

EARLY LEARNING

THE FIRST 1,000 DAYS OF A BABY'S LIFE (CONCEPTION TO AGE 2) ARE CRITICAL FOR DEVELOPMENT. FAMILY NURTURING LAYS THE FOUNDATION

Vulnerable children benefit most from quality early childhood education (ECE) and benefits last through to school. Participation rates in ECE are tracking up, with targeted efforts to increase participation of Māori and Pasifika families. Local services that acknowledge diverse family backgrounds, cultures and language are needed to attract families who have been reluctant to enrol their children.

Prior participation in ECE
By local boards, December 2013²

1,214 licensed ECE services

From 2015, an Early Learning Information (ELI) system will record what age children start ECE and how long they attend, giving us more accurate data about ECE participation.

Prior participation in ECE
Auckland new entrants 2010-2013²

Enrolments
Licensed ECEs, Auckland June 2013²

102,357 Auckland children aged 0-4¹

LITERACY

TALKING LAYS THE FOUNDATIONS FOR LITERACY

Children who do not develop strong oral language skills early find it difficult to learn to read and to keep up at school. Talking with and reading to children (in home languages, not only English) grows children's spoken vocabulary and helps get them ready for school. Not all children are getting the rich home language they need to get a solid start. Two thirds of mothers in the Growing Up in New Zealand longitudinal study were reading to their two year olds at least once a day, but 14% read to their toddlers only weekly or less. 57% of mothers were telling stories weekly or less.³

Early literacy environment³

SCHOOLING

STAYING AT SCHOOL INCREASES THE LIKELIHOOD OF EDUCATION SUCCESS

Strategies to retain students at school are vital because early school leavers usually leave without a qualification.

NCEA LEVEL 2

In 2013, 78.8% of Auckland school leavers had NCEA Level 2, the qualification often needed for entry level work roles and vocational training (compared to 74.2% nationally). The rate masks the gap between Māori (55.7%) and Pasifika (68.5%) achievement.⁴

21,486 new school entrants

537 schools

16,494 teachers April 2012

78.8% NCEA L2 passrate

1,208 children across the city did not attend ECE

More young people complete NCEA L2 in tertiary education or industry training, through Youth Guarantee, which focuses on creating more places and more learning options for young people under 25 who have not achieved at school.⁵

Pass rates are tracking up but greater support is needed for Māori and Pasifika.

40,593 3-5-year-olds enrolled

18-year-olds
With NCEA L2 or above, 2011-2013⁴

LITERACY UNDERPINS ACADEMIC SUCCESS

National standards describe the reading, writing and numeracy needed for primary school success. More reliable data and experience needed before the data is robust. About 20% of students face a literacy challenge. About 24% of students (approximately 4,120 students) moving into high school were below or well below reading standards; about 32% were not at expected writing or numeracy levels. Still a significant equity gap for both Māori and Pasifika, although Pasifika achievement rising. Girls do better than boys. Achievement in reading is higher than in maths and writing.⁶ Children from bilingual backgrounds who are still developing English may take longer to meet standards. Other success factors include being culturally confident, having a positive attitude toward learning and independent work habits. The next literacy marker is NCEA Level 1 literacy and numeracy credits in Year 11 when the majority of students are aged 15. Māori and Pasifika pass rates are tracking up. 2,487 15 year olds did not pass in either literacy or numeracy, including almost 900 European/Pakehā children.

UNIVERSITY READY

University entrance requires passing NCEA Level 3 to a university standard in approved subjects plus literacy and numeracy credits. Figures are tracking up modestly. Students who achieve to a high standard and have endorsed subjects or Certificates (Excellence or Merit) stand a better chance.

