive Penny Simmonds and SIT Kaumatua Michael Skerrett with SIT's farewell greenstone pendant gift*

## Equal Employment Opportunities

SIT has established a standard 'Workplace relations – Fairness, Equity and Respect' (QM 6 4-3). As a good employer SIT promotes having safe working conditions, equal employment opportunities, impartial selection of suitably qualified persons for appointment, and the recognition of the employment requirements of Māori people, cultural minorities, women and persons with disabilities. This includes providing opportunities for training to improve skills and knowledge. SIT have established a formal complaint process to protect

the principles of natural justice including freedom from bias on the part of the person making judgement or decision. SIT is committed to ensuring that its workplace is free of any behaviour that constitutes discrimination. The annual report references the following sections in relation to this.

SIT has provided individual reports on the following:

Health and Safety: refer to page 15

Staff Training and Development: refer to page 42

## SIT Staff Involved in NZIST/Te Pūkenga Working Groups 2 3

SIT staff have been actively participating in many aspects of the transition to NZIST/Te Pūkenga, working collaboratively with the ITP subsidiaries and transitional ITOs in a variety of working groups and teams. In addition to collaborating on the more usual programme developments and other projects in the network, staff have been involved in the following forums targeted towards the future development of NZIST/Te Pūkenga.

### Akōnga at the Centre Project (Learners at the Centre)

**Phil Dobson**

*(Employment Officer, Student Support Services)*

**Debbie Ruwhiu**

*(Te Awa Rau Mentoring Coordinator, Academic Support Unit)*

### Academic Regulations Harmonization Project Education Products and Services working Group

**Amanda Whitaker**

*(Acting Deputy Chief Executive and Acting Head of Faculty Health, Humanities and Computing including Queenstown Campus)*

### Chief Information Officer Forum and Microsoft CIO Negotiations Team

**Nick Elder**

*(Chief Information Officer)*

### Covid- 19 Response Group Primary Industry COVE

**Teri McClelland**

*(Head of Faculty SIT2LRN including Telford Campus)*

### Covid-19 Response - Training and Skills Needs Workforce Development Council Design Reference Group

**Hamish Small**

*(Head of Faculty New Media, Arts and Business, including MAINZ Auckland and Christchurch Campuses)*

### Health and Social Services Skills Response

**Maree Howden**

*(Acting Chief Executive)*

### International Education Co-Design Workstream and Marketing Forum

### Mobilising the New World-International Workstream

**Chami Abeysinghe**

*(International and Domestic Marketing Senior Manager)*

## SIT Research Manager Finalist in 2020 NZ Women of Influence Awards 3



SIT Research Manager, Sally Bodkin-Allen is a Woman of Influence. The Southland born-and-bred educator was named as an Arts and Culture finalist in New Zealand's Women of Influence Awards for 2020.

Dr Bodkin-Allen has a pedigree of engaging with the community in a wide variety of musical endeavours, including: research, singing outreach, composing and arranging, writing, publishing and performance.

Dr Bodkin-Allen was absolutely thrilled to be a finalist, and said her journey to becoming a Woman of Influence began with her PhD research.

She discovered many early childhood teachers, mainly women, were anxious about singing. This led to further investigation into the issues people have around singing, and how prevalent it is. It fuelled a desire in her to help those individuals develop more confidence when singing around others, and see them progress beyond mouthing the words to songs.

During the process, Dr Bodkin-Allen said she had to confront her own insecurities and feelings about singing; addressing her own experiences and anxiety around singing has helped her recognise the same kind of damage in others.

"Overcoming my own challenges with music has given me the understanding and awareness to help and empower others through music."

"I think the best thing (about being nominated) is having music education and its importance recognised. The arts are so important to our well-being, and singing is a very important part of who we are as human beings" she said.

## Dedication of Staff Ensured Near Capacity Operation during Covid-19 Lockdown **1 2 3**

In March 2020 the lives of all New Zealanders were turned upside down as the country went into lockdown, Response Level 4, to combat the global Covid-19 virus pandemic.

SIT staff and students were advised on 23 March that all SIT campuses would close down for a four week period, but that SIT would continue to operate as much as possible remotely, including remote delivery of programmes.

In the space of two days, SIT staff and 6,000 on-campus students collected their work and study devices, equipment and documents from offices, classrooms, workshops, computer rooms and clinical suites from all SIT campuses and headed home to locations in and beyond Southland.

For the 5,000 distance students already studying in online programmes in the SIT2LRN Faculty, the delivery of their programmes continued much as per usual, although students were profoundly impacted by the changed environments in their homes, families and work places.

Staff in every faculty of SIT worked hard to ensure that both on-campus and distance learning students were engaged and well supported with pastoral care, and that delivery of programmes operated smoothly in remote teaching mode, using the tools of Blackboard LMS, Microsoft Teams Meetings, emails, phonecalls, Youtube and others.

All staff went the extra mile and within a few days SIT had academic delivery and development, student and staff support services, administration, finance, quality assurance, marketing, facilities planning and monitoring, amounting to near capacity of normal operations, working remotely, which was a very successful outcome in unprecedented circumstances.

## Tutors Use Holograms to Help Nursing Students Prepare for Covid-19 **1 2 3**

How do you train healthcare workers to recognise and manage Covid-19 before you have access to patients, or before people get sick? SIT nursing students are learning how, thanks to Augmented Reality.

SIT tutors were able to include the new GIGXR HoloPatient Covid-19 scenario in their teaching, just one day after its release, ensuring SIT-trained nurses are as well prepared as possible for managing Covid-19 cases. The fully interactive clinical assessment and management tool features holographic

## Staff Trial AI for Remote Exam during Covid-19 Lockdown **1 2 3**

Tutor, Anita Murphy, had her students' welfare at the forefront of her mind when she organised for her Year 3 Bachelor of Information Technology students to sit their mid-year assessment exam online whilst in Lockdown. To make this happen, she was strongly supported by Anna Crooks, IT Operations and Projects Manager, and her team. Anita and Anna trialled a web browser, Respondus Lockdown Monitor, and discovered that it worked flawlessly.

The alternative was to wait until the students were back onsite and sit the exam at a later date. However, if they had waited, it would have meant students would have faced completing all assessments for this paper, plus the other papers they are studying, in a very concentrated period when back on campus. Undertaking the exam as scheduled relieved the pressure on students as they would not have to face such concentrated assessment periods.

But how do students sit an online exam in isolation and resist the urge to cheat?

To ensure cheating did not occur, webcam and microphone monitoring systems were installed remotely on the students' computers by the Information Technology Services team. Respondus Lockdown Monitor, a specially designed web browser, does not allow access to the internet, or any communication services (such as Skype or Facebook Messenger), or any other software on the computer. The entry process involved showing a 360 of the room, and the student showing their student ID card. A full video and audio of each student throughout the exam was also captured and retained for later review.

The process worked flawlessly from a technological and student perspective, and the students were very excited to be the first to use the new system at SIT.

clips of actors portraying patients with various symptoms, and showing patient deterioration as the virus progresses.

Karyn Madden, Year 2 Programme Manager of SIT's Bachelor of Nursing, said using the Hololens Covid-19 scenario is the perfect platform to assist students in developing and refining their clinical assessment skills in a safe, controlled and supported learning environment. "Being able to work with holographic patients is actually even better than real life, as it's safer and provides a much wider range of clinical situations than would otherwise be possible"

SIT has been among the very first in New Zealand to embrace cutting-edge technology for training students, with the first Hololens headsets acquired in July 2018. Continued technology investment ensures SIT students receive one of the most contemporary education experiences available.

## Annual Excellence in Tertiary Teaching Award 2020 3

Two staff members received the award in 2020 - Selena Coburn, Programme Leader for the Bachelor of Hotel Management at SIT, and Anton van Schalkwyk, Senior Tutor in Equine at Telford. They were recognised by a selection panel for their dedication to a quality learning experience for students, outstanding input into the organisation/community, and inspirational role models to the students and the staff in their faculties.



### Selena Coburn

Selena Coburn is known for her positivity and energy. Respected by staff and students alike within SIT's School of Business, Selena's guiding principle and focus is on ensuring students receive the most recent and relevant learning, in order to graduate work-ready. She looks at ways to engage students and develop innovative teaching practices. Technology and participation play a large role, and she challenges students in a supportive and fun environment.

*Some highlights from Selena's achievements:*

Selena instigated the BHM programme's inclusion in the Digital Learning Project at its inception, to improve the technology platform for students.

Selena has planned a new initiative, collaborating with Johnson County Community College in the US, for students interested in studying the BHM after completing 2 years in the US. Due to begin in March 2021, this is to develop greater connections with SIT programmes, and present opportunities for SIT students and their American counterparts.

Selena plays a strong mentoring role within the school, especially for new staff. She continues in her own professional development, having completed her second Master's qualification in 2020, she's started working on her PHD. Not only focused on her own study/research, Selena collaborates with other SIT staff in projects, is involved in peer review, and presented at the 2020 OPSITARA symposium.



### Anton van Schalkwyk

Anton's simple, yet powerful philosophy in teaching and in life is 'to positively impact as many lives as he can during his journey through life'. This underpins all he does and is clearly visible as he uses his talents to serve, inspire, encourage and mentor others to be the best they can be. He believes being a good teacher goes beyond teaching the curriculum, he's committed to teaching valuable work and life-skills as well.

*Some highlights from Anton's achievements:*

Role modelling volunteering and serving in the community will be one of Anton's legacies as he teaches his students the importance of participating and giving to others. Under his leadership the 2020 Rural Animal Technician students carried out the care and maintenance of horses for Balclutha Riding for the Disabled (RDA). He's served seven years as Head/Duty Coach at Balclutha RDA, and functioned in numerous, varied roles within the national body (NZRDA).

Anton established a charitable trust called Equine Life-Skills Academy (ELSA) in 2018, providing life-skills and learning opportunities to the community using horses as a teaching tool. During the October 2020 term break, ELSA ran a camp at Balclutha RDA, positively engaging 30 children from the local community, aged 5 -12.

Anton also represented SIT at the Otago Southland Pony Club (OSPC) Development Camp 2020 in Gore, volunteering his time to coach over 100 riders, aged 4 - 20 years.

## Annual Excellence in Allied Service Award 3

Team player Nigel Boyd, SIT's personable Storeman, was the Annual Excellence in Allied Service Award winner for 2020. Numerous nominators described Nigel's many positive attributes, as he supports others in the SIT workplace, demonstrating a selfless attitude in his approach to work.

The valued team member at SIT is noted foremostly in going the extra mile and 'above and beyond' for other staff. Described as 'the glue that holds everything together' Nigel consistently makes himself available, even if he is very busy, and is known for working in well with all internal and external clients. Staff said they could set their watches by Nigel's timeliness in his daily parcel pick-ups around campus.

He's appreciated because he makes people feel welcome and important. It's that little extra courtesy that makes the difference - he'll ask people how their day is going. He checks in on new staff, offering help/support if needed. Nigel's constant smile, his ability to make people laugh and always having a cheery word or joke handy, is known throughout SIT.

Colleagues suggested he was most worthy of the award and his reputation for excellence and achieving a desired result was reinforced by all nominators; the extra effort Nigel makes is widely respected at SIT.

Colleagues suggested he was most worthy of the award and his reputation for excellence and achieving a desired result was reinforced by all nominators; the extra effort Nigel makes is widely respected at SIT.



*Nigel Boyd*

## Research at SIT 1 2 3

In 2020 research outputs showed steady growth, providing evidence of our developing research capacity.

This is in spite of the effects of COVID 19, which did have an impact on conference-generated outputs. Ara Institute of Canterbury joined our annual staff Collaborative Research Symposium with Otago Polytechnic in 2020, and turned OPSIT into OPSITARA. It was held at SIT this year and a number of our staff took the opportunity to share their research findings at this event. The growth in research outputs in the Trades and Technology Faculty supports the development of new degree programmes in this Faculty.

SIT offered three research degrees in 2020: Master of Information Technology; Master of Applied Management; Master of Applied Health Sciences (Wellness and Rehabilitation).

Research Output Type	2020	2019	2018	2017	2016
Published Papers and Articles	37	41	13	11	17
Edited Publications	2	2	1	0	5
Books, Chapters and Reports	4	1	2	1	1
Exhibitions	1	1	11	5	7
Performance	71	61	41	3	3
Creative Outputs	20	8	24	8	4
Web Publications	18	9	11	13	2
Conference Presentations and Posters	47	52	42	29	32
Public Talks and Workshops	11	14	9	19	8
Postgraduate Theses	3	1	1	6	2
<b>Total</b>	<b>214</b>	<b>190</b>	<b>155</b>	<b>95</b>	<b>81</b>

SIT Research Outputs by Faculty	2020	2019	2018	2017	2016
Health, Humanities & Computing	59	51	44	40	45
New Media, Arts & Business	130	107	106	55	33
SIT2LRN	5	24	4	0	3
Trades and Technology	19	7	1	0	0
Other (Academic Support Unit)	1	1			
<b>Total</b>	<b>214</b>	<b>190</b>	<b>155</b>	<b>95</b>	<b>81</b>



Johanna Rhodes - Nursing



Naveed ur Rehman - Engineering



Emma Cathcart - Fashion



Charlie Rodgers - Audio Production



## Research Project Recognised Nationally for Development 3 2

An SIT environmental research project on microplastics in Invercargill waterways has been recognised nationally for its potential to be rolled out across the country; the outcome could achieve implementing strategies encouraging a reduction in, or mitigation of plastic pollution in NZ waterways.

The project has been chosen as one of three pilot projects across Te Pūkenga organisations to receive concentrated support from the Research Directors, towards gaining external funding.

The project was initiated in 2019, when Environmental Management third-year student Niamh Edginton, examined microplastic concentrations in Invercargill city waterways. Focussing on two inner-city streams, the analysis found 11 out of the 16 samples taken had the presence of microplastics.

Dr Christine Liang, Programme Manager for the School of Environmental Management at SIT, developed and submitted the research project to Te Pūkenga for consideration in June 2020 with the following goal included in the proposal:

“to present a simple and standardised approach that can be easily applied by high school or tertiary students, empowering

communities through environmental education and addressing the paucity (small amount) of nationwide data through citizen science”.

The significance of the study is that at present, the majority of literature on plastic pollution is focused on the marine environment, despite evidence suggesting rivers contain the highest concentrations of plastic pollution.

Dr Liang said they have started trialling collection, quantification, and identification methods with SIT’s Trades Academy class which has students from local high schools. From the greater amount of data collection, they hope to attain a more comprehensive research outcome.

The successful submission received feedback from Te Pūkenga Research Directors, commenting on the project’s suitability and “potential for scaling nationally and for collaboration across the sector”.

Dr Liang says with the external funding they hope to secure they will be able to roll out the programme with schools, community groups, and tertiary institutions beyond the region.

“To present a simple and standardised approach that can be easily applied by high school or tertiary students, empowering communities through environmental education and addressing the paucity (small amount) of nationwide data through citizen science”

Dr Christine Liang



## Staff Research Outputs 2020 2 3

### Books and Book Chapters

- Bodkin-Allen, S. (Ed.). (2020). *Making music at the bottom of the world in Southland, Aotearoa/New Zealand*. Cambridge Scholars Publishing.
- Bodkin-Allen, S. (2020). The sound of the “Invercargill March”: Young people and brass bands in Southland. In S. Bodkin-Allen (Ed.), *Making music at the bottom of the world in Southland, Aotearoa/New Zealand* (pp. 139-157). Cambridge Scholars Publishing.
- Bodkin-Allen, S. (2020). Introduction. In S. Bodkin-Allen (Ed.), *Making music at the bottom of the world in Southland, Aotearoa/New Zealand* (pp. 1-5). Cambridge Scholars Publishing.
- Ruwhiu, D. (2020). Kapa Haka in Murihiku: Ahakoa he iti Pounamu. In S. Bodkin-Allen (Ed.), *Making music at the bottom of the world in Southland, Aotearoa/New Zealand* (pp. 25-44). Cambridge Scholars Publishing.

