

Annual Report 2014–2015

E.43



New Zealand
Teachers Council
Te Pouherenga Kaiako o Aotearoa

Ū ki te ako, tū tāngata ai āpōpō
Excel in teaching so our learners
will excel in the future



Contents

From the Council	4
About the New Zealand Teachers Council.....	6
Performance Highlights	9
Outcomes Framework.....	11
Achievements Against The Statement Of Intent	12
Statement of Performance	14
Impact One: Capable Teachers.....	14
Impact Two: Professional Teachers	18
Reconciliation Of The Statement Of Performance To The Statement Of Comprehensive Revenue and Expenditure	23
Organisational Health and Capability	24
Statement of Responsibility	27
Financial Statements.....	28
Independent Auditor's Report.....	46

From the Council

In this last Annual Report of the New Zealand Teachers Council (Te Pouherenga Kaiako o Aotearoa) it is good to be able to look back across the years since the Council's formation and see the progress that has been made.

The Council's work in partnership with the sector to develop clear standards that are incorporated in the *Graduating Teacher Standards* and the *Registered Teacher Criteria*, build registration policy and conduct and competence processes, and provide professional development have all served to strengthen preparation for entry to and ongoing membership of the profession.

In its final year the Teachers Council has been able to see continued progress towards the goals it has been pursuing over a number of years. Examples of this include:

- **The Council's *Appraisal of Teachers* project.** Workshops for teachers and professional leaders, in combination with an increased focus on appraisal evidence in processing this year's 40,000 practising certificate applications, is producing a shift in the way teachers reflect on their own practice and grow professionally, particularly in relation to ākonga learning.
- **Quality induction and mentoring for newly graduated teachers.** The Council has continued to offer workshops to teacher mentors through the year. The Council commissioned evaluation

of the *Guidelines for Induction and Mentoring and Mentor Teachers* undertaken by the New Zealand Council for Education Research (NZCER) was released this year. This report contains positive information on the use of the *Registered Teacher Criteria* and the *Guidelines* by the sector.

- **A new framework for assessing the proficiency in Te Reo of graduates from Māori medium Initial Teacher Education (ITE) programmes.** The framework, which is called *TātaiReo* and which was launched in June, will be required to be implemented by Māori medium providers from 2016 onwards. It is the culmination of years of research, framework development and trialling.
- **The Teacher Education Refresh Programme.** As part of the final stage of implementation of the Council's *Registration Policy*, which has been progressively put in place since 2012, the Teacher Education Refresh requirements came into effect on 1 January 2015. The requirements provide assurance about the currency of professional practice of those teachers who graduated from ITE some time ago but have not yet moved to full registration.
- **Review of entry criteria to Initial Teacher Education.** Based on sector feedback received over recent years, the Council has undertaken two separate but related reviews of entry criteria to ITE programmes. The Council has decided in principle to tighten entry requirements for ITE, particularly for numeracy and literacy and academic readiness, but it will be for its successor body to progress implementation.

The Council's core processes have continued to work well during the year. The peak in renewal of practising certificates, which occurs every three years, occurred during the past year, as it did in 2002. In 2002, the Council's emergent systems struggled to cope with the volume of processing. This year the peak in renewal applications was handled with hard work from staff while maintaining efficient processing times. The fact that over the last financial year the Council was able to handle over 46,000 applications with almost 80% finalised within 20 days is a sign of how far the Council's registration systems and processes have progressed over its existence.

From 1 July 2014, the hearings of the Council's Disciplinary Tribunal were opened to the public and the Council moved to fully disclose Tribunal decisions. Increased transparency is supporting greater public confidence and understanding in the Council's processes. Numbers of conduct and competence complaints have continued to rise again this year. The Council believes the increase is a result of the steps the Council has taken to ensure employers and professional leaders are aware of their responsibilities to refer issues of concern to the Council. Despite the rise, the number of complaints is still only a minute fraction of the teacher workforce and it must be noted 99.77% of teachers practise without conditions.

Aside from this "business as usual" work, a significant proportion of Council staff time has been dedicated to preparing for the launch of the new Education Council of Aotearoa New Zealand. Revisions to policies, processes and systems in line with the requirements of the 2015 legislative changes have been delivered by Council staff in order to ensure that the transition to the new Council is smooth and that it can hit the ground running from day one.

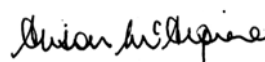
In May 2015 NZCER published a history of the New Zealand Teachers Council written by Emeritus Professor Noeline Alcorn. In it she tracks the various stages of development of the professional body for teachers in New Zealand. Reflecting on the Council's experience since 2002 Professor Alcorn says:

"The Council's research-based policy development has been carried out in consultation with teachers, rather than being imposed on them. It has tried to build on and extend teachers' existing knowledge and practice. ... The Council's work has also been inclusive of Early Childhood and Māori medium sectors and it has tried to develop its own practice. While these developments mirror government policy, the Council has exhibited leadership in its implementation."

This statement accurately reflects the way the Council has attempted to work with and for teachers. The Council is confident that it hands to its successor an organisation with a strong record of accomplishment and that is performing well. This is due to the dedicated work of successive Council members and its hard-working and committed staff, who we wish to both acknowledge and thank.

We also wish to thank New Zealand teachers for the great work they do for New Zealand's young people and for their commitment to the ongoing development of the profession.

Finally, we extend to the Education Council this Council's best wishes as it embarks on the next stage in the development of a professional body of New Zealand teachers.



Alison McAlpine QSO JP

Chair

30 June 2015



Pat Newman

Chair of Audit and Risk Committee

30 June 2015

About the New Zealand Teachers Council

The Council

The Council is the professional body for registered teachers and has a key function to support a high quality teaching profession with the capability to assist learners to achieve excellent educational outcomes. With registered teachers with a current practising certificate, the public can be assured that teachers are trained and qualified, appropriately inducted into the profession, receive ongoing professional development and are regularly appraised. The Council also deals with complaints against registered teachers and also those authorised by the Council to be employed in teaching positions.

The Council considers that effective teachers are vital in delivering a world-leading education system. To achieve this outcome the Council has continued to focus its work in the following areas:

- **Capable teachers** – who are well prepared to teach and are supported in their professional growth; and
- **Professional teachers** – who practise at a consistently high standard.

Statement of purpose

The New Zealand Teachers Council is an autonomous Crown entity established under the Education Act 1989. Its purpose as stated in the Act is:

“...to provide professional leadership in teaching, enhance the professional status of teachers in schools and early childhood education, and contribute to a safe and high quality teaching and learning environment for children and other learners.”

Council Functions

- Setting the standards for entering the teaching profession and maintaining ongoing membership;
- Setting the requirements for and approving initial teacher education programmes in conjunction with other quality assurance bodies;
- Carrying out processes for efficient registration of teachers;
- Carrying out processes for investigating and dealing with issues of competence and discipline of teachers;
- Commissioning or carrying out research to support quality teaching and the other functions of the Council;
- Communicating with the profession to support teachers' knowledge and understanding of the standards and commitments of the teaching profession, including the *Code of Ethics for Registered Teachers*; and
- Consulting on key policy developments.

Governance

Alison McAlpine, Chair, Ministerial Appointment

Claire Amos, elected by Secondary School Teachers

David Spraggs, elected by Early Childhood Teachers

Evelyn Tobin, Ministerial Appointment

Janice Torrey, Post Primary Teachers' Association (PPTA) nominee

Karen Sewell, Ministerial Appointment

Lynda Stuart, New Zealand Educational Institute (NZEI) nominee

Malcolm Jones, New Zealand School Trustees Association (NZSTA) nominee

Pat Newman, elected by Principals

Peter Ferris, Ministerial Appointment

Sally Ormandy, elected by Primary School Teachers

Changes in Governance

In the Council elections in October 2014, David Spraggs was elected by Early Childhood Teachers and Claire Amos was elected by Secondary School Teachers. Jenny Varney and Megan Cassidy, respectively, previously held those positions. Louise Green finished her term as the NZEI nominee in December 2014. Lynda Stuart was appointed to the Council in January 2015 in place of Ms Green.

Committees, Advisory Bodies and Other Bodies

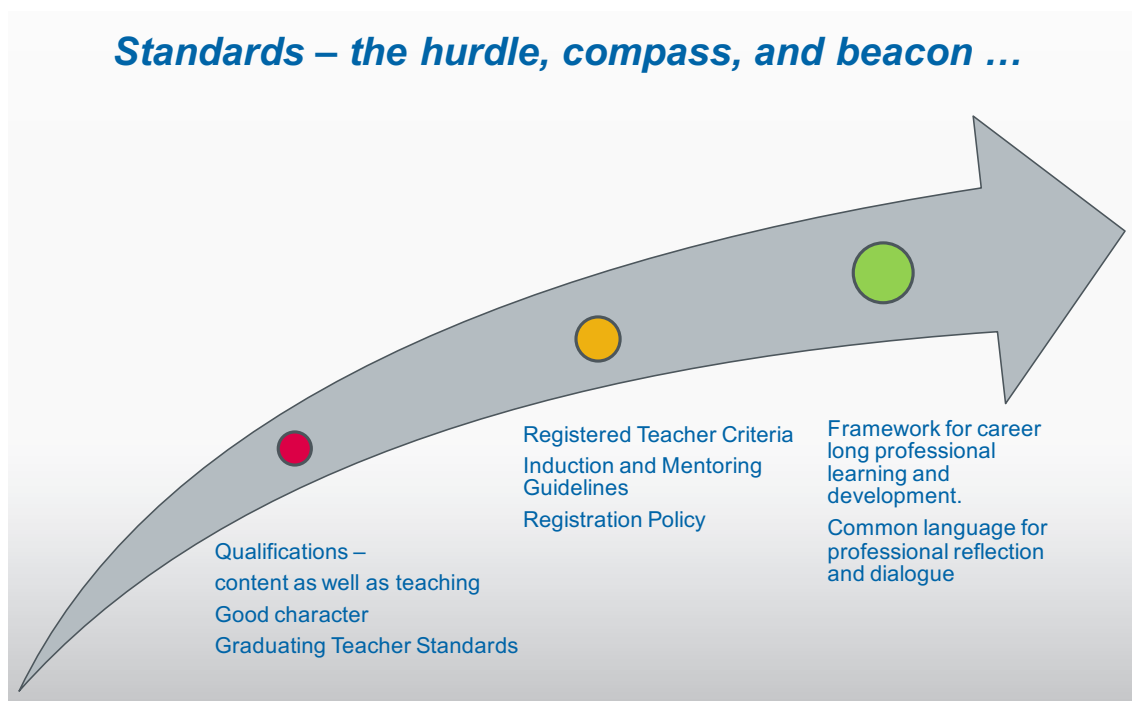
The Council has two standing committees: the Audit and Risk Management Committee and the Professional Leadership Committee.

