

## A LEARNING COMMUNITY

### 32. Early childhood education

#### Why is this important?



The aim of early childhood education is to promote children's learning and development. Services available include kindergartens, playcentres, kōhanga reo, home-based services, childcare centres and crèches. Evidence shows that the early years of childhood are vital to a child's development and future ability to learn. Quality early childhood programmes prepare young children socially, physically and academically for entry into primary education and help narrow the achievement gap between children from low-income families and those from more advantaged families.

#### What are the measures?

32a Early childhood education

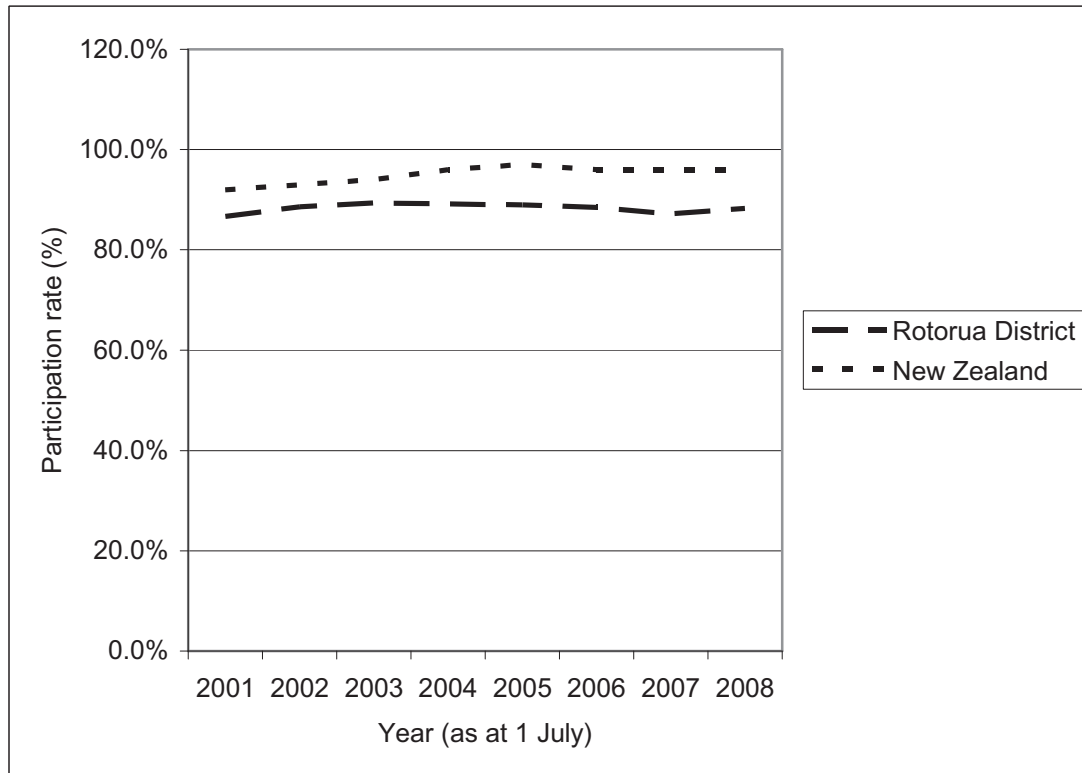
#### How are we doing?

- The rate of participation by Rotorua children in ECE services has remained largely unchanged since the early 2000s, and the rate remains below the national average. Māori and Pacific children have generally lower participation rates compared with other ethnic groups.

	Indicator	State – Rotorua	State – Regional/NZ	Trend – Rotorua	Trend – Regional/NZ
32a	Early childhood education	89.3% of Year 1 children attended ECE	94.7% of Year 1 children attended ECE		

Early childhood education (ECE) in Rotorua is available through approximately 95 ECE services. Figure 32a(i) shows that the rate of participation by Rotorua children in ECE services has remained largely unchanged since the early 2000s, and the rate remains below the national average. Figure 32a(ii), based on a different measure, shows that Māori and Pacific Islands children continue to have lower than average participation rates compared to other ethnic groups. For all ethnic groups combined, approximately 89.3% of Year 1 children in the Rotorua District in 2008 had been previously enrolled in an early childhood education service, compared with 94.7% for New Zealand as a whole.