### Creative Outputs

- Baynes, M. & Goldsmith, A. (Performer, Composer, Producer). (2020, September 20). E Taku Tau [Recording]. <https://soundcloud.com/markbaynes/e-taku-tau>
- Baynes, M. & Goldsmith, A. (Performer, Composer, Producer). (2020, September 20). E Taku Tau [Recording]. <https://soundcloud.com/markbaynes/e-taku-tau>
- Baynes, M. & Goldsmith, A. (Performer, Composer, Producer). (2020, September 20). *Tipuna* [Recording]. <https://soundcloud.com/markbaynes/tiipuna>
- Bee, K. (Writer), & Meek, T. (Director). (2020). *Magic in me* [Music Video]. New Zealand. [https://www.youtube.com/watch?v=30A-\\_xagx7g](https://www.youtube.com/watch?v=30A-_xagx7g)
- Benedict, C. (Sound Engineer). (2019). *Elpis* [Motion Picture]. New Zealand: Tri Hard Productions.
- Benedict, C. (Sound Engineer). (2020). *The painting* [Motion Picture]. New Zealand: Tri Hard Productions.
- Cowan, C. (Composer) & Baynes, M. (Consultant). (2020). *Hansel & Gretel*. Claire Cowan, New Zealand Symphony Orchestra & Royal New Zealand Ballet [Recording]. <https://music.apple.com/nz/album/hansel-and-gretel/1545582022>
- McCully, K. (Co-ordinator). (2020). ILT Art Awards 2020. SIT Raw Gallery, Invercargill, New Zealand. 25 September – 23 October 2020.
- Meek, T. (Costume Designer). (2020). *Waste Free Wanda Schools Tour*. South Island, New Zealand, March-November 2020.
- Sorenson, J. (Performer, Composer, Producer). (2020). JS 4-6 song EP (WIP) [Audio Recording]. <https://soundcloud.com/josh-sorenson>

- Sorenson, J. (Performer, Drum Arrangement). (2020). DrZ's Darkwave Disco Emporium “Gold Star”.
- Sorenson, J. (Performer, Drum Arrangement). (2020). DrZ's Darkwave Disco Emporium “Into the Dark”.
- Sorenson, J. (Performer, Drum Arrangement). (2020). The Narcs “Heart and Soul” Single re-release.
- Sorenson, J. (Performer, Producer, Co-writer). (2020). *Royal Jackets '19'*.
- van Riel, A. (Writer), & Meek, T. (Director). (2020). *Waste Free Wanda* [Music Video]. New Zealand. [https://www.youtube.com/watch?v=Md\\_BglSNWUQ](https://www.youtube.com/watch?v=Md_BglSNWUQ)
- Waine, T. (Songwriter). (2020). *Going Out song*. Shona Laing ‘Hindsight’ Album
- Waine, T. (Producer). (2020). *Mikaela Cougar 'See Straight' Single*. Kosmic Label, Worldwide Online Distribution.
- Waine, T. (Producer). (2020). *Mikaela Cougar 'I Don't Wanna Be In Love' Single*. Kosmic Label, DRM NZ.
- Waine, T. (Producer). (2020). *Mikaela Cougar 'Stupid Love Drunk' Single*. Kosmic Label, DRM NZ.
- Waine, T. (Producer). (2020). *Mikaela Cougar 'Lucky Stars' EP*. Kosmic Label, DRM NZ.

### Conference Presentations and Posters

- Acharya, S., Sharma, C. L., & Kumar, V. (2020, October 30). *Issues and challenges facing New Zealand tertiary sectors and possible future direction* [Paper presentation]. NZSEG Research Symposium 2020, Auckland, New Zealand.
- Archer, J., Kazmi, H., Valentine, R., & Woodward, L. (2020, November 26-27). *The expectations and perceptions of younger (25 and under) Business students at a higher educational institution in New Zealand* [‘Research Bite’ presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Anakin, M., McMillan, M., Winder, P., & Rhodes, J. (2020, November 20). *Identifying challenges and solutions faced by educators when designing implementing, and sustaining an interprofessional day for undergraduate students in health professional programmes* [Paper presentation]. Interprofessional Education and Practice Showcase: Developing & Sustaining Interprofessional Relationships. Auckland University of Technology & University of Auckland Virtual Conference, Auckland, New Zealand.
- Baker, O. & Kuar, P. (2020, November 17-19). *The adoption of cloud computing CRM in SME's Southland - New Zealand*. 2020 IEEE Conference on Open Systems (ICOS), Kuala Lumpur, Malaysia.

- Baker, O. & Thien, C., (2020, November 17-19). *A new approach to use Big Data tools to substitute unstructured data warehouse* [Virtual paper presentation]. 2020 IEEE Conference on Big Data and Analytics (ICBDA), Kuala Lumpur, Malaysia.
- Baker, O., Bashir, W., & Subramaniam, K. (2020, December 16). *An empirical investigation of the use and implementation of ITIL in Southland - New Zealand* [Virtual paper presentation]. Automotive Mini-Symposium 2020 (AMS'20), Kuala Lumpur, Malaysia.
- Bodkin-Allen, S. (2020, October 1-2). *The making of "Making music at the bottom of the world"* [Paper presentation]. Mahi Tahi: The New Zealand branch of ANZARME Symposium, Tauranga, New Zealand.
- Carstensen, C., Coburn, S., Amarasekara, H., Basas, O., Bodkin-Allen, S., Cunningham, T., Gabriel, C., Liang, C., Mann, R., Mills, J., Miller, M., Muhl, J., Mumford, J., Palliser, A., Rhodes, J., Ruwhiu, D., Smith, D., Smith, J., Sutton, K. & Wilson, A. (2020, November 26-27). 'Good is good enough': The experience of teaching in a tertiary institution during lockdown, reflections from a collaborative narrative inquiry project [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Cathcart, E., Mann, R. & Meek, T. (2020, November 26-27). *Scoping digital software and new technologies across a spectrum of creative disciplines for future fashion design and production* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Cheah, Y. & Baker, O. (2020, November 17-19). *Location-based mobile augmented reality application for tourism* [Virtual paper presentation]. 2020 IEEE Graphics and Multimedia (GAME), Kuala Lumpur, Malaysia.
- Chowdhury, S. (2020, August 5-6). *VR unmatched-leveraging non-experts as co-urban designers* [Virtual paper presentation]. Re: Anthropocene: The 25th CAADRIA Conference, Hong Kong. <https://www.youtube.com/watch?v=chjsO86kpaY&t=50s>
- Chowdhury, S. & Bordon, A. (2020, November 26-27). A computational co-design thinking framework to leverage non-experts in parametric furniture design ['Research Bite' presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Coburn, S. (2020, November 26-27). *An investigation into culture shock and its effect on international students in a tertiary environment in New Zealand* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Conradson, T. (2020, November 26-27). *"When are you going retire"? Factors that inform nurses decisions to continue or cease work* ['Research Bite' presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- de Joux, R. & Smith, D. (2020, November 4). *Perceived benefits, barriers and usage patterns of massage therapy by strength and power athletes* [Poster presentation]. SIT Poster Presentation, Invercargill, New Zealand.
- Ekundayo, S., Baker, O., & Zhou, J., (2020, November 9). *QR code and NFC-based information system for Southland Tourism Industry- New Zealand* [Virtual paper presentation]. 2020 IEEE International Conference on System Engineering and Technology (ICSET 2020), Virtual Conference, Kuala Lumpur, Malaysia.
- Gabriel, C. (2020, November 26-27). *Improving student calculation skills in online classes during the COVID-19 pandemic* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Geoffroy-Legeay, H., Smith, J., Smith, D., & Ruwhiu, D. (2020, November 4). *Culturally responsive practice: An exploration of massage therapy practice in New Zealand* [Poster presentation]. SIT Poster Presentation, Invercargill, New Zealand.
- Gonnelli, C. (2020, November 26-27). *The role of a NIMBY imagined public in New Zealand and Italian wind farm resources consents* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Fallu, M. (2020, November 26-27). *The effectiveness of sauna in reducing anxiety* ['Research Bite' presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Jansen, S & Smith, J. (2020, November 4). *Effects of structural bodywork on forward head posture: A case series* [Poster presentation]. SIT Poster Presentation, Invercargill, New Zealand.
- Hodgon, R. & Marapara, T. (2020, December 1-4). *Effectiveness of on-site sketching and ArcGIS mapping in producing riparian and wetland restoration plans* [Poster presentation]. NZHS, NZ Rivers Group & NZFSS Joint Conference 2020: "Weathering the Storm", Invercargill, New Zealand.
- Liang, C.Y. (2020, October 6-9). Evidence of resilience in reef islands in response to rising sea level on Huvadho Atoll, Maldives [Virtual paper presentation]. International Conference on Coastal Engineering (vICCE),
- Liang, C. Y. (2020, November 26-27). *Microplastic concentrations in Invercargill city waterways: A case for bottom-up citizen science approaches* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Liang, C.Y. (2020, December 1-4). *Reform of vocational education as an opportunity to reform the state of microplastics quantification in New Zealand* [Paper presentation]. NZHS, NZ Rivers Group & NZFSS Joint Conference 2020: "Weathering the Storm", Invercargill, New Zealand.
- Littlewood, R. & Smith, D. (2020, November 4). *The perceived benefits and barriers to women accessing postpartum*

- massage and postpartum rehabilitation* [Poster presentation]. SIT Poster Presentation, Invercargill, New Zealand.
- Lopez, D., Sarkar, A., Chick, H., Lock, C., Mann, S., Rozado, D., Vail, H., Sayed Ahmed, M., Nuntalid, N; Baker, O., & Ray, S. (2020, October 7-8). *Designing the peer mentoring model for international students: The Ministry of Education funded project* [Virtual paper presentation]. CITRENZ ITX Conference, Nelson, New Zealand.
- Madden, K., Bowes, K., Miller, M., & Porter, S. (2020). *Longitudinal Study examining the value of e-portfolios in nursing* ['Research Bite' presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Madden, K., & Carstensen, C. (2020, December 1). *Transformation and combination of online and offline teaching in New Zealand* [Presentation]. Sino - NZ Model Programme Creating the future of Vocational Education Systems in China and New Zealand Virtual Conference.
- Madden, K. (2020 26-27 November) *Examination of nursing students experiences of simulation – how does this affect clinical practice?* ['Research Bite' presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Marapara, T. (2020, November 26-27). *Electronic waste management in schools, industries, and companies in Invercargill, Southland* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Masood, R., Rehman, N., & Yap, M. (2020, November 26-27). *Ready for work in pandemics: Understanding freelancing in engineering* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Masood, R., Samarsinghe, D. & Aliakbarlau, S. (2020, September 24-25). *Making a case for upskilling the New Zealand workforce for offsite construction* [Virtual poster presentation]. ITP Research Symposium, Toi-Ohomai Institute of Technology, Rotorua, New Zealand.
- Menike, S. & Panangala, P. (2020, November 26-27). *Will application of value engineering on ongoing construction projects enhance value for money?* ['Research Bite' presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Palliser, A. (2020, October). *Addressing food insecurity through the local food system of providence Rhode Island* [Paper presentation]. Kansas Urban Food Symposium Virtual Conference.
- Rehman, N. (2020, November 26-27). *Design optimization of solar water stills in a New Zealand context* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Rhodes, J., Reid-Searl, K., Dwyer, T., & Levett-Jones, T. (2020, February 2). *What is happening: Educators who assume, play, and de-role as patients* [Paper presentation]. Nursing Research Section, New Zealand Nurses Organisation Research Forum, Wellington, New Zealand.
- Rhodes, J. (2020, November 26-27). *Being one when split as two: Educators as simulated patients: A grounded theory study* ['Research Bite' presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Rhodes, J. (2020, September 13). *Pause, consider and decide: Simulation for large student cohorts* [Short Communication]. MBRU SIMCONNECT 2020 Virtual Conference. Mohammed Bin Rashid. Dubai, United Arab Emirates.
- Rhodes, J. (2020, November 26-27). *Audience led simulation: Pause, consider and decide* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Rhodes, J., & McMillan, M. (2020, September 16). *A sense of belonging: The implementation of a student-led mentorship programme* [Paper presentation]. New Zealand Nurses Organisation Virtual Conference: Community wellbeing in Aotearoa: Nursing 2020 and beyond, Wellington, New Zealand.
- Rule, S. & Smith, J. (2020, November 4). *Demographic & practice patterns of NZQA or equivalent qualified massage therapists in New Zealand* [Poster presentation]. SIT Poster Presentation, Invercargill, New Zealand.
- Sundarajoo, S., Ganeshkumar, A., & Harding, L. (2020, November 26-27). *Identifying the factors that enhance or inhibit BN's entry into aged care.* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Skaria, R., Watson, D., Cunningham, T., & Montayre, J. (2020, November 26-27). *Emotional intelligence (EI) of NZ Diploma in Enrolled Nursing students* ['Research Bite' presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Skaria, R., & Montayre, J. (2020, November 26-27). *The relationship between Inter-Cultural Effectiveness and Cultural Intelligence (CQ) scores of Nurse Educators* [Paper presentation]. OPSITARA Collaborative Staff Research Symposium, SIT, Invercargill, New Zealand.
- Smith, H., Mann, S., Benson, N., Dyke, S., Flannagan, T., Correia, E., Gilmore, B., Baker, O., Murphy, A., Sutton, K., Mumford, J., Otto, M., & Trounson, R. (2020, October 7-8). *IT educators beyond COVID* [Virtual paper presentation]. CITRENZ ITX Conference, Nelson, New Zealand.
- Zhang, X.X. & Liang, C.Y. (2020, December 1-4). *Concentration and categorisation of microplastics from inner-city waterways in Invercargill* [Paper presentation]. NZHS, NZ Rivers Group & NZFSS Joint Conference 2020: "Weathering the Storm", Invercargill, New Zealand.

## Edited Publications

- Bodkin-Allen, S. (Ed.). (2020). *SIT Staff Research Report*. Southern Institute of Technology, Invercargill, New Zealand.
- Hoffman, J. (Ed.). (2020). *Southern Institute of Technology Journal of Applied Research (SITJAR)*. <https://www.sit.ac.nz/SITJAR>

## Exhibitions

- McCully, K. (2020). *DIY Museums*. City-wide billboard exhibition. Invercargill, New Zealand, January-March 2020.