There are two advisory bodies to the Council: the Māori Medium Advisory Group, and the Early Childhood Education Advisory Group.

The Council also has various bodies to consider conduct and competence issues, including the Complaints Assessment Committee (CAC), Competence Advisory Group (CAG), the Impairment Committee, and the Disciplinary Tribunal (DT).

Professional Leadership

The following diagram depicts the framework that has guided the exercise of professional leadership by the Council.



Key components are:

- **The hurdle**, which is the minimum requirements to enter the profession, as set out in the Council's qualification and good character requirements and in the *Graduating Teacher Standards*. In the 2014/15 year particular focus has been on approval of new Initial Teacher Education schooling programmes at masters level, reviewing whether entry requirements for ITE programmes needed to be raised and advancing the framework for assessing the proficiency in Te Reo Māori of graduates from Māori medium ITE programmes.
- **The compass**, which is the body of policies and guidelines that support consistently high standards of professional practice such as those contained in the *Code of Ethics*, the *Registered Teacher Criteria*, the *Registration Policy* and the *Guidelines for Induction and Teacher Mentoring*. In the 2014/15 year the Council has continued to reinforce expectations with respect to appraisal and professional learning which is inherent in the registration policy, has implemented

the Teacher Education Refresh requirements which ensures that those who have trained as teachers but who have not progressed to full registration in a timely way undertake further learning and has continued to support the development of quality induction and mentoring.

- **The beacon**, which is the framework for professional learning and excellence. The chief action during the 2014/15 year has been the continuation of the *Appraisal of Teachers* workshops and support tools. The workshops are focused on building a culture of learning and inquiry which enables teachers to continue to enhance their practice to the benefit of New Zealand learners.

The Council has sought to exercise this leadership through a range of communication channels including face-to-face meetings, written material, regular newsletters and its internet presence. It has also leveraged off the daily learning and teaching moments in the practising certificate application process; over 46,000 applications gives numerous teaching moments.

Performance Highlights

In 2014–15 the Council:

- received 46,751 applications and finalised 79% of these within 20 days;
- approved 12,878 new applications and re-applications for registration (2013–14: 11,674);
- approved 25,675 renewals of practising certificates for fully registered teachers (2013–14: 20,045);
- approved the progression of 5,491 teachers from provisional registration to full registration or from subject to confirmation registration to full registration (2013–14: 4,560);
- approved eight new ITE programmes and reviewed three existing ITE programmes (2013–14: approved three new, reviewed seven);
- had 5,755 teachers attend workshops and webinars (over four times the target);
- received 119 reports or complaints about teacher competence (2013–14: 90);
- resolved 387 conduct and competence cases (2013–14: 436); and
- referred 48 cases to the Disciplinary Tribunal (2013–14: 55).

Strategic focus:

Effective Teachers

In 2014–15, the Council’s strategic focus remained on key influences for raising the status of the profession, in order to support and improve quality teaching.

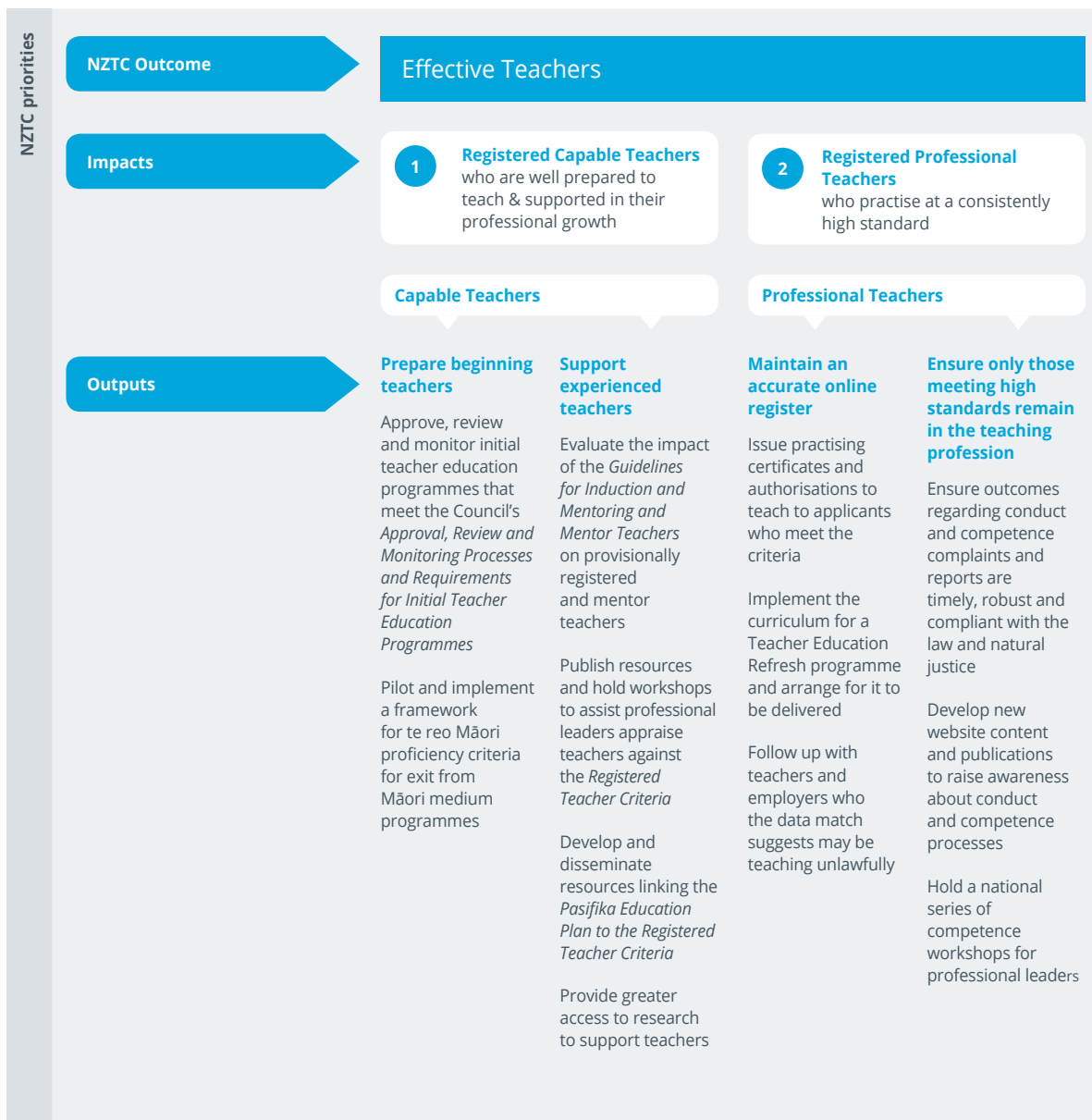
The Council’s outcome of effective teachers is how its work contributes to the education sector outcome of “every learner has achieved education success” because research shows that effective teachers positively influence learning outcomes.

For teachers to be effective they must be both **capable** and **professional**, and these are the impacts the Council is seeking to achieve through its work. As detailed in the Outcomes Framework on the following page, the outputs that the Council provides to ensure teachers are capable are to **prepare beginning teachers** and to **support experienced teachers**. The outputs that the Council provides to ensure teachers are professional are to **maintain an accurate online register** and to **ensure only those meeting high standards remain in the teaching profession**.

Outcomes Framework

Quality Education For Successful New Zealanders

The interventions the Council intends to invest in during 2014–2018 are shown in the outcomes framework. The achievements against the *Statement of Intent* are detailed in the following pages.



*Over 90% of the Council's funding comes from teachers. The Council's work is therefore focussed on supporting teachers to be effective so that learners achieve education success

Achievements Against The Statement Of Intent

The Outcomes Framework shows how the Council's specific impact areas and related outputs contribute to the education sector vision, priorities and outcomes. Effective teachers are the outcome of these impact areas. This section reflects the programmes of work progressed by the Council in the 2014–15 financial year to provide these outcomes.

Effective Teachers

In the *2014–2018 Statement of Intent*, the Council identifies two impact areas for effective teachers. These are:

1. **Capable teachers** – that teachers are well prepared to teach and are supported in their professional growth; and
2. **Professional teachers** – that teachers practise at a consistently high standard.

In the *2014–2018 Statement of Intent*, the Council outlines activities in four output areas. These are:

1. **Prepare beginning teachers** – that Provisionally Registered Teachers' (PRT) Initial Teacher Education (ITE) programmes prepared them to begin their teaching career;
2. **Support experienced teachers** – that mentor teachers consider *the Guidelines for Induction and Mentoring and Mentor Teachers* are effective in supporting PRTs;
3. **Maintain an accurate online register** – that people employed in a teaching position have a current practising certificate or authorisation to teach with their registration status accurately recorded; and
4. **Ensure only those meeting high standards remain in the teaching profession** – that complaints and reports about teachers are investigated and resolved.

The achievements against the *2014–2018 Statement of Intent* in the 2014–15 financial year and the measures for these impact and output areas are detailed in the following pages.

The year at a glance

Several measures described in the Council's 2014–2018 *Statement of Intent* were intended to be achieved progressively over the four years. This section reports on the impacts that are documented in the 2014–18 *Statement of Intent*.

Impact one: Capable teachers

Teachers are well prepared to teach and are supported in their professional growth

The Council uses the proportion of PRTs who become fully registered within three years as an indicator of the progress being made to successfully support new teachers as they enter the profession. This measure captures the quality of ITE programmes, the quality of induction and mentoring programmes provided by mentor teachers who must be fully registered teachers, and the appraisal by professional leaders of PRTs using the *Registered Teacher Criteria*. It should be noted, however, that the number is influenced by the proportion of graduating teachers who secure employment that enables them to access appropriate induction and mentoring programmes to gain full registration.

Measure

PRTs become fully registered within three years.

2014–15 Actual	2014–15 Target	2013–14 Actual
53%*	45%**	49%

* The Council does not have control over the employment of PRTs. To participate in an induction and mentoring programme a PRT needs to be employed in a 0.5 FTE or greater teaching position. Actual is higher than target due to the cohesion and positive impact of the Council's policies and their implementation. In particular the changes made in the Council's *Registration Policy*, the introduction of the Teacher Education Refresh programmes, communication messages about quality induction and meaningful appraisal through workshops and application processing and the *Guidelines*.

** This is the Statement of Intent target. The Statement of Performance Expectations target for the 2014-15 financial year was 55%.