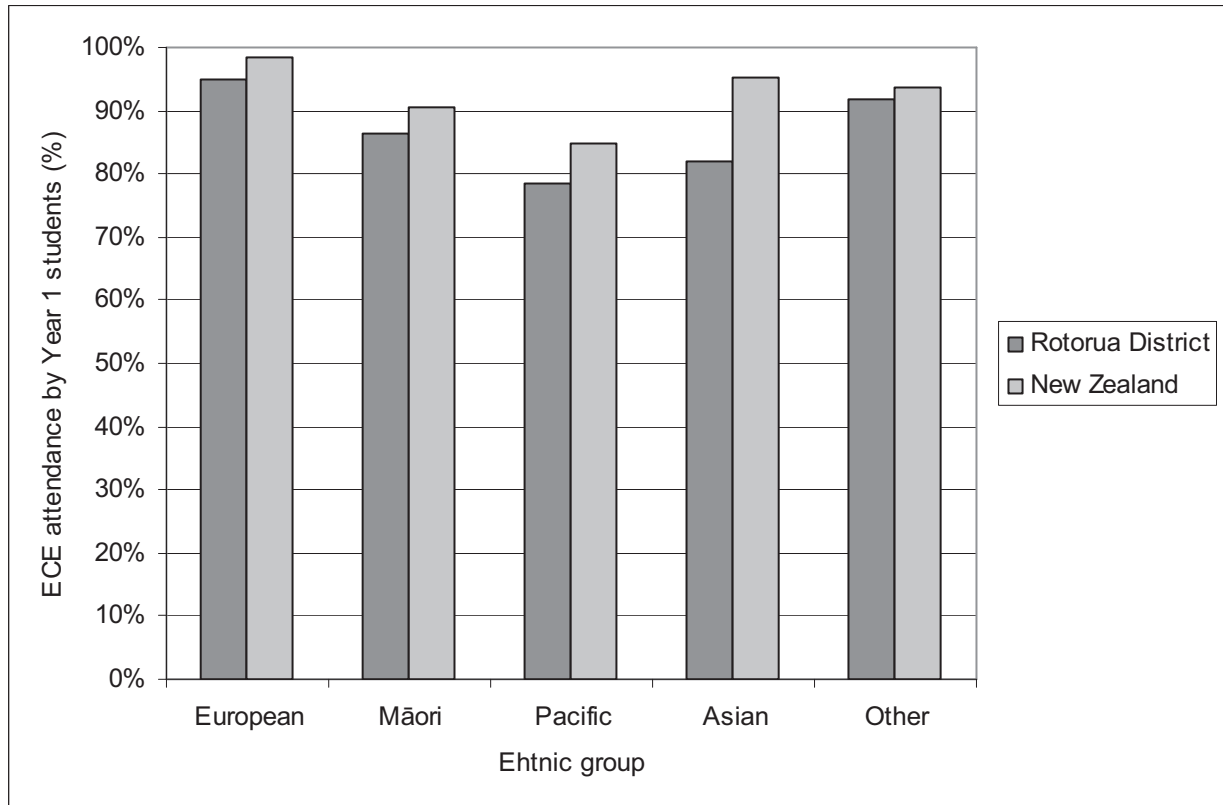
**Figure 32a(i): Early childhood education “apparent” participation rate for 3 and 4 year olds**



**Source: Ministry of Education/MSD Social Report**

*Note: These figures overestimate the true participation rate. Rates in excess of 100% are possible because children can be enrolled in more than one ECE service.*

Figure 32a(ii): Early childhood attendance by Year 1 students, by ethnic group 2008



Source: Ministry of Education/MSD Social Report

### **33. Student achievement**

#### **Why is this important?**

Educational attainment is an indicator of employment suitability, and an increasingly important determinant of lifetime earning potential.



