

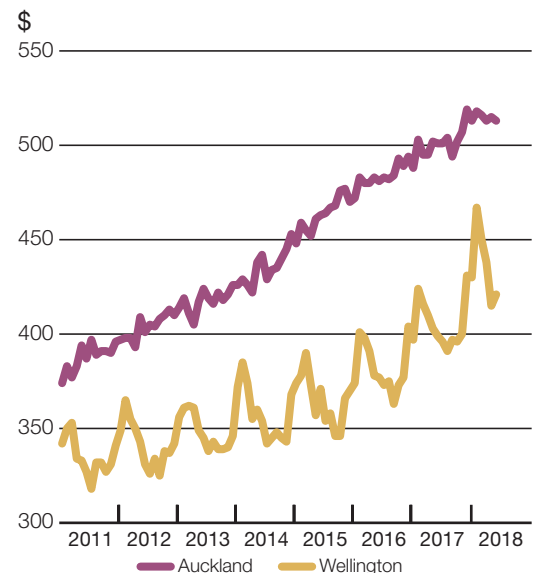
# HOUSING

**47%**

Increase in residential value

Average indicative residential value for 2014 to 2017<sup>8</sup>

## Mean rent\*



\*Based on bonds lodged monthly with Tenancy Services. Local Board data not available.<sup>9</sup>

**27**

households with severe or serious housing needs

**18**

of them at immediate risk (March, 2018)<sup>10</sup>

How have high and rising accommodation costs affected education in your area?

Auckland struggles to recruit teachers due to higher living and housing costs<sup>13</sup>

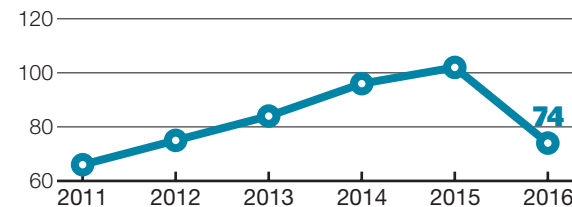
**1 in 5**

schools in Auckland opened the year without a full teaching staff<sup>12</sup>

Overcrowding and rising rents contribute to multiple moves by families in search of affordable homes<sup>11</sup>

## Rodney students who transferred school twice or more between March and November<sup>3</sup>

Transient students



# SKILLS AND WORK

## Top 5 qualifications in demand in Rodney by employers (2017)<sup>6</sup>

- 1 Management and Commerce: **Cert (L1-3)**
- 2 Engineering and Related Tech: **Cert (L1-3)**
- 3 Engineering and Related Tech: **Cert (L4)**
- 4 Architecture and Building: **Cert (L4)**
- 5 Management and Commerce: **Degree (L7+)**

**4.6%**

of the labour force unemployed in Auckland\* (December, 2017)<sup>7</sup>

## Auckland\* youths not in employment, education or training (September, 2017)<sup>7</sup>

**25,100** number **9.9%** rate

**34.5%**

of New Zealand's NEETs live in Auckland\* (September, 2017)<sup>7</sup>

\* Local Board data suppressed due to base numbers being too small (eg NEET below 1,000).

[www.cometauckland.org.nz](http://www.cometauckland.org.nz)

## References

- 1 Statistics New Zealand.
- 2 2013 Census. Statistics New Zealand.
- 3 Education Counts. Ministry of Education.
- 4 Early Childhood Teachers' Work in Education and Care Centres: Profiles, patterns and purposes (2012). NZ Childcare Association. Wellington, New Zealand.
- 5 Norton, P., Sanderson, K., Booth, T., & Stroombergen, A. (2000). A literature review of the effect of school resourcing on educational outcomes. Report to the Ministry of Education. Wellington, Ministry of Education.
- 6 Rodney Economic Profile. Auckland Council (2017).
- 7 Data from Household Labour Force Survey (2017-2018), obtained via personal correspondence from RIMU, Auckland Council.
- 8 General property revaluation. Auckland Council (2017).
- 9 Mean rent gathered from bonds lodged with Tenancy Services. Ministry of Business, Innovation & Employment (June, 2018).
- 10 Housing Register. (March, 2018)
- 11 Schools lose half their students as poverty forces families to move (29 May 2016). Stuff.
- 12 Education crisis: School's in, but where are teachers? 1 in 5 Auckland schools short of staff (Jan 27 2018). New Zealand Herald.
- 13 Auckland faces a shortage of teachers, nurses and police officers (20 July 2016). New Zealand Herald.



