

## Early Childhood Education in Manukau: A Stocktake

City of Manukau Education Trust / Discussion Paper 013  
Prepared by Philipa Biddulph, August 2007

### Introduction

Overseas and New Zealand research clearly shows that there are improved educational outcomes for children who receive quality early childhood education.<sup>1</sup> The Early Childhood (EC) 10 year strategic plan *Pathways to the Future*<sup>2</sup> reflects this in that a key aim is to increase participation in quality ECE services.

This paper examines the provision of and participation in formal Early Childhood Education (ECE) in Manukau and also briefly signals the need to ensure quality ECE within different settings, both formal and informal.

### Enrolments

Although the EC 10 year strategic plan<sup>3</sup> indicates the desire to increase participation in quality ECE services, in Manukau there was no significant increase in enrolments or the number of EC centres over the period from 2004-2006 (a number of new centres opened but a similar number

closed). The table below shows little change over the last three years.<sup>4</sup>

	2004	2005	2006
Number of centres	252	255	254
European enrolments	4412	4406	4348
Maori enrolments	2439	2435	2287
Pasifika enrolments	2729	2760	2874
Asian enrolments	1498	1607	1615
Other enrolments	198	244	326
Total roll	11276	11452	11450

<sup>1</sup> Farquhar, S. (2003). *Quality Teaching Early Foundations: Best Evidence Synthesis*. Wellington: Ministry of Education.

Mitchell, L. & Cubey, P. (2003). *Characteristics of professional development linked to enhanced pedagogy and children's learning in early childhood settings: Best Evidence Synthesis*. Wellington: Ministry of Education.

Wylie, C., Hodgen, E., Ferral, H. & Thompson, J. (2006). *Contributions of early childhood education to age-14 performance: Evidence from the longitudinal Competent Children, Competent Learners study*. Wellington: New Zealand Council for Educational Research.

<sup>2</sup> Ministry of Education. (2002). *Pathways to the Future: Nga Huarahi Arataki. A 10-year strategic plan for early childhood education*. Wellington: Ministry of Education.

<sup>3</sup> Ministry of Education. (2002). *Pathways to the Future: Nga Huarahi Arataki. A 10-year strategic plan for early childhood education*. Wellington: Ministry of Education.

<sup>4</sup> Notes re roll numbers:

- Students who identify ethnically as both Maori and any other group are recorded by the Ministry of Education as being Maori; if they identify as Pasifika and any other ethnic group (except Maori) then they are recorded as Pasifika.
- Some specialised centres which provide casual childcare do not have any figure for the total number of children cared for.
- It is not possible to determine if any children were enrolled at more than one centre.

## Participation

Nationally, the percentage of new school entrants who have participated in ECE services has increased over the last seven years, from 91.0% in 2000 to 94.5% in 2006. NZ European new entrants have the highest rate of participation in ECE services. In 2006, 98.0% of NZ European children attended an early childhood service prior to starting school, compared with 89.9% for Maori. Pasifika new entrants (84.1%) have the lowest prior participation rates in ECE services, while Asian new entrants (96.0%) have the second highest participation rate.<sup>5</sup>

In Manukau as a whole, 86% of new entrants have participated in ECE services prior to starting school, although this varies considerably according to ethnicity (Pakeha 97%, Maori 79%, Pasifika 79%, Chinese 98%, South East Asian 94%, Other Asian 93%, and Indian 94%).<sup>6</sup>

There is also significant variation in participation within the different wards in Manukau. For example, samples from Pakuranga, Howick and Botany-Clevedon indicate high rates of participation compared with samples from Mangere, Manurewa and Otara, as demonstrated in the table below.

	Mangere sample <sup>1</sup>	Manurewa sample <sup>1</sup>	Papatoetoe sample <sup>1</sup>	Otara sample <sup>1</sup>	Pakuranga sample <sup>1</sup>	Howick sample <sup>1</sup>	Botany-Clevedon sample <sup>1</sup>
Overall new entrant prior participation rate	79%	76%	87%	79%	98%	99%	96%
Pakeha new entrant prior participation rate	100%	91%	83%	67%	100%	99%	98%
Maori new entrant prior participation rate	71%	68%	85%	84%	93%	100%	83%
Pasifika new entrant prior participation rate	77%	71%	83%	77%	96%	100%	100%
Chinese new entrant prior participation rate	[no data available]	95%	95%	[no data available]	100%	98%	100%
SE Asian new entrant prior participation rate	100%	89%	86%	[no data available]	94%	100%	[no data available]
Other Asian new entrant prior participation rate	[no data available]	100%	0%	[no data available]	94%	95%	[no data available]
Indian new entrant prior participation rate	100%	83%	98%	[no data available]	100%	100%	100%

*Information obtained from Discretionary Grant Scheme data, Ministry of Education, July 2007*

<sup>5</sup> Ministry of Education (2007). *Prior participation in early childhood education: new entrants*. Available at <http://educationcounts.edcentre.govt.nz/indicators/engagement/dsaul6.html>

<sup>6</sup> Information obtained from Discretionary Grant Scheme data, Ministry of Education, July 2007.