## Performance

- Baynes, M. (Performer). (2020, January 18). Havana Groove @ The Urban Winery, Napier. <https://www.youtube.com/watch?v=BD5U4dWf0AY>
- Baynes, M. (Performer, Composer). (2020, January 5). Soliloquy. [Radio broadcast]. <http://95bfm.com/bcast/the-95bfm-jazz-show-with-hosts-frances-chan-miss-dom-dr-mark-baynes-jazz-3-way-5-jan-2020-mp3>
- Baynes, M. (Performer). (2020, February 5). Blind Boy Paxton. The Hollywood Avondale, 20 St Georges Road, Avondale, Auckland, New Zealand.
- Baynes, M. (Performer, Composer). (2020, February 11). Allana Goldsmith Group, Auckland Jazz and Blues Club, Auckland, New Zealand.
- Baynes, M. (Performer). (2020, March 1). Jazz on the Chichester Cottage Lawn. Auckland, New Zealand.
- Baynes, M. (Performer). (2020, March 8). Summer Serenade Jazz in the Garden. Wenderholm Regional Park, SH1, Waiwera, Auckland, New Zealand.
- Baynes, M. (Performer) (2020, April 12). Midnight Mambo. [Radio Broadcast]. <https://95bfm.com/bcast/95bfm-jazz-show-with-hosts-miss-dom-dr-mark-baynes-and-frances-chan-12-april-2020>
- Baynes, M. & Goldsmith, A. (Performer, Composer). (2020, April 12). Tipuna. [Radio Broadcast]. <https://95bfm.com/bcast/95bfm-jazz-show-with-hosts-miss-dom-dr-mark-baynes-and-frances-chan-12-april-2020>
- Baynes, M. (Performer). (2020, June 1). Spend Local - Love NZ. Hey Big Spender ft. Anita Wigl'it. <https://www.youtube.com/watch?v=xnQnAe50pJs&feature=youtu.be>
- Baynes, M. (Performer). (2020, June 28, July 5, 12, 19, 26). Jung and the Restless. Covert Theatre. Auckland, New Zealand.
- Baynes, M. (Performer, Composer). (2020, August 16). Dance of Whatipu Cave. [Radio Broadcast]. <https://95bfm.com/bcast/95-bfm-jazz-show-with-hosts-blind-mango-chutney-and-dr-mark-baynes-16-aug-2020>
- Baynes, M. (Performer, Composer). (2020, August 16). Orpheus 189. [Radio Broadcast]. <https://95bfm.com/bcast/95-bfm-jazz-show-with-hosts-blind-mango-chutney-and-dr-mark-baynes-16-aug-2020>
- Baynes, M. (Performer). (2020, September 12). Ge Luz live at Ponsonby Social Club. Auckland, New Zealand.
- Baynes, M. (Performer) (2020, September 25). Living La Improv Loca – Covert Theatre. Auckland, New Zealand.
- Baynes, M. (Performer) (2020, October 2-3). The Bench – Covert Theatre. Auckland, New Zealand.
- Baynes, M. (Performer). (2020, October 23). Auckland Improv Marathon: Opening Jam – Covert Theatre. Auckland, New Zealand.
- Baynes, M. (Performer). (2020, October 23). Auckland Improv Marathon: Livin' La Impro-Loca - Covert Theatre. Auckland, New Zealand.
- Baynes, M. (Performer). (2020, October 31). Henrique Morales Quartet - Originals and Beyond. Ponsonby Social Club. Auckland, New Zealand.
- Baynes, M. & Morales, H. (Performer, Engineer). (2020, November 1). Alo Brazil [Radio broadcast]. <https://95bfm.com/bcast/95-bfm-jazz-show-with-hosts-dr-mark-baynes-miss-dom-nola-guest-clo-chaperon-1-nov-mp3>
- Baynes, M. (Performer). (2020, November 15). Phil Broadhurst Memorial Concert. Pt Chevalier RSA, Auckland, New Zealand.
- Baynes, M. (Performer). (2020, November 20). Havana Groove Live. Ponsonby Social Club. Auckland, New Zealand.
- Baynes, M. (Performer). (2020, November 22, 29, December 6, 13, 20). Jung and the Restless – Covert Theatre. Auckland, New Zealand.
- Baynes, M. (Performer). (2020, November 26). Daizy's Debut. Anthology Lounge. K Road, Auckland, New Zealand.
- Baynes, M. (Performer). (2020, December 12). Ge Luz – Live. Ponsonby Social Club. Auckland, New Zealand.
- Baynes, M. (Performer). (2020, December 16, 17, 18, 19). Heart of the City Auckland with Allana Goldsmith. City Centre, Auckland, New Zealand.
- Baynes, M. & Goldsmith, A. (Performer, Composer, Producer). (2020, September 20). Tipuna [Radio broadcast]. <https://95bfm.com/bcast/95-bfm-jazz-show-with-hosts-dr-mark-baynes-miss-dom-guesty-louana-13-dec-2020>
- Benedict, C. (Vocalist). (2020, December 6). Friends in Concert Charity Concert. Winton Presbyterian Church, Winton, New Zealand.
- Bradfield, R. (Performer). (2020, March 8). Sofar gig.1 Provost St, Ponsonby, Auckland, New Zealand.
- Bradfield, R. (Performer). (2020, April 5). Instagram live concert from home. <https://www.instagram.com/rayleebadfield/>

- Bradfield, R. (Performer). (2020, April 10). Haus arrest: Instagram live concert from home. <https://www.instagram.com/rayleebadfield/>
- Bradfield, R. (Performer). (2020, April 26). Facebook live from home in lockdown. <https://www.facebook.com/181928361842950/videos/537658767189781>
- Bradfield, R. (Performer). (2020, June 13). The Wine Cellar with Owlpine Music. Karangahape Road, CBD Auckland, New Zealand.
- Bradfield, R. (Performer). (2020, July 26). Bunker Hill Folk Club, Devonport, Auckland, New Zealand.
- Bradfield, R. (Performer). (2020, August 13). SoWL Day at Mangere Bridge Baptist Church, 23 McIntyre Road, Mangere Bridge, Auckland, New Zealand.
- Bradfield, R. (Performer). (2020, October 30). Life FM interview and live performance of original songs for Festival Good Fridays. [https://www.youtube.com/watch?v=-YyuxOHhp\\_4&feature=youtu.be&fbclid=IwAR2rJS1FWiHxvX8OwV77lR8P3B72fDigoTjyPrv351NjZNgO7-LZqEWSqc](https://www.youtube.com/watch?v=-YyuxOHhp_4&feature=youtu.be&fbclid=IwAR2rJS1FWiHxvX8OwV77lR8P3B72fDigoTjyPrv351NjZNgO7-LZqEWSqc)
- Bradfield, R. (Performer). (2020, November 8). Sunday Series at Pah Homestead, Hillsborough, Auckland, New Zealand.
- Bradfield, R. (Performer). (2020, December 5). Ministry of Folk Event at Guide Hall, 132 Grange Road, Mt Eden, Auckland, New Zealand.
- Heath, D. (Performer). (2020, January 1). Rhythmonyx. Basecamp festival. Dipton, New Zealand.
- Heath, D. (Performer). (2020, March 7). Rhythmonyx. Monkfest. Arrowtown, New Zealand.
- Heath, D. (Performer). (2020, June 20). Rhythmonyx. MASSAV Productions presents Rhythmonyx with Darcy Kerr. Tuatara, Invercargill, New Zealand.
- Heath, D. (Performer). (2020, December 18). Rhythmonyx. Tillermans, Invercargill, New Zealand.
- Rodgers, C. (Project manager). (2020, February 12). SIT Orientation Week Lunch Time Performance with White Rhino. Invercargill, New Zealand.
- Rodgers, C. (Project manager). (2020, February 13). White Rhino Live at Tillermans. Invercargill, New Zealand.
- Rodgers, C. (Sound engineer). (2020, January 4). Fat Freddy's Drop w L.A.B - Wharepai Domain. Tauranga, New Zealand.
- Rodgers, C. (Sound engineer). (2020, January 11). Good Vibes Summer Festival. Gisborne, New Zealand.
- Rodgers, C. (Sound engineer). (2020, January 18). Fat Freddy's Drop with L.A.B - Western Springs. Auckland, New Zealand.
- Rodgers, C. (Sound engineer). (2020, January 25). One Love Festival. Tauranga, New Zealand.
- Rodgers, C. (Sound engineer). (2020, February 6). Fat Freddy's Drop with L.A.B - Hagley Park. Christchurch, New Zealand.
- Rodgers, C. (Sound engineer). (2020, February 8). Fat Freddy's Drop with L.A.B - John Davies Oval. Queenstown, New Zealand.
- Rodgers, C. (Sound engineer). (2020, February 15). Six60 Saturdays - Semenoff Stadium. Whangarei, New Zealand.
- Rodgers, C. (Sound engineer). (2020, March 13). Womad New Zealand. New Plymouth, New Zealand.
- Rodgers, C. (Sound engineer). (2020, July 3). L.A.B - Live at Spark Arena. Auckland, New Zealand.
- Rodgers, C. (Sound engineer). (2020, July 11). L.A.B - Live at Claudelands Arena. Hamilton, New Zealand.
- Rodgers, C. (Sound engineer). (2020, July 17, 18, 25, August 1, 8). Good Vibes Winter Festival. Rotorua, Gisborne, Napier, Mount Maunganui, Whangarei, New Zealand.
- Rodgers, C. (Sound engineer). (2020, October 31). L.A.B Live at Horncastle Arena. Christchurch, New Zealand.
- Rodgers, C. (Sound engineer). (2020, November 14). Vodafone Music Awards. Auckland, New Zealand.
- Rodgers, C. (Sound engineer). (2020, December 4). L.A.B with Benee and Fat Freddy's Drop. Wellington, New Zealand.
- Rodgers, C. (Sound engineer). (2020, December 29). Rhythm & Vines. Gisborne, New Zealand.
- Rodgers, C. (Sound engineer). (2020, December 30). Northern Bass. Mangawhai, New Zealand.
- Rodgers, C. (Sound engineer). (2020, December 31). Joe's Farm. Coromandel, New Zealand.
- Sorenson, Josh. (Performer). (2020, February 1). Mikeala Cougar 'Lucky Stars' Single and video release. Wine Cellar, Auckland. <https://www.youtube.com/watch?v=BJ3v1QuPglg>
- Sorenson, Josh. (Performer). (2020, March 5). Ice House + The Narcs: Platinum Sounds. Live performance at Kiri Te Kanawa Theatre, Aotea Centre, Auckland
- Sorenson, Josh. (Performer). (2020, September 17). Mikeala Cougar 'IDWBIL' Single and video release. [https://www.youtube.com/watch?v=\\_T00QeaMzJM](https://www.youtube.com/watch?v=_T00QeaMzJM)
- Sorenson, Josh. (Performer). (2020, August 10). Rikki Morris NOBODY ELSE 'Anika Moa: REUNITED' video shoot. Parachute Studio, Auckland. <https://www.tvnz.co.nz/shows/anika-moa-reunited/episodes/s1-e1>
- Sorenson, Josh. (Performer). (2020, December 11). Hammond Gamble: "The Biggest Pub Gig in The World": The Sound Spark Arena, Auckland
- Waine, T. (Performer, co-Tour Manager). (2020, January 9-12). The Narcs Not Over Summer Tour NZ 2020. Tauranga, Waihi Beach, Taupo, Hamilton, New Zealand.
- Waine, T. (Performer). (2020, January 31). BRM. Wine Cellar, Auckland, New Zealand.
- Waine, T. (Performer). (2020, February 21). The Narcs Unplugged. Alderley Arms Hotel, Brisbane, Australia.

Waine, T. (Performer). (2020, March 5). Icehouse + The Narcs. ASB Theatre, Auckland, New Zealand.

Waine, T. (Music Video Producer, Musician, Audio Co-Producer). (2020, May 10). The Narcs – All Day & All of The Night. <https://www.youtube.com/watch?v=T3I73W22KAM>

Waine, T. (Performer). (2020, May 31). The Narcs 'Heart & Soul'. Taupo Promotion, Taupo, New Zealand.

## Public Talks and Workshops

Baynes, M. (2020, March 20, November 13). *Popular music and semiotic analysis: A method for school educators*. MENZA Networks of Expertise Series. MAINZ, Auckland, New Zealand.

Bradfield, R. (2020, August 13). *SoWL Day*. Mangere Bridge Baptist Church, 23 McIntyre Road, Mangere Bridge, Auckland, New Zealand.

Rhodes, J. (2020, September 1). *A process for educators who become simulated patients for the purpose of learning and teaching: A grounded theory study*. [Virtual Three Minute Thesis (3MT) presentation]. Central Queensland University, Rockhampton, Australia.

McMillan, M., & Rhodes, J. (2020, November 30). *Connecting using Mask-Ed (KRS Simulation) during lock-down* [Workshop exhibition]. Sino - NZ Model Programme Creating the future of Vocational Education Systems in China and New Zealand Virtual Conference.

Madden, K., & Rhodes, J. (2020, November 17). *Through the lens of simulation in education: An overview of different modalities* [Presentation]. International Year of the Nurse & Midwife 2020/2021 Professional Webinar Series. Southland District Health Board, Otago Polytechnic, Southern Institute of Technology, University of Otago, Well South, NZ.

Madden, K. (2020, April 3). *Exploration of nursing students using high-fidelity and immersive technology simulations and how those experiences affect the transfer of application into practice*. Virtual Introductory Seminar, Canberra University, Australia

Madden, K. (2020, September 25). Experiences of nursing students using high-fidelity mannequins and immersive technology simulations – how do these experiences relate to clinical practice? Virtual – Confirmation of Candidature, Canberra University, Australia

Palliser, A. (2020, September 19). *Climate change impacts on food security: Can local food systems address some of the problems we are likely to face?* Ecofest, Invercargill Working Men's Club, Invercargill, New Zealand.

Palliser, A. (2020, October). What can NZ learn from the local food system in Providence Rhode Island? Invercargill Rotary Club, Invercargill, New Zealand.

Strathearn, M. (2020, November 10). *Resilience to the adversity of Mental Health challenges during Covid* [Presentation]. Southland Male Mental Health Consumer's Forum, Invercargill, New Zealand.

West, S. & Bodkin-Allen, S. (2020, March 10). *New Zealand Saves Musical Lives!* [Presentation]. University of Canterbury, School of Music, Christchurch, New Zealand.

## Published Articles

Acharya, S. (2020). Does monetary policy influence the profitability of banks in New Zealand? *International Journal of Financial Studies*, 8(35), 2-17. <https://doi.org/10.3390/ijfs8020035>

Baker, O., Bashir, W., & Subramaniam, K. (2020). An empirical investigation of the use and implementation of ITIL in Southland - New Zealand. In Abdullah, M., Amiruddin, H. & Singh, A. (Eds.). *Proceedings of Mechanical Engineering Research Day 2020 (AMS'20)*. Centre for Advanced Research on Energy.

Baker, O. & Kaur, P. (2020). The adoption of cloud computing CRM in SME's Southland - New Zealand. In Proceedings of the 2020 IEEE Conference on Open Systems (ICOS), Kuala Lumpur, Malaysia. doi: 10.1109/ICOS50156.2020.9293682

Baker, O. & Thien, C. (2020). A new approach to use Big Data tools to substitute unstructured data warehouse. In *Proceedings of the 2020 IEEE Conference on Big Data and Analytics (ICBDA), Kuala Lumpur, Malaysia*. doi: 10.1109/ICBDA50157.2020.9289757.

Baker, O., Bashir, W., & Subramaniam, K. (2020). An empirical investigation of the use and implementation of ITIL in Southland - New Zealand. In *Proceedings of the Mechanical Engineering Day (AMS'20)*. Centre for Advanced Research on Energy.

Baynes, M. (2020, April). X-Factory: Aldous Harding, Finding Nemo, and the art of playing it cool. <https://nzmusician.co.nz/lessons/x-factory-aldous-harding-the-barrel/>

Baynes, M. (2020, June). X-Factory: Chaii – Digebasse. <https://nzmusician.co.nz/lessons/x-factory-chaii/>

Baynes, M. (2020, September). X-Factory: Silver Scroll Finalists 2020. <https://nzmusician.co.nz/lessons/x-factory-scroll-finalists-2020/>

Baynes, M., & Waine, T. (2020, September). Collaborative songwriting in New Zealand. *Tune Me In*, 15 (2), pp. 50-54.

Baynes, M. (2020, October 8). X-Factory: The Beths – I'm not getting excited.

<https://nzmusician.co.nz/lessons/the-beths-x-factory/>

Baynes, M. (2020, December). Ka Mānu, Rob Ruha & protest songs. *New Zealand Musician*, 20 (9), p. 5.

Baynes, M. (2020, December). Tia Drumma: Feeling the love. *New Zealand Musician*, 20 (9), p. 36.

- Cheah, Y. & Baker, O. (2020). Location-based mobile augmented reality application for tourism. In *Proceedings of the 2020 IEEE Graphics and Multimedia (GAME) Conference*, Kota Kinabalu, Malaysia. doi: 10.1109/GAME50158.2020.9315096
- Chowdhury, S., & Schnabel, M. A. (2020). Virtual environments as medium for laypeople to communicate and collaborate in urban design. *Architectural Science Review*, 63(5), 451-464.
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## Financial Performance Indicators

3

Purpose of Measurement	Calculation	Measurement	
Performance Target - To report on the following financial ratios as at 31 December 2019 with the aim of meeting or exceeding the previous year's ratios.		2020	2019
<b>Quick Ratio</b>	Ratio of: <u>Current Monetary Assets</u> Current Monetary Liabilities	3.14	3.63
<b>Equity/Debt Ratio</b>	Ratio of: <u>Total Equity</u> Total Liability	9.76	10.90
<b>Net Revenue Margin</b>	Net Revenue Total Revenue	1.50%	2.00%
<b>Total Asset Turnover</b>	Total Revenue Total Assets	40.12%	40.59%
<b>Return on Investment (Du Pont formula)</b>	<u>Net Income x Total Revenue</u> <u>Total Revenue x Total Assets</u>	0.60%	0.81%

## Institute Performance Statistics Indicators

1 2 3

Indicator	Target	Actual
Institution EFTS Total (Government Funded Mainstream programmes)	3,971	4,021
Use of Teaching Resources (EFTS: Tutor Ratio)	29.07	28.72

Note: Managers are excluded from the data to measure "use of teaching resources"

	2020	2019
Number of EFTS (mainstream funding) - Actual	4,021	3,753
Number of EFTS (mainstream funding) – Target	3,971	3,879
Percentage Actual to Target	101%	97%
Number of EFTS (all courses) - Actual	5,047	4,895
Number of EFTS (all courses) – Target	5,108	4,989
Percentage Actual to Target	99%	98%
^Teaching Staff FTE – Actual	175.72	176.63
^Actual EFTS per FTE Tutor ratio	28.72	27.71
^Budget EFTS per FTE Tutor ratio	29.07	28.25

^Excludes all Subcontracted EFTS and all facilitator FTE's

\*Excludes all Revenue and gains/losses in revaluation

\* 2019 figures are those of our predecessor ITP (SIT)

# Business Performance

3

Output measure	2019 Actual	2020 Target	2020 Actual
Achieve target within 3%+/- of Government EFTS allocated in the Investment Plan process	96.76%	97-103%	101.26%
Achieve a surplus of 1.5% of net assets	0.8%	>1.5%	0.7%
Achieve reserves of a minimum of 15% of annual operating expenditure or 50% of annual capital expenditure, whichever is greater	\$8.8m Opex	\$8.7m Opex	\$8.8m Opex
Maintain an operating surplus of 3% of revenue	2.00%	>3%	1.50%
Maintain a revenue to working capital ratio of 100% or more	182%	100%	198%
Achieve at least 5% net cash flow from operations	11.6%	>5%	2.9%



# STATEMENT OF RESPONSIBILITY

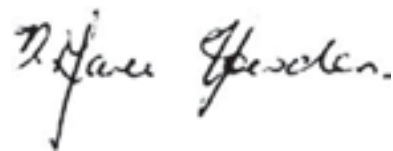
The Council and management are responsible for the preparation of the Southern Institute of Technology and group's financial statements and statement of service performance, and for the judgements made in them.