Impact two: Professional teachers

Teachers practise at a consistently high standard

The Council measures its success by the proportion of teachers who have no conditions attached to their practice. This measure shows that the majority of registered teachers deliver high quality learning experiences with only a small proportion having concerns raised which would lead to conditions being attached to their practice. The Council's work on strengthening the standards to enter and remain in the profession means that this proportion is expected to remain low. When concerns are raised with the Council, it actively works to resolve these.

Measure

The majority of teachers have no conditions attached to their practice.

2014–15 Actual	2014–15 Target	2013–14 Actual
99.77%	At least 99%	99.46%

Statement of Performance

Impact One: Capable Teachers

Each teacher will influence the lives of many young people during their career. To help them realise their potential, teachers need to be capable. This capability involves being appropriately qualified and supported in their professional growth.

The Council supports teacher capability by ensuring they are qualified and well supported during their early years of teaching and ensuring they receive ongoing professional development.

Output One: Prepare beginning teachers

The Council aims to have newly qualified teachers who are well prepared to begin to teach and are supported to develop their teaching capability. The Council's role is to set the requirements for ITE programmes; approve, review and monitor programmes; and provide advice and resources to grow the capability of teachers.

The Statement of Intent (SOI) for 2014–2018 states we will continue to build the preparedness of beginning teachers by:

- Approving, reviewing and monitoring ITE education programmes to ensure that they meet the Council's *Approval, Review and Monitoring Processes and Requirements for Initial Teacher Education Programmes*;
- Refining and implementing a framework for te reo Māori proficiency criteria for exit from Māori medium ITE programmes; and
- Deliver workshops to support the use of the *Guidelines for Induction and Mentoring and Mentor Teachers* in all settings and *Te Hāpai Ō* in Māori medium settings.

During 2014–15 we have:

- Approved eight Master of Teaching programmes in the university sector for primary and secondary schooling;
- Approved two new sites for the delivery of existing ITE programmes;
- Reviewed three existing ITE programmes;

- Approved *TātaiReo*, te reo Māori language proficiency framework for ITE providers for determining exit proficiency of graduates from Māori medium ITE programmes;
- Approved a descriptive framework to define a Māori medium ITE programme;
- Analysed the results of the consultation with the profession and the wider education sector on the academic entry criteria for candidates over 20 years of age without University Entrance; and
- Convened a working party of sector representatives on entry requirements and the curriculum of graduate – entry level primary and early childhood ITE programmes.

Measures

	2014-15 Actual	2014-15 Estimated	2013-14 Actual
Quality			
PRTs' ITE programme prepared them to begin their teaching career*	87% of surveyed PRT respondents agreed or strongly agreed	Surveyed PRT perception: 88%	Surveyed PRT perception: 88%
	82% of surveyed mentor respondents indicated that the preparation for teaching of their first year PRTs was very good or good	Surveyed mentor perception: 83%**	Surveyed mentor perception: 81%
Quantity			
Number of approved ITE programmes reviewed	3***	9	7
	NB: In addition, eight new ITE programmes have been approved and two existing ITE programmes have had new or replacement sites approved for delivery.		
Timeliness			
All ITE programme approvals are decided by the Council within six weeks of the panel's final report being received	Yes	Yes	Yes
Issues raised by programme monitors reports are addressed by the Council within 12 weeks	Yes****	Yes	Yes

* In 2011 the Council carried out its own survey of provisionally registered teachers and employers. In 2012-14 the Council is obtaining this data through a combined survey carried out independently by the New Zealand Council for Educational Research. From this survey the Council is counting the percentage of PRTs who agree or strongly agree their initial education programme prepared them to begin to teach and the percentage of mentor teachers who considered that ITE programmes completed by their PRTs were very good or moderately good in preparing them to begin to teach.

** This is the Statement of Intent target. The Statement of Performance Expectations target for the 2014-15 financial year was 94%.

*** With ITE providers preparing and submitting documentation for the approval of Masters programmes, other programmes reviews had to be moved into the following year.

**** There were no issues raised by programme monitors that required addressing by the Council from 1 July 2014 to 30 June 2015.

Output Two: Support experienced teachers

It is important in teaching, as it is in other professions, to remain current and the Council supports teachers to do so by setting standards that encourage professional development and learning and by offering workshops and other resources in areas that impact on professional practice.

The SOI 2014–18 states we will continue to support experienced teachers by:

- Reporting on the evaluation of the Council's work around the *Guidelines for Induction and Mentoring and Mentor Teachers* and making any changes necessary to better support provisionally registered and mentor teachers;
- Publishing resources and holding workshops to assist professional leaders to effectively appraise teachers using the *Registered Teacher Criteria* and evaluate the impact of this workshop as part of the *Appraisal of Teachers* professional learning project;
- Delivering a professional learning programme to assist teachers to identify and use evidence in their appraisal that is based on the *Registered Teacher Criteria* and influences their practice in ways that enhance student learning and achievement;
- Establishing professional learning groups of teachers and professional leaders across New Zealand who will participate in the next phase of the *Appraisal of Teachers* professional learning project;
- Providing resources that support the effective teaching of Māori and Pasifika learners; and
- Providing online support including website resources, webinars and links to research that will assist teachers.

During 2014–15 we have:

- Completed the delivery of 143 scheduled 'What is Evidence?' workshops for the *Appraisal of Teachers* project. The previous phase of this project (Phase 1) was delivered to appraisers and was focused on driving change to the appraisal systems used in settings. This phase (Phase 2) changed that focus to the evidence gathered, curated and used in the appraisal conversations and meetings between the teacher and their appraiser, to contribute to the summary appraisal report. Phase 2 was for all teachers;
- Added professional learning resources to the website that include webinars and videos of New Zealand teachers discussing their teaching and learning in relation to outcomes of learning and achievement for their students;
- Received the final report from NZCER on their evaluation of the *Guidelines for the Induction and Mentoring and Mentor Teachers* and published the findings as sector summaries;
- Delivered 17 workshops for mentors on the *Guidelines for Induction and Mentoring and Mentor Teachers* in the early childhood sector and on *Te Hāpai Ō* in the Māori medium sector;
- In conjunction with the Teachers' Refresher Course Committee (TRCC), the *Mentoring: Stepping up to Grow the Profession* conference was held in Wellington in April 2015; and
- Presented at a range of education forums on teacher appraisal and on the *Guidelines for Induction and Mentoring and Mentor Teachers*.

Measures

	2014-15 Actual	2014-15 Estimated	2013-14 Actual
Quality			
• Mentor teachers consider the <i>Guidelines for Induction and Mentoring and Mentor Teachers</i> are effective in supporting PRTs	82%	92%	92%
• <i>Appraisal of Teachers</i> project	85%	≥ 75% of settings surveyed select 3 or higher*	New measure
Quantity			
• Number of teachers accessing workshops and webinars	5,755**	1,200	4,927
• Percentage of Schooling settings reached***	25%	25%	New measure
• Percentage of early childhood settings reached***	8.3%	10%	New measure
Timeliness			
• Inquiries to the Contact Centre are promptly responded to	89% of phone inquiries are answered within 30 seconds	88% of phone inquiries are answered within 30 seconds	90% of phone inquiries are answered within 30 seconds

* The project evaluation survey includes the following options: 1 = no change, 2 = minor changes only, 3 = change some aspects, 4 = make significant changes, and 5 = completely remodel. The transition to Education Council of Aotearoa New Zealand may shift the focus of this project – potentially the focus will be evidence of teachers' practice for the appraisal. The target outcome for the Council is 'That ≥ 75% of settings in the *Appraisal of Teachers* project report that there has been more than minor change to their school, kura or centre's appraisal processes since they commenced their involvement in the project'.

** The large number of teachers accessing workshops and webinars is a direct result of the *Appraisal of Teachers "What is Evidence?"* project.

*** In the delivery of Phase 1 and Phase 2 (round 1) of the *Appraisal of Teachers* project the percentage of New Zealand settings reached.

Revenue, Expenditure and Surplus/(Deficit) for Output areas one and two: Capable Teachers – Impact 1*

	2014–15 Actual \$'000	2014–15 Estimated \$'000	2013–14 Actual \$'000
Revenue – Output 1	840	823	1,003
Expenditure – Output 1	1,264	1,238	1,126
Surplus/(Deficit) – Output 1	(424)	(415)	(123)
Revenue – Output 2 [†]	2,404	1,651	1,686
Expenditure – Output 2 [†]	1,113	1,362	961
Surplus/(Deficit) – Output 2	1,291	289	725
NET SURPLUS/(DEFICIT) – IMPACT 1	867	(126)	602

* Explanations of major variances against budget are provided in Note 17.

† Includes \$178,000 grant appropriation and expenditure from the Ministry of Education from Vote Education Non-departmental other expenses New Zealand Teachers Council appropriation funding to assist the Teachers Council to carry out its leadership function to support the New Zealand Teachers Council to attain a high quality education workforce through a robust appraisal process. Actual grant funding received from the Ministry of Education was \$910,000. The additional \$732,000 was provided to assist the Teachers Council in the delivery of the *Appraisal of Teachers: What is Evidence* project. The performance information supporting this revenue and expenditure is reported above.

Impact Two: Professional Teachers

Working with young people is a significant responsibility. The public and profession need to be assured that teachers not only provide high quality learning experiences, but also act ethically and with integrity.

The Council supports teachers practising at a consistently high standard. It sets the standard for teachers to gain and maintain full registration. It investigates and resolves complaints and mandatory reports about teacher conduct or competence.

Output Three: Maintain an accurate online register

The Teacher Register is publicly available. It gives assurance to the public and those in the teaching profession that those on it have met and maintained a high standard of practice as detailed in the *Registered Teacher Criteria*. It also shows the registration category of a teacher, and any annotations arising from conduct or competence processes.

The SOI 2014–18 states we will work to maintain an accurate online register by:

- Issuing practising certificates and full registration to those who meet the criteria;
- Following up with teachers and employers who the data share indicates are teaching unlawfully. The data share is an approved information sharing agreement between information held in the Council registration database against information held in the Education Payroll records;
- Continuing to build effective interagency relationships and streamlining registration processes;
- Leveraging off the *Appraisal of Teachers* project, provide support and advice for professional leaders to become more aware and knowledgeable of their registration judgements. This will give greater confidence and assurance about the endorsements from professional leaders; and
- Using technology to further streamline our services and gain efficiencies and enhance opportunities by using the information in the Council's database.