#### **What are the measures?**

33a School qualifications

33b Early school leavers

#### **How are we doing?**

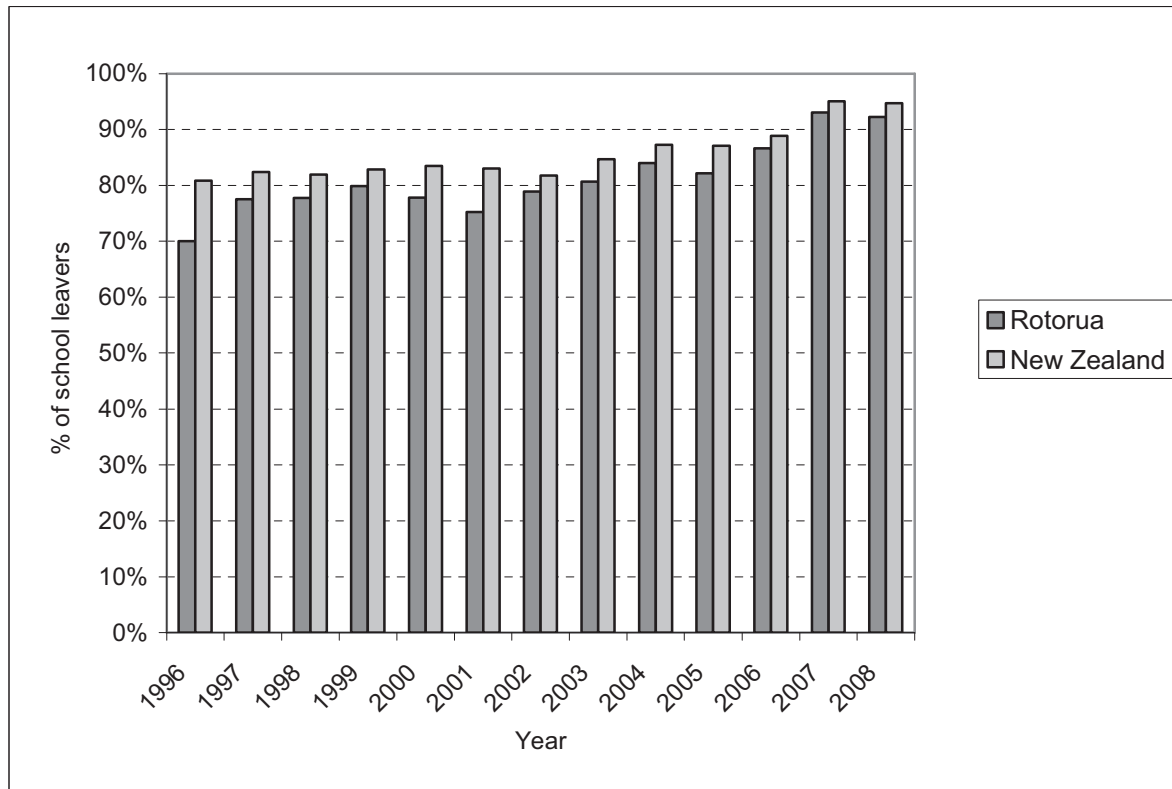
- At least 14 credits at level 1 under the NCEA framework represents a basic prerequisite for higher education, training or entry-level jobs. The proportion of Rotorua school leavers with the equivalent of at least 14 credits at level 1 NCEA increased from 70.0% in 1996 to 92.2% in 2008. The comparative national figure for 2008 was 94.7%, suggesting that very few young people are apparently now leaving school without some form of formal qualification. Māori students remain the largest proportion of school leavers with little or no formal qualifications, however the disparity between Māori and non-Māori has decreased over time.
- Schooling is compulsory for all children between their sixth and sixteenth birthdays, but applications for early leaver exemptions can be made to the Ministry of Education for consideration under limited circumstances. In the Rotorua District there were 8.5 early leaving exemptions per 1,000 15 year-old students in 2009 compared to 9.6 per 1,000 at the national level. The rate of early leaving exemptions for 15 year-olds has dropped substantially since 2006, due to the Ministry of Education strengthening its early leaving application and approval process.