The Council and management of the Southern Institute of Technology have the responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In the Council and management's opinion, these financial statements and statement of service performance fairly reflect the financial position and operations of the Southern Institute of Technology and group for the year ended 31 December 2020.



**Alison Broad**  
SIT Ltd Board  
Appointed 1 April 2020



**Maree Howden**  
ACTING CHIEF EXECUTIVE

28 April 2021

## Independent Auditor's Report

### To the readers of Southern Institute of Technology Limited and group's financial statements and statement of service performance for the period ended 31 December 2020

The Auditor-General is the auditor of Southern Institute of Technology Limited (the company) and group. The Auditor-General has appointed me, Dereck Ollsson, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the company and group on his behalf.

#### Opinion

We have audited:

- the financial statements of the company and group on pages 65 to 97, that comprise the statement of financial position as at 31 December 2020, the statement of financial performance, statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the period ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the company and group on pages 5, 17 to 47 and 58 to 59.

In our opinion:

- the financial statements of the company and group on pages 65 to 97:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2020; and
    - the financial performance and cash flows for the period then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Reporting Standards; and
- the statement of service performance on pages 5, 17 to 47 and 58 to 59:
  - presents fairly, in all material respects, the company and group's service performance achievements as compared with the forecast outcomes included in the investment plan for the year ended 31 December 2020; and
  - complies with generally accepted accounting practice in New Zealand.

Our audit was completed on 28 April 2021. This is the date at which our opinion is expressed.

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

## Emphasis of matters

Without modifying our opinion, we draw your attention to:

### *Te Pūkenga subsidiaries to exist until 31 December 2022*

The basis of preparation on page 65 outlines that all Te Pūkenga – New Zealand Institute of Skills and Technology (Te Pūkenga) subsidiaries will continue in existence until 31 December 2022. There have been no changes to the financial statements as the rights, assets, and liabilities of the company will be transferred to Te Pūkenga.

### *Impact of Covid-19*

Note 23 on page 93 outlines the impact of Covid-19 on the company and group.

## Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

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

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

## Responsibilities of the Board for the financial statements and the statement of service performance

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

The Board is also responsible on behalf of the company and group for preparing a statement of service performance that is fairly presented and that complies with generally accepted accounting practice in New Zealand.

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

In preparing the financial statements and the statement of service performance, the Board is responsible on behalf of the company and group for assessing the company and group's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to liquidate the company and group or to cease operations, or has no realistic alternative but to do so.

The Board's responsibilities arise from the Education and Training Act 2020 and the Crown Entities Act 2004.

## Responsibilities of the auditor for the audit of the financial statements and the statement of service performance

Our objectives are to obtain reasonable assurance about whether the financial statements and the statement of service performance, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements and the statement of service performance, our procedures were limited to checking that the information agreed to the company and group's budget approved by the Board, and the investment plan.

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

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements and the statement of service performance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the company and group's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company and group's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements and the statement of service performance or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the company and group to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements and the statement of service performance, including the disclosures, and whether the financial statements and the statement of service performance represent the underlying transactions and events in a manner that achieves fair presentation.

- We obtain sufficient appropriate audit evidence regarding the financial statements and the statement of service performance of the entities or business activities within the group to express an opinion on the group financial statements and the group statement of service performance. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 4, 6 to 15, 48 to 57, 60, 98 and 99 but does not include the financial statements and the statement of service performance, and our auditor's report thereon.

Our opinion on the financial statements and the statement of service performance does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements and the statement of service performance, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements and the statement of service performance or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

We are independent of the company and group in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the company or any of its subsidiaries.



Dereck Ollsson  
Audit New Zealand  
On behalf of the AuditorGeneral  
Christchurch, New Zealand



# Statement of Accounting Policies

## An interpretation note to aid the reader prior to reading the financial statements –

Note #29 should be read prior to reading this report, supported by the reading of note #24

These notes put in context the transitional arrangements of the ITP sectors restructure, the shortened time period of the report, the accounting policies relevant for revenue recognition and the layout of the financial information.

## Reporting Entity

The Southern Institute of Technology Limited (the Institute) is a Crown entity subsidiary that is domiciled and operates in New Zealand. The Institute was established on 1 April 2020 and its immediate controlling entity is Te Pūkenga — New Zealand Institute of Skills and Technology, and the ultimate controlling entity is the New Zealand Crown. The relevant legislation governing the Institute's operations includes the Education and Training Act 2020, the Crown Entities Act 2004, and the Companies Act 1993.

The consolidated financial statements of the Group consist of the Southern Institute of Technology (the parent); Southern Lakes English College (a wholly owned subsidiary) and the Southern Education Charitable Trust (an in-substance subsidiary). MotorTrain Limited is a shell company in which SIT holds a 25% interest with no transactions being incurred during the year.

The primary objective of the Institute and group is to provide tertiary education services for the benefit of the community while being financially prudent and seeking to be in a surplus position annually. Accordingly, the Institute has designated itself and the group as public benefit entities (PBEs) for the purposes of financial reporting.

The financial statements of the Institute and group are for the nine months ended 31 December 2020. The financial statements were authorised for issue by the Board on 30 April 2021.

## Basis of Preparation

The Education and Training Act 2020 (schedule 1, clause 21) states that all Te Pūkenga subsidiaries will continue in existence until 31 December 2022. Thereafter the rights, assets, and liabilities of SIT will be transferred to Te Pūkenga — New Zealand Institute of Skills and Technology (Te Pūkenga). There are mechanisms in the legislation to vary this date.

Despite these provisions, the financial statements have been prepared on a going concern basis, as the disestablishment is more than 12 months after the date the financial statements are issued, and because the operational delivery of the functions of SIT will continue through Te Pūkenga after 31 December 2022. Consequently, there have been no changes to the recognition and measurement, or presentation of information in these financial statements.

## Reporting Period

The Institute came into existence on 1 April 2020. Therefore, the reporting period for the financial statements is for the nine months from 1 April 2020 to 31 December 2020. No comparative period is disclosed.

## Statement of Compliance

The financial statements of the Institute and group have been prepared in accordance with the requirements of the Crown Entities Act 2004, Education and Training Act 2020, and the Companies Act 1993 which include the requirement to comply with New Zealand generally accepted accounting practice (NZ GAAP).

The financial statements have been prepared in accordance with Tier 1 PBE standards. These financial statements comply with PBE standards.

## Standards issued and not yet effective and not early adopted

### PBE IPSAS 40 PBE Combinations

PBE IPSAS 40 PBE Combinations was issued in July 2019 and is effective for annual financial statements covering periods beginning on or after 1 January 2021. The Institute has early adopted PBE IPSAS 40 and applied the standard for the vesting of the predecessor ITP's assets and liabilities to the Institute on 1 April 2020. Further information about the vesting is disclosed on page 71.

### PBE IPSAS 41 Financial Instruments

PBE IPSAS 41 Financial Instruments replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement and PBE IFRS 9 Financial Instruments and is effective for financial years beginning on or after 1 January 2022, with earlier adoption permitted. The main changes compared to PBE IPSAS 29 that are relevant to the institute are:

- ↘ New financial asset classification requirements for determining whether an asset is measured at fair value or amortised cost.
- ↘ A new impairment model for financial assets based on expected losses, which might result in the earlier recognition of impairment losses.

The institute intends to adopt PBE IPSAS 41 for the 31 December 2022 financial year. The institute has not yet assessed in data the impact of the new standard.

### Amendment to PBE IPSAS 2 Statement of Cash Flows:

An amendment to PBE IPSAS 2 Statement of Cash Flows requires entities to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from

cash flows and non-cash changes. This amendment is effective for annual periods beginning on or after 1 January 2021, with early application permitted. The institute does not intend to early adopt the amendment.

PBE FRS 48 Service Performance Reporting:

PBE FRS 48 replaces the service performance reporting requirements of PBE IPSAS 1 and is effective for reporting periods beginning on or after 1 January 2022. The institute has not yet determined how application of PBE FRS 48 will affect its statement of service performance.

PBE IPSAS13 Accounting for Leases is effective for reporting periods beginning on or after 1 January 2021 with early adoption permitted in the financial year starting 1 January 2020. The institute has chosen not to early adopt this standard and intends to adopt the standard for the 31 December 2021 financial year. The institute has not yet assessed in data the impact of the new standard.

## Presentation Currency and Rounding

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000).

## Significant Accounting Policies

The financial statements include a statement of financial performance, a statement of comprehensive revenue and expense, a statement of changes in equity, a statement of financial position, a statement of cash flows, a statement of contingencies, a statement of commitments and notes to the financial statements.

The accounting policies set out below have been applied consistently to all periods presented in these financial statements.

## Revenue

Revenue is measured at fair value. The specific accounting policies for significant revenue items are explained below;

### Student Achievement Component (SAC) Funding

Student Achievement Component (SAC) funding is the Institute's main source of operational funding from the Tertiary Education Commission (TEC). The Institute considers SAC funding to be non-exchange revenue and would normally recognise SAC funding as revenue when the course withdrawal date has passed, based on the number of eligible students enrolled in the course at that date and the value of the course. However, for the 2020 year, the predecessor ITP has recognised all the funding for 2020. This was because, in response to the Covid-19 pandemic, the TEC confirmed at the end of March 2020 that it will not seek repayment of 2020 investment plan funding, which includes SAC funding, if there is under-delivery in the 2020 year. As a consequence, the Institute has not recognised any SAC funding during the nine-

month period.

## Student Tuition Fees

Domestic student tuition fees are subsidised by government funding and are considered non-exchange. Revenue is recognised when the course withdrawal date has passed, which is when a student is no longer entitled to a refund for withdrawing from the course. International student tuition fees are accounted for as exchange transactions and recognised as revenue on a course percentage of completion basis. The percentage of completion is measured by reference to the days of the course completed as a proportion of the total course days.

## Fees-free and Targeted Trades & Apprenticeship Funding

The institute considers fees-free and TTAF revenue is non-exchange revenue and recognises revenue when the course withdrawal date for an eligible student has passed. The institute has presented funding received for fees-free as part of tuition fees. This is on the basis that receipts from the TEC are for payment on behalf of the student as specified in the relevant funding mechanism. However, for the 2020 year, the predecessor ITP has recognised all the 2020 fees-free funding because, in response to the Covid-19 pandemic, the TEC confirmed that it will not seek repayment of 2020 fees free funding. As a consequence, the Institute has not recognised any fees-free funding during the nine-month period.

## Other Grants Received

Other grants are recognised as revenue when they become receivable unless there is an obligation in substance 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 when received and recognised as revenue when the conditions of the grant are satisfied.

## Accommodation Services

Revenue from the provision of accommodation services is recognised on a percentage completion basis. This is determined by reference to the number of accommodation days used up till balance date as a proportion of the total accommodation days contracted for with the individual.

## Interest

Interest revenue is recognised by accruing on a time proportion basis the interest due for the investment. Dividends are recognised when the right to receive payment has been established.

## Scholarships

Scholarships awarded by the Institute that reduce the amount of tuition fees payable by the student are accounted for as an expense and not offset against student tuition fees revenue.

## Borrowing Costs

Borrowing costs are recognized as an expense in the financial

year in which they are incurred.

## Advertising Costs

Advertising costs are expensed when the related service has been rendered.

## Revenue Tax

Tertiary education institutions and their fully owned subsidiaries are classed as public bodies by the Inland Revenue Department and are therefore exempt from revenue tax.

## Leases

### Finance Lease

A finance lease is a lease that transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred.

At the commencement of the lease term, the Institute recognises finance leases as assets and liabilities in the statement of financial position at the lower of the fair value of the leased item and the present value of the minimum lease payments.

The amount recognised as an asset is depreciated over its useful life. If there is no certainty as to whether the Institute will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

### Operating Lease

An operating lease is a lease that does not transfer substantially all the risk and rewards incidental to ownership of an asset. Lease payments under an operating lease are recognised as an expense on a straight line basis over the lease term.

Lease incentives received are recognised in the statement of financial performance over the lease term as an integral part of the total lease expense.

## Financial Assets

The Institute classifies its financial assets into the following two categories: financial assets at fair value through profit or loss, and loans and receivables. The classification depends on the purpose for which the investments were acquired.

Management determines the classification of its investments at initial recognition and re-evaluates this designation at every reporting date.

Financial assets are initially measured at fair value plus transaction costs unless they are carried at fair value through profit and loss in which case the transaction costs are recognised in the statement of financial performance. In this category SIT has its equity investments and other investments.

Purchases and sales of investments are recognized on trade-date, the date on which the Institute commits to purchase or sell the asset. Financial assets are de-recognised when the rights to receive cash flows from the financial asset

have expired or have been transferred and the Institute has transferred substantially all risks and rewards of ownership.

The two categories of financial assets are:

### 1) Financial assets at fair value through profit or loss

After initial recognition they are measured at their fair values. Gains or losses on re-measurement are recognised in the statement of financial performance. In this category SIT has shares in foodstuffs.

### 2) Loans and receivables

These are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. In this category SIT has cash and cash equivalents, trade and other receivables and term deposits with maturity dates of greater than 3 months.

## Impairment of Financial Assets

At each balance sheet date the Institute assesses whether there is any objective evidence that a financial asset or group of financial assets is impaired. Any impairment losses are recognised in the statement of financial performance.

## Trade and Other Receivables

Trade and other receivables are initially measured at fair value and subsequently measured at amortised cost using the effective interest method, less any provision for impairment.

A provision for impairment of receivables is established when there is objective evidence that the Institute will not be able to collect all amounts due according to the original terms of the receivables. The amount of the provision is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the effective interest method.

## Cash and Cash Equivalents

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

## Inventories

Inventories held for sale on a commercial basis are valued at the lower of cost and net realisable value. Consumable stocks are valued at the lower of cost and current replacement cost. Cost is measured using the FIFO method.

Inventories acquired through non-exchange transactions are measured at fair value at the date of acquisition.

Any write-down from cost to net realisable value or for the loss of service potential is recognised in surplus or deficit in the year of the write-down.

## Property, Plant and Equipment

Property, plant and equipment consists of:

*Operational assets* - these include land, buildings, plant and equipment, computers, furniture, library books and motor

vehicles.

Land and buildings are re-valued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value, and at least every three years. The most recent valuation of land and buildings were performed by an independent registered valuer, Rural Value, a QV business unit. The valuation is effective as at 30 Sep 2019.

The net revaluation results are credited or debited to other comprehensive revenue and is accumulated to an asset revaluation reserve in equity. Where this would result in a debit balance in the asset revaluation reserve, this balance is not recognised in other comprehensive revenue but is recognised in the surplus or deficit. Any subsequent increase on revaluation that offsets a previous decrease in value recognised in the surplus or deficit will be recognised first in the surplus or deficit up to the amount previously expensed, and then recognised in other comprehensive revenue.

Library collections are assessed annually by the Institute's head librarian, in accordance with draft guidelines released by the New Zealand Library Association and the National Library of New Zealand in May 2002. Impairment losses for the year are shown in Note 10.

Land is measured at fair value, and buildings and infrastructure are measured at fair value less accumulated depreciation and impairment losses. All other asset classes are measured at cost, less accumulated depreciation and impairment losses.

