

EVIDENCE CENTRE
TE POKAPŪ TAUNAKITANGA

**Dr. Duncan McCann (Oranga Tamariki) –
*Educational Insights into Children in Care***

Disclaimer

Access to the data presented was managed by Statistics New Zealand under strict micro-data access protocols and in accordance with the security and confidentiality provisions of the Statistic Act 1975.

These findings are not Official Statistics. The opinions, findings, recommendations, and conclusions expressed are those of the authors, not Statistics NZ.



CHILD WELLBEING DOMAINS

SAFETY



children are safe,
and feel safe

SECURITY



Children enjoy sufficient financial,
natural and social resources to thrive

CONNECTEDNESS



Children understand who they are,
where they belong, and their connection to
whānau, culture and community

WELLNESS



Children enjoy the best possible
physical and mental health

DEVELOPMENT



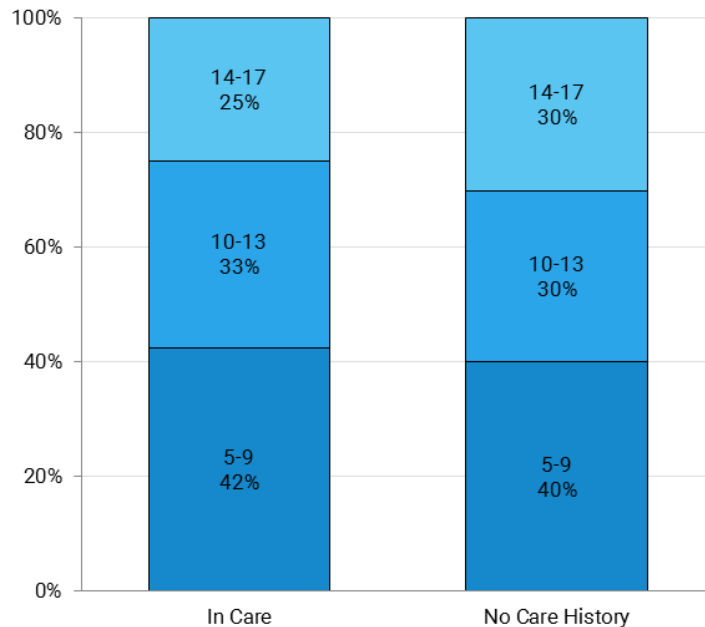
Children have the skills and
knowledge to live good lives and
meet their aspirations

EDUCATIONAL ENGAGEMENT

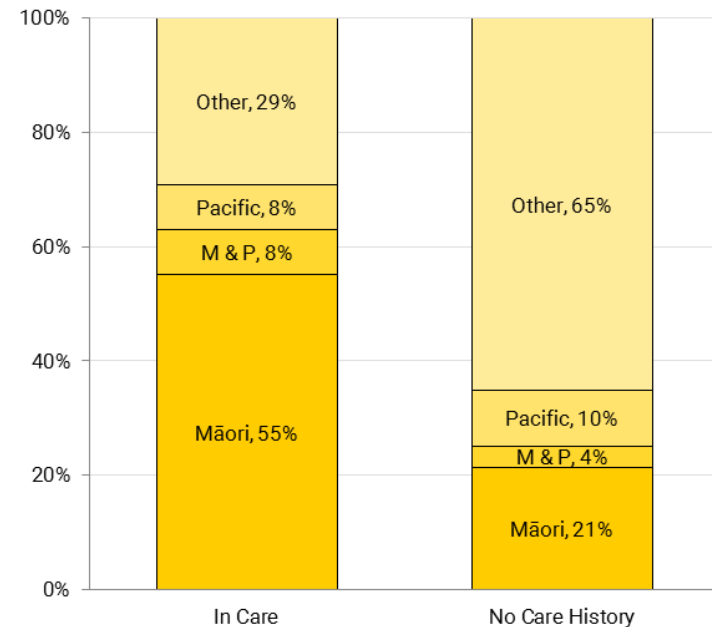
All 5 – 17 year old children and young people as at 30 June 2017 who:

- Are in care currently
- Have no care experience in their lifetime

Age Profile



Ethnicity



EDUCATIONAL ENGAGEMENT

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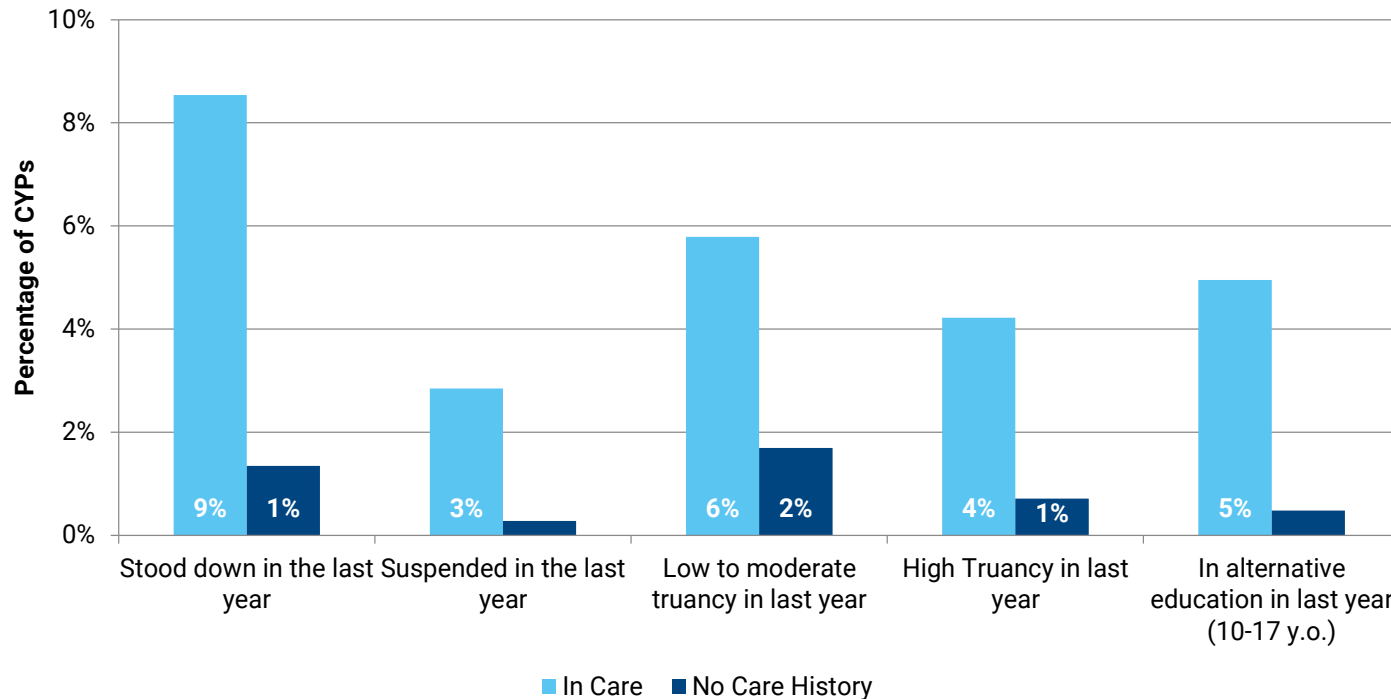
Indicator	Definition
Stand-downs in the past year ¹	In the past year, the child or young person was formally removed from school for a specified period.
Suspended in the past year ¹	In the past year, the child or young person was formally removed from school until the board of trustees decided the outcome at a suspension meeting.
Low to moderate truancy in the past year	The child or young person was truant from school between 1 and 83 days in the past year.
High truancy in the past year	The child or young person was truant from school 84 or more days in the past year.
In alternative education in the past year	In the past year, the child or young person was enrolled in alternative education (relevant only to 10 to 17-year-olds). The usual reason young people are in enrolled in alternative education is because mainstream school does not meet their individual needs.

¹Data were also analysed for stand-downs and suspensions in the past 1-2 years, but are not shown in this report as the patterns were very similar to those for the past year.