## Availability of services

Lack of availability of EC services can contribute to lower rates of participation. The existing EC services per ward in Manukau are detailed in the table below.

Type of Centre/Care	Mangere	Manurewa	Papatoetoe	Otara	Pakuranga	Howick	Botany - Clevedon	TOTAL
Edn & Care - Public	7	11	4	8	2	5	1	38
Edn & Care - Private	7	24	12	2	15	9	23	92
Edn & Care - Maori		6		1				7
Edn & Care - Pasifika	19		3	10				32
Kohanga Reo	7	7	2	10	1			27
Free Kindergarten	5	9	5	5	7	3	3	37
Playcentre	1	3	2	1	2	2	2	13
Homebased Childcare		1 Pvte			1 Public	2 Pvte		4
Casual Childcare			2 Public		1 Public		1 Pvte	4
<b>TOTAL</b>	<b>46</b>	<b>61</b>	<b>30</b>	<b>37</b>	<b>29</b>	<b>21</b>	<b>30</b>	<b>254</b>

*EC centres in Manukau 2006<sup>7</sup>*

<sup>7</sup> Data sourced by City of Manukau Education Trust from the Ministry of Education.

The Ministry of Education's Discretionary Grant Scheme (DGS) has identified areas of need for additional EC centres. It does so based on:<sup>8</sup>

- Participation, that is,
  - high numbers of four years olds not attending ECE
  - high projected 0-4 year population growth
  - low participation both for children under two and children two years old and over
- Capacity, that is,
  - available child hours in a catchment area (a catchment area generally comprises several census area units)
  - waiting times i.e. proportion of services with long waiting times in a catchment area.

The DGS allocates priority to areas as follows:<sup>9</sup>

- DGS 1 (i.e. highest priority) - areas with high projected growth, and low participation and low capacity or high numbers of four-year-olds not attending ECE
- DGS 2 - areas with low participation and low capacity, or high numbers of four-year-olds not attending ECE
- DGS 3 - areas with high projected growth.

In Manukau, there are DGS priorities for 41 catchment areas, with a DGS rating of 1 for 7 catchment areas, a DGS rating of 2 for 29 catchment areas and a DGS rating 3 for 5 catchment areas.<sup>10</sup> The DGS priorities indicate that there is a significant need for more EC services in Manukau.

While the DGS data suggest that a key barrier to participation in ECE in some areas of Manukau could be that there are insufficient numbers of EC services available, it would be worth investigating whether initiatives such as the 20 free ECE hours introduced by the government on 1 July 2007 have an effect on the numbers participating in ECE in Manukau.

<sup>8</sup> Ministry of Education. (2007). *Guidelines to the Application Assessment Framework for the Discretionary Grants Scheme (DGS) 2007/08*. Available at [www.minedu.govt.nz](http://www.minedu.govt.nz)

<sup>9</sup> Ministry of Education. (2007). *Guidelines to the Application Assessment Framework for the Discretionary Grants Scheme (DGS) 2007/08*. Available at [www.minedu.govt.nz](http://www.minedu.govt.nz)

<sup>10</sup> Ministry of Education. (2007). *Rated catchments download*. Available at <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=10357&indexid=10348&indexparentid=10978>

## Attendance

Measures of participation need to take into account not only enrolments but also the number of hours attended per week. National figures indicate an increase in the average weekly hours attended over the last 10 years, in particular for children attending kindergartens, education and care centres and homebased care.<sup>11</sup> At this stage figures for Manukau have not been sourced but anecdotal feedback indicates that for some centres attendance for some children may be sporadic at best. Again, it would be worth determining if the 20 free ECE hours initiative has any effect in this regard.

## The need for quality ECE across the range of services

Recent New Zealand research indicates that the most important factor taken into consideration by parents when choosing an ECE service is the quality of different services. Other factors include cost and the extent to which the service is culturally appropriate.<sup>12</sup>

*However, even if they have a need for Early Childhood Education services parents will only use them if services of sufficient quality are available. For lower income families the cost of the service and the availability of subsidies are important factors and for Maori children the availability of culturally appropriate services is important.<sup>13</sup>*

Research also shows that good quality ECE is far more likely to ensure improved educational outcomes than ECE of lower quality.<sup>14</sup> Quality is defined in the research literature in relation to structures and processes, and the two are

<sup>11</sup> Ministry of Education. (2007). *Hours of participation in early childhood education*. Available at [www.educationcounts.edcentre.govt.nz](http://www.educationcounts.edcentre.govt.nz)

<sup>12</sup> Robertson, J., Gunn, T. R., Lanumata, T. & Pryor, J. (2007). *Parental decision making in relation to the use of Early Childhood Education services*. Wellington: Ministry of Education, p1 and 71.