During 2014–15 we have:

- Received 46,751 applications;
- Held 23 data share runs, from Council records matched to Payroll data records, checking on average 57,715 teachers each run. If the checks revealed any questions about the authorisation of specific individuals these were addressed. At any one time there are over 100,000 certificated teachers in New Zealand and there are around 1,000 individuals who we are working with through the data share process. This means that there will be under 1% of teachers possibly employed unlawfully at any time. From the time they are identified through the data match follow-up begins with the individual and the professional leader to ensure their authorisation remains valid;
- Communicated with professional leaders on the need to ensure their teachers are registered or authorised. This individualised contact is achieving good levels of response and resolution;
- Communications have continued to be developed and refined specific to the intended audience. Communications regarding appraisal expectations have been standardised and are used consistently by the Registration team;
- The Registration Policy (published in January 2012) states that from January 2015, the following groups will be required to undertake a refresher programme:
 - a. teachers who have not gained full registration after being provisionally registered for six years; and
 - b. those who are applying for registration for the first time, and who have a teaching qualification that is more than six years old.

Teacher Education Refresh (TER) programmes provide a mechanism for:

- addressing the age of first time registration applicants' qualifications;
- ensuring the professional knowledge and practice of teachers who have had limited teaching experience and who have been provisionally registered for six years is up to date; and

- establishing the expectation that provisional registration is for a limited period during which time teachers are expected to participate in induction and mentoring and meet the *Registered Teacher Criteria* to gain full registration.

The rationale for the TER programme has been communicated in a number of ways; on the website, through specific communications to targeted groups of provisionally registered teachers, to individual teachers and professional leaders in phone conversations and through email inquiries. All three TER providers began delivering several programmes in 2014–15;

- Continued to strengthen relationships with key agencies such as NZ Police, Child Youth and Family, Ministry of Education and others, to ensure information flow is timely and useful. These relationships include the interagency forum of Ministry of Education, Child, Youth and Family, NZ Police and the Council for the sharing of information in relation to allegations of serious offending involving teachers as well as with the Australian Teacher Registration bodies with whom the Council has further streamlined its processes for completing Trans-Tasman Mutual Recognition Act (TTMRA) checks;
- Continued to focus on appraisal processes within centres and schools including the appropriateness and quality of evidence from appraisals based on the *Registered Teacher Criteria*. Where evidence shows that the required assurance is not there, and appraisal systems need development, requests are made for evidence of changes and improvements for the assurance required before an application is approved. This information is noted on file and is checked on receipt of future applications; and
- Significant work has been undertaken this year in preparing for the transition to the Education Council. The Registration Policy was rewritten in light of the legislative changes, a new version of the Council registration database was developed, and major communication, website and application form changes were made as a result of the policy and legislative change.

Measures

	2014-15 Actual	2014-15 Estimated	2013-14 Actual
Quality			
Percentage of people employed in a teaching position which the data share shows have a current practising certificate or authorisation to teach*	88.80%	99.5%	90.41%
Quantity			
Number of applications received	46,751	44,301	39,509
Timeliness			
Percentage of applications that are finalised within 20 days	79%**	92%	88%

* The quality measure information relates only to those employed in state, integrated, and Māori medium primary and secondary schools. This percentage is calculated by the number of individuals written to over the year against the average records shared. The legislation for employment in a teaching position allows a person to be employed for up to 20 half days in a calendar year without registration or authorisation. Currently the Council has no way of identifying from the information shared how much teaching a person identified in the data share has actually done. They may have done only two hours (i.e. one half day) or done 10 days in the fortnight pay run shared. It may even be that though they are showing as paid, it is back pay or maternity grant or pay arrears. This means the numbers the Council writes to, and therefore identify in this percentage, are far more than are actually unlawfully employed. This leads to many more opportunities to identify those who appear to be employed in teaching positions without authority; however a number of these are actually lawfully employed.

** Peak renewal numbers coincided with a significant downturn in the speed of return from NZ Police processing vetting requests as well as the impact of significant work and changes related to the transition to the Education Council.

Output Four: ensure only those meeting high standards remain in the teaching profession

The Council investigates and resolves complaints and reports about teachers to ensure that all teachers are practising professionally and competently.

The SOI 2014–18 states we will continue to ensure only those meeting high standards remain in the teaching profession by:

- Ensuring outcomes regarding conduct and competence complaints and reports are timely, robust and compliant with the law and natural justice;
- Raising awareness of the profession and the public about the Council's conduct and competence processes;
- Working with the Ministry of Education to ensure any new legislation for teacher conduct and competence is relevant and effective.

During 2014–15 we have:

- Implemented the rule change to enable Disciplinary Tribunal hearings to be held in public and for teachers' names to be published while ensuring protection for vulnerable witnesses. The rule change was effective on 1 July 2014;
- Carried out the first stage of the research project into competence case studies. This was a qualitative, evaluative study of the investigations by the Council's competence assessors of complaints concerning the professional competence of teachers between 2012 and 2014. The purpose of this research is to gain an understanding of the issues around teachers not being competent and ways in which their competence could be improved;
- Signed a Memorandum of Understanding (MOU) with the New Zealand School Trustees Association. The MOU is designed to strengthen communication and enable the two organisation to continue to work together to achieve a safe, supportive and high quality learning environment for all students. The MOU is designed to help Boards of Trustees understand their obligations as employers in particular when they are required to report unsafe, inappropriate or incompetent teacher behaviour to the Council; and
- Started preparations to ensure the Council's disciplinary processes are ready for the legislative changes. This includes working with the Education Council Transition Board staff and lawyers to gain an appreciation of how reports of serious misconduct will be escalated to the Disciplinary Tribunal.

Measures

	2014-15 Actual	2014-15 Estimated	2013-14 Actual
Quality			
Percentage of conduct cases that are resolved	96.8%	100%**	110.1%
Teachers with active conditions placed on their practising certificates fully meet all of those conditions	97.2%	90%	87%
Number of successful appeals by teachers to the District Court and number of successful complaints by teachers to the Ombudsman	2	<3	1
Quantity			
Number of teachers that are referred to the Complaints Assessment Committee (CAC)	400	360-400	396
Number of CAC outcomes	387	360-400	436
Number of teachers that are referred to the Council's Competence Assessors	119	80-105	90
Number of competence outcomes	90	80-105	69
Number of teachers that are referred to the Disciplinary Tribunal	48	45-60	55
Number of Disciplinary Tribunal decisions reached	46	45-60	68
Timeliness			
The percentage of outcomes reached by the CAC in the reporting period that have been resolved within six months of Council receiving the mandatory report or complaint	75.2%	70%	67.0%
The percentage of competence case outcomes reached in the reporting period that were resolved within ten months of the Council receiving the mandatory report or complaint or the case being referred from the CAC	72.2%	65%	3%*
The average length of time between referral to the Disciplinary Tribunal and the date of the Disciplinary Tribunal decisions made in the reporting period, in months	4.9	9	7.2

* 2013-14 figure was a six month period changed in 2014-15 to ten months.

** This is the Statement of Intent target. The Statement of Performance Expectations target for the 2014-15 financial year was 92%.

Definitions:

A **CAC Outcome** means:

- the case is referred to the Disciplinary Tribunal;
- the matter is dismissed or no further action decided;
- a signed agreement is reached; or
- the teacher is referred to competence.

A **Competence outcome** means a signed agreement is reached or Council makes a decision.

A **Disciplinary Tribunal** decision does not include an interlocutory decision.

A **condition** means:

- a condition imposed on a teacher's practising certificate by agreement between the CAC and teacher;
- a condition imposed on a teacher's practising certificate by agreement between the Competence Assessors and the teacher;
- a condition imposed on a teacher's practising certificate by the Disciplinary Tribunal or Council for competence matters; or
- a condition including voluntary undertakings not to teach, interim suspensions ordered by the Disciplinary Tribunal and registration cancellations.

An **active condition** means a condition that the teacher is able to comply with. Some conditions are always active, for example, a voluntary undertaking not to teach, an interim suspension, or a requirement to undertake a drug and alcohol programme are always active conditions because, regardless of whether or not a teacher can teach, these conditions can be complied with. Other conditions are only active if a teacher is employed in a teaching position, for example the requirement to undertake an advice and guidance programme, or the requirement to notify the employer of a Disciplinary Tribunal decision, are only active if the teacher is employed in a teaching position.

Revenue, Expenditure and Surplus/(Deficit) for Output areas three and four: Professional Teachers –Impact 2*

	2014-15 Actual \$'000#	2014-15 Estimated \$'000	2013-14 Actual \$'000
Revenue – Output 3	3,717	3,616	3,298
Expenditure – Output 3	2,555	2,563	2,218
Surplus/(Deficit) – Output 3	1,162	1,053	1,080
Revenue – Output 4	1,983	1,902	2,060
Expenditure – Output 4	4,472	4,197	4,318
Surplus/(Deficit) – Output 4	(2,489)	(2,295)	(2,258)
NET SURPLUS/(DEFICIT) – IMPACT 2	(1,327)	(1,242)	(1,178)

* Explanations of major variances against budget are provided in Note 17.

The performance information supporting this revenue and expenditure is reported above.

Reconciliation Of The Statement Of Performance To The Statement Of Comprehensive Revenue and Expenditure

Reconciliation of Outputs to the Statement of Comprehensive Revenue and Expenditure

	2014-15 Actual	2014-15 Estimated	2013-14 Actual
Outputs 1 & 2: Capable Teachers	867	(127)	602
Outputs 3 & 4: Professional Teachers	(1,327)	(1,242)	(1,178)
NET SURPLUS/(DEFICIT)	(460)	(1,369)	(576)

Organisational Health and Capability

The Council's 2013–16 Statement of Intent identified infrastructure, people and finances as the key resources needed to successfully deliver the work programme identified in that Statement of Intent.

Infrastructure

In 2014–15, the Council continued to explore ways to better reach New Zealand's approximately 103,000 registered teachers with a current practising certificate. Following the launch of a new website in 2012–13, the Council has included additional features on the site including Conduct and Competence forms which streamline the online notification process for busy teachers and principals. The Council also increased its use of Facebook and Twitter as alternative communication channels for teachers showcasing a mix of interesting and important content.

Measure: Increased teacher access to Council messages

	2014–15 Actual	2014–15 Target	2013–14 Actual
Website page hits	2,543,334	1,300,000	1,764,821

People

The 2014–18 Statement of Intent noted that the Council was well placed with the skills and expertise of current employees to deliver on its work programme for 2014–15 and beyond. Given the relatively small scale of its staff, the Council identified the key human resources challenges were ensuring that mechanisms were put in place to attract and retain staff, promoting flexibility within roles and transferring knowledge across the organisation.

The current Council employees undertook significant work in preparation for the transition to the Education Council on 1 July 2015 demonstrating both their commitment to the work of the Council and to the teaching profession. The seamlessly smooth and successful transition demonstrates and validates the huge experience and knowledge vested in the current staff.

In 2014–15, the Council extended the capability for working remotely and implemented the use of tablet devices for key members of staff to deliver operational efficiencies. The Council signed a Collective Agreement with the Public Service Association (PSA) in September 2014 and undertook a review and update of all relevant policies and procedures to ensure they continued to meet the Council's needs.