EDUCATIONAL ENGAGEMENT

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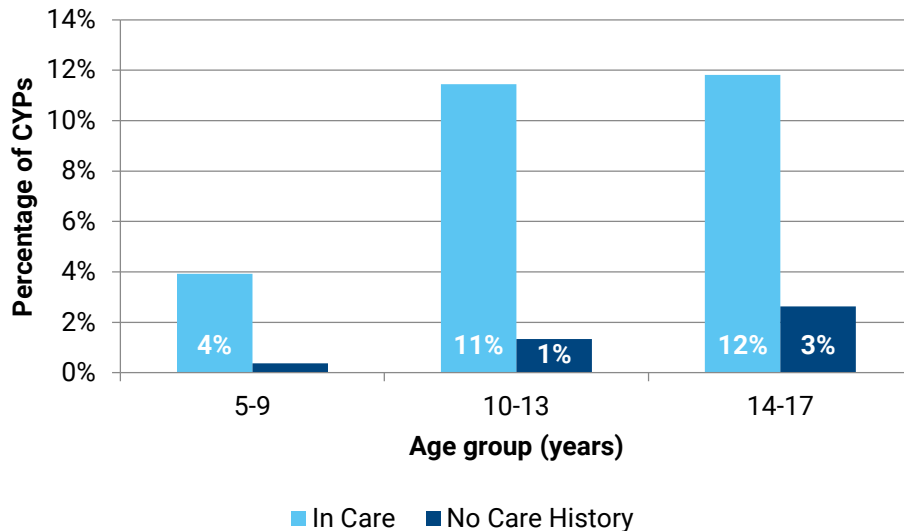


EDUCATIONAL ENGAGEMENT

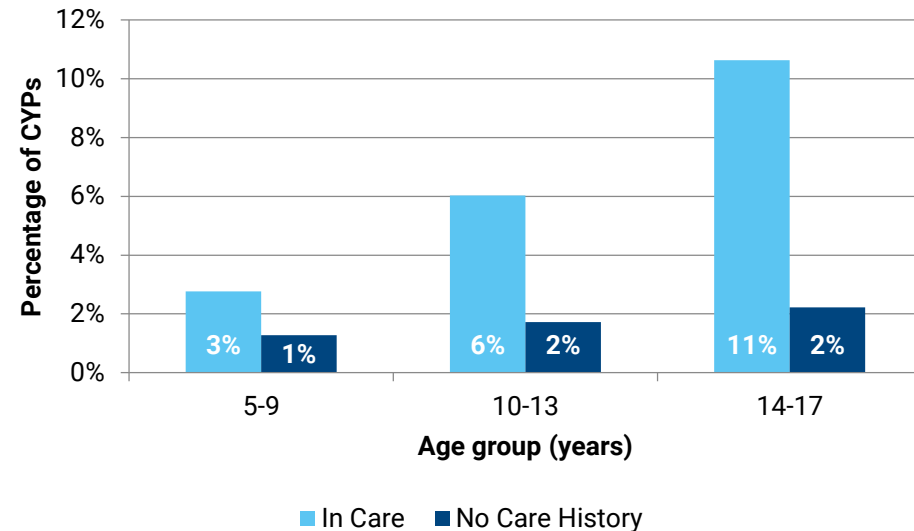
All 5 – 17 year old children and young people as at 30 June 2017 who:

- Are in care currently
- Have no care experience in their lifetime

Stood down in the last year



Low to moderate truancy in last year

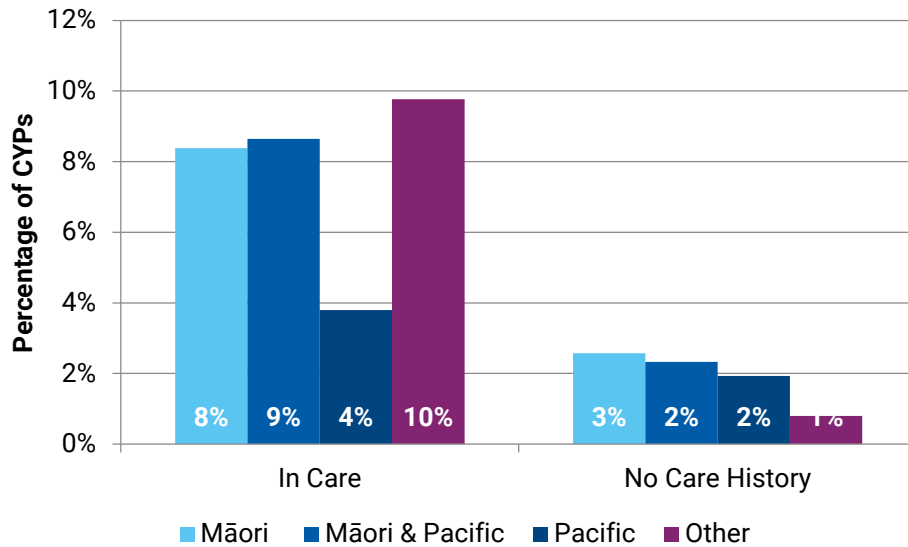


EDUCATIONAL ENGAGEMENT

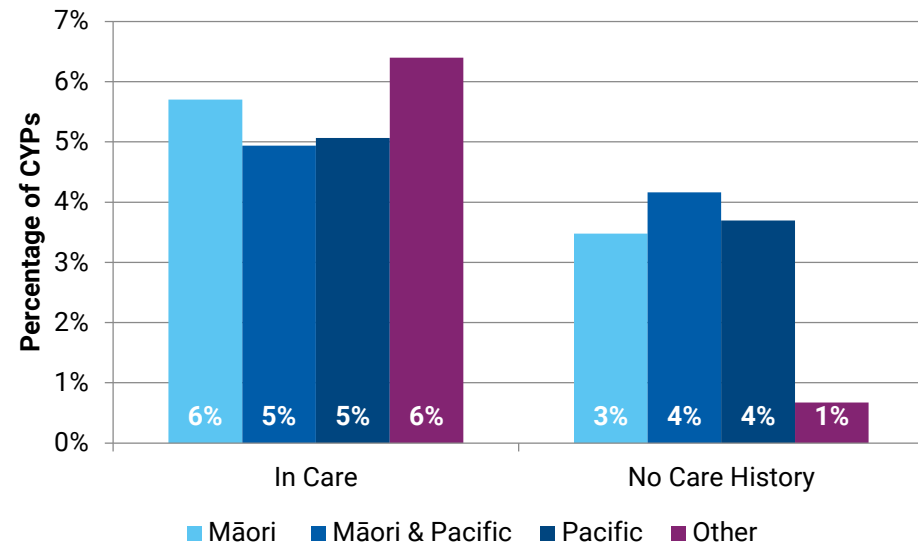
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Stood down in the last year