<sup>13</sup> Robertson, J., Gunn, T. R., Lanumata, T. and Pryor, J. (2007). *Parental decision making in relation to the use of Early Childhood Education services*. Wellington: Ministry of Education, p 1.

<sup>14</sup> Farquhar, S. (2003). *Quality Teaching Early Foundations: Best Evidence Synthesis*. Wellington: Ministry of Education.

Mitchell, L. & Cubey, P. (2003). *Characteristics of professional development linked to enhanced pedagogy and children's learning in early childhood settings: Best Evidence Synthesis*. Wellington: Ministry of Education.

Wylie, C., Hodgen, E., Ferral, H. & Thompson, J. (2006). *Contributions of early childhood education to age-14 performance: Evidence from the longitudinal Competent Children, Competent Learners study*. Wellington: New Zealand Council for Educational Research.

linked. **Structural quality** refers to those conditions or frameworks that assist staff/adults to engage in processes that foster children's learning,<sup>15</sup> for example, adult:child ratios, group size, staff training, education and experience, staff wages and working conditions and staff stability.<sup>16</sup> (Of note, a recent New Zealand ECE survey revealed high levels of teacher turnover which it concluded makes it harder for services to sustain service wellbeing and build on professional development undertaken.<sup>17</sup>)

**Process quality** refers to the environment and the interactions and relationships that occur in an EC setting and shape children's experiences.<sup>18</sup> A wide review of national and international research on teaching and learning linked to child outcomes has produced seven characteristics of quality early foundations teaching. They are:<sup>19</sup>

- Effective pedagogy involves working with children as emergent learners
- Pedagogy is informed by contextual knowledge of children's learning
- Effective teachers use content knowledge confidently to support and extend children's learning in interactive and play-based situations
- Pedagogy scaffolds, co-constructs, promotes metacognitive strategies and also facilitates children's learning in the context of adult/older child activities
- The social setting is organised in ways that support learning and maximise outcomes
- The physical setting is organised in ways that support learning and maximise outcomes
- Teaching is responsive to children's physical and emotional well-being

It is important to note that this review of research defines early childhood educators as including teachers working in

<sup>15</sup> Mitchell, L. (2002). *Differences between community owned and privately owned early childhood education and care centres: a review of evidence*. Wellington: New Zealand Council for Educational Research, p 4. Available at [www.nzcer.org.nz/pdfs/11743.pdf](http://www.nzcer.org.nz/pdfs/11743.pdf)

<sup>16</sup> Smith, A., Grima, M., Gaffney, M., Powell, K., Masse, L. & Barnett, S. (2000). *Strategic research initiative literature review. Early childhood education*. Wellington: Ministry of Education, cited in Mitchell, note 23 above.

<sup>17</sup> Mitchell, L. & Brooking, K. (2007). *First NZCER national survey of early childhood education services: Executive summary*. Wellington: New Zealand Council for Educational Research, p 3. Available at [www.nzcer.org.nz/pdfs/15318-execsuum.pdf](http://www.nzcer.org.nz/pdfs/15318-execsuum.pdf)

<sup>18</sup> Mitchell, L. (2002). *Differences between community owned and privately owned early childhood education and care centres: a review of evidence*. Wellington: New Zealand Council for Educational Research, p 5. Available at [www.nzcer.org.nz/pdfs/11743.pdf](http://www.nzcer.org.nz/pdfs/11743.pdf)

<sup>19</sup> Farquhar, S. (2003). *Quality Teaching Early Foundations: Best Evidence Synthesis*. Wellington: Ministry of Education, pp 1-4.

early childhood services, and parents and other family and whanau members.<sup>20</sup> Partnership programmes with families to assist them to provide their children with quality ECE in the course of their everyday lives (and in addition to centre-based teacher-led ECE) are also very important but will be addressed in a separate paper.

The research findings above are consistent with work that has already been undertaken in the Manukau area, such as the *Picking up the Pace* project<sup>21</sup> which provided professional development for teachers of 3, 4 and 5 year olds. This professional development resulted in significantly improved children's literacy levels (in English), i.e., children reading at their expected level by age six.<sup>22</sup> This project was so significant that in 2004 it was cited as an example of 'best evidence' in a paper presented to an OECD Seminar on Evidence-based Policy Research in Washington D.C.<sup>23</sup>

There has been uptake of *Picking up the Pace* in a number of areas and ways across the country. Schools which have been involved in *First Chance* professional development have in place the practices in their junior schools.<sup>24</sup> [TBD - extent of uptake in schools and ECCs in Manukau]

There is also an EC Centres of Innovation (COI) programme which was announced in 2002 as part of the Government's EC 10 year strategic plan. The aim is for COIs to:<sup>25</sup>

- Build the use of innovative approaches that result in improved EC learning and teaching based on *Te Whariki*, the EC curriculum

<sup>20</sup> Farquhar, S. (2003). *Quality Teaching Early Foundations: Best Evidence Synthesis*. Wellington: Ministry of Education, p 5.