### Additions

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

In most instances, an item of property, plant and equipment is recognised at its cost. Where 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. Additions over \$2,000 in value are capitalised. Amounts under this are expensed.

### Disposals

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount of the asset. Gains and losses on disposals are included in the statement of financial performance. When revalued assets are sold, the amounts included in property revaluation reserves in respect of those assets are transferred to general funds.

Under the Education and Training Act 2020, the Institute is required to notify Te Pūkenga, who then obtains consent from the Secretary for Education, to dispose of land and buildings.

### Subsequent Costs

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 Institute and the cost of the item can be measured reliably.

## Capital Work in Progress

Capital work in progress is valued on the basis of expenditure incurred and gross progress claim certificates up to balance

date. Work in progress is not depreciated.

## Depreciation

Property, plant and equipment is depreciated on a straight line basis on all property, plant and equipment other than land at rates that will write off the cost or value of the assets over their estimated lives.

The depreciation rates used in the preparation of these statements are as follows:

Buildings	10-100 years	1-10%
Motor Vehicles	4 years	25%
Furniture and Fittings	2-13 years	7.7-50%
Computers	3-5 years	20-33.3%
General Equipment	2-13 years	7.7-50%
Leases & Leasehold Improvements	5-20 years	5-20%

The above rates have been applied consistently.

The residual value and useful life of an asset is reviewed, and adjusted if applicable at each financial year end. The Library collection is depreciated on a straight line basis over seven years and assessed annually for signs of impairment. SIT Ltd has aligned the depreciation rates for its Queenstown training facility to the lease end date on September 2021.

## Intangible Assets

### Software Acquisition

Acquired computer software licenses are capitalised on the basis of the costs incurred to acquire and bring to use the specific software.

Costs associated with maintaining computer software are recognised as an expense when incurred.

Development costs of the webpage will be capitalised where there is a benefit beyond a year. Maintenance costs will be expensed when incurred.

### Naming Rights

Naming Rights to Stadium Southland have been extended through to June 2024.

### Course Development Costs

Course development costs relate to development of educational programmes and courses and are capitalised when it is probable that future economic benefits or service potential arising from use of the intangible asset will flow to the group. Following the initial recognition of the course development expenditure, the asset is carried at cost less accumulated amortisation and impairment losses.

### Television Commercial Development and Online Content

Course development costs relate to development of educational programmes and courses and are capitalised when it is probable that future economic benefits or service potential arising from use of the intangible asset will flow to the group. Following the initial recognition of the course

development expenditure, the asset is carried at cost less accumulated amortisation and impairment losses.

### Amortisation

Computer software licenses are amortised on a straight line basis over their estimated useful lives of 3 to 5 years (20%-33% straight line).

Course Development Costs are amortised on a straight line basis, from the commencement of the course, over their estimated useful lives of 3 to 5 years (20%-33%).

TVCs and Online Content are amortised on a straight line basis over their estimated useful lives of 3 years (33%).

The amortisation period and amortisation method for each class of intangible asset having a finite life is reviewed at each financial year end. If the expected useful life or expected pattern of consumption is different from the previous assessment, changes are made accordingly.

The carrying value of each class of intangible asset is reviewed for indicators of impairment annually. Intangible assets are tested for impairment where an indicator of impairment exists.

## Impairment of Property, Plant, and Equipment and Intangible Assets

Intangible assets subsequently measured at cost that have an indefinite useful life, or are not yet available for use, are not subject to amortisation and are tested annually for impairment.

Property, plant, and equipment and intangible assets subsequently measured at cost that have a finite useful life are reviewed for impairment at each balance date and whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

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

If an asset's carrying amount exceeds its recoverable amount, the asset is considered to be impaired and the carrying amount is written down to the recoverable amount. The impairment loss is recognised in the surplus or deficit.

Gains or losses arising from de-recognition 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 surplus or deficit when the asset is de-recognised.

## Impairment of Non-Financial Assets

Non-Financial Assets with a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is depreciated replacement cost for an asset

where the future economic benefits or service potential of the asset are not primarily dependent on the asset's ability to generate net cash inflows and where the Institute would, if deprived of the asset, replace its remaining future economic benefits or service potential.

If an asset's carrying amount exceeds its recoverable amount, the asset is impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the statement of financial performance.

For re-valued assets the impairment loss is recognised in other comprehensive revenue to the extent the impairment loss does not exceed the amount in the revaluation reserve in equity.

## Employee Benefits

### Term Benefits

Employee benefits that the Institute expects to be settled within 12 months of balance date are measured at nominal values based on accrued entitlements at current rates of pay.

### Short Term Benefits

Entitlements that are payable beyond 12 months, such as long service leave and retiring leave, have been calculated on an actuarial basis. These calculations are 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; and
- ↳ The present value of the estimated future cash flows. A discount rate of 1.07%, and an inflation rate of 1.4% were used. The discount rate is based on the weighted average of interest rates for Government stock with terms of maturity

similar to those of the relevant liabilities. The inflation factor is based on the expected long-term increase in remuneration for employees.

### Long Term Benefits

Entitlements that are payable beyond 12 months, such as long service leave and retiring leave, have been calculated on an actuarial basis. These calculations are 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; and
- The present value of the estimated future cash flows. A discount rate of 1.07%, and an inflation rate of 1.4% were used. The discount rate is based on the weighted average of interest rates for Government stock with terms of maturity

similar to those of the relevant liabilities. The inflation factor is based on the expected long term increase in remuneration for employees.

## Goods and Services Tax (GST)

All items in the financial statements are stated exclusive of GST, except for receivables, payables and Overseas Students-Negative Debtors (classified under Revenue in Advance), which are stated on a GST inclusive basis. The revenue in advance

is treated as GST exclusive. 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, the Inland Revenue Department is included as part of receivables or payables in the statement of financial position.

The net GST paid to, or received from the Inland Revenue Department, including the GST relating to investing and financing activities, is classified as an operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

## Equity

Equity of the Institute is the measured difference between total assets and total liabilities. Equity is disaggregated and classified into the following components:

- ✘ General funds.
- ✘ Property revaluation reserves.
- ✘ Fair value through other comprehensive revenue and expense reserve.
- ✘ Trusts and bequests reserve; and
- ✘ Recognition of assets transferred from another ITP

### Property revaluation reserves

These reserves relate to the revaluation of land, building, and infrastructure assets to fair value.

### Fair value through other comprehensive revenue and expense reserves

This reserve comprises the cumulative net change of financial assets classified as fair value through other comprehensive revenue and expense.

### Trusts and bequests reserve

The trusts and bequests reserve is a component of equity which has been created by the Institute. Transfers from the reserve may be made only for certain specified purposes or when certain specified conditions are met. The restrictions on use may be established by the Institute or legally through the terms and conditions of specific trusts and bequests.

## Unpaid Share Capital

On 1 April 2020, the Institute issued 100 shares to Te Pūkenga in accordance with clause 20(1)(c) of Schedule 1 to the Education and Training Act 2020. Each share carries one vote and an equal share in dividends and distribution of the Institute's surplus assets.

## Budget Figures

The budget figures for the Institute and group have been derived from the budget approved by the Southern Institute of Technologies' Council at the start of the 2020 financial year. Those budget figures have been prepared in accordance with NZ GAAP, using accounting policies that are consistent with those adopted by the Board in preparing these financial statements. The approved budget was for the full 2020 year but, to be consistent with the nine-month reporting period,

the month-by-month budget from April to December 2020 has been used for the nine-month period for the statement of comprehensive revenue and expense and the statement of cash flows. The student achievement component (SAC) and fees-free funding was recognised by the predecessor ITP. Therefore, no budget amount has been included in the statement of comprehensive revenue and expense.

## Cost Allocation

The Institute has derived the cost of service for each significant activity of SIT using the cost allocation system outlined below.

Direct costs are those costs directly attributable to a significant activity. Indirect costs are those costs, which cannot be identified in an economically feasible manner, with a specific activity.

Direct costs are charged directly to significant activities. Indirect costs are charged to significant activities using appropriate cost drivers such as actual usage, Equivalent Full Time Students (EFTS), staff numbers and floor area.

## Critical Accounting Estimates and Assumptions

In preparing these financial statements the Institute 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 or 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.

### Property Revaluations

Land is valued at fair value using market based evidence based on its highest and best use with reference to comparable land values. Where there is a designation held against the land, adjustments have been made to reflect that designation.

Buildings are valued on either a fair market or depreciated replacement cost basis. Where the fair value of an asset can be determined by reference to the price in an active market for the same asset or a similar asset, the fair value of the asset is determined using this information. Where fair value of the asset is not able to be reliably determined using market based evidence, depreciated replacement cost is considered to be the most appropriate basis for determination of the fair value.

Depreciated replacement cost is determined using a number of significant assumptions which include:

- ✘ The replacement cost is derived from recent construction contracts of similar assets and Property Institute of New Zealand cost information.
- ✘ Estimating the remaining useful life of the asset.
- ✘ Straight line depreciation has been applied in determining the depreciated replacement cost value of the asset.

### Property, Plant and Equipment Useful Lives and Residual Values

At each balance date the Institute reviews the useful lives and residual values of its property, plant and equipment.

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

An incorrect estimate of the useful life or residual value will impact on the depreciable amount of an asset, therefore impacting on the depreciation expense recognised in the statement of financial performance, and carrying amount of the asset in the statement of financial position. The Institute minimises the risk of this estimation uncertainty by:

- ↳ physical inspection of assets;
- ↳ asset replacement programmes;
- ↳ review of second hand market prices for similar assets; and
- ↳ analysis of prior asset sales.

The Institute has not made significant changes to past assumptions concerning useful lives and residual values. The carrying amounts of property, plant and equipment are disclosed in Note 10.

## Critical Judgements in Applying the Institute's Accounting Policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2020:

The Board and Management must exercise their judgement when recognising grant revenue to determine if conditions of the grant contract have been satisfied. This judgement will be based on the facts and circumstances that are evident for each grant contract.

Most Crown funding received is operational in nature and is provided by the Crown under the authority of an expense appropriation and is recognised as revenue. Where funding is received from the Crown under the authority of a capital appropriation, the Institute accounts for the funding as a capital contribution directly in equity. Information about capital contributions recognised in equity is disclosed in Note 14.

## Vesting

As part of the reform of the delivery of vocational education in New Zealand, the Education (Vocational Education and Training Reform) Amendment Act 2020 converted the Southern Institute of Technology into the Southern Institute of Technology Limited on 1 April 2020. On this date, the rights, assets, and liabilities of SIT vested in SIT Limited for no consideration.

The SIT Limited has applied PBE IPSAS 40 PBE Combinations to account for the vesting of the assets and liabilities. The carrying amount of assets, liabilities, and equity reserves included in SIT Institute's final disestablishment report as at 31 March 2020 were carried forward to become the opening balances for the SIT Institute Limited's statement of financial position at 1 April 2020. No adjustments were made to the amounts reported as at 31 March 2020 adjustments. The opening 1 April 2020 balances are presented in the statement

of financial position. There are no significant differences in accounting Policies between SIT and SIT Ltd.

## Basis of Consolidation

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows on a line-by-line basis. All significant intragroup balances, transactions, revenue, and expenses are eliminated in full on consolidation.

The group financial statements are prepared using uniform accounting policies for like transactions and other events in similar circumstances. The consolidation of an entity begins from the date the Institute obtains control of the entity and ceases when the Institute loses control of the entity.

## Subsidiaries

The Institute and Group has reviewed the new group standards, PBE IPSAS 34 to 38 in preparing these financial statements. In our assessment, we have noted that these standards do not have impact on our existing accounting policies and disclosures.

The Institute consolidates in the group financial statements all entities where the Institute has the capacity to control the financing and operating policies of an entity so as to obtain benefits from the activities of the entity. This power exists where the Institute controls the majority voting power on the governing body or where such policies have been irreversibly predetermined by the Institute or where the determination of such policies is unable to materially impact the level of potential ownership benefits that arise from the activities of the subsidiary.

SIT owns 100% shares in the Southern Lakes English College. Is it a wholly owned Subsidiary.

Subsidiaries are fully consolidated from the date on which control is transferred to the group. They are de-consolidated from the date that control ceases.

The Group will recognise goodwill where there is an excess of the consideration transferred over the net identifiable assets acquired and liabilities assumed. This difference reflects the goodwill to be recognised by the Institute. If the consideration transferred is lower than the net fair value of the Institute's interest in the identifiable assets acquired and liabilities assumed, the difference will be recognised immediately in the surplus or deficit.

Investments in subsidiaries are carried at cost in the Institute's parent entity financial statements under the cost method of accounting. Revenue from the investment is only recognised to the extent that the investor is entitled to receive distribution from accumulated comprehensive revenue and expense of the investee arising after the date of acquisition. Entitlements received in excess of such are regarded as a recovery of investment, and are recognised as a reduction of the cost of the investment.

An assessment for impairment of the investment is carried out whenever events or changes in circumstances indicate that the carrying amount may have changed. There is no impairment for the 9 months to 31 December 2020 as there was an impairment recognised in the 31 March accounts.

# Financial Statements

## Statement of Financial Performance

For the year ended 31 December 2020

	Southern Institute of Technology			Group	
	Notes	Actual (Apr-Dec)	Budget (9 months)	Actual (Apr-Dec)	Budget (9 months)
		2020 \$'000	2020 \$'000	2020 \$'000	2020 \$'000
<b>Revenue</b>					
Government Grants	1	4,589	3,393	4,589	3,394
Student Tuition / Course Fees	2	8,215	7,107	9,139	9,395
Revenue - Other	3	3,548	6,645	3,546	7,609
<b>Total Revenue</b>		<b>16,352</b>	<b>17,145</b>	<b>17,274</b>	<b>20,398</b>
<b>Expenditure</b>					
Personnel Costs	4	20,896	19,473	21,483	20,763
Depreciation and amortisation	10 11	5,570	4,932	5,625	4,955
Restructuring Costs		17	188	17	188
Other operating expenses	5	18,677	18,066	17,336	19,831
(Gains) / Losses on disposal of assets		122	-	122	-
<b>Total Expenditure</b>		<b>45,282</b>	<b>42,659</b>	<b>46,024</b>	<b>45,737</b>
Share of Associate's surplus/(deficit)	27	-	-	-	-
Revaluation of SLEC investment	27	-	-	-	-
<b>Net Surplus</b>		<b>(28,930)</b>	<b>(25,514)</b>	<b>(28,749)</b>	<b>(25,339)</b>



## Statement of Comprehensive Revenue & Expense

For the year ended 31 December 2020

	Southern Institute of Technology		Group		
		Actual (Apr-Dec)	Budget (9 months)	Actual (Apr-Dec)	Budget (9 months)
	Notes	2020 \$'000	2020 \$'000	2020 \$'000	2020 \$'000
Net surplus		(28,930)	(25,514)	(28,749)	(25,339)
Gains on property revaluations					
Revaluation of SLEC Investment			-	(273)	-
<b>Total comprehensive Revenue</b>		<b>(28,930)</b>	<b>(25,514)</b>	<b>(29,023)</b>	<b>(25,339)</b>

Explanations of major variances against budget are provided in note 24.

The accompanying notes form part of these financial statements.

## Statement of Changes in Equity

For the year ended 31 December 2020

	Southern Institute of Technology		Group		
		Actual (Apr-Dec)	Budget (9 months)	Actual (Apr-Dec)	Budget (9 months)
	Notes	2020 \$'000	2020 \$'000	2020 \$'000	2020 \$'000
Balance at 1 April		164,196	143,519	164,438	144,061
Total comprehensive Revenue		(28,930)	(25,514)	(29,022)	(25,339)
Transfers to restricted reserves	14	(3)	-	(3)	-
Net Transfer to restricted reserves	14	-	-	-	-
Ceased to recognise equity in associate	14	-	-	273	-
Gain on Asset Transfers	14	-	-	-	-
<b>Balance as at 31 December</b>		<b>135,262</b>	<b>118,005</b>	<b>135,715</b>	<b>118,720</b>

The accompanying notes form part of these financial statements.

There are no differences between the closing balance of SIT as at 31 March 2020 and the opening balance of SIT Ltd as at 1 April 2020.

