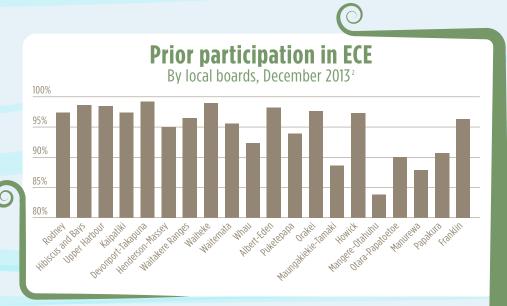
THE FIRST 1.000 DAYS OF A BABY'S LIFE (CONCEPTION TO AGE 2) ARE CRITICAL FOR DEVELOPMENT **FAMILY NURTURING LAYS THE FOUNDATION**

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.



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.

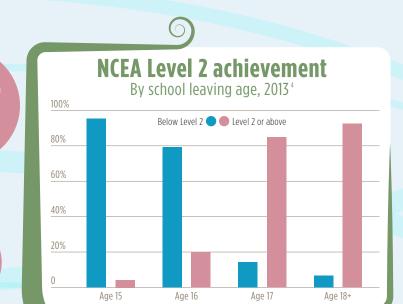


STAYING AT SCHOOL **INCREASES THE LIKELIHOOD OF EDUCATION SUCCESS**

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

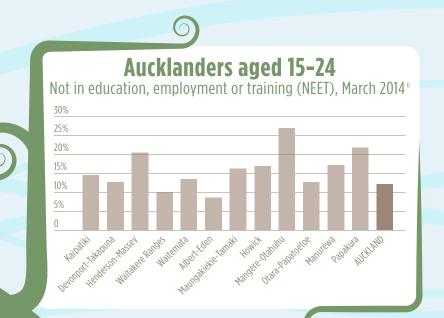
NCEA LEVEL 2

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



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.



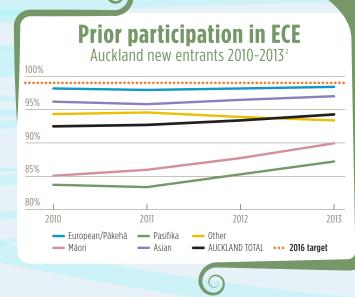
EARLY JOBLESSNESS IS RISKY

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.



censed ECE



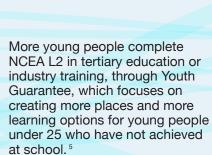
Enrolments Licensed ECEs, Auckland June 2013² Home based Kindergarten Education and car Te K\u00f6hanga Rec

Early literacy environment

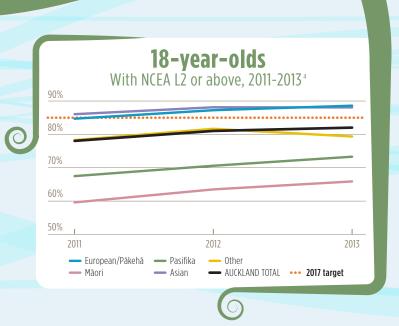
Several times a day Daily Several times a week Once a week Seldom/never

BABIES

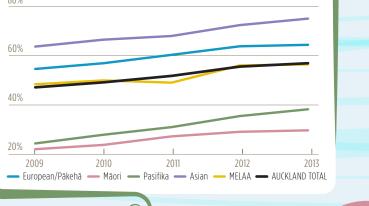
he city did no



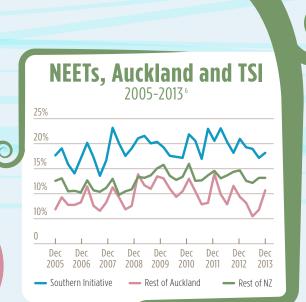
Pass rates are tracking up but greater support is needed for Māori and Pasifika.



Auckland school leavers With university entrance, 2009-20134

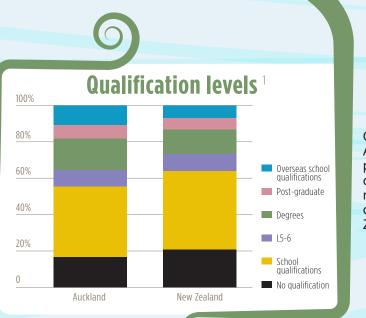


— European/Pākehā — Māori — Pasifika — Asian — MELAA — AUCKLAND TOTAL



5-24-year-olo education or

NEET rates of young people in the Southern Initiative (Māngere-Otahuhu, Manurewa, Ōtara-Papatoetoe. Papakura) are persistently high, illustrating the need to increase their employability and skill levels while also working with employers to increase entry level work opportunities.



