

4. EDUCATION

DESIRED OUTCOME

A community with access to quality education and life long learning

- a. Employers and education providers work together to develop training programs that meet the needs of the local economy **(Priority)**
- b. People of all ages have access to opportunities to develop their skills and enrich their knowledge
- c. Education providers have the resources they require to meet community needs

INTRODUCTION

Learning opportunities are a means by which people gain assets that will assist in meeting their future needs. Educational achievement plays a part in determining income levels, which has a bearing on outcomes such as health and housing. Good education and training outcomes are more likely to occur when basic income, health and housing needs are met. Our community indicated through the community outcomes processes that quality education and lifelong learning opportunities are important for our district.

Three indicators and their measures portray Ashburton Districts' progress towards achieving its education goal. These indicators are; education participation; education achievement; and education quality.

	State	Trend
4.1 Education Participation		
• Participation in Early Childhood Education (ECE)	😊	↑
• Retention rates of students at school to age 17.5	😞	↔
• Youth who are Not engaged in Employment, Education or Training (NEET)	😊	↔
• Suspension and exclusion rates	😊	↑
4.2 Education Achievement		
• Highest qualification gained	😞	↑
• Number of students leaving school with NCEA Level 2 and higher	😞	↔
4.3 Education Quality		
• Resident satisfaction with education services in the district	😊	↔

Key:

State	😊 Achieving out Target	😞 Close to Achieving	😞 Not achieving our Target
Trend	↑ Favourable / Improving	↔ No significant change	↓ Declining / Unfavourable

4.1 EDUCATION PARTICIPATION

Participation in education is the first step to ensuring that individuals and our community is able to reach its full potential and contribute to the district’s wellbeing and economy. Our community indicated that people of all ages need opportunities to develop their skills and enrich their knowledge.

PARTICIPATION IN EARLY CHILDHOOD EDUCATION

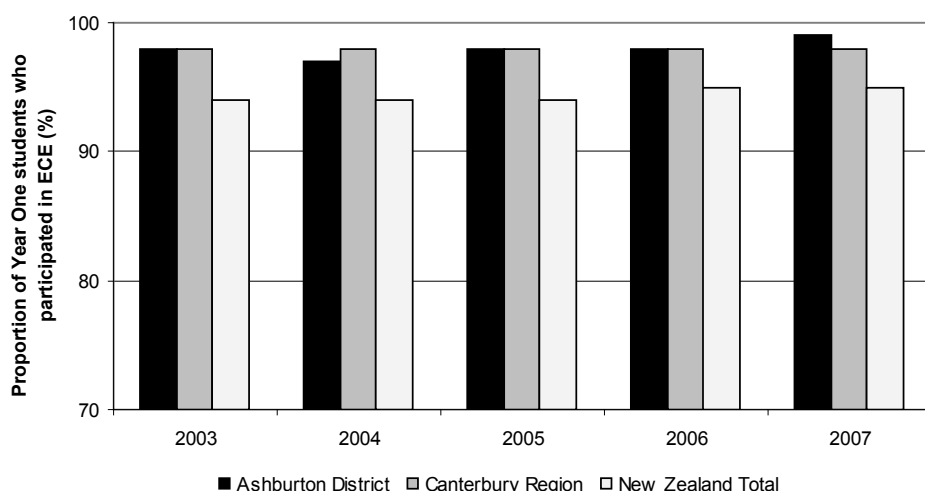
What is this about?

The early years of childhood are vital to a child’s development. Attending a kindergarten or pre-school contributes significantly to a child’s development, preparing them for future learning and helping to equip them with social skills. Early childhood education (ECE) programmes can help narrow the achievement gap between children from low socio-economic families and those from high socio-economic families. Participation in early childhood education can be a vital predictor of future education outcomes.

Early childhood education participation shows the proportion of children in Ashburton District entering formal education at primary school (year one), who participated in an early childhood education programme, compared with the Canterbury region and New Zealand.

