

## EDUCATION

### Why is this important?

Education increases employment opportunities and fosters community cohesion. Education is a key factor in improving individual and community wellbeing.

### Education indicators

- School decile ratings.
- Early childhood education.
- School suspensions and stand downs.
- Early school leavers.
- Highest qualification gained.
- School leavers with qualifications.

### How are we doing?



Over forty percent of Rotorua students attend a school with a decile rating of 3 or lower.

Early childhood services provide an early start to the formal education of more than 3,700 Rotorua children.

The number of Rotorua students stood down from school decreased to 164 in 2011, compared to 177 in 2010.

The annual number of early leaving exemptions increased to 18 in 2011, compared to 4 in 2010.

According to census results the percentage of people aged 15 years and over in the Rotorua district with some form of academic qualification increased to 71.5% in 2006, compared to 68.9% in 2001. There was a particular increase in the percentage of Rotorua working age people with a high school qualification only.

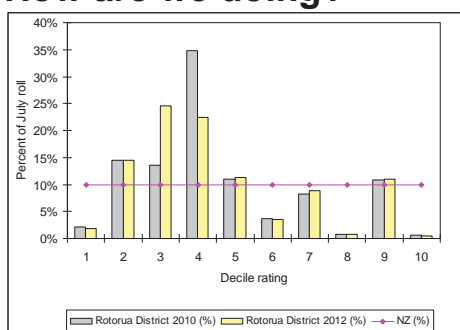
The percentage of Rotorua school leavers with NCEA Level 1 or above increased to 90.2% in 2011 compared to 84.6% in 2010, almost on par with the national average of 89.4%.

## School Decile Ratings

### Why is this important?

The Ministry of Education targets its school funding because students from more deprived communities face greater challenges. A school's decile rating indicates the extent to which it draws its students from low socio-economic communities. For example, a decile 1 rating is given to the 10% of New Zealand schools which have the highest proportion of students from low socio-economic communities. Census information and school ethnicity data are used to calculate the decile rating.

### How are we doing?



### July school roll by decile rating, Rotorua District schools, 2010 and 2012

Source: Ministry of Education

In the past, the Ministry of Education has revised the decile rating of schools to account for ethnicity changes. In the five years between the 1996 and 2001 censuses, there was a drift towards lower deciles, as schools sought reviews (and hence additional funding). A major review was undertaken in September 2002 on the basis of census results, with funding adjustments effective from 1<sup>st</sup> January 2003. Due to the nature of the decile calculation, ratings were more likely to change for smaller schools.

As of January 2005, the method of calculating school decile ratings changed. Ethnicity of students is no longer included as a factor.

The Rotorua district has a total of 47 schools;<sup>6</sup> 16 full primary schools, three intermediate/middle schools, two composite Kura Kaupapa Maori schools, 18 contributing schools, one Teen Parent Unit, one specialist school and six secondary schools. Based on July 2012 school rolls 40.9% (5,583) of Rotorua school students attend a school with a decile rating of 3 or lower. This compares to 30% (4,141) in 2011, 30.1% in 2010, 30% (4,245) in 2009, 33% (4,351) in July 2008, 34.8% (4,921) in 2007, 35.6% (5,090) in July 2006, 41.4% (6,058) in July 2004 and 46.6% (6,630) in July 2002.<sup>7</sup>

NOTE: The total of 47 schools includes Chapman College, which was founded in 2010 and is yet to be assigned a decile rating.

<sup>6</sup> This figure includes schools technically designated Waikato region.

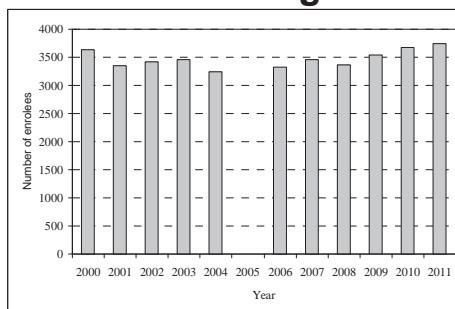
<sup>7</sup> This figure must be interpreted in the context that at the time of calculation, the ethnicity of students was incorporated into the Ministry's calculation of decile scores.