57% UE passrate

Aucklanders aged 15-24
Not in education, employment or training (NEET), March 2014⁶

Auckland school leavers
With university entrance, 2009-2013⁴

15-year-olds achieving NCEA L1 literacy and numeracy credits²

DIGITAL LITERACY IS AN ESSENTIAL SKILL

Digital skills are essential for getting and keeping many jobs and computer use at work is linked to higher literacy.⁷ ICT enables disabled people to access training and employment. By 2017, about 70% of common transactions with government are expected to be done on line.⁸

TERTIARY

EARLY JOBLESSNESS IS RISKY

Moving from school to sustainable employment is not straightforward for many young people. Across Auckland, about 28,000 young people are disengaged from learning or work. Early unemployment leaves social and economic scars on young people. Auckland Council's Youth Connections and other projects across the city are focused on this challenge.

12.3% 15-24-year-olds not in employment, education or training (NEET)

Qualifications increase the likelihood of getting and keeping a job.

Unemployment rate
By school qualifications, March 2014⁶

Qualification levels¹

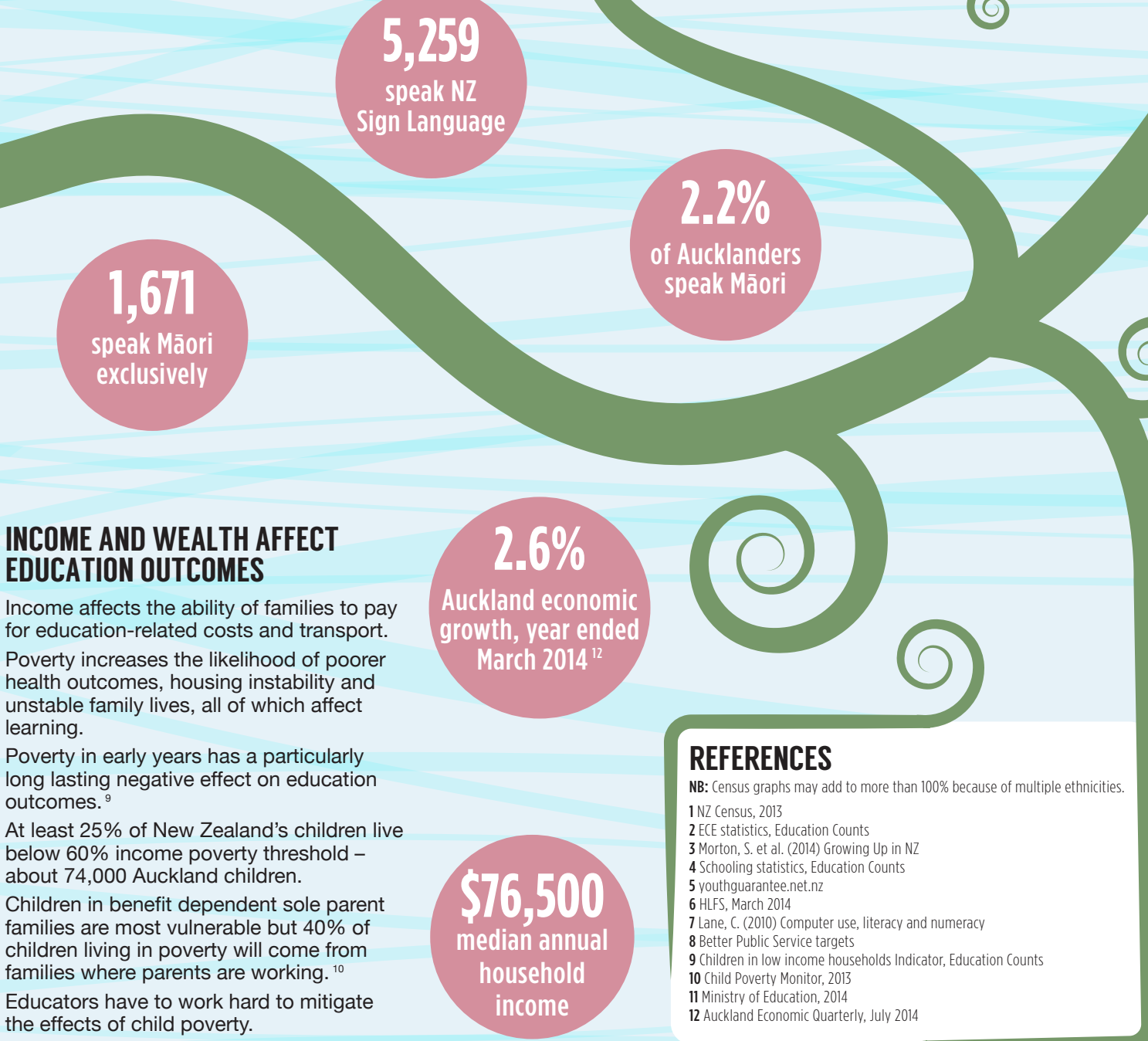
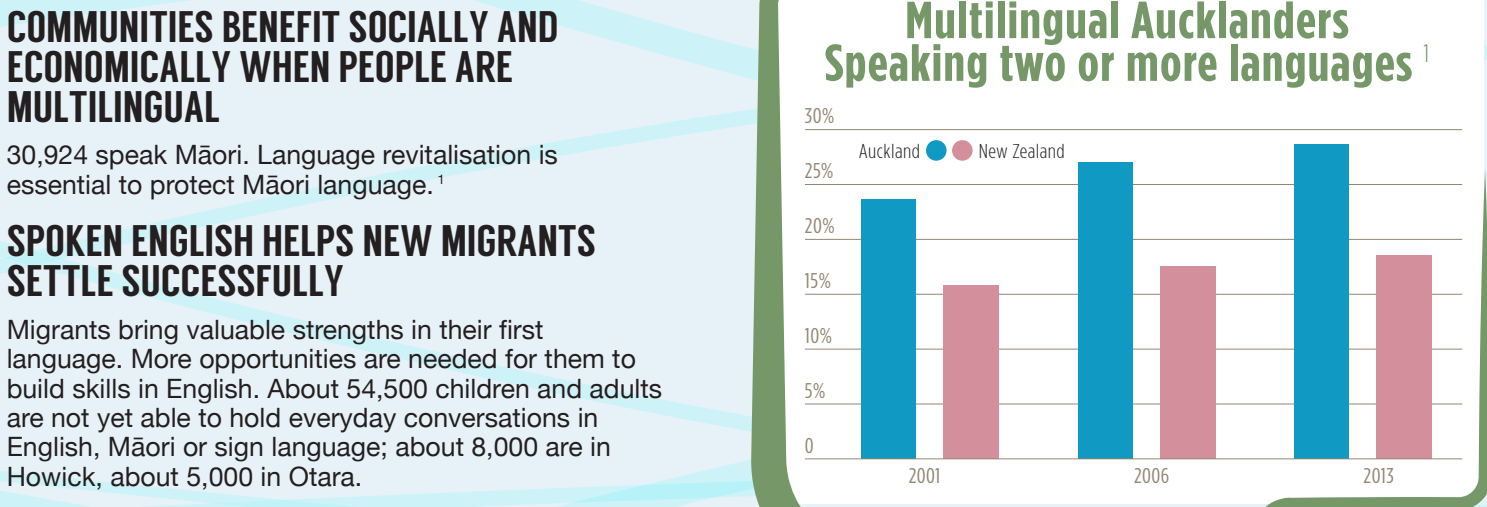
Houses with children without internet access, 2013¹