In 2008, there were 26 licensed early childhood education centres in Ashburton District (Ministry of Education, 2008).

Fig 36. Proportion of Year One Students who have Attended Early Childhood Education



Proportion of Year One Students who have Attended Early Childhood Education 2003-2007
Source: Ministry of Education, Education Counts

Key Points

- Since 2003, the early childhood education (ECE) participation rate in the Ashburton District has remained relatively constant, ranging between 97% and 99%. This rate has been consistently higher than the national participation rate, which ranges between 94% and 95%. ECE participation rates for Canterbury have remained at 98% for the five year period
- Since 2003, the proportion of Year One Maori students who have attended early childhood education has consistently been much higher in Ashburton District than the national average. The 2007 figures show that 100% of Year One Maori students had attended early childhood education; compared to the national figure of 90.6%. Maori participation in Ashburton District has also remained above the Canterbury region rate for every year except 2006

How are we doing?

Target:	State:	Trend:
Ashburton District has a higher early childhood education participation rate than New Zealand as a whole	😊	↑

Data Limitations

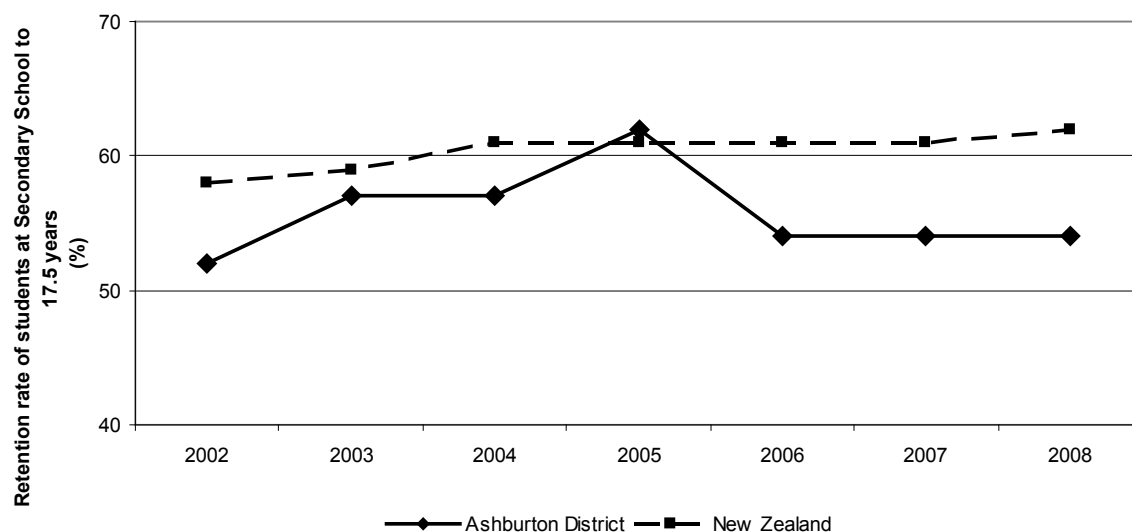
The data collected has been made at the territorial authority level which refers to the area of the early childhood centre and not the child’s residential address, which may or may not differ from the area in which they attended the early childhood education. The number of students with unknown attendance at early childhood education has also been excluded.

RETENTION RATE OF STUDENTS AT SCHOOL

What is this about?

The retention rate measures student participation at secondary schools to at least 17.5 years of age. Those who are still attending secondary school at the age of 17.5 are more likely to obtain higher formal school qualifications, leading to a wider range of opportunities for education, training and work.