	Indicator	State – Rotorua	State – Regional/NZ	Trend – Rotorua	Trend – Regional/NZ
33a	School qualifications	92.2% of school leavers with at least 14 credits at NCEA level 1	94.7% of school leavers with at least 14 credits at NCEA level 1		



This indicator measures the percentage of school leavers with at least 14 credits at level 1 under the NCEA framework. This reflects the extent to which young adults have completed a basic prerequisite for higher education, training or entry-level jobs. Those who leave school early with few qualifications are at a much greater risk of unemployment or vulnerability in the labour force and of having low incomes.

Figure 33a shows that the proportion of school leavers with at least 14 credits at level 1 NCEA has increased dramatically over the past few years at both the local and national level. The proportion of Rotorua school leavers with the equivalent of at least 14 credits at level 1 NCEA increased from 70.0% in 1996 to 92.2% in 2008. The comparative national figure for 2008 was 94.7%, suggesting that very few young people are apparently now leaving school without some form of formal qualification. Māori students remain the largest proportion of school leavers with little or no formal qualifications however the disparity between Māori and non-Māori has decreased over time.

**Figure 33a: Percentage of school leavers with at least 14 credits or equivalent at NCEA level 1**



Source: Ministry of Education.

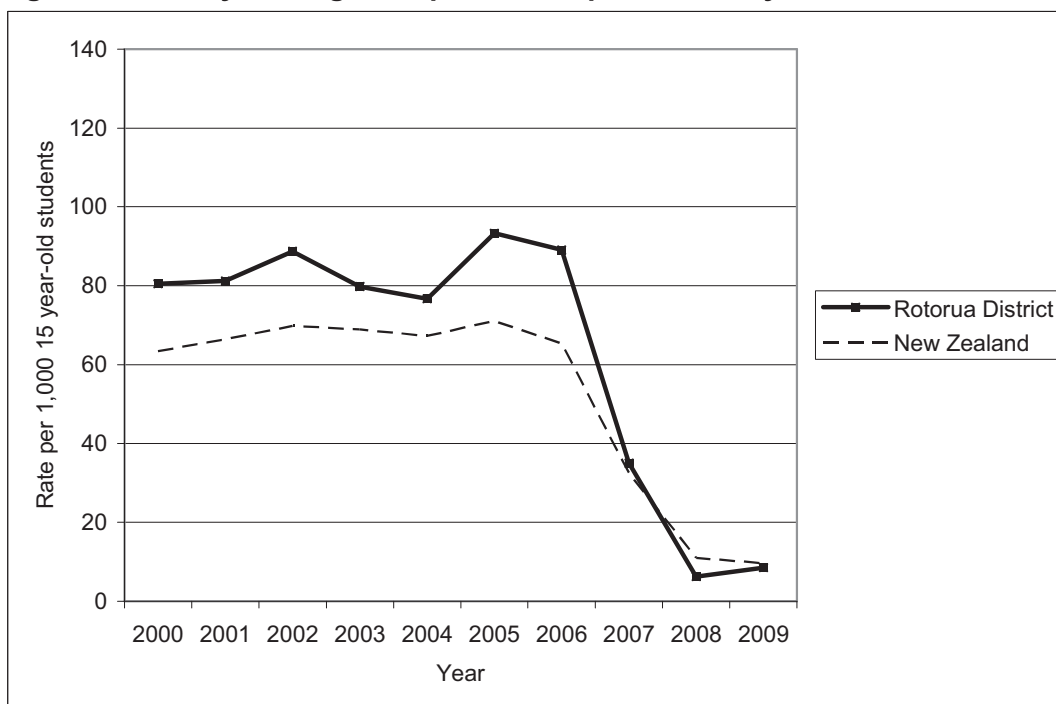
	Indicator	State – Rotorua	State – Regional/NZ	Trend – Rotorua	Trend – Regional/NZ
33b	Early school leavers	8.5 early leaving exemptions per 1,000 15 year-old students	9.6 early leaving exemptions per 1,000 15 year-old students		

A challenge for schools is to ensure all students feel they belong and are encouraged to participate at school. Schooling is compulsory for all children between their sixth and sixteenth birthdays, but applications for early leaver exemptions can be made to the Ministry of Education for consideration under limited circumstances (reference s21, 22 and 22a of the Education Act 1989). The Ministry of Education monitors the number of students leaving school before turning 16 years of age. Parents are required to give details about training programmes or employment that the student would move on to in the event of an exemption being granted.