GETTING ON LINE A CHALLENGE

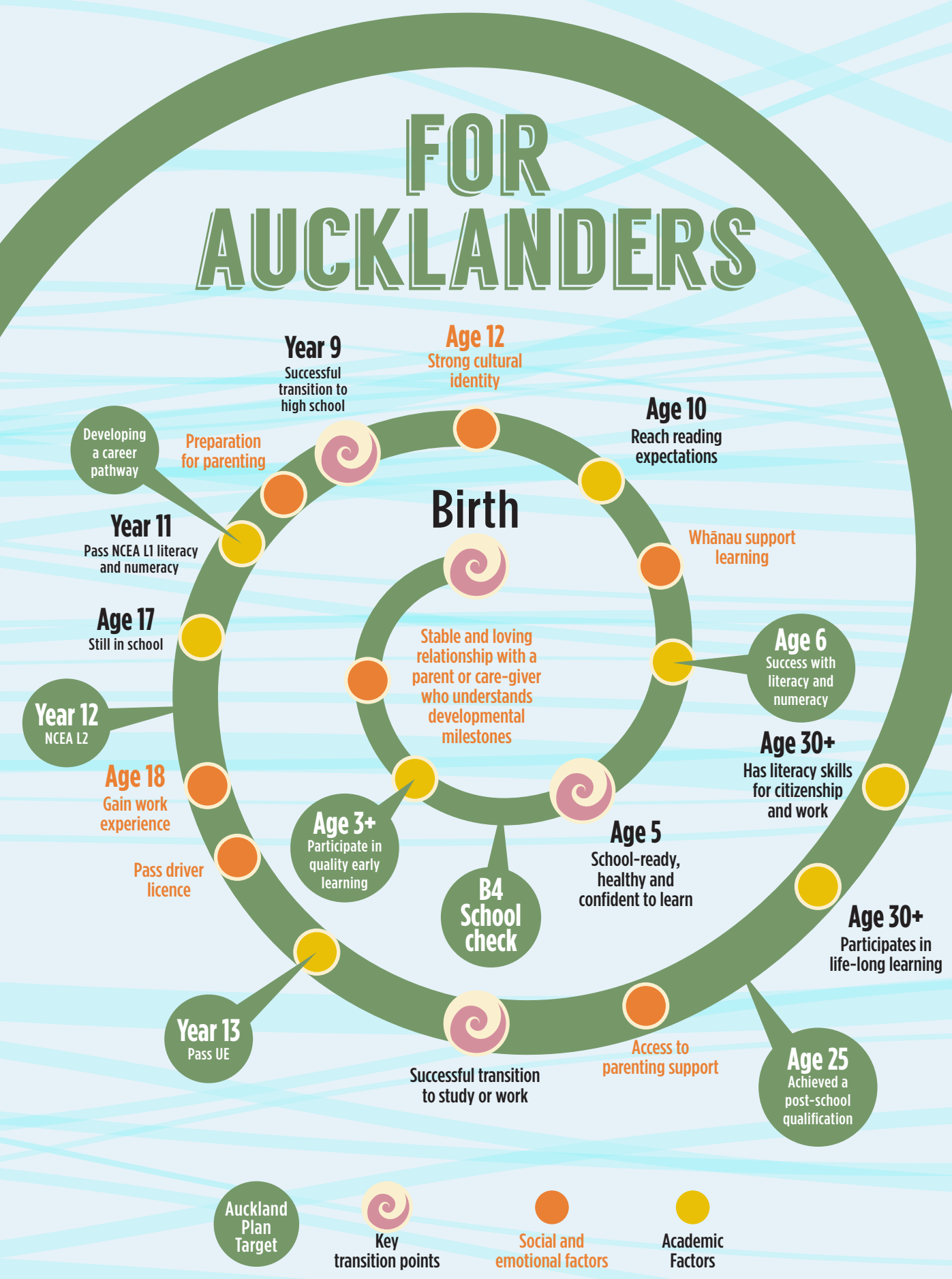
Learners who can't get on line are disadvantaged. Many schools ask students to bring their own devices (BYO). 15% of Auckland households with school-aged children don't have internet access.¹ Digital inclusion projects are only reaching small numbers of families.