Fig 37. Retention Rate of Students at Secondary School to Age 17.5 Years



Retention Rate of Students at Secondary School to Age 17.5 Years, Ashburton District and New Zealand 2003-2008
Source: Ministry of Education

Key Points

- Ashburton District has had a lower rate of retention of school students to age 17.5 than New Zealand as a whole for each of the years between 2002 and 2008
- New Zealand as a whole shows a consistent increase in the rate of retention across the six year period, while the trend for Ashburton District is unclear, showing no significant change in the same timeframe
- In 2007, retention of school students until they are at least 17.5 years of age in Ashburton District was significantly below both the national and Canterbury regional rates (54% in Ashburton District compared with 62% for Canterbury and 61% nationally)
- In 2008, Ashburton District’s retention of Maori students was 35%; lower than the national figure of 40%
- The main employment sectors in Ashburton District are predominantly manual in nature (particularly the agricultural and manufacturing sectors). This may enable students leaving school to enter the workforce at a younger age

How are we doing?

Target:	State:	Trend:
Ashburton District has a higher student retention rate than New Zealand as a whole	☹️	↔️

Data Limitations

The data collected has been made at the territorial authority level which refers to the area of the school and not the student’s residential address, which may or may not differ from the area in which they attend secondary school.

YOUTH NEET RATE (NOT ENGAGED IN EMPLOYMENT, EDUCATION OR TRAINING)

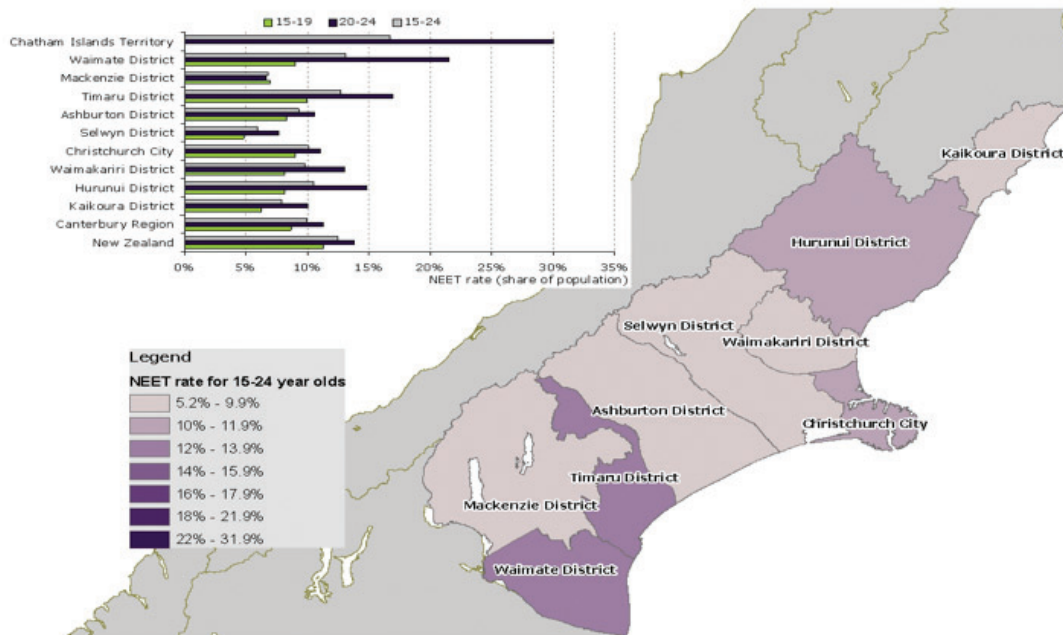
What is this about?

This measure evaluates the proportion of young people in Ashburton District not engaged in Employment, Education or Training (NEET). The inverse of this measure is recognised as an indicator of youth engagement in training and employment.

Youth classified as NEET are disengaged from both formal learning and work, and as such are considered to be missing the opportunity to develop their potential at an age which heavily influences future employment and other quality of life outcomes.