# Statement of Financial Position

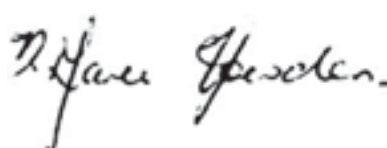
For the year ended 31 December 2020

	Notes	Southern Institute of Technology			Group		
		Actual 9 Months Ended 31 December	Opening Balance 1-Apr-20	Budget 9 Months Ended 31 December	Actual 9 Months Ended 31 December	Opening Balance (1-Apr-20)	Budget 9 Months Ended 31 December
		2020 \$'000	\$'000	2020 \$'000	2020 \$'000	\$'000	2020 \$'000
<b>Public Equity Assets</b>							
<b>Current Assets</b>							
Cash and cash equivalents	6	4,937	7,856	8,226	5,531	8,370	8,800
Trade and other receivables	7	4,538	30,070	2,100	5,575	31,558	3,300
Inventories	8	1,150	1,160	1,000	1,150	1,160	1,005
Other Financial Assets	9	33,091	35,597	8,554	33,091	35,597	8,554
<b>Total Current Assets</b>		<b>43,716</b>	<b>74,683</b>	<b>19,880</b>	<b>45,347</b>	<b>76,685</b>	<b>21,659</b>
<b>Non-Current Assets</b>							
Other Financial Assets	9	4	4	690	4	4	690
Investment in Subsidiary	27	268	268	-	-	-	-
Property, plant and equipment	10	103,526	100,770	108,437	103,584	100,878	108,599
Intangible Assets	11	1,613	1,792	1,396	1,623	1,804	1,434
<b>Total Non-Current Assets</b>		<b>105,411</b>	<b>102,834</b>	<b>110,524</b>	<b>105,211</b>	<b>102,686</b>	<b>110,723</b>
<b>Total Assets</b>		<b>149,127</b>	<b>177,517</b>	<b>130,403</b>	<b>150,558</b>	<b>179,371</b>	<b>132,382</b>
<b>Liabilities</b>							
<b>Current Liabilities</b>							
Trade and other payables	12	11,806	10,965	10,126	12,746	12,483	11,326
Employee Benefit Liabilities	13	1,754	2,027	2,000	1,791	2,091	2,063
<b>Total Current Liabilities</b>		<b>13,560</b>	<b>12,992</b>	<b>12,126</b>	<b>14,537</b>	<b>14,574</b>	<b>13,389</b>
<b>Non-Current Liabilities</b>							
Employee Entitlements	13	305	328	274	305	328	274
<b>Total Non-Current Liabilities</b>		<b>305</b>	<b>328</b>	<b>274</b>	<b>305</b>	<b>328</b>	<b>274</b>
<b>Total Liabilities</b>		<b>13,865</b>	<b>13,319</b>	<b>12,400</b>	<b>14,842</b>	<b>14,902</b>	<b>13,663</b>
<b>Net Assets</b>		<b>135,262</b>	<b>164,197</b>	<b>118,004</b>	<b>135,715</b>	<b>164,469</b>	<b>118,720</b>
<b>Equity</b>							
Retained Earnings	14	102,404	131,338	94,466	102,856	131,538	94,664
Property Revaluation Reserve	14	32,859	32,859	23,539	32,859	32,930	24,057
<b>Total Equity</b>		<b>135,262</b>	<b>164,196</b>	<b>118,005</b>	<b>135,715</b>	<b>164,468</b>	<b>118,720</b>

The accompanying notes form part of these financial statements.



Alison Broad  
SIT Ltd Board  
Appointed 1 April 2020



Maree Howden  
Acting Chief Executive

# Statement of Cash Flows

For the year ended 31 December 2020

	Southern Institute of Technology		Group		
	Note	Actual	Budget	Actual	Budget
		(Apr-Dec)	(9 months)	(Apr-Dec)	(9 months)
		2020	2020	2020	2020
	\$'000	\$'000	\$'000	\$'000	
<b>Cash flows from operating activities</b>					
Receipts from government grants		31,315	29,978	31,315	29,978
Interest Received		579	-	584	-
Receipts from Revenue other		9,084	13,313	10,462	16,555
Payments to suppliers		(17,807)	(18,309)	(18,510)	(20,108)
Payments to employees		(21,192)	(19,740)	(21,799)	(20,995)
Goods and Services Tax (net)		(265)	-	(258)	-
<b>Net cash from operating activities</b>		<b>1,714</b>	<b>5,242</b>	<b>1,794</b>	<b>5,430</b>
<b>Cash flows from investing activities</b>					
Proceeds from sale of property, plant and equipment		(122)	-	(122)	-
Proceeds financial assets		59,117	-	59,117	-
Acquisitions financial assets		(56,611)	-	(56,611)	11
Purchase of Fixed Assets		(7,015)	(18,787)	(7,015)	(18,787)
<b>Cash flows from investing activities</b>		<b>(4,631)</b>	<b>(18,787)</b>	<b>(4,631)</b>	<b>(18,777)</b>
<b>Cash flows from financing activities</b>					
Proceeds from borrowings		-	-	-	-
Equity Contributions		(3)	-	(3)	-
<b>Net cash from financing activities</b>		<b>(3)</b>	<b>-</b>	<b>(3)</b>	<b>-</b>
<b>Net (decrease) / increase in cash and cash equivalents</b>		<b>(2,920)</b>	<b>(13,545)</b>	<b>(2,840)</b>	<b>(13,347)</b>
Cash and cash equivalents at the beginning of the year		7,857	21,771	8,370	22,147
<b>Cash and cash equivalents at the end of the year</b>	6	<b>4,937</b>	<b>8,226</b>	<b>5,531</b>	<b>8,800</b>

The accompanying notes form part of these financial statements.

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

Equipment totalling \$nil (2019: \$nil) was acquired by means of finance leases during the year.

# Reconciliation of the Net Surplus on Operations with the Net Cash Flows from Operating Activities

For the year ended 31 December 2020

	Southern Institute of Technology		Group	
	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000
Surplus / (deficit)	(28,930)	(25,514)	(28,749)	(25,339)
Add / (less) non-cash items:				
Revaluation of SLEC Investment	-	-	-	-
Depreciation and amortisation	5,570	4,932	5,625	4,955
Movement in Employee Entitlements	(23)	-	(23)	-
Add / (less) items classified as investing or financing activities:				
Loss on disposal of Investment	-	-	-	-
(Gains) / losses on disposal of property, plant and equipment	122	-	122	-
Add / (less) movements in working capital items:				
(Inc) / Dec Accounts receivable	24,733	26,074	25,134	26,074
(Inc) / Dec Prepayments	836	-	885	-
(Inc) / Dec Inventories	9	60	9	60
Inc / (Dec) Accounts payable	(348)	(65)	(475)	(66)
Inc / (Dec) Revenue in Advance	(97)	(245)	(108)	(243)
Inc / (Dec) Accrued Expenses	(158)	-	(624)	(11)
<b>Net cash inflow / (outflow) from operating activities</b>	<b>1,714</b>	<b>5,242</b>	<b>1,794</b>	<b>5,430</b>

The accompanying notes form part of these financial statements.  
Explanations of major variances are provided in note 24.

# Statement of Commitments

As at 31 December 2020

	Southern Institute of Technology	Group
	Actual 2020 \$'000	Actual 2020 \$'000
<b>Capital commitments</b>		
Land & Buildings	12,095	12,095
Equipment	-	-
Hospitality Redevelopment	-	-
	12,095	12,095
<b>Operating Lease commitments</b>		
<b>Non cancellable operating lease as lessee:</b>		
<b>Property</b>		
Not later than one year	750	862
Later than one year and not later than five years	705	900
Later than five years	-	-
	1,455	1,762
<b>Equipment</b>		
Not later than one year	-	-
Later than one year and not later than five years	-	-
Later than five years	-	-
	-	-
<b>Services</b>		
Not later than one year	-	-
Later than one year and not later than five years	-	-
Later than five years	-	-
	-	-
<b>Franchise Course Fees</b>		
Not later than one year	-	-
Later than one year and not later than five years	-	-
Later than five years	-	-
	-	-
<b>TOTAL COMMITMENTS</b>	<b>13,550</b>	<b>14,857</b>

Equipment leases can be renewed at the Institute's option, with rents set by reference to current market rates for items of equivalent age and condition. The Institute does not have the option to purchase the asset at the end of the lease term.

There are no restrictions placed on the Institute by any of the leasing arrangements.

The accompanying notes form part of these financial statements.

# Statement of Contingencies

As at 31 December 2020

## Contingent Liabilities

There are no contingent liabilities as at 31 December 2020.

The accompanying notes form part of these financial statements.

# Notes to the Financial Statements

For the year ended 31 December 2020

## 1 Government Grants

This includes monies received from Government by way of an Operational Bulk Grant, which is based on equivalent full-time student (EFTS) levels and the funding category levels of these EFTS, and specific purpose – related grants. An analysis of Government grant funding is as follows:

	Southern Institute of Technology		Group	
	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000
Operational bulk grant	1,431	-	1,431	-
Non-EFTS funding	979	1,070	979	1,070
Childcare Centre grant	630	630	630	630
Covid-19 related grants	258	-	258	-
Disability grant	-	-	-	-
Maori & Pasifika Grant	-	122	-	122
MPI Grant	970	-	970	-
Telford Grant	321	1,571	321	1,572
	4,589	3,393	4,589	3,394

*\*In March 2020 the Government announced that there would be no funding decreases as a result of under delivery of EFTS provided for in the Investment Plan required that a majority of the 2020 Government funding was disclosed in the SIT Financial Statements for the three months to 31 March 2020. Government funding earned in the nine months to 31 December 2020 reflects revenue not included in that announcement and attributed to this reporting period.*

## 2 Student tuition and course fees

The amount shown is for courses undertaken outside the zero-fee scheme. Direct course costs that are directly attributable to students for each course are also shown here.

	Southern Institute of Technology		Group	
	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000
Student tuition and course fees	5,842	7,107	6,766	9,395
Targeted Training & Apprenticeship Funding	2,167		2,167	
Fees Free	206	-	206	-
	<b>8,215</b>	<b>7,107</b>	<b>9,139</b>	<b>9,395</b>

## 3 Revenue - Other

	Southern Institute of Technology		Group	
	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000
Accommodation	1,064	1,475	1,064	2,050
Course Material	1,142	3,659	1,142	3,667
Childcare Fees	235	185	235	-
Sundry Revenue	528	651	522	1,211
Interest Revenue	579	675	583	681
	<b>3,548</b>	<b>6,645</b>	<b>3,546</b>	<b>7,609</b>

#### 4 Personnel Costs

	Southern Institute of Technology		Group	
	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000
Salaries and Wages	20,082	18,313	20,661	19,538
Employer Contributions to defined contribution plans	480	446	480	446
Increase / (decrease) in employee entitlements	18	-	18	-
Other	316	714	324	779
<b>Total Personnel Costs</b>	<b>20,896</b>	<b>19,473</b>	<b>21,483</b>	<b>20,763</b>

#### Defined contribution Schemes

Employer contributions to KiwiSaver, the Government Superannuation Fund, and other defined contribution superannuation schemes are accounted for as defined contribution schemes and are recognised as an expense in the surplus or deficit when incurred.

#### 5 Other operating expenses

	Southern Institute of Technology		Group	
	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000
Audit fees for the financial statement audit - annual fee	118	120	149	132
Leasing of equipment and services	977	746	1,080	974
Advertising and publicity	1,068	1,736	1,083	1,759
Consultancy	471	281	465	316
Repairs and Maintenance	918	951	922	957
Impairment of Assets	-	-	-	-
Bad Debts	79	38	79	38
Other Operating Expenses	15,046	14,194	14,999	15,655
<b>Total Other operating expenses</b>	<b>18,677</b>	<b>18,066</b>	<b>18,777</b>	<b>19,831</b>



## 6 Cash and cash equivalents

	Southern Institute of Technology		Group	
	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000	Actual (Apr-Dec) 2020 \$'000	Budget (9 months) 2020 \$'000
BNZ Cheque Account	2,307	7,515	2,901	8,089
Cash in Hand	28	10	28	10
<i>Call accounts</i>				
BNZ Call Account	167	106	167	106
ANZ Call Account	358	228	358	228
ASB Call Account	15	10	15	10
Westpac Call Account	1,517	11	1,517	11
Rabobank Call Account	545	346	545	346
	4,937	8,226	5,531	8,800

The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value. Refer to note 9 for weighted average effective interest rate for cash and cash equivalents.

## 7 Trade and other receivables

	Southern Institute of Technology		Group	
	Actual 2020 \$'000	Budget 2020 \$'000	Actual 2020 \$'000	Budget 2020 \$'000
Trade Debtors	2,994	1,216	3,876	2,416
Prepayments	1,544	884	1,699	884
<b>Total</b>	<b>4,538</b>	<b>2,100</b>	<b>5,575</b>	<b>3,300</b>

	Southern Institute of Technology		Group	
	Actual 2020 \$'000	Budget 2020 \$'000	Actual 2020 \$'000	Budget 2020 \$'000
Total Debtors under exchange	1,020	-	1,902	1,200
Total Debtors under non-exchange	1,975	1,216	-	1,216
	<b>2,994</b>	<b>1,216</b>	<b>1,902</b>	<b>2,416</b>

	Southern Institute of Technology			Group		
	Gross 2020 \$'000	Impairment 2020 \$'000	Net 2020 \$'000	Gross 2020 \$'000	Impairment 2020 \$'000	Net 2020 \$'000
Current	2,462	-	2,462	3,344	-	3,344
Past due 1-30 days	65	-	65	65	-	65
Past due 31-60 days	26	-	26	26	-	26
Past due 61-90 days	-	-	0	-	-	0
Past due >91 days	441	-	441	441	-	441
<b>Total due</b>	<b>2,994</b>	<b>-</b>	<b>2,994</b>	<b>3,876</b>	<b>-</b>	<b>3,876</b>

The carrying value of debtors and other receivables approximates their fair value.

As of 31 December 2020, all overdue receivables have been assessed for impairment and appropriately written off. There is no provision for impairment on the remaining debtors.

The right to receive funding includes the amounts included in the funding letter for SAC, ACE, under 25, childcare, Youth Guarantee, STAR & Equity. It also includes the amounts receivable from parents for childcare.

**8 Inventories**

	Southern Institute of Technology		Group	
	Actual 2020 \$'000	Budget 2020 \$'000	Actual 2020 \$'000	Budget 2020 \$'000
Inventory held for the use in the provision of goods and services	411	357	411	362
Publications held for sale	71	107	71	107
Material costs of Student built houses	668	536	668	536
<b>Total</b>	<b>1,150</b>	<b>1,000</b>	<b>1,150</b>	<b>1,005</b>

The carrying amount of inventories is measured at the lower of cost or net realisable value/current replacement cost. No inventories are pledged as securities for liabilities.

**9 Other Financial Assets**

	Southern Institute of Technology		Group	
	Actual 2020 \$'000	Budget 2020 \$'000	Actual 2020 \$'000	Budget 2020 \$'000
<b>Current Portion</b>				
<i>Loans and receivables</i>				
Short-term deposits with maturities greater than 3 but less than 12 months				
ANZ Banking Group (New Zealand) Limited	6,591	1,630	6,591	1,630
ASB	7,500	1,855	7,500	1,855
Bank of New Zealand	-	-	-	-
Kiwibank	5,500	1,360	5,500	1,360
SBS Bank	10,000	2,473	10,000	2,473
Westpac	3,500	1,236	3,500	1,236
<b>Total</b>	<b>33,091</b>	<b>8,554</b>	<b>33,091</b>	<b>8,554</b>
<b>Non-current portion</b>				
Fair value through profit and loss - available for sale				
Foodstuffs (South Island) Limited	4	-	4	-
Other Financial Assets	-	690	-	690
<b>Total</b>	<b>4</b>	<b>690</b>	<b>4</b>	<b>690</b>

There were no impairment provisions for other financial assets.