The rate of 15 year-olds receiving early leaving exemptions in New Zealand rose over the first few years of the decade but has subsequently fallen. In the Rotorua District there were 8.5 early leaving exemptions per 1,000 15 year-old students in 2009 compared to 9.6 per 1,000 at the national level. The rate of early leaving exemptions for 15 year-olds has dropped substantially since 2006, due to the Ministry of Education strengthening its early leaving application and approval process. The process involves:

- Imposing a stricter interpretation of the early leaving legislation criteria.
- Ensuring direct contact between parents and Ministry staff at the first stage in the early leaving process, to actively dissuade early leaving and to support parents to find ways of keeping their children engaged in learning.
- Encouraging alternatives such as a combination of school- and work-based learning.

**Figure 33b: Early leaving exemption rates per 1,000 15 year-old students**



Source: Ministry of Education

## 34. Student engagement

### Why is this important?

Regular school attendance is important for children's education and overall development. Children who disengage from school through non-enrolment, truancy or suspension are less likely to gain formal qualifications and achieve in later life.



### What are the measures?

34a Stand-downs and suspensions

34b Truancy rate

### How are we doing?

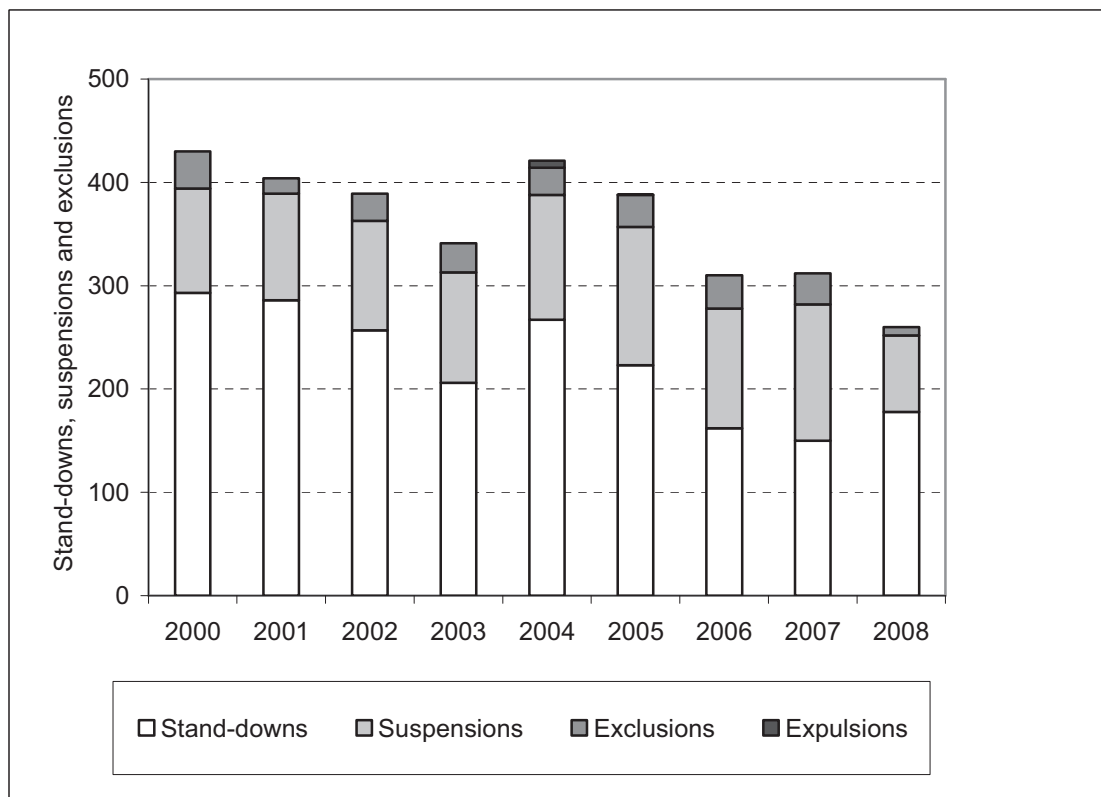
- There were 178 students stood down from Rotorua District schools in 2006 compared to 293 in 2000. The age-standardised rate of stand-downs and suspensions per 1,000 students has been generally decreasing over time, and at a faster rate than the national level. The age-standardised rate for Rotorua District schools in 2008 was 18.0 per 1,000 students compared to the national average of 34.6.
- Truancy rates for Rotorua District schools in 2006 were significantly higher than the national average. In Rotorua 4.1% of students had unjustified absences and 2.3% were "frequent truants". The comparative national figures were 2.3% and 1.1% respectively. Māori students were 3-4 times more likely to truant than non-Māori. Results from the 2009 survey are not readily available at the territorial authority level, but the Bay of Plenty regional results are similar to 2004 results