The importance of youth engagement in employment, education or training is reflected in the target set by the Mayors Taskforce for Jobs - “That all young people under 25 years be in paid work, in training or education, or in productive activities for our communities.” For further information visit www.mayorstaskforceforjobs.co.nz

Fig 38. Canterbury Youth Not engaged in Employment, Education or Training



Canterbury Youth Not Engaged in Employment, Education or Training 2006 & 2008
Image Source: Department of Labour, Annual In-Depth Regional Report – Canterbury 2008
Source: Statistics New Zealand, Census Data 2006

Key Points

- Just under 10% of Ashburton District youth were classified as NEET in 2006, below the national average of 12.5%
- NEET rates for youth are generally lower in the South Island and higher in the North Island
- The proportion of Canterbury youth classified as NEET in 2006 was smaller than the national average (9.9% compared to 12.5%)

How are we doing?

Target:	State:	Trend:
Ashburton District has a lower Youth NEET rate than the Canterbury region and New Zealand as a whole.	😊	↔

Data Limitations

In the census, youth who are acting as caregivers are unable to be separated from others who are not engaged in employment or education. This difference can lead to higher rates of youth classified as NEET.

SCHOOL SUSPENSION AND EXCLUSION

What is this about?

The number of suspensions and exclusions may be an indicator of schools' approach to the management of student behaviour. Such disciplinary actions can impact negatively on an individual's education, limiting further opportunities, especially in cases of expulsion. Stand-down, suspension, exclusion and expulsion rates also relate to the greater potential risk of involvement in future criminal activities.

Four disciplinary measures can be taken in schools. An explanation of each of these is given below:

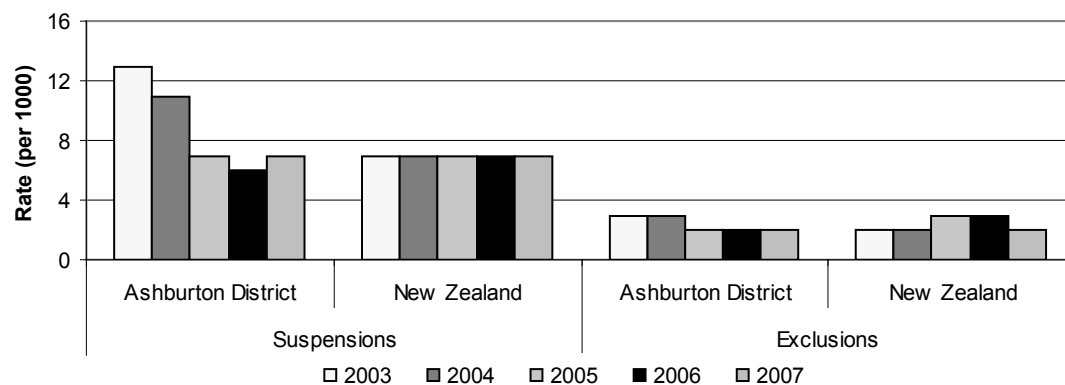
Stand-down: The formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than 5 school days in a term or 10 school days in a year.

Suspension: The formal removal of a student from school until the Board of Trustees decides the outcome at a suspension meeting.

Exclusion: The formal removal of a student aged under 16 from the school and the requirement that the student enrol elsewhere.

Expulsion: The formal removal of a student aged 16 or over from the school.

Fig 39. Suspension and Exclusion Rates per 1000 Students



Suspension and Exclusion Rates per 1000 Students in Ashburton District and New Zealand 2003-2007
Source: Ministry of Education

Key Points

- Since 2003, suspension rates in the Ashburton District have dropped from 13 suspensions per 1,000 students to 7 in 2007. Suspension rates have been significantly higher than those nationally, but this substantial decrease almost meets national rates.
- The Ashburton District exclusion rate per 1,000 students decreased from 3 in 2003, to 2 in 2005, and has remained consistent since. This district's exclusions rates are now equal to those of New Zealand
- The significant decrease in the number of students suspended or excluded from formal schooling in the Ashburton District may be attributable to changes in schools' behaviour management policy's
- Suspension rates for Maori students in the Ashburton District have decreased since 2003 but have remained higher than the total suspension rates for all years measured. Maori students were between 2 and 2.4 times more likely to be suspended than all students

How are we doing?