From the 2021 year SIT will divest investments, on their maturity, with banks with a rating below AA-

*Maturity analysis and effective interest rates*

	Southern Institute of Technology		Group	
	Actual	Budget	Actual	Budget
The maturity dates for all other financial assets are as follows:				
Call accounts maturing in three months or less	603	2,183	2,603	2,139
Average Maturity Days:	180	180	180	180
Weighted Average effective interest rate:	0.52%	0.55%	0.52%	0.57%
Short-term deposits with maturities of 1 - 12 months	33,091	39,097	33,091	34,660
Average Maturity Days:	173	167	173	177
Weighted Average effective interest rate:	1.24%	2.67%	1.24%	2.94%

## 10 Property, Plant and Equipment

Movements for each class of property, plant, and equipment for the Southern Institute of Technology are as follows:

	Cost/ valuation 1/04/2020	Accumulated depreciation charges 1/04/2020	Carrying amount 1/04/2020	Current year additions/ transfers	Current year disposals/ transfers	Accumulated depreciation associated with disposed assets	Current year impairment charges	Current year depreciation	Revaluation surplus	Cost/ revaluation 31/12/2020	Accumulated depreciation and impairment charges 31/12/2020	Carrying amount 31/12/2020
	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's
<b>Southern Institute of Technology</b>												
Land and Buildings	92,940	(1,490)	91,450	5,931	(972)	-	-	(2,236)	-	98,082	(3,727)	94,354
Leasehold	1,411	(668)	743	-	(86)	86	-	(350)	-	1,325	(931)	394
Computers	11,887	(9,034)	2,853	1,416	(3,023)	2,877	-	(1,126)	-	10,281	(7,283)	2,998
Furniture and Equipment	15,985	(10,985)	5,000	1,615	(1,189)	505	-	(1,047)	-	16,413	(11,527)	4,886
Library Books	1,457	(1,005)	452	64	(7)	-	-	(104)	-	1,514	(1,109)	405
Vehicles	963	(692)	271	339	(54)	30	-	(96)	-	1,246	(756)	490
Assets held for Sale	-	-	-	1,941	(1,941)	-	-	-	-	-	-	-
<b>Total Southern Institute of Technology</b>	<b>124,644</b>	<b>(23,874)</b>	<b>100,770</b>	<b>11,306</b>	<b>(7,091)</b>	<b>3,499</b>	<b>-</b>	<b>(4,958)</b>	<b>-</b>	<b>128,860</b>	<b>(25,333)</b>	<b>103,527</b>

There are no restrictions over the title of the Institute's property, plant and equipment nor are there any property, plant and equipment pledged as security for liabilities. Assets held for Sale comprise single storey house type units, previously used as classrooms, but which have become surplus to requirements. These are held at the lower of cost and net realisable value.

**10 Property, Plant and Equipment (continued)**

Movements for each class of property, plant, and equipment for the Group are as follows:

	Cost/ valuation 1/04/2020	Accumulated depreciation charges 1/04/2020	Carrying amount 1/04/2020	Current year additions/ transfers	Current year disposals/ transfers	Accumulated depreciation associated with disposed assets	Current year impairment charges	Current year depreciation	Revaluation surplus	Cost/ revaluation 31/12/2020	Accumulated depreciation and impairment charges 31/12/2020	Carrying amount 31/12/2020
	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's	\$000's
<b>Group</b>												
Land and Buildings	92,942	(1,490)	91,450	5,931	(792)	-	-	(2,236)	-	98,082	(3,727)	941
Leasehold	1,870	(1,042)	829	-	(86)	86	-	(396)	-	1,784	(1,352)	432
Computers	11,945	(9,082)	2,864	1,418	(3,023)	2,877	-	(1,128)	-	10,340	(7,332)	3,008
Furniture and Equipment	16,041	(11,030)	5,013	1,615	(1,189)	505	-	(1,049)	-	16,467	(11,574)	4,895
Library Books	1,457	(1,006)	451	64	(7)	-	-	(104)	-	1,514	(1,109)	405
Vehicles	987	(716)	271	339	(54)	30	-	(96)	-	1,271	(781)	490
Assets held for Sale	-	-	-	1,941	(1,941)	-	-	-	-	-	-	-
<b>Total Southern Institute of Technology</b>	<b>125,242</b>	<b>(24,366)</b>	<b>100,877</b>	<b>11,307</b>	<b>(7,091)</b>	<b>3,499</b>	<b>-</b>	<b>(5,010)</b>	<b>-</b>	<b>129,457</b>	<b>(25,875)</b>	<b>103,584</b>

There are no restrictions over the title of the Group's property, plant and equipment nor are there any property, plant and equipment pledged as security for liabilities. Assets held for Sale comprise single storey house type units, previously used as classrooms, but which have become surplus to requirements. These are held at the lower of cost and net realisable value.

**10 Property, Plant, and Equipment and Intangible Assets - WIP.***Work in Progress*

	<b>Southern Institute of Technology</b>	<b>Group</b>
	<b>\$'000</b>	<b>\$'000</b>
Buildings	5,928	5,928
Computers	11	11
Furniture and Equipment	58	58
Intangible	47	47
Vehicles	127	127
	6,171	6,171

Work in progress has been updated to be disclosed on a class-of-assets basis as required by PBE IPSAS 17.89.

**11 Intangible Assets**

	<b>Southern Institute of Technology</b>	<b>Group</b>
Balance at 1 April 2020	6,586	6,605
Additions	2,789	2,789
Transfers		
Disposals	2,359	2,359
Balance at 31 December 2020	7,016	7,035
Balance at 1 April 2020	4,794	4,800
Amortisation Expense	611	614
Transfers		
Disposals		
Balance at 31 December 2020	5,405	5,414
<b>Carrying Amounts</b>	<b>\$'000</b>	<b>\$'000</b>
01/04/2020	1,792	1,804
At 31 December 2020	1,613	1,623

There are no restrictions over the title of the Institute's intangible assets nor are any intangible assets pledged as security for liabilities.

Intangibles consist of the following categories:

	<b>Southern Institute of Technology</b>	<b>Group</b>
<i>Intangibles</i>	<b>Actual</b>	<b>Actual</b>
<b>Carrying Amounts</b>	<b>\$'000</b>	<b>\$'000</b>
Computer Software	436	436
Computer Software (Internally generated courses)	1,177	1,187
Goodwill as a result of consolidation of the subsidiary	-	-
Total	1,613	1,623

**12 Trade and other payables**

	Southern Institute of Technology		Group	
	Actual	Budget	Actual	Budget
	2020	2020	2020	2020
	\$'000	\$'000	\$'000	\$'000
Trade Payables	1,905	2,126	1,934	2,326
Halls of Residence Bonds	50	43	50	43
Revenue in advance				
- Student fees in advance	1,884	1,160	2,753	2,160
- Overseas Students-Negative Debtors	3,346	3,133	3,346	3,133
- TEC Funds Repayable	3,603	2,809	3,603	2,809
Accrued expenses	954	-	978	-
GST payable	64	855	82	855
	11,806	10,126	12,746	11,326

Trade Payables and some accrued expenses are non-interest bearing and normally settled on 20-day terms and the above amounts approximate their fair value.

	Southern Institute of Technology		Group	
	Actual	Budget	Actual	Budget
	2020	2020	2020	2020
	\$'000	\$'000	\$'000	\$'000
<b>Payables under exchange</b>				
Trade Payables	1,905	2,126	1,934	2,326
Halls of Residence Bonds	50	43	50	43
- Student fees in advance	1,884	1,160	2,753	2,160
- Overseas Students-Negative Debtors	2,910	2,724	2,042	562
Accrued expenses	954	-	978	-
	7,703	6,053	7,757	5,091
<b>Payables under non exchange</b>				
- TEC Funds Repayable	3,603	2,809	3,603	2,809
GST payable	500	1,264	1,386	3,424
	4,103	4,073	4,989	6,233
	11,806	10,126	12,746	11,324

## 13 Employee Entitlements

	Southern Institute of Technology		Group	
	Actual	Budget	Actual	Budget
	2020 \$'000	2020 \$'000	2020 \$'000	2020 \$'000
Payroll Accrued	211	375	213	375
Annual Leave	1,475	1,563	1,510	1,625
Sick Leave	68	63	68	63
Long Service Leave	305	273	305	273
	2,059	2,274	2,096	2,336
Represented by:				
Current Portion	1,754	2,000	1,791	2,063
Non-Current Portion	305	274	305	274
<b>Total Employee Entitlements</b>	<b>2,059</b>	<b>2,274</b>	<b>2,096</b>	<b>2,336</b>

The present value of the long service obligation depends on a number of factors that are determined on an actuarial basis using a number of assumptions. Two key assumptions in calculating this liability include the discount rate and the salary inflation factor. A movement of +/- 1% on either of these factors produces a non material impact on the present value of long service obligations.

## 14 Equity

	Southern Institute of Technology		Group	
	Actual	Budget	Actual	Budget
	2020 \$'000	2020 \$'000	2020 \$'000	2020 \$'000
<b>Retained Earnings</b>				
As at 1 April	131,338	119,980	131,610	120,520
Net surplus	(28,930)	(25,514)	(29,022)	(25,339)
SLEC Equity on Transfer	-	-	-	-
Transfers to restricted reserves	(3)	-	(3)	-
Ceased to recognise equity in associate	-	-	273	-
Gain on Asset Transfers	-	-	-	-
As at 31 December	102,404	94,466	102,856	95,181
<b>Property Revaluation Reserve</b>				
As at 1 April	32,859	23,539	32,859	23,539
Property revaluation gains	-	-	-	-
As at 31 December	32,859	23,539	32,859	23,539
<b>Total Equity</b>	<b>135,262</b>	<b>118,005</b>	<b>135,715</b>	<b>118,720</b>



	Southern Institute of Technology	Group
	Actual 2020 \$'000	Actual 2020 \$'000
<b>Restricted reserves consist of:</b>		
Whare Awhina Fund	1	1
Programme Funds	29	29
Clearwater Estate Trust	78	78
Warren Forbes Award	4	4
Patricia O'Connor Award	4	4
Fletcher Challenge Award	2	2
	118	118

Restricted Reserves are held in trust for student activities and awards and are included in the balance of retained earnings.

#### 15 Directors' Fees

	Southern Institute of Technology
	Actual 2020 \$'000
Donald, M (Deputy Chair)	18
Kaio, AR	14
Copeland, J (Resigned 16/12/202)	14
Broad, A (Chair)	28
Jordan, B	14
Rewi, D	14
Geddes, M	14
Bain, M	14
Total Director's Fees	130

*\*Directors' Fees for the 9-month period to 31 December 2020^*

#### 16 Related party transactions and key management personnel

The Institute is a wholly owned entity of the Crown. The Government influences the roles of the Institute as well as being its major source of revenue.

During the year the Institute purchased the following items from firms in which Board members are associated with. The following transactions were carried out and balances were outstanding with related parties:

	SIT Actual 2020 \$'000
<hr/>	
<u>Southern Lakes English College Limited – B Jordan, D Rewi- Directors</u>	
Services provided by the Institute	70
Goods provided to the Institute	526
Accounts Payable to the Institute	-
Accounts Receivable from the Institute	2
<i>Activity and Employment Services</i>	-
<hr/>	
<u>Copeland Ashcroft Law – Janet Copeland (director))</u>	
Service provided by the Institute	-
Goods Provided by the Institute	14
Accounts payable to the Institute	-
Accounts Receivable from the Institute	-
<i>Construction Material</i>	-

No provision has been required, nor any expense recognised, for impairment of receivables from related parties.

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

- within a normal supplier or client/recipient relationship; and
- on terms and conditions no more or less favourable than those that are reasonable to expect that the Institute would

have adopted in dealing with the party at arm's length in the same circumstances.

**16 Related party transactions and key management personnel** (Continued)**Directors**

Full-time equivalent members	8
Remuneration	130
<b>Executive Management Team, including Chief Executive</b>	
Full-time equivalent members	9.6
Remuneration	1,187
<b>Total Full-time equivalent members</b>	<b>16.3</b>
<b>Total key management personnel compensation</b>	<b>1,331</b>

Key management personnel include the Chief Executive, Heads of Faculties and members of the senior management team. Board members are considered part of the key management personnel and their fees have been included above and also in note 15. The above compensation includes the actual payments (20 fortnightly payments) made during the year.

There are close family members of key management personnel employed by the Southern Institute of Technology. The terms and conditions of those arrangements are no more favorable than would have been adopted if there were no relationship with key management personnel.

**Key Management personnel compensation - SLEC**

	<b>Actual 2020 \$'000</b>
<b>Board of Directors</b>	
Rewi, D	4
Jordan, B	3
Total Directors Fees	7

**Employee remuneration**

During the year, the number of employees of SIT Limited and its subsidiaries who received total remuneration in excess of \$100,000 are:

Remuneration range (\$)	Number of employees
	2020
190,001 - 200,000	1
160,001 - 170,000	1
120,001 - 130,000	1
110,001 - 120,000	2
100,001 - 110,000	4

Remuneration includes salary, short term incentives, motor vehicles and other sundry benefits received in the person's capacity as an employee. Incentive payments are paid in the following financial year to which they relate.

## 17 Financial Instruments

	Southern Institute of Technology	Group
	Actual 2020 \$'000	Actual 2020 \$'000
<i>Loans and receivables</i>		
Cash and cash equivalents	4,937	5,530
Debtors and other receivables	4,538	5,575
Investments - Term deposits	33,091	33,091
<b>Total Loans and receivables</b>	<b>42,566</b>	<b>44,195</b>
	Actual 2020 \$'000	Actual 2020 \$'000
<i>Financial assets at fair value through profit and loss</i>		
Investments - Equity investments	-	-
<i>Available for Sale financial assets</i>		
Investments	4	4
<b>Total Available for sale financial assets</b>	<b>4</b>	<b>4</b>
<i>Financial liabilities measured at amortised cost</i>		
Creditors and other payables	2,923	2,923
Borrowings - secured loans	-	-
<b>Total Financial liabilities measured at amortised cost</b>	<b>2,923</b>	<b>2,923</b>

## 18 Ageing of financial liabilities

	Less than 6 Months	Between 6 months and 1 year	Between 1 and 5 years
Southern Institute of Technology Group 2020	\$'000	\$'000	\$'000
Creditors and other payables	2,994	-	-
Borrowings	-	-	-
<b>Southern Institute of Technology 2020</b>			
Creditors and other payables	2,923	-	-
Borrowings	-	-	-

## 19 Credit Risk

The Institute has minimal credit risk in its holdings of students, trade debtors and other financial instruments. These instruments include cash, bank deposits, and accounts receivable.

The Institute places its investments with registered banks and financial institutions. The Institute spreads its exposure to risk by limiting the amount that can be invested in any one institution. The Institute believes that these policies reduce the risk of any loss which could arise from its investment activities. Fixed interest deposits mature monthly when cash requirements are reviewed.

Accounts receivable are stated at their estimated realisable value after providing for amounts not considered recoverable. There is no significant concentration of credit risk for accounts receivable.

## 20 Market Risk

The Institute is not exposed to interest rate risk on its financial assets. Deposits are placed on pre-determined interest rates, and this reduces any potential market risks. The Institute has no exposure to currency risk.

Under the Standard & Poors bank rating agency, all term deposits are held with banks that hold an (AA-) rating except for Kiwibank which has an (A) rating. The SBS is un-rated under Standard & Poors but holds a (BBB) rating under Fitch. From the 2021 year, SIT will divest investments on their maturity, with banks with ratings below AA-.

	2020 \$'000
Cash and Term Deposits	
AA-	21,955
A	6,045
BBB	10,000
Cash in Bank	28
<b>Total</b>	<b>38,028</b>

## 21 Capital Management

The Institute's capital is its equity, which comprises retained earnings and reserves. Equity is represented by its assets.

The Institute manages its revenues, expenses, assets, liabilities and general financial dealings prudently. The objective of managing the Ministry's equity is to ensure the Institute effectively achieves its goals and objectives for which it has been established, whilst remaining a going concern.

## 22 Telford

Any Crown funding not consumed, for the purposes as outlined in the agreement, will be repayable to the Crown.

Crown funding is recognised as income as agreed costs are incurred thereby leaving the unused portion available should its return be warranted.

## 23 Covid-19

On 11 March 2020, the World Health Organisation declared the outbreak of Covid-19 a pandemic and two weeks later the New Zealand Government declared a State of National Emergency. The country was in lockdown at Alert Level 4 from 26 March to 27 April, and then remained in lockdown at Alert Level 3 until 13 May.

During this period, the institute closed all physical delivery sites but continued course delivery online. Where necessary, mid-semester break for some courses was brought forward. All staff moved to a "work from home" model. All staff returned to work as soon as the national level 3 lockdown moved to level 2.

The Auckland region works went into a further lock period in August 2020 which continued disruption for our MAINZ campus.

The effect on our operations is reflected in these financial statements, based on the information available to the date these financial statements are signed. At this time, it is difficult to determine the full on-going effect of Covid-19 and therefore some uncertainties remain. There could also be other matters that affect the institute in future, of which we are not yet aware.