<sup>21</sup> This project was a component part of the Early Childhood Primary Links Initiative which arose from the desire of the communities in the Mangere and Otara areas to improve literacy achievement. The project in turn was part of a much wider Ministry of Education initiative for the Strengthening Education in Mangere and Otara (SEMO).

<sup>22</sup> Phillips, G., McNaughton, S. & McDonald, S. (2001). *Picking up the pace: Effective literacy interventions for accelerated progress over the transition into decile one schools*. Auckland: Strengthening Education in Mangere and Otara, Report to the Ministry of Education. Wellington: Ministry of Education.

<sup>23</sup> Alton-Lee, A. (2004). *Improving Educational Policy and Practice through an Iterative Best Evidence Synthesis Programme*. Paper presented to OECD-US Seminar: Evidence-based Policy Research, Washington D.C. Available at <http://www.excelgov.org/usermedia/images/uploads/PDFs/OECD-Alton.pdf>

<sup>24</sup> Personal communication with Denise Arnerich, Ministry of Education, 17 July 2007.

<sup>25</sup> Meade, E. (Ed). (2006). *Riding the waves: Innovation in early childhood education*. Wellington: New Zealand Council for Educational Research Press, p 3.

- Facilitate action research, with the help of researchers, to show the results the innovative approaches have on learning and teaching
- Share the knowledge, understanding, and models of practice with others in the ECE sector and parents/whanau.

The question is, are the findings from all this research useful for Manukau and if so, are they making their way into teaching and learning in Manukau EC services? The other issue is that there are challenges that face some families (such as violence and drug/alcohol addiction) which need to be addressed in order for children to fully benefit from ECE, both formal and informal. A discussion of the need to remove these barriers will form the basis of a separate paper.

## APPENDIX A – DISCRETIONARY GRANT SCHEME (DGS) PRIORITIES FOR MANUKAU

DGS rating	Area unit number	Area unit name	Projected high popn growth	Many 4yos not attending	Low popn, low cap	Is targeted community
1	523722	Redoubt North	All age groups	Yes	All age groups	Yes
1	523712	Donegal Park	All age groups	Yes	All age groups	Yes
1	523713	Ormiston	All age groups	No	O2	Yes
1	523111	Point View	O2	No	O2	Yes
1	524601	Manukau Central	O2	No	O2	Yes
1	521602	Howick Central	All age groups	No	U2	Yes
1	523300	Beachlands-Maraetai	O2	No	O2	No
2	524122	Viscount	No	Yes	All age groups	Yes
2	524530	Harania East	No	No	U2	Yes
2	524302	Aorere	No	No	U2	Yes
2	524401	Favona	No	No	U2	Yes
2	524112	Mascot	No	No	All age groups	Yes
2	524520	Harania West	No	No	U2	Yes
2	524301	Mangere East	No	No	U2	Yes
2	523711	Flat Bush	No	No	U2	Yes
2	522201	Papatoetoe North	No	No	U2	Yes
2	524510	Harania North	No	No	U2	Yes
2	523601	Otara South	No	No	U2	Yes
2	524121	Arahanga	No	No	U2	Yes
2	522202	Papatoetoe Central	No	No	U2	Yes
2	522302	Papatoetoe East	No	No	U2	Yes
2	524303	Kohuora	No	No	U2	Yes
2	524111	Mangere Central	No	No	All age groups	Yes
2	523817	Hyperion	No	No	U2	Yes
2	522400	Puhinui	No	No	U2	Yes
2	522100	Papatoetoe West	No	No	U2	Yes
2	524001	Ambury	No	No	U2	Yes
2	523106	Millhouse	No	No	U2	Yes
2	523110	Kilkenny	No	No	U2	Yes
2	521501	Mellons Bay	No	No	U2	Yes
2	524200	Mangere South	No	No	O2	Yes
2	523102	Maungamaungaroa	No	No	U2	Yes
2	522601	Bucklands and Eastern Beaches	No	No	U2	Yes
2	523201	Shelly Park	No	No	U2	Yes
2	522603	Bleakhouse	No	No	U2	Yes
2	521502	Cockle Bay	No	No	U2	Yes
3	521601	Howick West	All age groups	No	No	Yes

<b>DGS rating</b>	<b>Area unit number</b>	<b>Area unit name</b>	<b>Projected high popn growth</b>	<b>Many 4yos not attending</b>	<b>Low popn, low cap</b>	<b>Is targeted community</b>
3	522712	Murvale	All age groups	No	No	Yes
3	522711	Pigeon Mountain North	All age groups	No	No	Yes
3	523816	Randwick Park	U2	No	No	Yes
3	522730	Half Moon Bay	All age groups	No	No	Yes
4	522301	Dingwall	No	No	U2	Yes
4	522602	Buckland's Beach South	No	No	All age groups	Yes
4	523108	East Tamaki	No	No	O2	Yes
4	523402	Otara West	No	Yes	All age groups	Yes
4	523501	Otara North	No	Yes	All age groups	Yes
4	523502	Otara East	No	No	U2	Yes
4	524712	Homai West	U2	No	No	Yes
4	524820	Clendon	O2	Yes	O2	Yes
4	525001	Manurewa Central	U2	No	No	Yes