Target:	State:	Trend:
Ashburton District has a lower suspension and exclusion rates than for New Zealand as a whole	😊	↑

Data Limitations

This data set excludes stand-down and expulsion disciplinary measures. Suspension and exclusions are used as they are considered more disruptive than other disciplinary measures to a student's attainment of basic qualifications.

4.2 EDUCATION ACHIEVEMENT

Education achievement has an important role in securing the district's future in an increasingly complex world. To meet these demands, central government is focusing on continuously improving achievement outcomes and eliminating education barriers that separate high achievers from low achievers.

HIGHEST QUALIFICATION GAINED

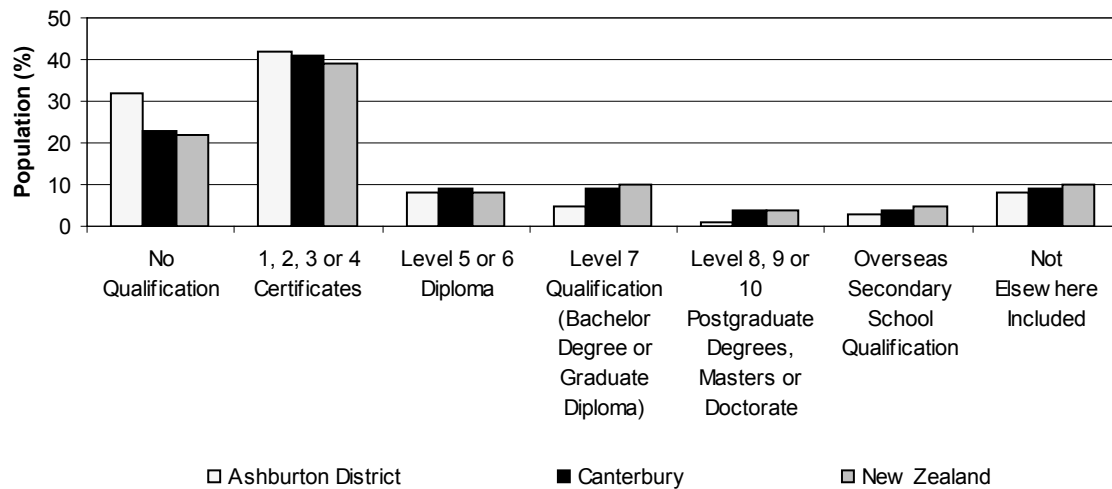
What is this about?

Education qualifications are linked to income and labour force status. In most cases, those with a bachelor degree earn more than those with no formal qualifications. By determining the highest qualification gained by the population aged over 15 years, an interpretation can be made of the job readiness of the workforce.

Qualification categories have changed in recent years. For instance, between 2002 and 2004, NCEA (National Certificate of Educational Achievement) Levels 1, 2 and 3 were introduced nationally, replacing School Certificate, Sixth Form Certificate and University Bursaries respectively. Level 4 (school and post-school), 5 and 6 qualifications include basic, skilled, intermediate and advanced vocational qualifications, such as trade certificates and nursing diplomas.