# Early Childhood Education

## Why is this important?

The foundation for academic success is laid at an early age, beginning in the home and supplemented by early childhood education services. In recognition of this, the Ministry of Education collects information from all New Zealand early childhood education institutions, as at 1<sup>st</sup> July each year.

## How are we doing?



### Total roll, early childhood education services, Rotorua District, 2000-2011

Source: Ministry of Education

Note: Excludes casual education and care.

Comparable 2005 data are not available

Pre-school education in Rotorua is available through 104 early childhood services, including kindergartens, play centres, education and care services<sup>8</sup>, kohanga reo and play groups. The number of children in the Rotorua District attending early childhood services increased to 3,748 as at July 2011 compared to 3,675 a year earlier, rising above the figure of 3,640 enrolled in 2000. Around 46% of enrollees are in the Maori ethnic group (up from 39% in 2001) compared with around 21% nationally.

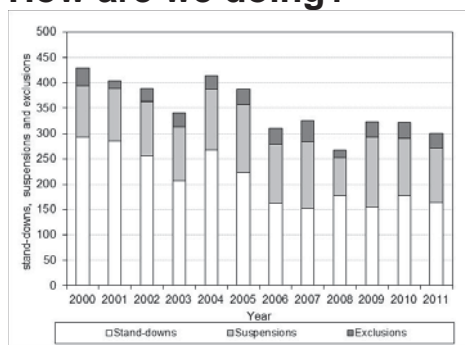
<sup>8</sup> Education and care centres provide sessional, all-day, or flexible hour programmes for children from birth to school age. They may be privately owned, non-profit making, or operated as an adjunct to the main purpose of a business or organisation.

## School Suspensions and Stand-downs

### Why is this important?

One of the challenges for education providers is the minority of young people who can disrupt the learning of others. Suspensions and stand-downs are part of a broad 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. A suspension is the formal removal of a student until the board of trustees decides their outcome. In the most serious of cases a student can be excluded from a school entirely, with the requirement that they enrol elsewhere. The use of stand-downs is the preferred method of dealing with student behaviour rather than suspensions. The government launched a series of programmes in 2001, aimed at reducing suspensions and stand-downs.

### How are we doing?



### School suspensions, stand-downs and exclusions, Rotorua District, 2000-2011

Source: Ministry of Education

The total number of stand-downs, suspensions and exclusions increased in Rotorua District schools in 2004, but has subsequently fallen. The longer-term trend is an overall decrease.

The number of Rotorua students stood down from school has decreased to 164 in 2011, compared to 177 in 2010. At a national level, the number of stand-downs has decreased to 17,553 in 2011 after increasing consistently to 22,467 in 2006 from 16,933 in 2000.

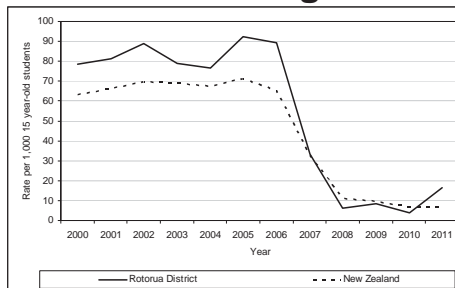
The number of students suspended from Rotorua schools fell to 108 in 2011 compared to 114 in 2010, 132 in 2007. Suspension numbers fell to 3,748 in 2011 compared to 4,225 in 2010, and 4679 in 2007 at the national level.

# Early School Leavers

## Why is this important?

Schooling is compulsory for everybody between their sixth and sixteenth birthday, but it is possible to leave school earlier, with the permission of the school principal and on application from the parent/s. The Ministry of Education monitors the number of students leaving school before turning 16 years of age. This group constitutes an increasing proportion of all young people who leave school without qualifications.

## How are we doing?



### Early leaving exemption rates per 1,000 15 year-old students, Rotorua District and New Zealand, 2000-2011

Source: Ministry of Education

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 16.6 early leaving exemptions per 1,000 15 year-old students in 2011 compared to 6.6 per 1,000 at the national level. There were a total of 18 early leaving exemptions issued in Rotorua District schools in 2011, compared to 35 in 2007.