Southern Lakes English College (SLEC) only has international students. Border restrictions has had a significant impact on the business operations of SLEC. The extent of the impact will depend on how quickly the borders are reopened and students are able to return. SLEC has several student intakes during the year so they are able to provide flexibility in start dates if needed. The operations of SLEC have been reviewed in light of the decreasing enrolments anticipated with border restrictions with a view of resizing until such time as students are able to return. SIT have confirmed a letter of support will be provided to SLEC to ensure financial coverage. The SIT board initiated an independent audit to review SLEC current position and possible opportunities in terms of structure moving forward. An independent valuation was carried out for the 31 December 2019 annual report. This was a downward movement, to \$268k, hence reducing the risk of a large decrease moving forward. The Directors have considered this valuation and decided the 31 March 2020 impairment of \$99,494 is appropriate moving forward and no further impairment is warranted for 31 December 2020. Intangible assets will continue to be reviewed.

SIT have no borrowings and good cash reserves to cope with cash flow demands.

Cash reserves are placed in term deposits amongst a number of banks in compliance with internal policy. The Chair of the NZIST council has provided a letter to the SIT Board confirming the cash reserves of SIT as at 31 Mar 2020 will be retained for use in the Southland region.

We have also disclosed in the financial statements our significant assumptions and judgements regarding the future potential impacts that may have a material impact on the institute. These uncertainties might have a material impact on the institute in future.

The main impacts on the institute's financial statements due to Covid-19 are explained below, the main impacts on the institute's performance measures are explained in the staking at some performance on page 59.

### Government funding

The TEC has confirmed that 2020 funding for Investment Plans and Fees Free will continue. The TEC has informed ITPs that it will not recover 2020 funding because of either non-achievement of Education Performance Indicators or under-delivery during the 2020 year.

This provides the institute with certainty that it can continue to deliver to students despite disruption caused by Covid-19.

As a consequence of this, SIT recognised all the 2020 funding as revenue in its financial statements for the three-month period ended 31 March 2020. The Institute has not recognised any SAC funding or fees-free revenue during the period.

### Student fees

SIT has been fortunate to have a large cohort of international students already undertaking study for the 2020 year. However, budgeted EFTS have not been achieved. The impact on domestic students has been reduced primarily due to the Governments introduction from 1 July 2020 of free training under the Targeted Trades & Apprenticeship Fund TTAF targeting specific programmes of study and providing funding for up to 2.5 years. Also SIT is fortunate to have the SIT2LRN on-line delivery platform and have been converting all face to face programmes into that delivery model for the past 18 months. SIT is well placed for on-line delivery and anticipate this to continue through the 2021 year. All current courses are being delivered online so full recoveries will continue. SIT has invested in some virtual reality technology, including VR welders, tractor driving and human anatomy. Domestic EFTS are ahead of 2019 levels.

#### **Accommodation revenue**

SIT's accommodation units have been offered to domestic students where there have been vacancies created by a decrease in international student numbers. Accommodation receipts are lower than budget.

#### **Operating expenses**

Operational costs will continue; salaries have continued to be paid at the 100% level. Electricity and other energy costs will permanently reduce for the shutdown period. Travel costs have been lower for the year.

#### **Valuation of land and buildings**

Covid-19 has created some valuation uncertainties in respect of land and non-specialised buildings, the institute has assessed and determined the value of its investment in SLEC has been impaired by \$99,494 and this has subsequently been reflected in the 31 March 2020 Financial Statements. SIT was able to minimise student distribution during lockdown by having a strong on-line delivery model and had Students returning to campus immediately as restrictions were lifted. Therefore, building utilisation has returned to normal and no impairment is warranted. Facilities were safeguarded during the lockdown via electronic security & regular on-site patrols, no damage or maintenance issues resulted.

An independent desk-top valuation was completed which established no material movements in our Land and building valuations.

#### **Impairment of tangible and intangible assets**

An internal impairment assessment has been completed for tangible and intangible assets. The result of this assessment was that values had not materially changed since the last valuation in September 2019. No further impairment has been made.

#### **24 Performance against Budget**

The deficit achieved of \$28.93 million was over the budget deficit of \$25.51 million. This is due to SIT having reported on a full year of guaranteed Government Revenue in the 31 March disestablishment accounts, leaving unguaranteed income and nine months of operating expenses in this reporting period.

This is also in comparison to our nine-month pro-rata and pre Covid-19 budgeted figures. For this reason, areas of this report cannot draw meaningful commentary on the performance against budgeted figures.

Explanation of major variances against the budget information at the start of the financial year are as follows:

#### **Statement of comprehensive revenue and expense Government Grants & Student Tuition/Course Fees**

EFTS are tracking to expectation for the 9-month period. Recognition of the full 12-month TEC funding in the previous reporting period meant a significant variance for Government Grants however Student Tuition/ Course Fees and Other Revenue were not subject to the same accounting treatment so are reporting 9 months of trading revenue against the 9-month pro-rata budget. This has resulted in Total Revenue being under budget by \$29.32 million overall.

#### **Personnel costs**

Personnel costs were over budget by \$719,000. This variance is not unreasonable given that Professional Development, Protective Clothing, Recruitment, Staff Travel and Allowances also fall under Personnel costs and all will be affected by the lockdown and flow on effects of the Covid-19 Pandemic.

#### **Other Operating Expenses**

Other Operating expenses were under budget by \$2.49 million.

This is due to some expenses such as class materials, repairs and maintenance etc usually being incurred at the start of the year which fell into the previous reporting period.

#### **Statement of financial position**

##### **Trade and other receivables**

Trade and other receivables were over budget by \$2.21 million which was mainly due to an outstanding with Debtor with Hubei University. This single debtor makes up for a quarter of the over-budget amount and is expected to be settled early 2021.

##### **Property, Plant and Equipment**

Property, Plant and Equipment were under budget by \$3.57 million and this is due to planned spending for the St John's Creative Centre not being incurred as at 31 December 2020.

##### **Trade and other payables**

Trade and other payables were over budget by \$1.4 million. This is not considered unreasonable and \$1.1m relates to an amalgamated builders invoice for the St John's project, invoiced in January 2021 for building work in December 2020.

##### **Statement of changes in equity**

Institute and group total equity is greater than budgeted by \$17.25 million and \$16.99 million respectively. The explanation provided above for general funds explain these variances.

##### **Statement of cash flows**

###### *Purchase of property, plant, and equipment*

The Institute and group's purchases of property, plant, and equipment are less than budget by \$14.15 million and \$14.16 million, mainly due to building on the St John's project being delayed as mentioned above. Variances from operating activities are explained above via the Statement of comprehensive revenue and expense.

#### **25 Subsequent Events**

In February 2021 Te Pukenga NZIST issued a treasury policy which seeks to implement a company wide approach to lending and cash management. Each Subsidiary Board is to consider this policy at the time of this report.

### Kelvin Street apartment project

The SIT Council entered into a project to procure land & build student accommodation in the Invercargill innercity rebuild precinct. Subsequent events, including border restrictions, has lead to a reassessment of the project and determination from the SIT Board in December 2020 that the project, including land & building design to consent level, would be offered to a 3rd party and SIT would divest itself of further involvement. As

at the time of this annual report a deposit of \$500k had been made for the land for which a balance of \$1.3m is payable on clearance of land title and the building consent process was nearing completion. Land has been classified as an asset, design & consent costs have been reclassified as impairment of assets expense. SIT Ltd has requested approval from NZIST of its plan to offer the land and building design to another party. This is in compliance with the Education and Training Act 2020.

### 26 Childcare Centre

	Actual 2020 \$'000	Budget 2020 \$'000
The surplus on the Childcare Centre account was arrived at as follows:		
Revenue received		
Ministry Grants	630	555
Childcare Fees	235	185
	865	740
Less Expenditure		
Payroll and Related Expenses	748	742
Consumables	56	52
Communication	4	4
Depreciation	4	2
	812	800
Net Surplus	53	(61)
<b>Statistics for Funded Hours</b>		
	<b>Actual 2020 Hours</b>	
Under two year olds	14,806	
Over two year olds	57,882	

The Childcare Centre is an integral part of Southern Institute of Technology's provision of student services.

Furniture and Equipment are purchased by Southern Institute of Technology and the use of these assets is reflected in the depreciation charge.

Repairs and maintenance costs on the buildings used are recharged through occupancy charges in the way as all other Cost Centres.

No capital charge has been applied by Southern Institute of Technology on the Childcare Centre.

### 27 Investments in Subsidiaries

	Southern Institute of Technology	Group
	Actual 2020 \$'000	Actual 2020 \$'000
Southern Lakes English College	268	-
Total	268	-

The investment in Southern Lakes English College has been impaired based on an independent assessment carried out by a third party for the 31 March 2020 disestablishment accounts. This value remains unchanged as at 31 December 2020.

## 28 Cash reserves and ring fencing

The Government set a policy whereby existing reserves from previous Institutes of Technology and Polytechnics (above a set limit) would be consolidated through the central balance sheet of Te Pūkenga, but would only be able to be drawn upon for projects and capital expenditure in the relevant region that have been approved by the Te Pūkenga Council. The objective is that existing reserves are in the future spent on the regions in

which they had been accumulated by the relevant legacy ITPs. The use of ring-fenced amounts is restricted to particular uses, which may include major capital expenditure projects, routine/minor capital expenditure, operating investments (e.g. funding the establishment of a new capability) or operating losses of the regional operation.

	<b>Actual</b> (Apr-Dec)
	<b>2020</b>
	<b>\$'000</b>
<b>Ring fenced cash reserves</b>	
<i>Ring fenced cash reserved 1 April 2020</i>	15,175
Less distributions approved by Te Pūkenga	-
<b>Total</b>	<b>15,175</b>

## 29 Comparison of annual revenue and expense and cashflows

On the 1st of April 2020 the existing Institute's of Technology and Polytechnics (ITP's) became Subsidiaries of the newly formed Te Pūkenga. The Annual reporting period for the ITP's was previously the calendar year and each ITP prepared a special financial report for the period ending 31 March 2020 covering the part of the 2020 financial year through to disestablishment on 31 March 2020. The first reporting period for the new group, Te Pūkenga and its subsidiaries started on 1 April 2020 and concluded on 31 December 2020. As the new entity did not exist in the prior year there are no comparatives provided in the Audited Financial Statements. Te Pūkenga GAAP compliant accounting policies govern the recognition of revenue and expenditure and with the transformation of the entities have resulted in the period to disestablishment seeing most annual revenue recognised while expenditure (and resulting cashflows) occurs in the following nine month

period. With the intent of providing meaningful comparison of performance for the group between 2020 and the prior financial year 2019 the following summaries have been provided. The first column provides a summary of Revenue and Expenditure and Cashflows from the Disestablishment Financial Reports. The second column from the first reporting period's audited financial statements, with the third column providing the total for the calendar year (irrespective of the structural changes of the entity's upon the formation of the new group). The fourth column provides an audited consolidation of the prior year's comparative Revenue, Expenditure and Cash flows for SIT that now form part of the Te Pūkenga group.

Both sets of annual reports can be viewed on our website [www.sit.ac.nz](http://www.sit.ac.nz)



**Comparison of revenue and expenses – Group**

	Actual (Jan-Mar)	Actual (Apr-Dec)	Total (12 months)	Last year (2019)
	2020	2020	2020	2020
	\$'000	\$'000	\$'000	\$'000
<b>Revenue</b>				
Government Grants	37,169	4,589	41,758	35,991
Student Tuition / Course Fees	2,917	9,139	12,056	17,348
Revenue - Other	3,983	3,546	7,529	9,046
<b>Total Revenue</b>	<b>44,069</b>	<b>17,274</b>	<b>61,343</b>	<b>62,385</b>
<b>Expenditure</b>				
Personnel & employee benefit costs	6,685	21,483	28,168	28,485
Depreciation and amortisation expenses	1,729	5,625	7,354	6,637
Administration and other expenses	5,842	18,915	24,757	25,840
<b>Total Expenditure</b>	<b>14,256</b>	<b>46,023</b>	<b>60,280</b>	<b>60,962</b>
<b>Net Surplus</b>	<b>29,813</b>	<b>(28,749)</b>	<b>1,064</b>	<b>1,423</b>

**Comparison of Cash Flows – Group**

	Actual (Jan-Mar)	Actual (Apr-Dec)	Total (12 months)	Last year (2019)
	2020	2020	2020	2020
	\$'000	\$'000	\$'000	\$'000
Net cash inflow from operating activities	6,527	1,794	8,321	7,070
Net cash outflow used in investing activities	(3,624)	(4,631)	(8,255)	(6,190)
Net cash flows from financing activities	-	(3)	(3)	(4)
<b>Net (decrease)/increase in cash and cash equivalents</b>	<b>2,903</b>	<b>(2,839)</b>	<b>64</b>	<b>876</b>
<b>Cash and cash equivalents at beginning of the period</b>	<b>5,467</b>	<b>8,370</b>	<b>5,467</b>	<b>4,591</b>
<b>Cash and cash equivalents at end of the period</b>	<b>8,370</b>	<b>5,531</b>	<b>5,531</b>	<b>5,467</b>

# Statement of Staffing Resources

for the year ended 31 December 2020

## Staff

The Institute employs the following full-time equivalent staff:

	Tutorial		Non-Teaching and Allied		Managerial		Total	
	Dec - 2020	Mar - 2020	Dec - 2020	Mar - 2020	Dec - 2020	Mar - 2020	Dec - 2020	Mar - 2020
New Media, Arts and Business	32.88	32.28	9.58	8.50	1.00	1.25	43.46	42.03
Health, Humanities and Computing	40.45	45.82	5.64	5.38	1.00	1.25	47.09	52.45
Trades and Technology	42.94	37.76	11.88	12.19	1.00	1.25	55.82	51.20
Gore Campus	4.41	4.54	1.09	1.81	-	-	5.50	6.35
Queenstown Campus	9.27	8.60	2.61	2.46	-	-	11.88	11.06
Christchurch Campus	19.44	22.18	9.39	10.47	-	-	28.83	32.65
SIT2LRN	2.16	2.92	17.71	22.50	1.20	2.00	21.07	27.42
MAINZ	16.04	21.88	4.67	9.68	-	-	20.71	31.56
Telford	7.13	8.69	11.05	10.84	-	-	18.18	19.53
Finance, Admin, Directorate, Human Resources, Facilities, Educational Services, Library, Marketing, International	1.00	-	108.63	123.15	5.13	5.75	114.76	128.90
Caretakers, Childcare, Grounds, Cafeteria, Health and Counselling	-	-	27.69	25.59	-	-	27.69	25.59
<b>Total SIT</b>	<b>175.72</b>	<b>159.32</b>	<b>209.94</b>	<b>232.57</b>	<b>9.33</b>	<b>11.50</b>	<b>394.99</b>	<b>428.74</b>
Southern Lakes English College	10.55	10.55	9.70	9.70	1.00	1.00	21.25	21.25
<b>Total Group</b>	<b>186.27</b>	<b>184.67</b>	<b>219.64</b>	<b>242.27</b>	<b>10.33</b>	<b>12.50</b>	<b>416.24</b>	<b>449.99</b>

## Library

The Institute's Library has a collection of 18,200 books and 84 regular periodical subscriptions. Issues for 2020 totaled 12,956. The depreciated replacement cost of library stock is \$406,047. The library has a permanent staff of 5.05 FTE during 2020.

## Compulsory Student Services Levy

SIT has discontinued this fee for enrolments for 2020 and following years.

# Glossary of Acronyms

<b>EER</b>	External Evaluation and Review
<b>EEO</b>	Equal Education/Employment Opportunities
<b>EFTS</b>	Equivalent Full Time Student
<b>FTE</b>	Full Time Equivalent
<b>ITP</b>	Institute of Technology and Polytechnic
<b>KPI</b>	Key Performance Indicators
<b>MOE</b>	Ministry of Education
<b>NQF</b>	National Qualification Framework
<b>NZQF</b>	New Zealand Qualifications Framework
<b>NZQA</b>	New Zealand Qualifications Authority
<b>PBE</b>	Public Benefit Entity
<b>QMS</b>	Quality Management Systems
<b>SAC</b>	Student Achievement Component
<b>SAEER</b>	Self-Assessment, and External Evaluation and Review
<b>SDR</b>	Single Data Return
<b>SIT</b>	Southern Institute of Technology
<b>SLEC</b>	Southern Lakes English College
<b>TEC</b>	Tertiary Education Commission
<b>TEO</b>	Tertiary Education Organisation
<b>TES</b>	Tertiary Education Strategy



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