Year 11/ NCEA L1

No school

qualification

On average Auckland has fewer people with no qualifications and more people with degrees than New Zealand as a whole,

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

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



National standards describe the reading, writing and numeracy needed for primary school success.

More reliable data and experience needed before the data

About 20% of students face a literacy challenge. About 24% of students (approximately 4,120 students) movin 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.

NCEA L2

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.

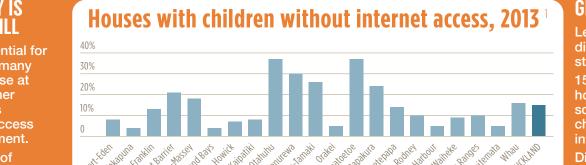
The next literacy marker is NCEA Level 1 literacy and numeracy credits in Year 11 when the majority of students are aged 15.

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/Pākeha children.

DIGITAL LITERACY IS AN ESSENTIAL SKILL 15-year-olds achieving NCEA L1 literacy and numeracy credits

in next fiv

Digital skills are essential for By 2017, about 70% of overnment are expected t



GETTING ON LINE A CHALLENGE

earners who can't get on line are isadvantaged. Many schools ask tudents to bring their own devices (BYO 15% of Auckland ernet access.

aching small

gital inclusion ojects are only nbers of families

families withou internet access

COMMUNITIES BENEFIT SOCIALLY AND ECONOMICALLY WHEN PEOPLE ARE MULTILINGUAL

30,924 speak Māori. Language revitalisation is essential to protect Māori language.

SPOKEN ENGLISH HELPS NEW MIGRANTS SETTLE SUCCESSFULLY

Migrants bring valuable strengths in their first language. More opportunities are needed for them to build skills in English. About 54,500 children and adults are not yet able to hold everyday conversations in English, Māori or sign language; about 8,000 are in Howick, about 5,000 in Otara.

EDUCATION OUTCOMES

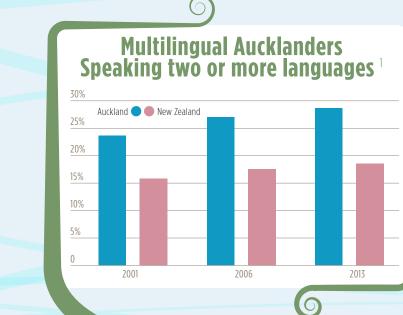
Income affects the ability of families to pay for education-related costs and transport.

unstable family lives, all of which affect

At least 25% of New Zealand's children live below 60% income poverty threshold about 74,000 Auckland children.

families are most vulnerable but 40% of children living in poverty will come from families where parents are working. 10

Educators have to work hard to mitigate the effects of child poverty.



peak Māo

INCOME AND WEALTH AFFECT

Poverty increases the likelihood of poorer health outcomes, housing instability and

Poverty in early years has a particularly long lasting negative effect on education

Children in benefit dependent sole parent

owth, year end March 2014 ¹²

REFERENCES

NB: Census graphs may add to more than 100% because of multiple ethnicities.