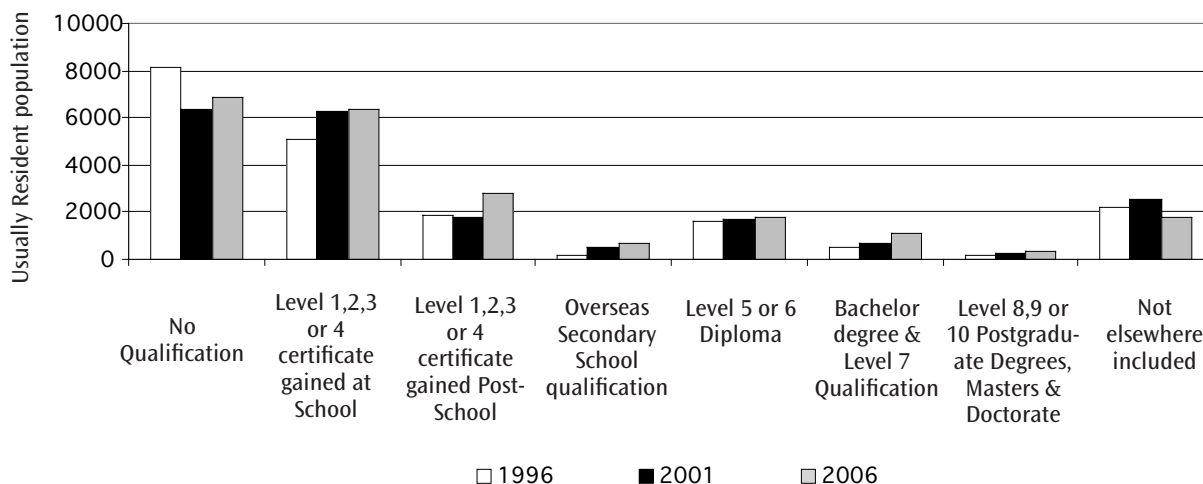
The Ashburton District labour market mainly consists of primary (e.g. agricultural and horticultural) and secondary (e.g. manufacturing) industries. As a result, demand for staff with high educational attainment is likely to be lower than other areas of New Zealand that have a higher proportion of tertiary (e.g. service) industries.

Fig 40. Highest Qualification Comparison for Population Aged Over 15 Years



Highest qualification gained for the population of Ashburton District compared to Canterbury and New Zealand 2006
Source: Statistics New Zealand census

Fig 41. Ashburton District Highest Qualification for the Population Aged Over 15 Years



Ashburton District Highest Qualification for the Population aged over 15 years 1996 – 2006
Source: Statistics New Zealand census

Key Points

- Over the last ten years there has been significant improvement in the district’s proportion of the working-aged population with formal qualifications. In 1996, nearly half the working-aged population held no formal qualification. By 2006 this proportion had dropped to just over a third of the Ashburton District working-aged population
- The proportion of the Ashburton District population who hold no formal qualifications is still significantly higher than for New Zealand
- In 2006, 30% of the working aged population gained their highest qualification post-school
- The number of working aged people holding bachelor degrees or higher qualifications has doubled between 1996 (705) and 2006 (1,413)
- The proportion of highest qualification above Level 4 for the Ashburton District population (15%), is lower than the Canterbury region (22%) and New Zealand (23%)
- As the Ashburton District primary industry sector becomes more capital-intensive it should follow that the demand for qualified and / or formally trained workers will increase

How are we doing?

Target:	State:	Trend:
Ashburton District has a higher proportion of the population with a formal qualification than the Canterbury region and New Zealand as a whole	☹️	↑

Data Limitations

A ‘qualification’ is a formally recognised award for attainments resulting from a learning course, or from on the job training. A limitation of this data is the difficulty in measuring skills or knowledge learnt on the job. Industry Training Organisations (ITO’s) are going some way to bridge this gap in New Zealand.

SCHOOL LEAVER QUALIFICATIONS

What is this about?