	Indicator	State – Rotorua	State – Regional/NZ	Trend – Rotorua	Trend – Regional/NZ
34a	Stand-downs and suspensions	18.0 stand-downs and suspensions per 1,000 students	34.6 stand-downs and suspensions per 1,000 students		

One of the challenges for education providers is that a minority of young people may disrupt the learning of others. The cause of behavioural problems is complex and in many cases related to other issues in a student’s life. Suspensions and stand-downs are part of a range of ways in which student behaviour is managed. A stand-down is the formal removal of a student from school for a limited period, whereas a suspension is formal removal until the Board of Trustees decides their outcome. In the most serious of cases, a student can be excluded or expelled from school entirely with the requirement that they enrol elsewhere. The Government launched a series of programmes in 2001 aimed at reducing suspensions and stand-downs.

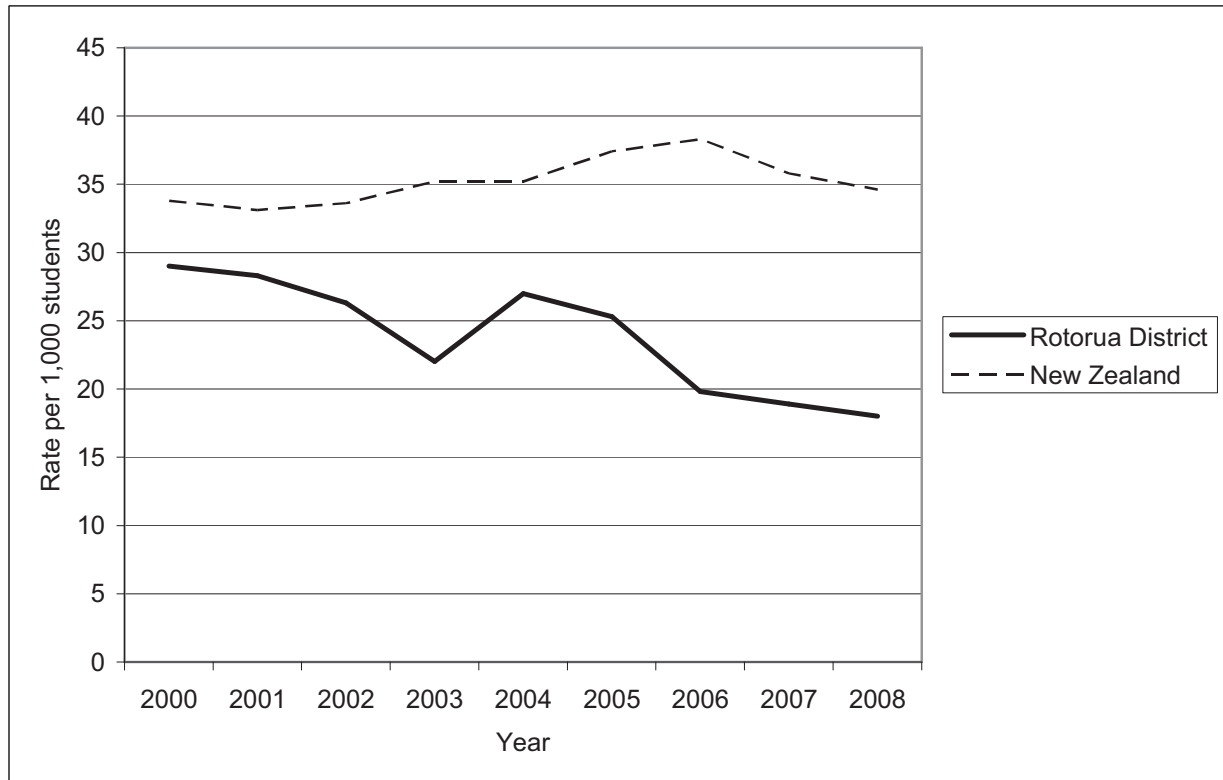
Figure 34a(i) shows that the total number of stand-downs, suspensions, exclusions and expulsions increased in Rotorua District schools in 2004 but has subsequently fallen. The longer-term trend is for an overall decrease. There were 178 students stood down in 2008 compared to 293 in 2000. Figure 34a(ii) shows that the age-standardised rate of stand-downs and suspensions per 1,000 students has been generally decreasing over time, and at a faster rate than the national level. The age-standardised rate for Rotorua District schools in 2008 was 18.0 per 1,000 students compared to the national average of 34.6.

