

Education

From “Understanding the Landscape of Auckland & Northland: An Evidence Review”

Written by the Centre for Social Impact (July 2018)

This topic extract is taken from the above report which summarises the key findings of an evidence review completed by the Centre for Social Impact to inform the implementation of Foundation North’s 2018 Strategic Plan. These key findings have been used to inform the development of funding priorities for the Foundation alongside the development of a broader range of positive outcomes that best contribute to the Foundation’s overall vision.

Key Findings

There are 10 topic-specific extracts from the full report.

All extracts and the full report are available at www.foundationnorth.org.nz/how-we-work/resources

1. Population profile | 2. Population change | 3. Income inequality and deprivation | 4. Economic wellbeing | 5. Social cohesion | **6. Education** | 7. Children and young people | 8. Housing | 9. Environmental wellbeing | 10. Community sector

(i) Why is education an important indicator?

- 1) Education is a key determinant of a person’s future social and economic wellbeing. Educational outcomes can determine social development, future employment opportunities, income and economic wellbeing, and overall personal wellbeing including health and social capital.
(Education Counts, 2013).
- 2) New Zealanders with no qualifications have an unemployment rate 48% higher than those whose highest qualification is a school qualification. Average earnings are 24% higher for those with a tertiary qualification.
(Education Counts, 2013).
- 3) Educational attainment can be influenced by a range of factors including early learning, school transience, stand-downs and suspensions and wider factors including family income.
(Education Counts 2017a, 2017b).

(ii) What are the regional trends and issues?

- 1) Student transience is higher in Northland than any other region in New Zealand. There are also pockets of high transience in South Auckland.

Source: Education Counts, 2017b.

Region	Transience rate per 1,000 students
National	5.0
Northland	19.4
Auckland	5.5
- Papakura	23.4
- Manurewa	21.8

- 2) NCEA Level 1 achievement rates are low in Northland, South Auckland and Tāmaki, compared to the national average.

Source: Education Counts, n.d./a

Region	NCEA Level 1 % achieved
National	88.4%
Northland	85.1%
- Far North	83.7%
Auckland	90.4%
- Papakura	76.8%
- Manurewa	77.2%
- Maungakiekie-Tāmaki	81.1%

3) NCEA level 1 achievement rates are lower for Māori and Pacific students across New Zealand – and relatively lower for Māori in Auckland and for Pacific in Northland. Rates are improving, but the gap between Māori and Pacific students, and non-Māori and non-Pacific students, is not reducing. <i>Source: Education Counts, n.d./a</i>	Region	Māori NCEA L1	Pacific NCEA L1			
	National	76.4%	85.2%			
	Northland	76.2%	79.7%			
	Auckland	74.5%	85.8%			
4) Northland's rates of stand-down, suspension, exclusion and expulsion are 1.5 to 3 times the national average. Stand-down rates are most elevated for Māori boys. <i>Sources: Education Counts, 2017a; Salvation Army, 2015.</i>	Region / student type		Stand-down rates per 1,000 students			
	National / All		5.0			
	Northland / All		19.4			
	National / Māori		30.5			
	Northland / Māori		48.8			
	National / Boys		30.5			
	Northland / Boys		44.8			
5) Internationally, New Zealand rates well for early childhood education (11th out of 34 OECD countries). However, rates of participation in early childhood education are a concern in the Far North, South Auckland and Tāmaki. Participation rates are also lower for Māori and Pacific children across the region. <i>Sources: Education Counts, 2017c; OECD, 2016c.</i>	Region		Prior participation in early childhood education			
	National		96.8%			
	Māngere-Ōtāhuhu		89.2%			
	Far North		92.6%			
	Manurewa		92.9%			
	Maungakiekie-Tāmaki		93.2%			
	Ōtara-Papatoetoe		93.2%			
6) There are 455 students enrolled in alternative education in Northland and Auckland, which represents 0.5% of the total student population (2016). From 2012-2015 the number of enrolled students decreased annually. In 2016, however, enrolment numbers were the highest since 2012. Alternative education students are more likely to be male. <i>Source: Education Counts, n.d./a</i>	Region/Gender	2012	2013	2014	2015	2016
	Northland/M	65	60	57	58	60
	Northland/F	25	28	24	18	32
	Auckland/M	298	216	164	164	219
	Auckland/F	163	139	111	111	144
	Total	551	443	356	351	455

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