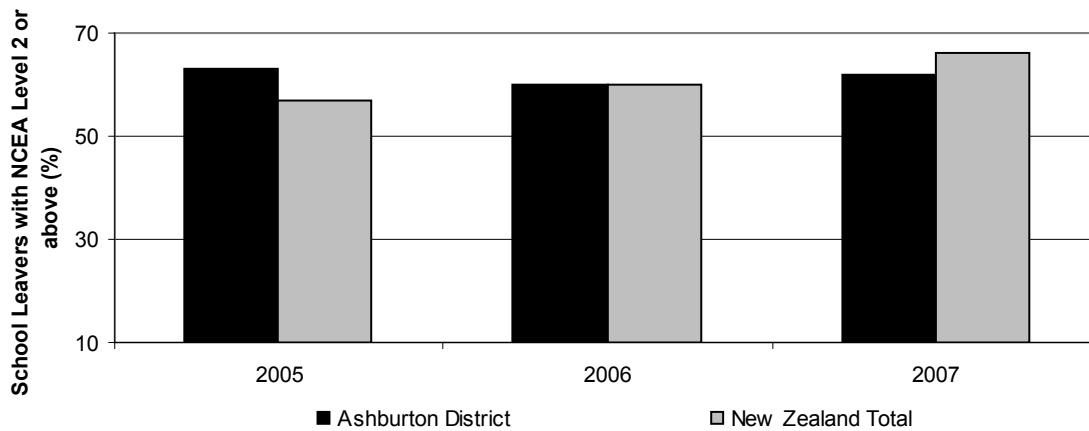
School leaver qualifications are an important measure of the following key elements:

- The performance and quality of our education system
- The number of young adults who have completed the basic pre-requisite for further education, training and many entry-level jobs

In 2002, the National Certificate of Educational Achievement (NCEA) qualification system was phased into New Zealand secondary schools. This system recognises student achievement through the collection of credits, which count towards levelled certificates. This system provides opportunities for a greater number of students to achieve qualifications that they may have not otherwise achieved under the previous qualification systems

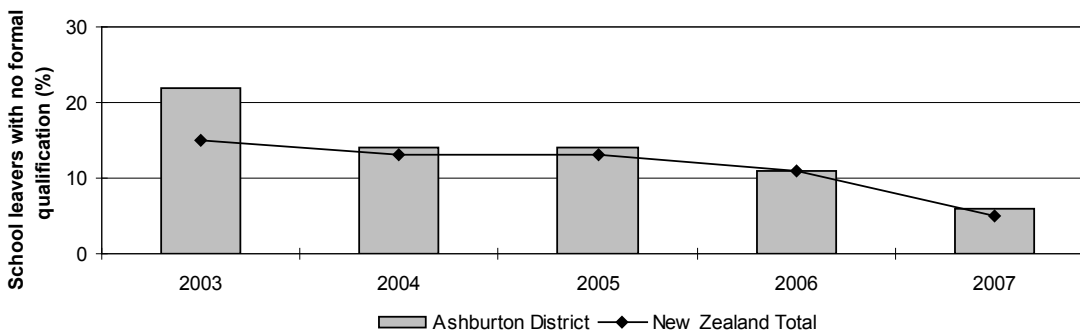
NCEA Level 2 has been identified as a key qualification to gain before leaving school, as those who leave school without Level 2 or higher will be limited in future educational and job prospects (Ministry of Education, 2009).

Fig 42. Percentage of School Leavers with NCEA Level 2 or Above



Percentage of School Leavers with NCEA Level 2 or Above, Ashburton District and New Zealand 2005-2007
Source: Ministry of Education - Education Counts

Fig 43. School Leavers in Ashburton District and New Zealand with No Formal Qualification



Percentage of School Leavers in Ashburton District with no Formal Qualifications 2003-2007
Source: Ministry of Education

Key Points

- The general trend for the number of school leavers with a formal qualification of NCEA Level 2 or above for New Zealand has steadily increased since 2005, rising from 57% to 66% in just two years
- No clear trend is evident in the Ashburton District data over the three year period, with figures remaining relatively constant at between 60% and 63%
- The average percentage of Ashburton District school leavers with NCEA Level 2 or above has been slightly higher than the national rate, at 62 % compared to 61% nationally for the period 2005-2007
- The rate of Maori students attaining NCEA Level 2 or above has decreased in Ashburton District since 2005. In 2007, Maori students were 1.7 times less likely to achieve NCEA Level 2 or above than all students. National data indicates an increase in the number of Maori school leavers with NCEA Level 2 or above, however they continue to be proportionally underrepresented
- The percentage of school leavers with no formal qualification has dropped significantly since 2003, both in Ashburton District and New Zealand as a whole. This is probably the result of the introduction of the NCEA qualification system

How are we doing?