## APPENDIX B – PARTICIPATION RATES IN MANUKAU

Catchment area unit name (please note, the catchment areas overlap)	Overall new entrant participation rate	Pakeha new entrant participation rate	Maori new entrant participation rate	Pasifika new entrant participation rate	Chinese new entrant participation rate	SE Asian new entrant participation rate	Other Asian new entrant participation rate	Indian new entrant participation rate	% of tchr-led services with more than 50% qualified teachers	Area units in catchment area (please note, the catchment areas overlap)
Mellons Bay	99%	100%	100%	100%	100%	100%	94%	100%	77%	Bleakhouse, Cockle Bay, Howick Central, Howick West, Mellons Bay, Murvale
Cockle Bay	99%	100%	100%	100%	100%	100%	91%	100%	73%	Cockle Bay, Howick Central, Maungamaungaroa, Mellons Bay, Shelly Park
Howick West	99%	99%	100%	100%	97%	100%	100%	100%	69%	Aberfeldy, Bleakhouse, Botany Downs, Bucklands Beach South, Half Moon Bay, Howick Central, Howick West, Mellons Bay, Murvale, Pigeon Mountain North, Pigeon Mountain South
Howick Central	99%	99%	100%	100%	98%	100%	95%	100%	74%	Aberfeldy, Bleakhouse, Botany Downs, Cockle Bay, Howick Central, Howick West, Maungamaungaroa, Mellons Bay, Murvale, Pigeon Mountain North, Shelly Park
Middlemore	81%	100%	83%	78%	100%	100%	100%	92%	57%	Aorere, Dingwall, Grange, Harania East, Mangere East, Mangere Station, Middlemore, Otahuhu West, Otara West, Papatoetoe North
Papatoetoe West	87%	83%	85%	83%	95%	86%	0%	98%	77%	Kohuora, Papatoetoe Central, Papatoetoe North, Papatoetoe West, Puhinui
Papatoetoe North	87%	88%	87%	81%	97%	89%	67%	97%	57%	Aorere, Dingwall, Grange, Kohuora, Mangere East, Middlemore, Papatoetoe Central, Papatoetoe East, Papatoetoe North, Papatoetoe West, Puhinui
Papatoetoe Central	86%	85%	86%	82%	96%	88%	0%	97%	67%	Dingwall, Ferguson, Grange, Kohuora, Otara South, Papatoetoe Central, Papatoetoe East, Papatoetoe North, Papatoetoe West, Puhinui
Dingwall	86%	80%	87%	83%	100%	100%	0%	98%	68%	Dingwall, Ferguson, Grange, Otara North, Otara South, Otara West, Papatoetoe Central, Papatoetoe East, Papatoetoe North, Puhinui
Papatoetoe East	85%	80%	88%	81%	100%	100%	0%	98%	62%	Clover Park, Dingwall, Ferguson, Otara North, Otara South, Papatoetoe Central, Papatoetoe East, Papatoetoe North, Puhinui
Puhinui	89%	82%	88%	87%	100%	84%	0%	99%	69%	Dingwall, Otara South, Papatoetoe Central, Papatoetoe East, Papatoetoe North, Papatoetoe West, Puhinui
Bucklands and Eastern Beaches	99%	100%	100%	100%	96%	100%	100%	100%	100%	Bucklands Beach South, Bucklands and Eastern Beaches

