skills and work

Growing skills
- Adults need to keep upskilling as industries change and our working life extends.
- Growth in high and medium skilled jobs; fewer low skilled jobs.
- Digital literacy needed to get and keep jobs, for learning and government services. Numeracy matters in many jobs.

Qualifications
- Higher qualifications in growth industries mean higher employability and higher wages. 
  - No qualifications
  - L3-4 certificates
  - L5-6 diplomas
  - Degrees
  - Post graduate
  - Overseas school qualifications
- Adults have no qualifications

Qualifications in growth industries:
- Engineering
- Technologies (including science, health and clean)
- Advanced materials
- Food
- Digital and ICT skills

How can our community support success?
- Work with education, community, business and iwi on local education and skills priorities
- Support transition initiatives (starting, changing and leaving school or study)
- Advocate for hubs to link education and health

Communication
- English language skills important for social inclusion and work.

City challenge: equal success for all, regardless of ethnicity and post code

843 locals have been in NZ less than three years

Most common languages spoken after English:
- Māori
- Samoan
- Panjabi

3,746 local businesses

Our people (2013)

45,633 residents
- Māori (19 tribal authorities) across city
- 3.2% aged under 25
- 39.2% of Auckland's population

Ethnicity
- Māori
- Other
- Pasifika

39.2% for Auckland

11 Māori economic development. MBIE (2014)
10 Auckland labour market and skills. Wilson (2014)
9 Starpath Project research reports. University of Auckland (2010-2013)
8 Local Board Economic Profiles. Infometrics (2014)
7 Enhancing Youth Employability. Sutton (2014)
5 Household Labour Force Survey; MSD Local Benefit Tables. Statistics NZ (Dec 2014)
4 Statistics and Public Achievement Information data. Education Counts, MOE (2014)
3 The Revolving door: Student mobility in Auckland schools. Wynd (2014)
2 NZ Census 2013. Statistics NZ

How can our community support success?
- Match transport routes to education
- Encourage science, technology, engineering and maths aligned with growth sectors
- Encourage local businesses to offer work experience and internships

Housing
- 41.8% do not own residence
- 38.5% for Auckland

Family income
- $67,800 median family income
- $78,600 for Auckland

Employment
- 14% unemployment rate
- 5.8% for Auckland

How can our community support success?
- Renting families more likely to shift.
- Children fall behind when they change school often.
- Poor quality housing impacts on health, attendance and learning.
- Student transience a major issue for low decile schools.

References
1. NZ Census 2013. Statistics NZ
10. Auckland labour market and skills. Wilson (2014)
11. Māori economic development. MBIE (2014)
Early learning

OUR FAMILIES

Families are key to children’s early development.

1,050 families with children under 18 headed by adults with no qualifications

Build parents’ literacy: helps them support their kids

Talk, read and sing more to our children

Children need strong oral language for a great start to school.

Talk in first language too, not just English

Need web access for learning

24% households with school-aged children without internet access (2013)

Sole parents often need more support

1,686 on sole parent support

SNAPSHOT

Papakura

Quality early learning important

Quality services that recognise culture are more likely to attract vulnerable families, whose children benefit most from ECE.

Children need strong oral language for a great start to school.

6% of children nationally and 53% of all special needs children have learning difficulties

In school

71.1% stay at school until 17

3,102 Secondary students

18 year olds with NCEA L2+

35.2% school leavers with university entrance

1,050 families with children under 18 headed by adults with no qualifications

180 school leavers with no qualifications (2013)

Transitions

23.5% 15-24 year olds not in education, employment or training

Four pillars of employability

98% new entrants participated in early childhood education (ECE)