# RODNEY

A SNAPSHOT OF EDUCATION, LEARNING AND SKILLS 2018

## OUR PEOPLE<sup>1</sup>

**64,300**  
estimated residents (2017)

**2,130**  
(3.4%)  
increase since 2016

How can our local board better support and develop our people?

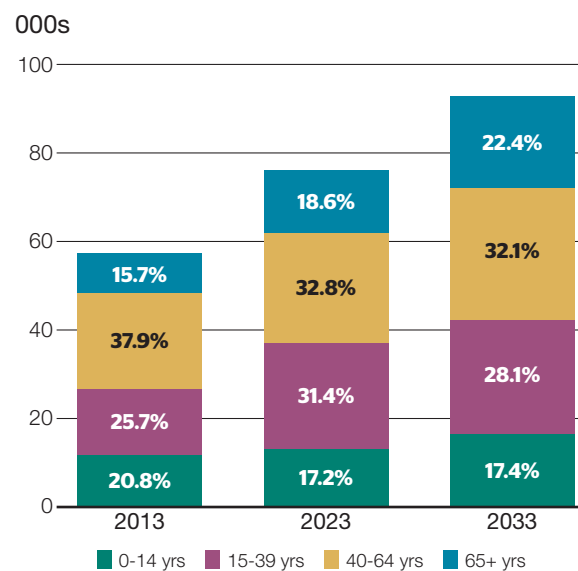
**3.9%**

of the estimated Auckland population (2017)

**42.6 yrs**

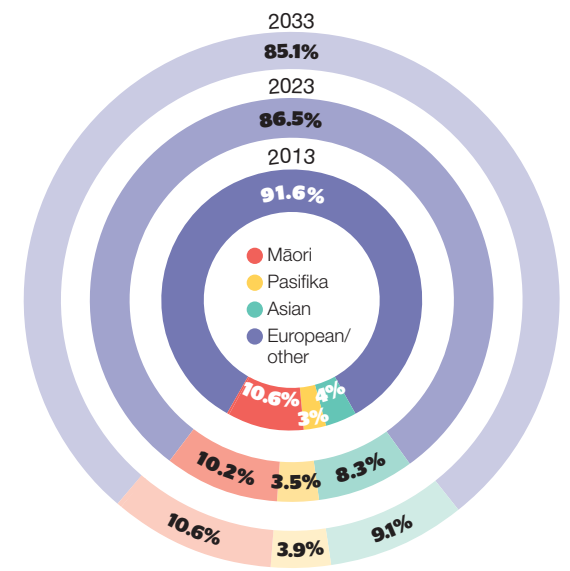
median age of the population (2017)  
(Auckland: 33.9 yrs)

## Rodney's growing population\*

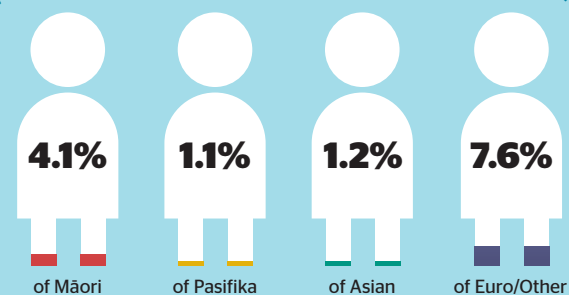


\*Medium projections (2017)

## Rodney's diverse population\*



## SHARE OF AUCKLAND'S ETHNIC POPULATION IN 2033



LIVING IN RODNEY

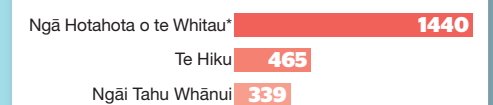
## IWI AFFILIATION

Approximately



1 in 11 people affiliated with at least one iwi (2013)<sup>2</sup>

## Top three iwi by affiliation (2013)<sup>2</sup>



\* Did not know or specify an iwi



# EARLY LEARNING

# IN SCHOOL

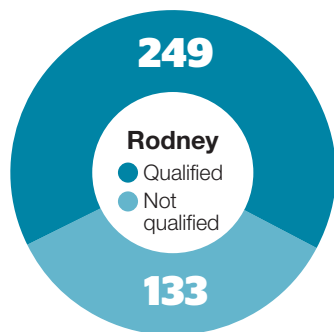
**3,860**  
estimated children aged  
0-4 (2017)<sup>1</sup>  
(Auckland: 110,770)