1 NZ Census, 2013 2 ECE statistics, Education Counts

3 Morton, S. et al. (2014) Growing Up in NZ 4 Schooling statistics, Education Counts

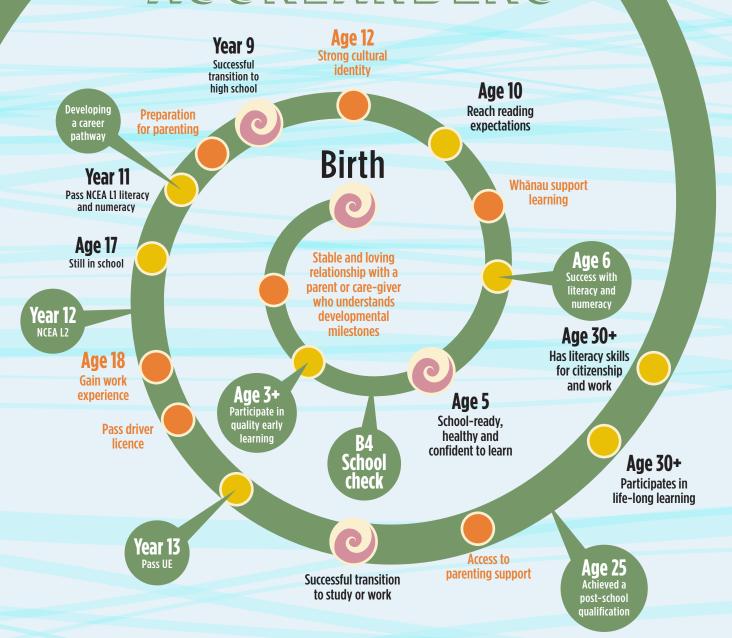
5 youthguarantee.net.nz **6** HLFS. March 2014 Lane, C. (2010) Computer use, literacy and numeracy

8 Better Public Service targets **9** Children in low income households Indicator. Education Counts

10 Child Poverty Monitor 2013 11 Ministry of Education, 2014

12 Auckland Economic Quarterly, July 2014

PATHWAY TO SUCCESS









WHATIS LEARNING AUCKLAND?

EDUCATION SUCCESS UNDERPINS OUR CITY'S PROSPERITY

If Auckland is to thrive we need an effective education and skills system.

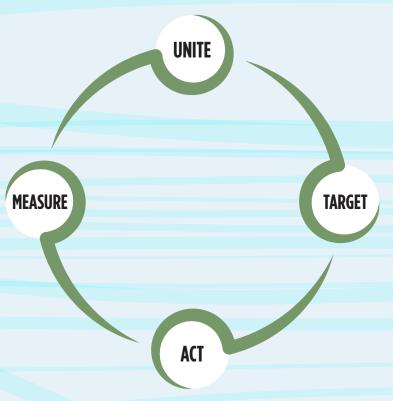
We are not there yet.

Achieving greater success for our young people is going to take efforts from all of us. COMET Auckland has been working with educators and community and business leaders to create Learning Auckland, a 'cradle to career' approach to education success, using proven collective impact methodology.

Collective Impact brings participants together around common goals and a set of agreed

Action groups focus on specific parts of the education and skills system. Everyone shares data, tracks progress and shares success stories so we understand what works and can bring initiatives to scale.

Learning Auckland has joined a network of 80 cities in the USA, Canada and Australia taking a 'cradle to career' approach to education and



EASY WAYS TO SUPPORT LEARNING AUCKLAND

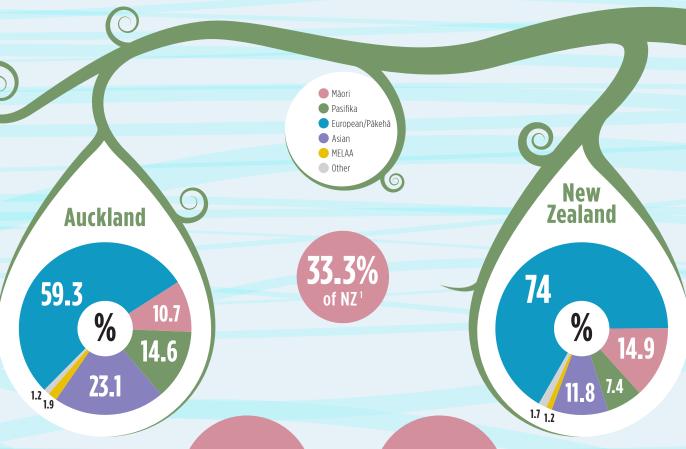
LEARNING AUCKLAND NEEDS EDUCATORS, BUSINESS, COMMUNITY AND FAMILIES TO WORK TOGETHER TO SPOTLIGHT THE PARTS IN THE CRADLE TO CAREER SYSTEM THAT DON'T **WORK AND SCALE UP PROGRAMMES THAT DO**

LEARNING AUCKLAND

- O Use this data to inform discussions and action in your part of the cradle to career
- Contribute funding and expertise towards coordination, data analysis or actions.
- Sign the Learning Auckland Accord today and encourage your networks to sign up
- Join one of the Action Groups that will focus on particular parts of the system.

LEARNING AUCKLAND DATA UPDATE 2013-2014

AUCKLAND'S PEOPLE



born overseas mpared to 25.29