The Council provides opportunities for permanent employees to participate in programmes of study or training that will help them in their current role or prepare them for future roles within the Council.

In 2014–15, the Council continued the work started in 2012–13 around promoting a health and safety culture within the Council, holding regular exercises to refresh the messages given in civil defence and fire safety training sessions. This work is now overseen and promoted by a Health and Safety Committee consisting of representatives of all work areas within the Council.

The Council as a good employer

The Council meets its obligations under the Crown Entities Act 2004 by being a “good employer”.

In 2014–15 the Council met those obligations by carrying out a number of initiatives including those referred below:

Leadership, accountability and culture:

- The Council followed appropriate tikanga for Council meetings and events;
- Social events were held;
- Regular staff briefings were held to keep employees informed and involved with the transition to the Education Council; and
- Opportunities were provided to create cross-Council teams and projects building competencies, knowledge and employee engagement.

Recruitment, selection and induction:

- The Council's staff turnover fell by 5% to 13.36% for the 2014–15 year. Where vacancies did arise the Council continued to attract high quality candidates;
- The Recruitment, Selection and Induction policies were all updated streamlining processes and increasing employee engagement;
- A variety of mediums were used to engage suitably qualified employees including employment agencies, traditional and digital media; and
- The Council has an Equal Employment Opportunity (EEO) Policy and continues to promote diversity in the makeup of its employees.

Employee development, promotion and exit:

- The policies on professional development, leave and staff cessation were reviewed and updated to align with the Collective Agreement; and
- Employees attended external courses and in-house training was provided in line with the Council's professional development policy.

Flexibility and work design:

- A Working Arrangements Policy was developed in line with new legislation and was approved for all employees; and
- Guidelines for working alone after hours and for working from home were created to ensure the safety and wellbeing of all employees.

Remuneration, recognition and conditions:

- In 2014–15, the Council continues to be a Living Wage Employer; and
- Following year end performance management reviews employee salaries were reviewed in line with the Remuneration policy.

Harassment and bullying prevention:

- A new Harassment and Discrimination Prevention Policy was introduced in conjunction with the PSA for all employees.

Safe and healthy work environment:

- A Health and Safety Committee was established with representatives from all areas of the Council to monitor hazards and promote employee wellbeing;
- The Warden System was continued with Fire, Civil Defence and First Aid wardens easily identified and updated as necessary;
- Fire drills and civil defence briefings were held regularly; and
- An annual day-long Civil Defence training was held for all Civil Defence wardens, including an off-site simulation.

Measure: Reduce staff turnover

	2014-15 Actual	2014-15 Target	2013-14 Actual
Staff Turnover	13.36%	<15%	18.52%

Finance

The Council's financial position remained sound with the working capital ratio of 1.86 at year end. With a review of the Council announced by Government during the year the Council adopted a cautious approach to new expenditure to ensure that it did not commit to expenditure in areas that may end up being contrary to its future direction.

The Council makes periodic rather than regular adjustments to registration fees and, because fees have not been adjusted for a number of years, the Council has run operating deficits in the last two years. These have been funded by drawing on reserves accumulated from surpluses in earlier years. This implies, however, a progressive deterioration in the Council's financial position in the future in the absence of a further increase in registration fees.

Measure: Working Capital Ratio minimum 1.25

	2014-15 Actual	2014-15 Target	2013-14 Actual
Working Capital Ratio	1.86	>1.25	2.10

Crown Entities Act 2004 Obligations

Section 107 of the Crown Entities Act 2004 allows the Minister of State Services and the Minister of Finance to jointly direct Crown entities to support a whole of government approach for the purposes of: improving public services; securing economies of efficiencies; developing expertise and capability; ensuring business continuity; and managing risks to the Government's

financial position. Section 151 of the Crown Entities Act requires Crown entities to report in annual reports on any directions given by Ministers during the financial year and any other directions that remain current.

On 19 June 2014 Cabinet extended its existing whole of government directions relating to functional leadership requirements for procurement and property to all Crown entities. The procurement direction applied from 1 February 2015 and the property direction applied from 1 July 2014.

The procurement direction extends the application of the Government Rules of Sourcing. The property direction extends the role of the Property Management Centre of Expertise and the application of the Government National Property Strategy.

The Council has altered its procurement policies to reflect the All of Government contracts as having priority in the purchasing decision tree. The Council reserves the right to exclude itself from the whole of government procurement process if the cost of adhering is excessive for the size of the Council. The Council is currently enrolled on the IT, Travel and Office Supplies contracts as they are relevant to the Council's business and afford the Council cost savings.

The Council would consult with the Functional Leader for property should its space requirements change in the future; currently the Council's offices would not fall within the rules as they are not public interface areas.

Statement of Responsibility

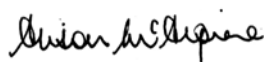
We are responsible for the preparation of the Council's financial statements and Statement of Performance, and for the judgements made in them.

We are responsible for any end-of-year performance information provided by the Council under section 19A of the Public Finance Act 1989.

We 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 our opinion, the financial statements for the year ended 30 June 2015 fairly reflect the financial position, the results of operations, the cash flows and service performance of the Council.

Signed for and on behalf of the New Zealand Teachers Council by:



Alison McAlpine QSO JP
Chair

2 October 2015



Pat Newman
Chair of Audit and Risk Committee

2 October 2015

Signed for and on behalf of the Education Council of Aotearoa New Zealand Council Members who authorised these financial statements for issue on 28 October 2015:



Barbara Ala'alatoa
Chair

28 October 2015



Ripeka Lessels
Acting Chair of Risk Audit and Finance Committee

28 October 2015

Financial Statements

Statement of Comprehensive Revenue and Expense

For the year ended 30 June 2015

Notes	Actual 2015 \$'000	Budget 2015 \$'000	Actual 2014 \$'000
Revenue from non-exchange transactions			
Grant Revenue	910	178	178
Late fees	150	145	141
	1,060	323	319
Revenue from exchange transactions			
Fees	6,908	6,818	6,539
Limited authority to teach	63	66	64
Provisional/subject to confirmation full	387	346	340
Teacher education approvals	80	74	248
Discipline recovered	72	10	150
Overseas teachers fees	44	42	40
Other operating revenue	38	6	21
Finance revenue	290	307	324
	7,882	7,669	7,726
Total Revenue	8,942	7,992	8,045

Table continued on following page...

Expenses				
Employee costs	3	4,524	4,236	3,874
Depreciation & amortisation expenses	6,7	220	262	191
Other operating expenses	2	3,734	3,750	3,950
Professional projects		779	876	311
Strategic operational & project initiatives		-	142	295
Council Elections		145	95	-
Total expenses		9,402	9,361	8,621
TOTAL DEFICIT FOR THE YEAR		(460)	(1,369)	(576)
Other comprehensive revenue and expenses				
Other comprehensive revenue		-	-	-
TOTAL COMPREHENSIVE REVENUE AND EXPENSE FOR THE YEAR		(460)	(1,369)	(576)

These financial statements should be read in conjunction with the notes to the financial statements.

Statement of Changes in Net Assets

For the year ended 30 June 2015

	Retained Surplus \$'000	Budget \$'000	Total equity \$'000
Opening balance 1 July 2014	3,515	3,640	3,515
Deficit for the year	(460)	(1,369)	(460)
Other comprehensive revenue	-	-	-
CLOSING EQUITY 30 JUNE 2015	3,054	2,271	3,054

	Retained Surplus \$'000	Total equity \$'000
Opening balance 1 July 2013	4,091	4,091
Deficit for the year	(576)	(576)
Other comprehensive revenue	-	-
CLOSING EQUITY 30 JUNE 2014	3,515	3,515

These financial statements should be read in conjunction with the notes to the financial statements.

Statement of Financial Position

As at 30 June 2015

	Notes	2015 \$'000	Budget \$'000	2014 \$'000
Current assets				
Cash and cash equivalents	4	5,607	1,788	2,318
Other Investments	5	2,394	5,361	5,726
Receivables from exchange transactions		802	91	432
Receivables from non-exchange transactions	8	230	-	-
		9,033	7,240	8,476
Non-current assets				
Intangible assets	7	112	194	122
Property plant and equipment	6	687	599	606
		799	793	728
TOTAL ASSETS		9,832	8,033	9,204
Current liabilities				
Deferred lease liability		42	42	42
Trade & other payables	9	4,456	3,703	3,683
Employee entitlements	10	366	143	305
		4,864	3,888	4,030
Non-current liabilities				
Revenue in Advance		1,757	1,719	1,462
Deferred lease liability		156	155	197
		1,913	1,874	1,659
TOTAL LIABILITIES		6,777	5,762	5,689
NET ASSETS		3,055	2,271	3,515
Equity				
Retained earnings		3,055	2,271	3,515
TOTAL NET ASSETS ATTRIBUTABLE TO THE OWNERS		3,055	2,271	3,515

These financial statements should be read in conjunction with the notes to the financial statements.

Statement of Cash Flows

For the year ended 30 June 2015

	Notes	2015 \$'000	Budget \$'000	2014 \$'000
Cash flows from operating activities				
Receipts				
Revenue		8,978	8,165	7,346
Other operating revenue		38	6	21
Finance revenue		350	307	319
		9,366	8,478	7,686
Payments				
Payments to suppliers		(4,661)	(5,117)	(4,911)
Payment to employees		(4,463)	(3,982)	(3,781)
Net Education Council Transition Costs		(57)	-	-
Net GST refunded/(paid)		63	-	44
		(9,118)	9,099	(8,648)
NET CASH FLOWS FROM OPERATING ACTIVITIES		248	(621)	(962)
Cash flows from investing activities				
Receipts				
Sales of property, plant and equipment		-	-	-
Sales of investments		3,332	1,108	1,704
		3,332	1,108	1,704
Payments				
Purchase of property, plant and equipment		(220)	(102)	(140)
Purchase of intangible assets		(71)	(72)	(56)
Purchase of investments		-	(305)	-
		(291)	(479)	(196)
NET CASH FLOWS FROM INVESTING ACTIVITIES		3,041	629	1,508
Net increase in cash and cash equivalents		3,289	8	546
Cash and cash equivalents at 1 July		2,318	1,780	1,772
CASH AND CASH EQUIVALENTS AT 30 JUNE		5,607	1,788	2,318

These financial statements should be read in conjunction with the notes to the financial statements.

Notes to the financial statements

1. Statement of accounting policies

Reporting entity

The reporting entity is New Zealand Teachers Council (the "Council"). The Council is domiciled in New Zealand and is an autonomous Crown Entity as defined by the Crown Entities Act 2004.