Target:	State:	Trend:
Ashburton District has a higher proportion of secondary school leavers with NCEA Level 2 or above than New Zealand as a whole	☹	↔

Data Limitations

Due to changes in the method of collection, figures collected prior to 2005 are not comparable and have been excluded.

Figure 43 has data limitations as the data set does not include any historical data which covers the previous national qualification assessment framework. Consequently, any relationship between the number of school leavers with little or no formal qualifications and form of assessment cannot be correlated.

4.3 EDUCATION QUALITY

Our community values access to quality education opportunities for all who live here. Quality education opportunities will help us to achieve our goal of life long learning for our district.

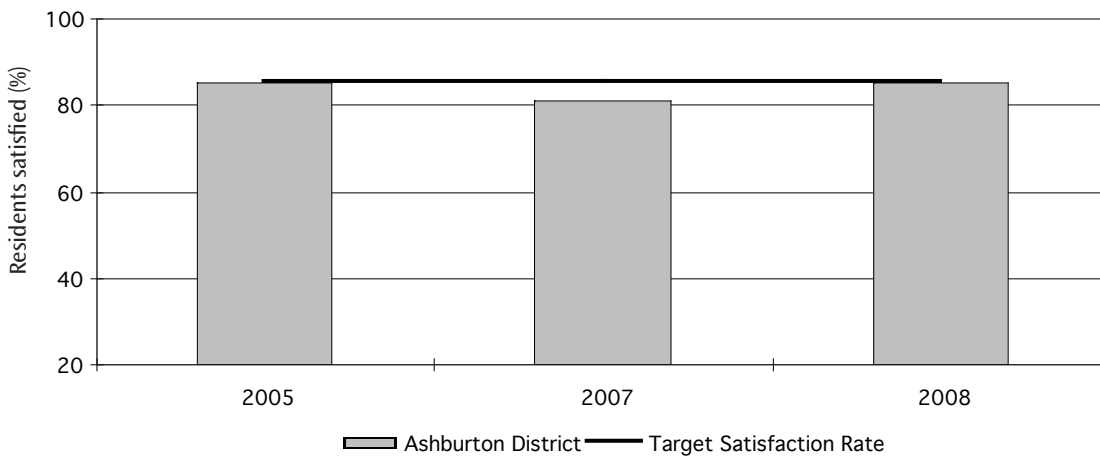
RESIDENT SATISFACTION WITH EDUCATION SERVICES IN THE DISTRICT

What is this about?

Education services, like all community services, need to be appropriate for the community being served. One method of measuring this is to gauge resident satisfaction with the standard of services provided.

This chart illustrates the level of satisfaction among residents with the education services in Ashburton District; in turn this provides an indicator of the quality of our education services.

Fig 44. Resident Satisfaction with Education Services in the District



Resident Satisfaction with Education Services in the District 2005 - 2007
 Source: Ashburton District Council NRB Communitrak Survey

Key Points

- Since 2005 the level of resident satisfaction with education services in the district has been relatively constant, ranging from 82% to 85%

How are we doing?

Target:	State:	Trend:
85% of Ashburton District residents are satisfied with the education services in the District	😊	↔

Data Limitations

Resident satisfaction through the NRB Communitrak Survey results in data that is highly subjective as it is based on individual personal perception. These perceptions are largely determined by people’s expectations and experiences. The NRB Communitrak Survey has a margin of error of +/- 6.9%, meaning that results may actually be greater or less than those shown.