**Figure 34a(i): Stand-downs, suspensions, exclusions and expulsions, Rotorua District schools**





**Source: Ministry of Education**

*Note: School roll data excludes correspondence school students, adult students (>19), foreign affairs scholarship and foreign fee paying students, and private students.*

**Figure 34a(ii): Age-standardised stand-down and suspension rate per 1,000 students****Source: Ministry of Education**

Notes: (1) School roll data excludes correspondence school students, adult students (>19), foreign affairs scholarship and foreign fee paying students, and private students. (2) The age-standardised rate is one where all subgroups, for all years being compared, are artificially given the same age distribution. In this indicator, the age distributions of students in each subgroup and year have been standardised to (or weighted by) the set of 2005 age-specific stand-down/ suspension/exclusion/expulsion rates for all New Zealand. As stand-downs and suspensions are highest for ages 13 to 15, standardising for age will remove any differences due to one group having a younger or older population than other groups, or if the overall age distribution has changed from year to year. As such, the standardised rate is an artificial measure, but it does provide an estimate of how groups, or overall rates by year, might more fairly compare if they had the same age distribution.

	Indicator	State – Rotorua	State – Regional/NZ	Trend – Rotorua	Trend – Regional/NZ
34b	Truancy rate	4.1% of students unjustifiably absent	2.3% of students unjustifiably absent		

Students who are unjustifiably absent from class are at greater risk of missing lessons and possibly dropping out of school. Sustained truancy affects educational achievement and can lead to diminished opportunities in later life. The truancy rate is the percentage of students who have unexplained absences. These may be unjustified absences (full day) or intermittent unjustified absences (part of a day), for example arriving late at school, skipping classes and tardiness.

Truancy rates are difficult to estimate, and systems are still developing for a consistent national approach to monitoring. The information to follow is from Ministry of Education Attendance Surveys of most schools in New Zealand during 2004, 2006 and 2009. Students who were unjustifiably absent for three or more days during the week of the survey were identified as frequent truants. All other students who were unjustifiably absent at any time during the week were identified as infrequent truants. The percentages of unjustified absences by year of survey were standardised by ethnic group, school decile, gender and Year Level to enable comparisons between different areas and over time.

The overall percentage of unjustified absences in New Zealand in 2009 (2.2%) was similar to the 2006 and 2004 survey results. Truancy rates for Rotorua District schools in 2006 were significantly higher than the national average. In Rotorua 4.1% of students had unjustified absences and 2.3% were “frequent truants”. The comparative national figures were 2.3% and 1.1% respectively. Ethnicity was a significant factor, with Māori students 3-4 times more likely to truant than non-Māori. Results from the 2009 survey are not readily available at the territorial authority level, but the Bay of Plenty regional results are similar to 2004 results.