These financial statements and the accompanying notes summarise the financial results of activities carried out by the Council. The Council's primary objective is to provide public services, as opposed to making a financial return.

Establishment and going concern

The New Zealand Teachers Council was disestablished effective 1 July 2015 and its functions transferred to the Education Council of Aotearoa New Zealand (the Education Council). Legislation to this effect was included in the Education Amendment Act 2015 which passed into law in February 2015.

The disestablishment of the Council requires the financial statements to be prepared on disestablishment basis, not the normal going concern basis. However, the legislation states that all existing staff will transfer to the Education Council with the exception of the chief executive. It is also stated that all assets and liabilities of the New Zealand Teachers Council will vest in the Education Council of Aotearoa New Zealand. Accordingly, no adjustment is required to the values of assets or liabilities at the reporting date. Also, no adjustment has been made to the presentation of assets and liabilities as either current or non-current.

These financial statements have been approved and were authorised for issue by the Council Members on 28 October 2015.

Statement of compliance

The financial statements have been prepared in accordance with Generally Accepted Accounting Practice in New Zealand ("NZ GAAP"). They comply with Public Benefit Entity Accounting Standards

("PBE IPSAS") and other applicable financial reporting standards as appropriate that have been authorised for use by the External Reporting Board for Public Sector entities. For the purposes of complying with NZ GAAP, the Council is a public benefit public sector entity and is eligible to apply Tier 2 Public Sector PBE IPSAS on the basis that it does not have public accountability and it is not defined as large. This is due to the Council's expenditure being less than \$30 million.

The Council Members have elected to report in accordance with Tier 2 Public Sector PBE Accounting Standards and in doing so the Council has taken advantage of all applicable Reduced Disclosure Regime ("RDR") disclosure concessions.

Effect of first-time adoption of PBE standards on accounting policies and disclosures

This is the first set of financial statements of the Council that is presented in accordance with PBE standards. The Council have previously reported in accordance with NZ IFRS (PBE).

The accounting policies adopted in these financial statements are consistent with those of the previous financial year, except for instances when the accounting or reporting requirements of a PBE standard are different to requirements under NZ IFRS (PBE) as outlined below. The changes to accounting policies and disclosures caused by first time application of PBE accounting standards are as follows:

PBE IPSAS 1 – Presentation of Financial Statements

There are minor differences between PBE IPSAS 1 and the equivalent NZ IFRS (PBE) standard. These differences have an effect on disclosure only. The main changes in disclosure resulting from the application of PBE IPSAS 1 are the following:

Receivables from exchange and non-exchange transactions:

In the financial statements of the previous financial year, receivables were presented as a single total in the statement of financial position. However, PBE

IPSAS 1 requires receivables from non-exchange transactions and receivables from exchange transactions to be presented separately in the statement of financial position. This requirement affected the presentation of both current and comparative receivables figures.

There were no recognition or measurement differences arising on transition requiring adjustments within the financial statements.

Summary of accounting policies

The significant accounting policies used in the preparation of these financial statements as set out below have been applied consistently to both years presented in these financial statements.

Basis of measurement

The financial statements have not been prepared on a going concern basis because the Council ceased trading on 30 June 2015 (refer to note 21 for further details).

The carrying value of the assets and liabilities measured at cost approximate their fair value and are the amounts expected to be realised on liquidation.

Functional and presentational currency

The financial statements are presented in New Zealand dollars (\$), which is the Council's functional currency. All financial information presented in New Zealand dollars has been rounded to the nearest dollar.

Revenue

Revenue is recognised to the extent that it is probable that the economic benefit will flow to the Council and revenue can be reliably measured. Revenue is measured at the fair value of the consideration received. The following specific recognition criteria must be met before revenue is recognised.

Revenue from non-exchange transactions

Ministry of Education Grant revenue

Grant revenue with no conditions attached is recognised when earned.

Revenue from exchange transactions

Registration and practising certificate fees

Registration and practising certificate fees and Limited Authority to Teach fees are recognised over the period which the service is provided.

Interest revenue

Interest revenue is recognised using the effective interest method.

Other revenue

All other revenue from exchange transactions is recognised when earned and is reported in the financial period to which it relates.

Financial instruments

Financial assets and financial liabilities are recognised when the Council becomes a party to the contractual provisions of the financial instrument.

The Council derecognises a financial asset or, where applicable, a part of a financial asset or part of a group of similar financial assets when the rights to receive cash flows from the asset have expired or are waived, or the Council has transferred its rights to receive cash flows from the asset or has assumed an obligation to pay the received cash flows in full without material delay to a third party; and either:

- the Council has transferred substantially all the risks and rewards of the asset; or
- the Council has neither transferred nor retained substantially all the risks and rewards of the asset, but has transferred control of the asset.

Financial Assets

Financial assets within the scope of PS PBE IPSAS 29 Financial Instruments: Recognition and Measurement are classified as financial assets at fair value through surplus or deficit, loans and receivables, held-to-maturity investments or available-for-sale financial assets. The classifications of the financial assets are determined at initial recognition.

The category determines subsequent measurement and whether any resulting revenue and expense

is recognised in surplus or deficit or in other comprehensive revenue and expenses. The Council's financial assets are classified as financial assets at loans and receivables. The Council's financial assets include: cash and cash equivalents, short-term deposits, receivables from non-exchange transactions, receivables from exchange transactions and investments.

All financial assets are subject to review for impairment at least at each reporting date. Financial assets are impaired when there is any objective evidence that a financial asset or group of financial assets is impaired. Different criteria to determine impairment are applied for each category of financial assets, which are described below.

Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. After initial recognition, these are measured at amortised cost using the effective interest method, less any allowance for impairment. The Council's cash and cash equivalents, receivables from exchange transactions and receivables from non-exchange transactions fall into this category of financial instruments.

Impairment of financial assets

The Council assesses at the end of reporting date whether there is objective evidence that a financial asset or a group of financial assets is impaired. A financial asset or a group of financial assets is impaired and impairment losses are incurred if there is objective evidence of impairment as a result of one or more events that occurred after the initial recognition of the asset (a 'loss event') and that loss event has an impact on the estimated future cash flows of the financial asset or the group of financial assets that can be reliably estimated.

For financial assets carried at amortised cost, if there is objective evidence that an impairment loss on loans and receivables carried at amortised cost has been incurred, the amount of the loss is measured as the difference between the asset's carrying amount and the present value of the estimated future cash flows discounted at the

financial asset's original effective interest rate. The carrying amount of the asset is reduced through the use of an allowance account.

The amount of the loss is recognised in the surplus or deficit for the reporting period.

In determining whether there is any objective evidence of impairment, the Council first assesses whether there is objective evidence of impairment for financial assets that are individually significant, and individually or collectively significant for financial assets that are not individually significant. If the Council determines that there is no objective evidence of impairment for an individually assessed financial asset, it includes the asset in a group of financial asset with similar credit risk characteristics and collectively assesses them for impairment. Assets that are individually assessed for impairment and for which an impairment loss is or continues to be recognised are not included in a collective assessment for impairment.

If in a subsequent period, the amount of the impairment loss decreases and the decrease can be related objectively to an event occurring after the impairment was recognised, the previously recognised impairment loss is reversed by adjusting the allowance account. If the reversal results in the carrying amount exceeding its amortised cost, the amount of the reversal is recognised in surplus or deficit.

Financial liabilities

The Council's financial liabilities include trade and other creditors, and employee entitlements.

All financial liabilities are initially recognised at fair value (plus transaction cost for financial liabilities not at fair value through surplus or deficit) and are measured subsequently at amortised cost using the effective interest method except for financial liabilities at fair value through surplus or deficit in the statement of comprehensive revenue and expenses.

Cash and cash equivalents

Cash and cash equivalents are short term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

Short term investments

Short term investments comprise term deposits which have a term of greater than three months and therefore do not fall into the category of cash and cash equivalents.

Property, plant and equipment

Items of property, plant and equipment are measured at cost less accumulated depreciation and impairment losses. Cost includes expenditure that is directly attributable to the acquisition of the asset. Where an asset is acquired through a non-exchange transaction, its cost is measured at its fair value as at the date of acquisition.

Depreciation is charged on a straight line basis over the useful life of the asset. Depreciation is charged at rates calculated to allocate the cost or valuation of the asset less any estimated residual value over its remaining useful life:

• Computer Equipment	33.3%	3 Years
• Office Equipment	20%	5 Years
• Office Fit-Out	11.1%	9 Years
• Fixtures & fittings	6.7%	15 Years

Depreciation methods, useful lives and residual values are reviewed at each reporting date and are adjusted if there is a change in the expected pattern of consumption of the future economic benefits or service potential embodied in the asset.

Operating leases

Payments on operating lease agreements, where the lessor retains substantially the risk and rewards of ownership of an asset, are recognised as an expense on a straight-line basis over the lease term.

Intangible assets

Intangible assets acquired separately are measured on initial recognition at cost. The cost of intangible assets acquired in a non-exchange transaction is their fair value at the date of the exchange. The cost of intangible assets acquired in a business combination is their fair value at the date of acquisition.

Following initial recognition, intangible assets are carried at cost less any accumulated amortisation and accumulated impairment losses. Internally generated intangibles, excluding capitalised development costs, are not capitalised and the related expenditure is reflected in surplus or deficit in the period in which the expenditure is incurred.

The useful lives of intangible assets are assessed as either finite or indefinite.

Intangible assets with finite lives are amortised over the useful economic life and assessed for impairment whenever there is an indication that the intangible asset may be impaired.

The amortisation period and the amortisation method for an intangible asset with a finite useful life are reviewed at least at the end of each reporting period. Changes in the expected useful life or the expected pattern of consumption of future economic benefits or service potential embodied in the asset are considered to modify the amortisation period or method, as appropriate, and are treated as changes in accounting estimates.

The amortisation expense on intangible assets with finite lives is recognised in surplus or deficit as the expense category that is consistent with the function of the intangible assets.

The Council does not hold any intangible assets that have an indefinite life.

The amortisation periods for the Council's assets are as follows:

• Acquired software	3 Years
---------------------	---------

Employee benefits

Wages, salaries, annual leave and sick leave

Liabilities for wages and salaries, annual leave and accumulating sick leave are recognised in surplus or deficit during the period in which the employee provided the related services. Liabilities for the associated benefits are measured at the amounts expected to be paid when the liabilities are settled.

Equity

Equity is the public's interest in the Council, measured as the difference between total assets and total liabilities. Equity is made up of the following components:

Accumulated comprehensive revenue and expense

Accumulated comprehensive revenue and expense is the Council's accumulated surplus or deficit since its formation, adjusted for transfers to/from specific reserves.