The downward trend in early leaving exemptions is a result of the Ministry of Education strengthening its early-leaving application and approval process. The process involved:

- imposing a stricter interpretation of the early leaving legislation criteria, which sets a very high threshold for early leaving eligibility,
- ensuring direct contact between parents and Ministry staff at the first stage in an early leaving process, to actively dissuade early leaving and to support parents to find ways of keeping their children engaged in learning, and
- encouraging alternatives to early leaving, such as a combination of school and work-based learning.<sup>9</sup>

The rate of early leaving exemptions for 15 year-olds continued to decrease at the national level. There were 6.6 early leaving exemptions per 1,000 15 year-old students in 2011 compared to 7 per 1,000 a year earlier, and 32.4 in 2006, at the national level.

<sup>9</sup> Source: <http://www.educationcounts.govt.nz>

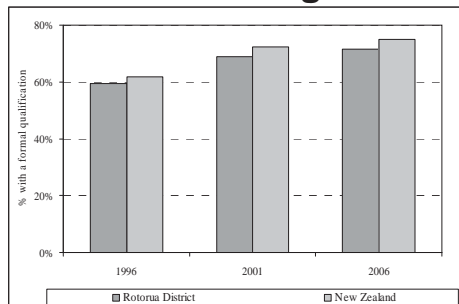
## Highest Qualification Gained

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### Why is this important?

Formal educational attainment is a key indicator of employment suitability. Educational attainment is an increasingly important determinant of earning potential in the modern labour market.

### How are we doing?



#### Percentage of population with a formal qualification, Rotorua District and New Zealand, 1996-2006

Source: Statistics New Zealand/ Census

According to census results, educational attainment in the Rotorua District remains slightly below the national average, but continues to improve. The percentage of people aged 15 years and over in the Rotorua District with some form of academic qualification, increased to 71.5% in 2006 compared to 68.9% in 2001. There was a particular increase over this period in the percentage of Rotorua working age people with a high school qualification (only), increasing from 38.3% in 2001 to 51.3% in 2006.

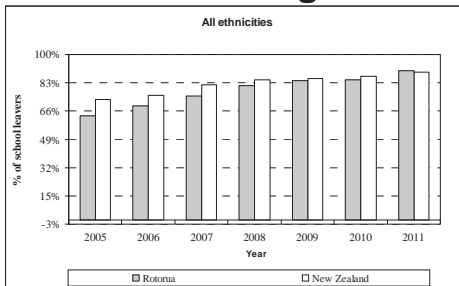
There remains a considerable gap in educational achievement for people with Maori and Pacific Islands backgrounds. As at 2006, 61.7% of Maori and 62.8% of Pacific Island working age people in the Rotorua district had some type of formal academic qualification, compared to 73.8% of European working age people.

# School Leavers with Qualifications

## Why is this important?

When young people leave school without a formal academic qualification it severely limits their opportunities in later life. A poorly educated population tends to have increased unemployment and related social costs.

## How are we doing?

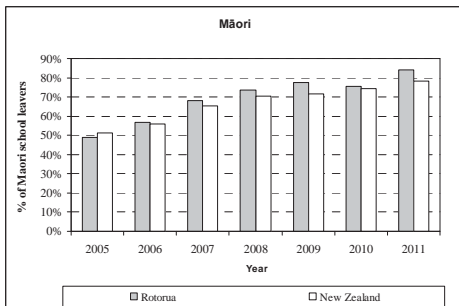


**Proportion of school leavers (all ethnicities) with NCEA Level 1 or above, Rotorua District and New Zealand, 2005 - 2011**

Source: Ministry of Education

In 2011, 90.2% of school leavers (870 students) left school with a qualification at NCEA Level 1 or above, an increase from 74.9% (724 students) in 2007. In comparison, the national percentage of school leavers with NCEA Level 1 or above increased to 89.4% (49,042 students) in 2011, from 81.6% (46,182 students) in 2007.

The proportion of Rotorua school leavers of Maori ethnicity with NCEA Level 1 or above, increased to 84.3% (393 students) in 2011 from 68.1% (308 students) in 2007. In comparison, the national percentage of Maori school leavers with NCEA 1 or above increased to 78.4% (8,173 students) in 2011, from 65.4% (6,977) in 2007.



**Proportion of Māori school leavers with NCEA Level 1 or above, Rotorua District and New Zealand, 2005 -2011**

Source: Ministry of Education