**Table 34b(i): Truancy rate (standardised unjustified absences)**

	2004	2006
Rotorua District	n/a	4.1%
New Zealand	2.2%	2.3%

**Source: Ministry of Education**

**Table 34b(ii): Frequent truancy rate (standardised)**

	2004	2006
Rotorua District	n/a	2.3%
New Zealand	n/a	1.1%

**Source: Ministry of Education**

**Table 34b(iii): Bay of Plenty regional results**

	2004	2006	2009
Total absence rate	11.6%	12.6%	13.6%
Total unjustified absence rate	4.3%	5.8%	4.3%

**Source: Ministry of Education**

## 35. Further education

### Why is this important?

Knowledge and skills enhance people's ability to meet their basic needs, widen the range of options and employment available to them, and enable greater control over the direction of their lives. Skills and knowledge can also enhance people's sense of self-esteem, security and belonging. Education is a key to the District's ability to realise its economic potential. People's ability to re-skill and up-skill during their working lives is important if they are to keep pace with today's rapidly changing work environment.

### What are the measures?

35a Participation in further education or training

### How are we doing?

- The 2010 Bay of Plenty Community Outcomes Survey asked a sample of Rotorua residents if they had undertaken any education or training in the previous 12 month period. Results showed that a slightly above average proportion of Rotorua respondents were undertaking industry training or formal training through a school, polytechnic or university. Overall 54% of Rotorua respondents had participated in at least one form of further education or training over the previous 12-month period, including community-based education.

	Indicator	State – Rotorua	State – Regional/NZ	Trend – Rotorua	Trend – Regional/NZ
35a	Participation in further education or training	54% of residents participating in some form of further education or training	50% of residents participating in some form of further education or training (2006 survey results)	<b>B</b>	<b>B</b>

The 2006 Bay of Plenty Community Outcomes Survey asked a sample of 400 Rotorua residents if they had undertaken any education or training in the previous 12 month period. Table 35a shows that a slightly above average proportion of Rotorua respondents were undertaking industry training (25%) or formal training through a school, polytechnic or university (15%). Overall 49% of Rotorua respondents had participated in at least one form of further education or training over the previous 12-month period. For comparison, results from 2006 Big Cities Quality of Life Survey show that 23% of New Zealand residents were studying either full-time (12%) or part-time (11%).

The 2010 Bay of Plenty Community Outcomes Survey asked a similar set of questions to the 2006 survey, at both the regional and sub-regional level. According to results from the 2010 survey, over the period 2006 to 2010 there was an increased percent of regional population aged 15 and over who participated in further education or training. Table 35a(ii) shows this was also true in the Rotorua District. There is insufficient time series to make any strong conclusions regarding trends.

**Table 35a(i): Percent of population aged 15 and over who have participated in further education or training in the past 12 months (2006)**

	Bay of Plenty	WBOP District	Tauranga	Eastern BOP	Rotorua
Not applicable (have not had any training or education)	56%	56%	55%	58%	51%
Industry training, either on the job or through a provider	22%	25%	24%	17%	25%
Formal training through a school, polytechnic or university (full or part-time)	13%	10%	17%	11%	15%
Community-based education such as arts and crafts	6%	6%	5%	5%	6%
Community-based education relating to your employment or personal and professional development	13%	13%	14%	14%	12%
Some other form of education or training	3%	3%	1%	4%	5%
<b>TOTAL</b>	<b>113%</b>	<b>113%</b>	<b>116%</b>	<b>109%</b>	<b>114%</b>

**Source: BOP Community Outcomes Survey 2006**

*Note: Multiple responses were permitted, therefore total may exceed 100%.*

**Table 35a(ii): Percent of population aged 15 and over who have participated in further education or training in the past 12 months, Rotorua District 2006-2010**

	<b>2006</b>	<b>2010</b>
Not applicable (have not had any training or education)	51%	46%
Industry training, either on the job or through a provider	25%	26%
Formal training through a school, polytechnic or university (full or part-time)	15%	21%
Community-based education such as arts and crafts	6%	5%
Community-based education relating to your employment or personal and professional development	12%	18%
Some other form of education or training	5%	0%
<b>TOTAL</b>	<b>114%</b>	<b>116%</b>

**Source: Key Research Ltd and Environment Bay of Plenty: '2010 Bay of Plenty Community Outcomes Survey Report'.**

*Note: Multiple responses were permitted, therefore total percentages may exceed 100%*