Income Tax

The Council is a public authority in terms of the Income Tax Act 2007 and consequently the Council is exempt from income tax.

Cost Allocation

The Council has four output classes' outlines in the *Statement of Intent*. The Council has derived the cost of each output using the system outlined below:

- Direct Costs are directly attributable to an output and are charged directly to the outputs.
- Indirect costs are those that cannot be identified in an economically feasible manner with a specific output. Charges to outputs are based on appropriate cost drivers such as actual usage, staff numbers and floor area.

Significant accounting judgements, estimates and assumptions

The preparation of the Council's financial statements requires management to make judgements, estimates and assumptions that affect the reported amounts of revenues, expenses, assets and liabilities, and the accompanying disclosures, and the disclosure of contingent liabilities. Uncertainty about these assumptions and estimates could result in outcomes that require a material adjustment to the carrying amount of assets or liabilities affected in future periods.

Judgements

In the process of applying the Council's accounting policies, management have not made any judgements that would have a significant impact on the financial statements.

Estimates and assumptions

The key assumptions concerning the future and other key sources of estimation uncertainty at the reporting date, that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year, are described below. The Council based its assumptions and estimates on parameters available when the financial statements were prepared. Existing circumstances and assumptions about future developments, however, may change due to market changes or circumstances arising beyond the control of the Council. Such changes are reflected in the assumptions when they occur.

Useful lives and residual values

The useful lives and residual values of assets are assessed using the following indicators to determine potential future use and value from disposal:

- The condition of the asset
- The nature of the asset, its susceptibility and adaptability to changes in technology and processes
- The nature of the processes in which the asset is deployed
- Availability of funding to replace the asset
- Changes in the market in relation to the asset

The estimated useful lives of the asset classes held by the Council are listed above.

Revenue Recognition

The Council issue practising certificates which are for a period of three years and revenue is recognised based on year one 53%, year two and three 23.5% each. This reflects the additional registration costs incurred in year one.

2. Other Operating Expenses

	2015 Actual \$'000	2014 Actual \$'000
Administration	1,810	1,964
Audit Fees to Auditors	48	47
Professional/Consultant Fees	74	83
Advisory Committees	33	18
Rent	279	279
Council Members' fees	158	143
Loss/(gain) on sale of assets	-	2
CAC Panels	1,144	1,126
Complaints/Discipline	188	252
Doubtful Debts/Bad Debts	-	36
	3,734	3,950

3. Employee Costs

	2015 Actual \$'000	2014 Actual \$'000
Wages & Salaries	4,176	3,468
Staff professional development	68	58
Superannuation	28	49
KiwiSaver employer contribution	101	79
Temporary staff	74	129
ACC levies	12	12
Payroll fees	4	4
Increase in Employee Entitlements	61	75
	4,524	3,874

4. Cash and cash equivalents

Cash and cash equivalents include the following components:

	2015 \$'000	2014 \$'000
Cash at bank	3,997	593
Short-term deposits with maturities of less than 3 months	1,610	1,725
TOTAL CASH AND CASH EQUIVALENTS	5,607	2,318

5. Other Investments

The Council holds term deposits with various institutions. Term deposits with a term of greater than 93 days are classified as Term Deposits rather than Cash and Cash Equivalents.

	2015 \$'000	2014 \$'000
Term Deposits with maturities of less than 12 months	2,394	5,726
TOTAL	2,394	5,726

6. Property plant and equipment

	Computer Equipment \$'000	Office Equipment \$'000	Office Fit-out \$'000	Fixtures & Fittings \$'000	Work in Progress \$'000	Total \$'000
2015						
Cost	247	108	581	203	149	1,288
Accumulated depreciation	(174)	(52)	(262)	(113)	(-)	(601)
NET BOOK VALUE	73	56	319	90	149	687
2014						
Cost	194	91	575	198	10	1,068
Accumulated depreciation	(129)	(36)	(197)	(100)	-	(462)
NET BOOK VALUE	65	55	378	98	10	606

Reconciliation of the carrying amount at the beginning and end of the period:

	Computer Equipment \$'000	Office Equipment \$'000	Office Fit-out \$'000	Fixtures & Fittings \$'000	Work in Progress \$'000	Total \$'000
2015						
Opening balance	65	55	378	98	10	606
Additions	53	17	6	5	146	227
Disposals/ Tfer to assets	-	-	-	-	(7)	(7)
Depreciation	(45)	(16)	(65)	(13)	-	(139)
CLOSING BALANCE	73	56	319	90	149	687

There are no restrictions over the title of the Councils PPE assets, nor are any PPE assets pledged as security for liabilities.

7. Intangible Assets

	Acquired Software \$'000	Total \$'000
2015		
Cost	913	913
Accumulated amortisation	(801)	(801)
NET BOOK VALUE	112	112
2014		
Cost	842	842
Accumulated amortisation	(720)	(720)
NET BOOK VALUE	122	122

Reconciliation of the carrying amount at the beginning and end of the period:

	Acquired Software \$'000	Total \$'000
2015		
Opening balance	122	122
Additions	72	72
Disposals	-	-
Amortisation	82	82
CLOSING BALANCE	112	112

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

8. Receivables from non-exchange transactions

	2015 \$'000	2014 \$'000
Grants Receivable	230	-
TOTAL	230	-

9. Trade and other payables

	2015 \$'000	2014 \$'000
Trade payables	876	249
GST Payable	130	67
Revenue in advance	3,226	2,948
Other non-trade payables & accrued expenses	224	419
TOTAL	4,456	3,683

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

10. Employee Entitlements

	2015 \$'000	2014 \$'000
Accrual of Salaries/Superannuation	80	58
Liability for annual/lieu leave	281	242
Accrual for sick leave	5	5
TOTAL	366	305

11. Leases

As at the reporting date, the Council Members have entered into the following operating lease commitments:

	2015 \$'000	2014 \$'000
No later than one year	320	320
Later than one year and no later than five years	1,202	1,281
Later than five years	–	240
TOTAL	1,522	1,842

Deferred lease liability

This liability reflects the building owner contribution and rent holiday provided to the Council upon taking the lease for its premises at 80 Boulcott Street, Wellington. These contributions will be fully amortised by the expiry of the lease. This has been recorded as both current and long-term liabilities to show the amortisation over the duration of the rent holiday.

This lease has been conferred to the Education Council of Aotearoa New Zealand as at 1 July 2015.

12. Related party transactions

Related party transactions

The Council is a wholly owned entity of the Crown.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the Council would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions of such transactions.

Key Management Personnel

The key management personnel, as defined by PBE IPSAS 20 Related Party Disclosures, are the members of the governing body of the Council (which is comprised of the Council Members) and the Executive Management Team (employees). The following remuneration is paid to the Council Members:

Council Members Remuneration	2015 \$'000	2014 \$'000
Chair		
Alison McAlpine	51	57
Total Chair remuneration	51	57
Council Members		
Diane Wills (resigned 30 April 2014)	–	(2)*
Hagley Community College (D Wills)	–	(5)*
Jenny Vamey (retired 1 October 2014)	1	4
Wellington Kindergartens (J Vamey)	1	5
Karen Sewell (from 1 March 2014)	7	5
Lousie Green	2	3
Khandallah School (L Green)	3	6
Megan Cassidy (retired 1 October 2014)	1	5
Middleton Grange School (M Cassidy)	–	3
Pat Newman	6	8
Hora Hora School (P Newman)	10	5
Jan Torrey (from 1 May 2014)	4	1
Karamu High School (J Torrey)	6	1
Malcom Jones	3	5
Central Southland College (M Jones)	5	6
Evelyn Tobin	10	8
Peter Ferris	6	7

Table continued on following page...

Council Members Remuneration	2015 \$'000	2014 \$'000
Ilminster Intermediate School (P Ferris)	10	10
Sally Ormandy	10	7
Opawa School (S Ormandy)	2	-
David Spraggs (from 1 October 2014)	-	-
Gisborne Kindergarten Association (D Spraggs)	9	-
Claire Amos (from 1 October 2014)	3	-
Hobsonville Point School	4	-
Lynda Stuart (from 1 December 2014)	1	-
May Road School (L Stuart)	3	-
Rob McIntosh (resigned 30 November 2014)	-	5
Total Council Members	107	86
TOTAL COUNCIL FEES	158	143
Number of full time equivalents	2.2	2.1**

There are a number of members whose daily fee is paid directly to their school, centre or organisation. These Council members are being paid by their institutions and appropriately do not accept a payment for services to the Council.

There have been no payments made to committee members appointed by the Council who are not Council members during the financial year.

The Council has had directors' and officers' liability and professional indemnity insurance in place during the financial year in respect of the liability or costs of Council members and employees.

The Council Chair received a daily meeting fee of up to \$655. Council members received a daily meeting fee of \$385 plus a preparatory fee of \$192.50.

No Council members received compensation or other benefits in relation to cessation (2014: \$nil).

* This is a reversal of the 2012-13 accruals as the member did not claim fees.

** Estimated

The aggregate remuneration of key management personnel and the number of individuals, determined on a full-time equivalent basis, receiving remuneration is as follows:

	2015 \$'000	2014 \$'000
Total remuneration of key management personnel	920	783
Number of full-time equivalents [†]	7.3	7.1
Employee Remuneration		
\$100,000–100,999	2	–
\$110,000–119,999	3	–
\$120,000–129,999	–	1
\$130,000–139,999	1	2
\$140,000–149,999	1	1
\$150,000–159,999	2	1
\$160,000–169,999	1	–
\$190,000–199,999	1	–
\$210,000–219,999	–	1

[†] During 2014–15 there were two persons who were employed as the Director of the Council for one month to allow for a handover from the departing Director to the Acting Director. The departing Director received a cessation payment of \$29.6k in August 2014.

13. Categories of financial assets and liabilities

The carrying amounts of financial instruments presented in the statement of financial position relate to the following categories of assets and liabilities:

	2015 \$'000	2014 \$'000
Financial Assets		
Loans and receivables		
Cash and cash equivalents	5,607	2,318
Short term investments	2,394	5,725
Receivables from exchange transactions	802	432
Receivables from non-exchange transactions	230	-
TOTAL	9,033	8,475
Financial Liabilities		
At amortised cost		
Trade and other creditors	4,456	3,684
Employee Entitlements	366	305
TOTAL	4,822	3,989

14. Capital commitments

There were no capital commitments at the reporting date. (2014: \$Nil).

15. Contingent assets and liabilities

There are no contingent assets or liabilities at the reporting date. (2014: \$80,000).

16. Events after the reporting date

On 1 July 2015, the New Zealand Teachers Council was disestablished and all its functions were transferred to the Education Council of Aotearoa New Zealand.