20,298 families without internet access

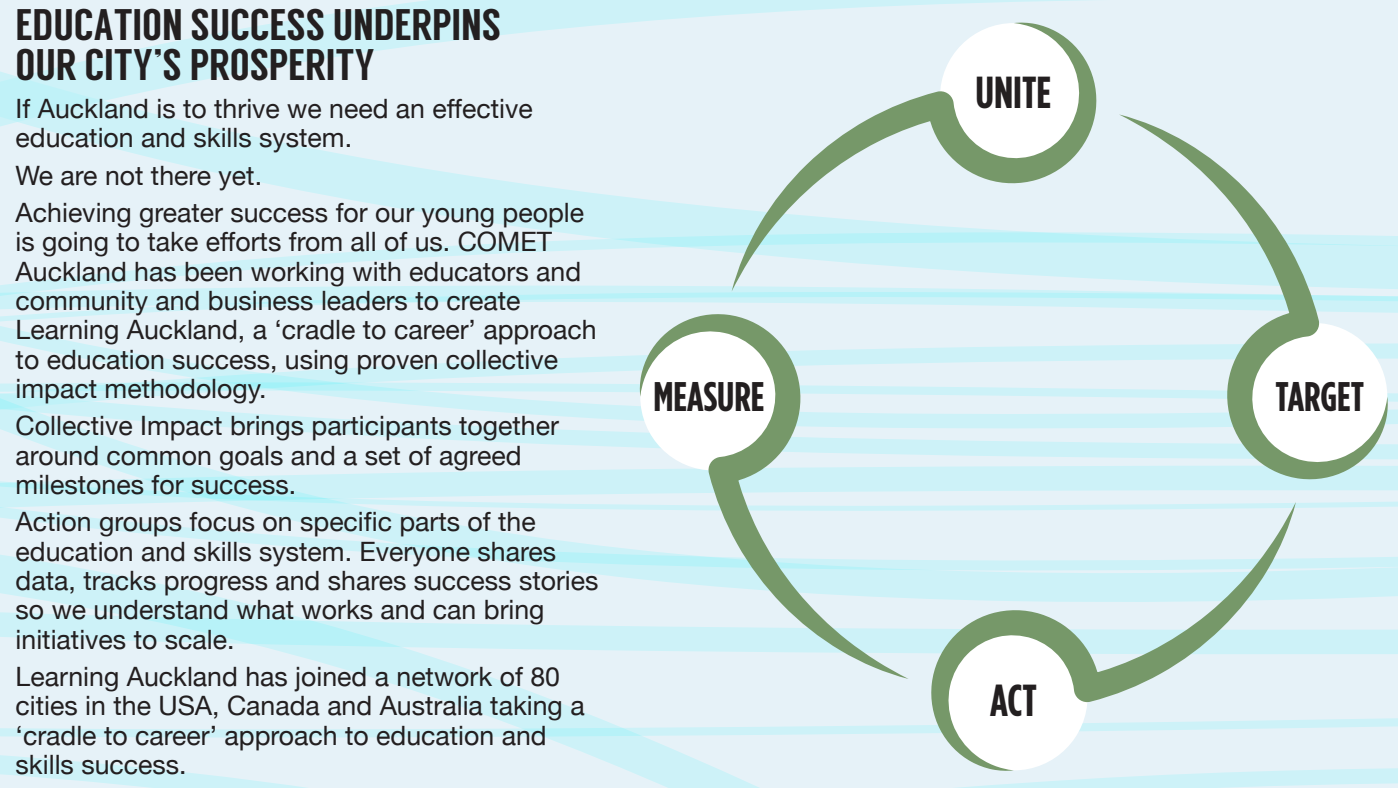
HAVING A VOICE



PATHWAY TO SUCCESS



WHAT IS LEARNING AUCKLAND?



EASY WAYS TO SUPPORT LEARNING AUCKLAND

- LEARNING AUCKLAND NEEDS EDUCATORS, BUSINESS, COMMUNITY AND FAMILIES TO WORK TOGETHER TO SPOTLIGHT THE PARTS IN THE CRADLE TO CAREER SYSTEM THAT DON'T WORK AND SCALE UP PROGRAMMES THAT DO
- Use this data to inform discussions and action in your part of the cradle to career system.
 - Sign the Learning Auckland Accord today and encourage your networks to sign up too.
 - Contribute funding and expertise towards coordination, data analysis or actions.
 - Join one of the Action Groups that will focus on particular parts of the system.

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LEARNING AUCKLAND
DATA UPDATE 2013-2014