**2,396**  
children aged 0-4 enrolled  
in ECE services (2017)<sup>3</sup>  
(Auckland: 68,177)

## Number of ECE Services (2017)<sup>3</sup>

Education & Care	36
Kindergarten	6
Home-based	2
Playcentre	8

## ECE Teaching Staff (2017)<sup>3</sup>



ECE centres with 100% qualified staff ask more open-ended questions and pose more challenges that lead children to use complex thinking<sup>4</sup>

**0**  
bilingual and immersion ECE services other than English (2017)<sup>3</sup>

**6,553**

primary and intermediate school students (2017)<sup>3</sup>

## National Standard achievement across all primary schooling years (2016)<sup>3</sup>

### Reading

% meeting standard	Boys	Girls
ABOVE	29.9%	38.9%
AT	50.7%	47.6%
BELOW	14.5%	11.2%
WELL BELOW	4.8%	2.2%
% not meeting standard		

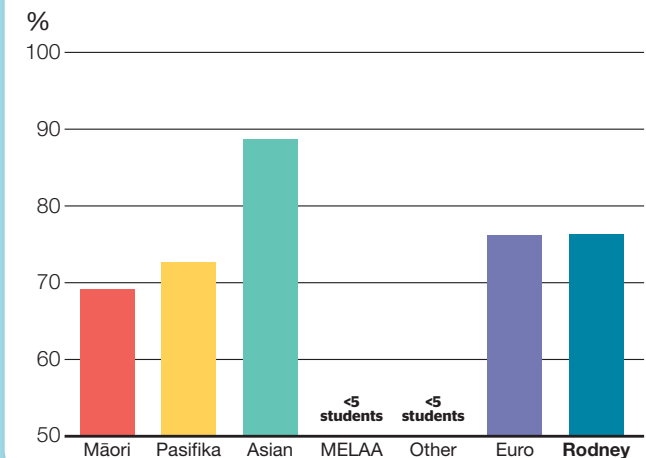
### Writing

% meeting standard	Boys	Girls
ABOVE	12.4%	23.4%
AT	58%	61.2%
BELOW	23.7%	13.2%
WELL BELOW	5.9%	2.2%
% not meeting standard		

### Maths

% meeting standard	Boys	Girls
ABOVE	28%	20.3%
AT	53.7%	59.6%
BELOW	14.5%	17%
WELL BELOW	3.8%	3.2%
% not meeting standard		

## Students who remained in school until age 17 (2016)<sup>3</sup>



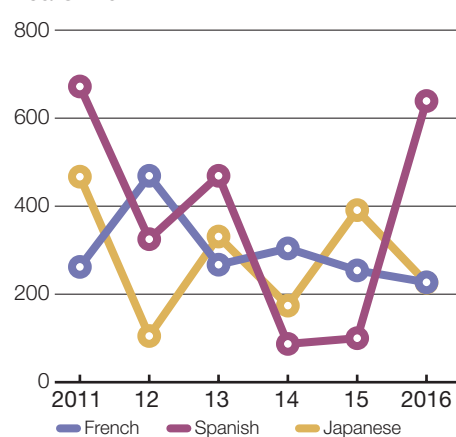
**2,020**

secondary students (2017)<sup>3</sup>

Each additional year of schooling contributes to an increase of 5-10% in income<sup>5</sup>