<b>Catchment area unit name (please note, the catchment areas overlap)</b>	<b>Overall new entrant participation rate</b>	<b>Pakeha new entrant participation rate</b>	<b>Maori new entrant participation rate</b>	<b>Pasifika new entrant participation rate</b>	<b>Chinese new entrant participation rate</b>	<b>SE Asian new entrant participation rate</b>	<b>Other Asian new entrant participation rate</b>	<b>Indian new entrant participation rate</b>	<b>% of tchr-led services with more than 50% qualified teachers</b>	<b>Area units in catchment area (please note, the catchment areas overlap)</b>
Bucklands Beach South	99%	100%	100%	100%	98%	100%	100%	100%	67%	Bleakhouse, Bucklands Beach South, Half Moon Bay, Howick West, Murvale, Pigeon Mountain North
Bleakhouse	100%	100%	100%	100%	98%	100%	100%	100%	71%	Bleakhouse, Bucklands Beach South, Howick Central, Howick West, Mellons Bay, Murvale, Pigeon Mountain North
Pigeon Mountain North	99%	100%	100%	100%	99%	100%	92%	100%	73%	Aberfeldy, Bleakhouse, Bucklands Beach South, Half Moon Bay, Howick West, Murvale, Pakuranga North, Pigeon Mountain North, Pigeon Mountain South
Murvale	99%	99%	100%	100%	97%	100%	100%	100%	69%	Aberfeldy, Bleakhouse, Botany Downs, Bucklands Beach South, Half Moon Bay, Howick Central, Howick West, Mellons Bay, Murvale, Pigeon Mountain North, Pigeon Mountain South
Pigeon Mountain South	99%	100%	100%	100%	100%	94%	93%	100%	75%	Aberfeldy, Elsmore Park, Half Moon Bay, Howick West, Murvale, Pakuranga East, Pakuranga North, Pigeon Mountain North, Pigeon Mountain South
Aberfeldy	99%	99%	100%	100%	98%	95%	100%	100%	68%	Aberfeldy, Botany Downs, Burswood, Elsmore Park, Golfland, Howick Central, Howick West, Millhouse, Murvale, Pakuranga East, Pigeon Mountain North, Pigeon Mountain South
Elsmore Park	99%	99%	100%	100%	99%	93%	95%	100%	56%	Aberfeldy, Botany Downs, Burswood, Elsmore Park, Golfland, Pakuranga Central, Pakuranga East, Pakuranga North, Pigeon Mountain South, Sunnyhills
Half Moon Bay	99%	100%	100%	100%	99%	100%	92%	100%	73%	Aberfeldy, Bucklands Beach South, Half Moon Bay, Howick West, Murvale, Pakuranga North, Pigeon Mountain North, Pigeon Mountain South
Pakuranga North	99%	99%	100%	100%	100%	93%	93%	100%	63%	Aberfeldy, Elsmore Park, Half Moon Bay, Pakuranga Central, Pakuranga East, Pakuranga North, Pigeon Mountain North, Pigeon Mountain South, Sunnyhills
Sunnyhills	98%	100%	93%	96%	100%	94%	94%	100%	65%	Edgewater, Elsmore Park, Half Moon Bay, Pakuranga Central, Pakuranga East, Pakuranga North, Pigeon Mountain South, Sunnyhills
Pakuranga Central	98%	99%	93%	96%	100%	86%	100%	100%	64%	Edgewater, Elsmore Park, Pakuranga Central, Pakuranga East, Sunnyhills

Catchment area unit name (please note, the catchment areas overlap)	Overall new entrant participation rate	Pakeha new entrant participation rate	Maori new entrant participation rate	Pasifika new entrant participation rate	Chinese new entrant participation rate	SE Asian new entrant participation rate	Other Asian new entrant participation rate	Indian new entrant participation rate	% of tchr-led services with more than 50% qualified teachers	Area units in catchment area (please note, the catchment areas overlap)
Edgewater	98%	99%	93%	96%	100%	86%	100%	100%	55%	Edgewater, Pakuranga Central, Pakuranga East, Sunnyhills
Pakuranga East	98%	100%	93%	96%	100%	94%	94%	100%	55%	Burswood, Edgewater, Elsmore Park, Golfland, Pakuranga Central, Pakuranga East, Pakuranga North, Pigeon Mountain South, Sunnyhills
Botany Downs	99%	99%	100%	100%	97%	100%	100%	100%	69%	Aberfeldy, Botany Downs, Elsmore Park, Golfland, Howick Central, Howick West, Maungamaungaroa, Millhouse, Pigeon Mountain South
Maungamaungaroa	99%	99%	100%	100%	97%	100%	93%	100%	86%	Botany Downs, Cockle Bay, Howick Central, Kilkenny, Maungamaungaroa, Millhouse, Shelly Park
Golfland	98%	99%	100%	88%	98%	75%	100%	100%	63%	Aberfeldy, Botany Downs, Burswood, Dannemora, Elsmore Park, Golfland, Kilkenny, Millhouse, Pakuranga East
Millhouse	98%	98%	100%	50%	98%	100%	100%	100%	56%	Botany Downs, Burswood, Dannemora, Golfland, Kilkenny, Maungamaungaroa, Millhouse
Burswood	99%	99%	100%	89%	100%	75%	100%	100%	50%	Burswood, Dannemora, Elsmore Park, Golfland, Millhouse, Pakuranga Central, Pakuranga East
East Tamaki	76%	60%	82%	74%	.	.	.	.	75%	Burswood, East Tamaki, Otara East, Otara North
Dannemora	98%	100%	100%	50%	100%	100%	100%	100%	50%	Burswood, Dannemora, Golfland, Kilkenny, Millhouse
Kilkenny	98%	98%	100%	50%	98%	100%	100%	100%	53%	Botany Downs, Dannemora, Golfland, Kilkenny, Maungamaungaroa, Millhouse
Point View	99%	99%	100%	57%	100%	100%	100%	100%	43%	Dannemora, Point View
Shelly Park	99%	100%	100%	100%	100%	100%	90%	100%	89%	Cockle Bay, Howick Central, Maungamaungaroa, Shelly Park
Turanga	.	.	.	.	.	.	.	.	75%	Turanga
Beachlands-Maraetai	97%	96%	100%	100%	.	.	.	.	67%	Beachlands-Maraetai
Grange	88%	89%	91%	85%	100%	100%	100%	94%	67%	Dingwall, Grange, Mangere East, Middlemore, Otahuhu West, Otara North, Otara West, Papatoetoe North
Otara West	79%	67%	84%	77%	.	.	.	.	82%	Dingwall, Ferguson, Grange, Otara East, Otara North, Otara West