17. Explanation of financial variances from budget

Revenue

Revenue overall is up 12% or \$952k against budget for the year. This is due to additional funding of \$400k from the Ministry of Education to assist with the delivery of a further phase of the *Appraisal of Teachers: What is evidence* project targeted at teachers and settings who had not taken part in previous phases, and an additional \$332k for an earlier portion of the Appraisal of Teachers project. Therefore the revenue from Council operations is actually 2% or \$217K above budget as at the end of June.

Fees revenue for renewals and new applications for registration was up by \$89K against budget as at the end of June. The Council received more than expected renewals and interestingly fewer than expected new applications.

Revenue for movement from provisional/Subject to Confirmation to full registration increased during the financial the year which resulted in it being \$42K above budget as at the end of June. We believe this to be the positive flow-on effect of the introduction of the *Teacher Education Refresh* requirements and the communication about its introduction.

Expenditure

Expenditure overall was over budget by less than 1% or \$43K for the year.

The three areas which remained largely underspent for the year were Competence/Complaints Assessment Committee (CAC) Panels (\$20K and \$174K respectively), Council Members Fees and Expenses (\$91K) and Special Projects (\$239k).

The Competence/CAC Panels budget costs were based on an increased number meetings for the panels and associated costs which did not eventuate.

Special Projects expenditure was below budget and delivery capacity was under pressure due to the Ministry of Education provided funding for additional targeted Appraisal of Teachers workshops to be delivered before 30 June.

The Council Members Fees and Expenses were less than expected during the financial year.

Personnel expenditure was over budget by 7% or \$288K for the year. This is the effect of the final payroll payments made and higher than projected salary increases. There was also an increase in staff positions (two Senior Advisors in Teacher Education and Registration, and an HR Advisor). Temporary staff costs were over budget with assistance still required in the Teacher Practice team.

Administration Expenses were over budget by 15% or \$222K for the year. Legal fees for Disciplinary Tribunal and the Council continue to be the biggest cost driver being \$350K above budget for the year.

Professional/Consultancy Fees were over budget by 224% or \$51k for three main reasons. The Council has been using Blackland PR to support communications and other media advice. The Council commissioned a review of the Council's financials in relation to the likely need for a fee increase. The Council engaged Grant Thornton to assist with the transition to the PBE IPSAS standard as discussed at the February 23 Audit and Risk Management committee meeting.

The Council election was over budget by 55% or \$52K. This was additional cost incurred to run the election due to the higher than expected number of candidates who stood for election to the Council.

Independent Auditor's Report

To the readers of New Zealand Teachers Council's financial statements and performance information for the year ended 30 June 2015

The Auditor-General is the auditor of the New Zealand Teachers Council (the Teachers Council). The Auditor-General has appointed me, Karen Young, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and the performance information, including the performance information for an appropriation, of the Teachers Council on her behalf.

Opinion on the financial statements and the performance information

We have audited:

- the financial statements of the Teachers Council on pages 28 to 45, that comprise the statement of financial position as at 30 June 2015, the statement of comprehensive revenue and expense, statement of changes in net assets and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the performance information of the Teachers Council on pages 12 to 23.

In our opinion:

- the financial statements of the Teachers Council that are prepared on a disestablishment basis:
 - present fairly, in all material respects:
 - its financial position as at 30 June 2015;
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with reduced disclosure requirements.
- the performance information:
 - presents fairly, in all material respects, the Teachers Council's performance for the year ended 30 June 2015, including:
 - for each class of reportable outputs:
 - its standards of performance achieved as compared with forecasts included in the statement of performance expectations for the financial year;
 - its actual revenue and output expenses as compared with the forecasts included in the statement of performance expectations for the financial year;
 - what has been achieved with the appropriation;
 - the actual expenses or capital expenditure incurred compared with the appropriated or forecast expenses or capital expenditure; and
 - complies with generally accepted accounting practice in New Zealand.

The financial statements are appropriately prepared on a dissolution basis

Without modifying our opinion, we draw your attention to the accounting policy on page 32 about the financial statements being prepared on a disestablishment basis because of the Government's decision to disestablish the Teachers Council and transfer the functions to the Education Council of Aotearoa New Zealand. The Teachers Council was disestablished as at 1 July 2015. We consider the disestablishment basis of the preparation of the financial statements and the related disclosures to be appropriate to the Teachers Council's circumstances.

Our audit was completed on 28 October 2015. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Council;
- the appropriateness of the reported performance information within the Teachers Council's framework for reporting performance;
- the adequacy of the disclosures in the financial statements and the performance information; and
- the overall presentation of the financial statements and the performance information.

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

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

Responsibilities of the Council

The Council is responsible for preparing financial statements and performance information that:

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

The Council's responsibilities arise from the Crown Entities Act 2004 and the Public Finance Act 1989.

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

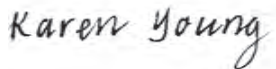
Responsibilities of the Auditor

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

Independence

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

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



Karen Young

Audit New Zealand

On behalf of the Auditor-General

Wellington, New Zealand

Supporting Information

Disciplinary Tribunal

The Disciplinary Tribunal Chair receives a daily meeting fee of \$900. Members receive a daily meeting fee of \$415.

Kenneth Johnston – Chair	\$10,250
Graeme Gilbert	\$541
Peter Ferris (Council Member)	\$1,865
Ilminster Intermediate School (P Ferris)	\$2,302
Ann Chapman	-
Megan Cassidy (Council Member)	\$307
Middleton Grange School (M Cassidy)	\$991
Patrick Walsh	\$1,489
Maraea M Hunia	\$1,868
Vivianne Murphy	-
Barbara Arnott	-
David Hain	\$543
Stuart King	\$808
Sue Ngarimu	\$2,175
David Turnbull	\$1
Elizabeth Pakai	(\$1,244)
Shelia Grainger	\$1,244
Sally Ormandy (Council Member)	\$3,246
Opawa School (S Ormandy)	\$1,239
John Hannan – Chair	\$5,997

Complaints assessment committee

The Complaints Assessment Convenor and Chairs receive a daily meeting fee of \$475. Members receive a daily meeting fee of \$385.

Malcolm Jones: Convenor (Council Member)	\$1,958
Central Southland College (M Jones)	\$2,530
Northern Panel	
Jill Page – Chair	\$31,438
Stephanie Norrie	\$15,479
Nicola Parsons	\$295
Sandy Cassells	\$13,090
Peter Cooke	\$13,475
Central Panel	
Keith Lees – Chair	\$17,470
Bruce McLachlan	\$12,878
Jenny Varney (Council Member until 30 September 2014)	\$9,677
Marian Blackford	\$11,550
Southern Panel	
Denis Pyatt – Chair	\$13,543
Jane Culhane	\$4,512
Sandy Radford	\$6,738
Gail Gibson	\$5,198
Auckland Panel	
Denis Cocks – Chair	\$23,361
Pat Newman (Council Member)	\$5,295
Hora Hora School (P Newman)	\$7,700
Dr Jenny Te Paa Daniel	\$8,689
Rikkie Betts	\$10,889
National Panel	
Nigel Wilson – Chair (from November 2014)	\$12,815
Graeme Oldershaw – Chair (until November 2014)	\$3,120
Irene Symes	–
Patricia McKelvey	\$9,661
Sue Ineson	\$7,688
Megan Cassidy (from 1 October 2014)	\$2,912

Early Childhood Education Advisory Group

Clare Wells: Convenor (has elected not to receive a fee)	-
Dr Alexandra Gunn	\$645
Carol Palmer	\$280
Valerie Kay Lloyd-Jones	\$645
Dr Diane Mara	\$645
Roimata Kirikiri	-
Jenny Yule	\$323
Jenny Varney (Council Member until 30 September 2014)	-
David Spraggs (Council Member from 1 October 2014)	-

Maori Medium Advisory Group

Tony Trinick: Convenor	-
Tui Rolleston-Yeager	\$645
Evelyn Tobin (Council Member)	-
Tuki Takiwa	-
Lucy Te Arai Te Moana	\$323
Wiremu Kaua	\$645
Karin Mahuika	-
Vivian Ihenga Para Meha	-
Gloria Esmé Tākuira	-

Competency Advisory Group

Colin Tarr	\$264
Graeme Yule	\$577
Gwen Davitt	\$2,021
Karl Vasau	\$193
Natasha Kibble	\$289
Penina Vailaau	\$289
Rhys McKinley	\$289
Rosalie Hunt	\$289
Fr Paul Martin	\$578
Perry Rush	\$1,442
Liz Patara	\$347
Jane Horrax	\$1,733
Mike Farrelly	\$1,155
Robert Anderson	\$289
Jenny Williams	\$1,348
Elizabeth Millar	\$769
Sue Jury	\$674
Tim Tucker	\$1,318
Bruce Hart	\$864
Susanne Jungerson	\$578
Robin Thomson	(\$385)

Impairment Committee*

Allan Cockburn	(\$225)
Bruce Bridges	\$1,120
Don Lawson	\$289
David Butler	(\$120)
Dr Keith Humphries	-
Evelyn Tobin (Council Member)	\$1,825
Dr Lynn McBain	\$615
Gary Tenbeth	\$1,138
Rachel Searle	\$5,400
Julie Gray	\$722
Tio Rose	\$1,247
David Spraggs (Council Member from 1 October 2014)	\$1,572
Denis Wright	-
Kerry Delaney	\$200
Susan Pryde	\$144

* Please note the Impairment Committee above relates to the impairment of teachers and not to the impairment of property, plant and equipment and intangible assets as disclosed in the financial statements, policies and notes

Directory

New Zealand Teachers Council

PO Box 5326
Level 12
80 Boulcott Street
Wellington, 6011

Telephone: (04) 471 0852

Facsimile: (04) 471 0870

Email: inquiries@teacherscouncil.govt.nz

Website: www.teacherscouncil.govt.nz

Accountants

Grant Thornton

Level 15
Grant Thornton House
215 Lambton Quay
Wellington

Auditors

Audit New Zealand

Level 2
100 Molesworth Street
Wellington

Bankers

Bank of New Zealand

North End Branch
100 Lambton Quay
Wellington

Insurers

Marsh Insurance Limited

PO Box 699
Wellington

Legal Counsel

Harbour Chambers

111 The Terrace
Wellington

Chamber of Stefan

Kaminski
48 Data Street
PO Box 29599
Christchurch 8540

Lambton Chambers

3/F
101 Lambton Quay
Wellington

Buddle Findlay

State Insurance Tower
1 Willis Street
Wellington



**New Zealand
Teachers Council**

Te Pouherenga Kaiako o Aotearoa

Postal Address

PO Box 5326,
Wellington 6145

Website

www.teacherscouncil.govt.nz