## Primary students learning languages\* other than Te Reo Māori and English<sup>3</sup>

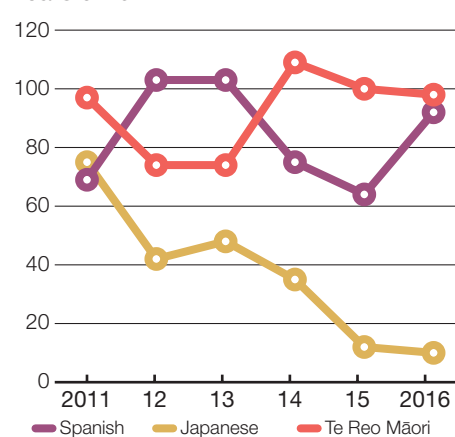
Years 1-8



\*Pasifika languages exclude students in Pasifika medium education

## Secondary students learning languages other than English<sup>3</sup>

Years 9-13



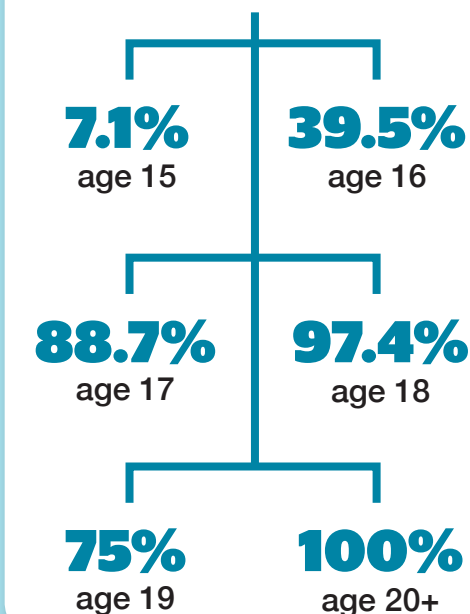
What would it take to maintain the different spoken languages amongst our youngest residents?

**0**  
students learning in Te Reo more than 50% of the time (2017)<sup>3</sup>

**1,613**  
(99%)

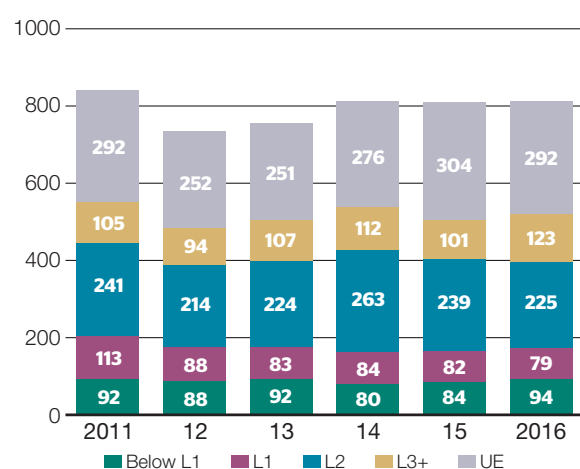
Māori students received little to no Te Reo (2017)<sup>3</sup>

## School leavers with minimum NCEA Level 2 or above (2016)<sup>3</sup>



## School leavers by highest qualifications<sup>3</sup>

School leavers



**11.6%**

school leavers with little or no formal attainment, UP from 10.9% in 2011 (2016)<sup>3</sup>

**35.9%**

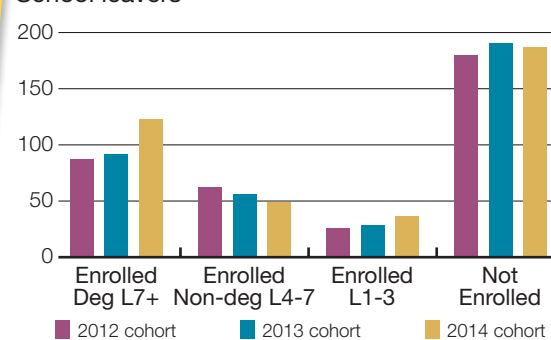
school leavers with UE, UP from 34.6% in 2011 (2016)<sup>3</sup>

An upper secondary school qualification is linked to labour force status and incomes<sup>3</sup>

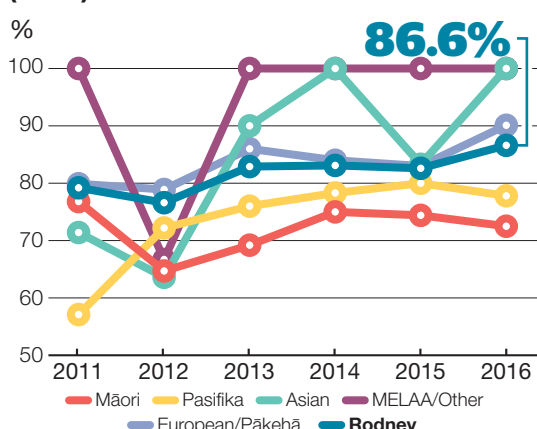
# TRANSITIONS

## School leavers two years after leaving school, by cohort and qualification level (2016)<sup>3</sup>

School leavers



## 18-year-olds\* with minimum Level 2 NCEA qualifications or equivalent (2016)<sup>3</sup>



\*Excludes International students and students who left school before age 15