Catchment area unit name (please note, the catchment areas overlap)	Overall new entrant participation rate	Pakeha new entrant participation rate	Maori new entrant participation rate	Pasifika new entrant participation rate	Chinese new entrant participation rate	SE Asian new entrant participation rate	Other Asian new entrant participation rate	Indian new entrant participation rate	% of tchr-led services with more than 50% qualified teachers	Area units in catchment area (please note, the catchment areas overlap)
Otara North	80%	67%	83%	79%	.	.	.	.	79%	Dingwall, Ferguson, Grange, Otara East, Otara North, Otara South, Otara West
Otara East	80%	71%	84%	79%	.	.	.	.	71%	Ferguson, Flat Bush, Otara East, Otara North, Otara South, Otara West
Otara South	84%	81%	85%	81%	100%	96%	0%	98%	66%	Clover Park, Dingwall, Ferguson, Flat Bush, Otara East, Otara North, Otara South, Papatoetoe Central, Papatoetoe East, Puhinui, Redoubt North
Ferguson	82%	87%	84%	80%	100%	100%	.	94%	68%	Clover Park, Dingwall, Ferguson, Flat Bush, Otara East, Otara North, Otara South, Otara West, Papatoetoe East
Flat Bush	81%	86%	85%	78%	100%	100%	.	94%	62%	Clover Park, Ferguson, Flat Bush, Otara East, Otara North, Otara South, Papatoetoe East
Donegal Park	87%	100%	80%	86%	100%	93%	.	100%	64%	Clover Park, Donegal Park, Flat Bush, Redoubt North
Ormiston	89%	100%	69%	89%	100%	100%	.	100%	100%	Donegal Park, Ormiston
Clover Park	86%	100%	83%	84%	100%	94%	.	97%	57%	Clover Park, Donegal Park, Ferguson, Flat Bush, Otara South, Papatoetoe East, Redoubt North
Redoubt North	92%	100%	82%	91%	100%	95%	.	100%	50%	Clover Park, Donegal Park, Redoubt North, Redoubt South
Totara Heights	80%	93%	69%	63%	95%	88%	83%	91%	33%	Hillpark, Hyperion, Manurewa East, Randwick Park, Redoubt South, Totara Heights
Wairere	.	.	.	.	.	.	.	.	.	Wairere
Randwick Park	73%	92%	61%	52%	95%	83%	83%	83%	28%	Beaumont, Hillpark, Hyperion, Manurewa East, Randwick Park, Takanini North, Totara Heights
Hyperion	74%	93%	62%	57%	94%	85%	100%	85%	35%	Beaumont, Hillpark, Hyperion, Manurewa East, Randwick Park, Takanini North, Takanini West
Redoubt South	95%	99%	91%	91%	100%	92%	83%	97%	31%	Hillpark, Redoubt North, Redoubt South, Totara Heights
Ambury	88%	97%	87%	80%	100%	100%	100%	100%	33%	Ambury, Mangere Bridge
Mangere Bridge	82%	97%	84%	76%	100%	100%	100%	100%	36%	Ambury, Arahanga, Favona, Mangere Bridge, Viscount
Mangere Central	82%	83%	82%	81%	.	100%	100%	86%	50%	Arahanga, Harania North, Harania West, Mangere Central, Mascot, Viscount

Catchment area unit name (please note, the catchment areas overlap)	Overall new entrant participation rate	Pakeha new entrant participation rate	Maori new entrant participation rate	Pasifika new entrant participation rate	Chinese new entrant participation rate	SE Asian new entrant participation rate	Other Asian new entrant participation rate	Indian new entrant participation rate	% of tchr-led services with more than 50% qualified teachers	Area units in catchment area (please note, the catchment areas overlap)
Mascot	78%	86%	80%	77%	100%	100%	100%	87%	46%	Aorere, Arahangā, Favona, Harania East, Harania North, Harania West, Mangere Central, Mascot, Viscount
Arahanga	82%	92%	84%	81%	100%	100%	100%	93%	43%	Arahanga, Favona, Harania North, Harania West, Mangere Bridge, Mangere Central, Mascot, Viscount
Viscount	80%	80%	81%	79%	.	100%	100%	86%	56%	Arahanga, Harania North, Mangere Central, Mascot, Viscount
Mangere South	79%	100%	71%	77%	.	100%	.	100%	45%	Mangere Central, Mangere South, Viscount
Mangere East	82%	100%	83%	78%	89%	100%	100%	92%	46%	Aorere, Grange, Harania East, Harania North, Harania West, Kohuora, Mangere East, Mangere Station, Middlemore, Papatoetoe North
Aorere	82%	94%	83%	78%	91%	82%	100%	94%	50%	Aorere, Harania East, Harania North, Harania West, Kohuora, Mangere East, Mascot, Middlemore, Papatoetoe North, Papatoetoe West
Kohuora	86%	86%	87%	79%	96%	88%	67%	97%	50%	Aorere, Kohuora, Mangere East, Middlemore, Papatoetoe Central, Papatoetoe North, Papatoetoe West
Favona	79%	92%	82%	78%	100%	100%	100%	88%	40%	Arahanga, Favona, Harania East, Harania North, Harania West, Mangere Bridge, Mangere Station, Mascot, Viscount
Mangere Station	79%	100%	79%	78%	100%	100%	.	90%	60%	Favona, Harania East, Harania North, Mangere Station, Middlemore, Otahuhu West
Harania North	80%	86%	81%	79%	100%	100%	100%	87%	48%	Arahanga, Favona, Harania East, Harania North, Harania West, Mangere Central, Mangere Station, Mascot, Viscount
Harania West	82%	94%	85%	80%	100%	100%	100%	91%	41%	Aorere, Arahangā, Favona, Harania East, Harania North, Harania West, Mangere Central, Mangere East, Mascot
Harania East	82%	94%	84%	79%	100%	100%	100%	91%	45%	Aorere, Favona, Harania East, Harania North, Harania West, Mangere East, Mangere Station, Mascot, Middlemore, Otahuhu West
Manukau Central	81%	89%	87%	74%	100%	57%	100%	87%	44%	Manukau Central, Papatoetoe West
Wiri	89%	99%	76%	91%	96%	91%	80%	97%	44%	Hillpark, Manurewa Central, Redoubt North, Wiri
Burbank	76%	95%	72%	77%	83%	92%	100%	86%	42%	Burbank, Clendon, Homai East, Homai West,

Catchment area unit name (please note, the catchment areas overlap)	Overall new entrant participation rate	Pakeha new entrant participation rate	Maori new entrant participation rate	Pasifika new entrant participation rate	Chinese new entrant participation rate	SE Asian new entrant participation rate	Other Asian new entrant participation rate	Indian new entrant participation rate	% of tchr-led services with more than 50% qualified teachers	Area units in catchment area (please note, the catchment areas overlap)
										Manurewa Central, Rowandale
Homai West	75%	88%	70%	77%	78%	93%	75%	84%	41%	Burbank, Clendon, Homai East, Homai West, Leabank, Manurewa Central, Rowandale, Wiri
Rowandale	76%	90%	73%	76%	86%	92%	100%	83%	35%	Burbank, Clendon, Homai East, Homai West, Leabank, Manurewa Central, Rowandale, Weymouth
Homai East	79%	97%	75%	76%	96%	87%	100%	89%	37%	Beaumont, Burbank, Clendon, Hillpark, Homai East, Homai West, Leabank, Manurewa Central, Manurewa East, Rowandale
Weymouth	74%	94%	73%	70%	80%	67%	100%	91%	46%	Clendon, Rowandale, Wattle Farm, Weymouth
Clendon	76%	93%	72%	76%	80%	92%	100%	80%	38%	Burbank, Clendon, Homai East, Homai West, Rowandale, Weymouth
Hillpark	80%	93%	70%	78%	95%	91%	86%	85%	32%	Beaumont, Hillpark, Homai East, Homai West, Hyperion, Manurewa Central, Manurewa East, Randwick Park, Totara Heights
Manurewa East	76%	91%	68%	71%	95%	89%	100%	83%	32%	Beaumont, Hillpark, Homai East, Hyperion, Leabank, Manurewa Central, Manurewa East, Randwick Park
Manurewa Central	83%	97%	77%	82%	95%	91%	86%	88%	37%	Beaumont, Burbank, Hillpark, Homai East, Homai West, Leabank, Manurewa Central, Manurewa East, Rowandale, Wiri
Beaumont	77%	92%	70%	67%	95%	86%	100%	88%	38%	Beaumont, Hillpark, Hyperion, Leabank, Manurewa Central, Manurewa East, Randwick Park, Takanini West
Leabank	82%	95%	79%	81%	100%	92%	100%	78%	36%	Beaumont, Burbank, Homai East, Homai West, Leabank, Manurewa Central, Manurewa East, Rowandale, Wattle Farm
Wattle Farm	81%	92%	81%	73%	100%	.	100%	78%	25%	Leabank, Wattle Farm, Weymouth
Clevedon	96%	98%	83%	100%	100%	.	.	100%	50%	Clevedon
Manukau City	86%	97%	79%	79%	98%	94%	93%	94%	n/a	n/a