Low to moderate truancy in the last year

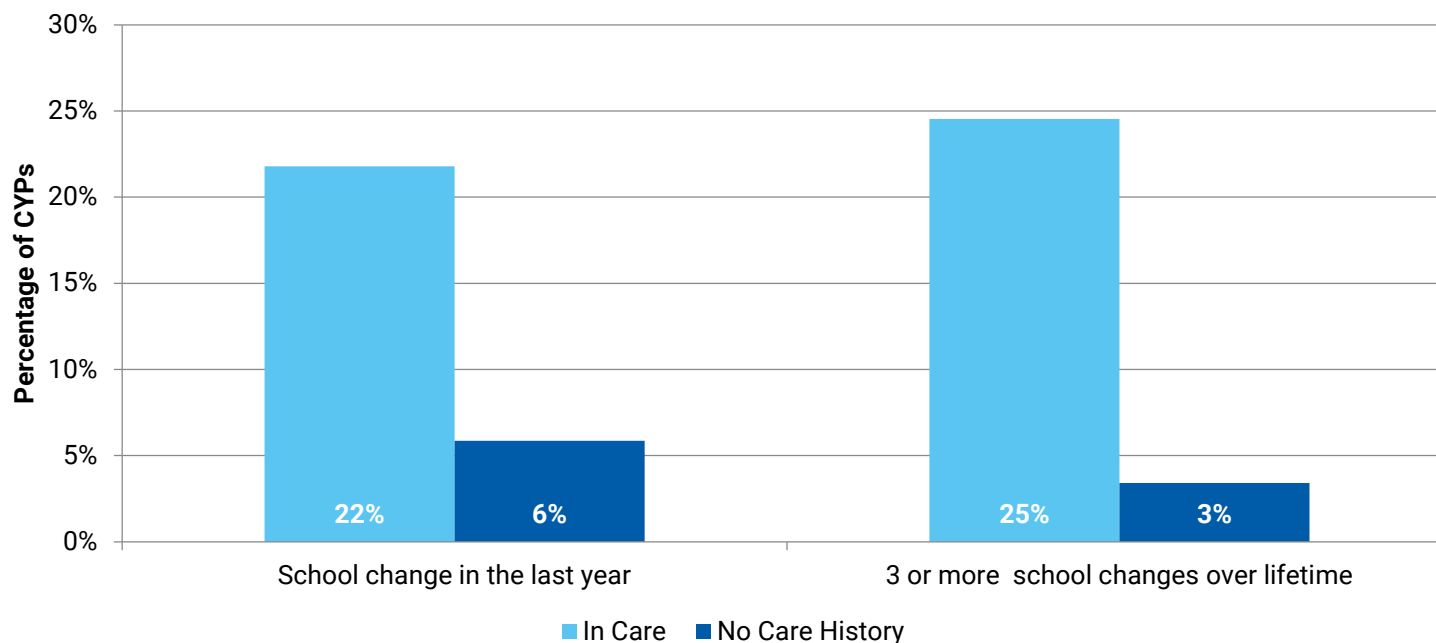


EDUCATIONAL ENGAGEMENT

All 5 – 17 year old children and young people as at 30 June 2017 who:

- Are in care currently
- Have no care experience in their lifetime

School changes by care experience

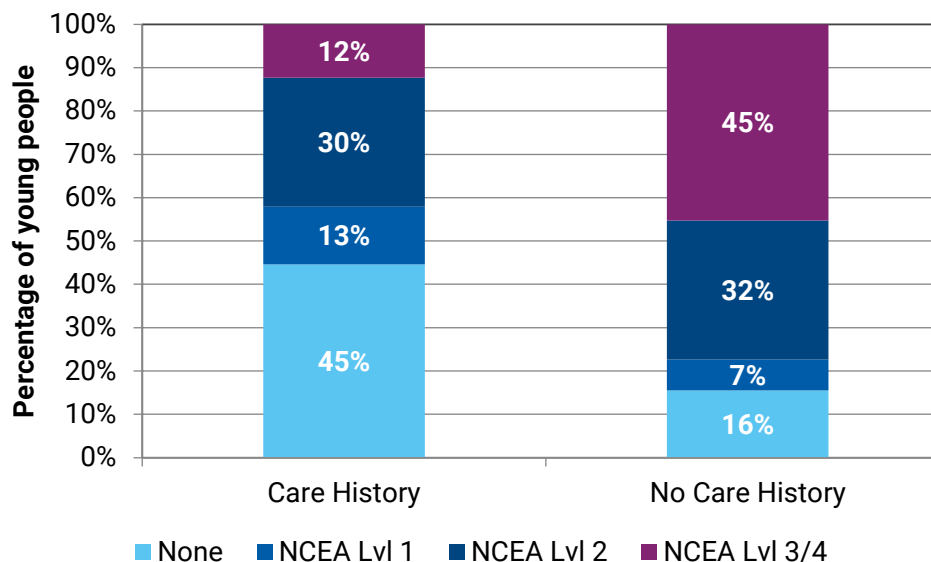


EDUCATIONAL ACHIEVEMENT

All 18/19 year olds as at 30 June 2017 who had:

- Care experience in their lifetime
- No care experience in their lifetime

NCEA Achievement by care experience

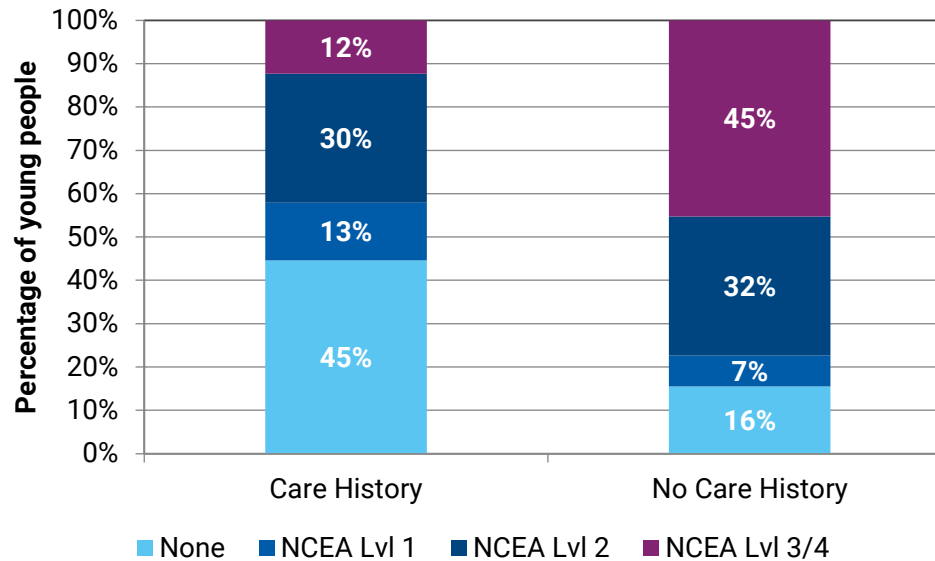


EDUCATIONAL ACHIEVEMENT

All 18/19 year olds as at 30 June 2017 who had:

- Care experience in their lifetime
- No care experience in their lifetime

NCEA Achievement by care experience



Percentage leaving school at age 15/16:

37%

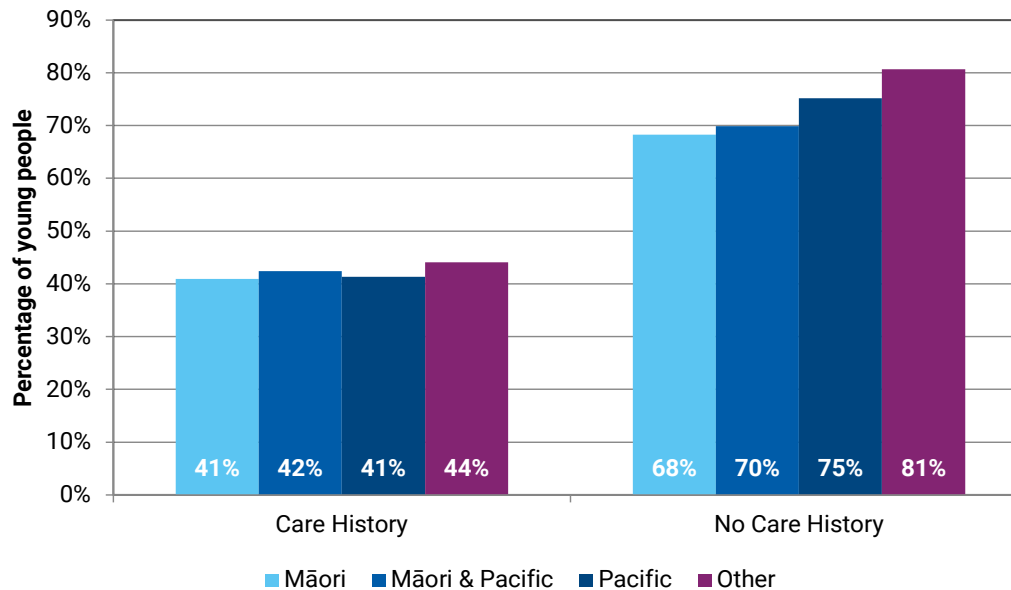
10%

EDUCATIONAL ACHIEVEMENT

All 18/19 year olds as at 30 June 2017 who had:

- Care experience in their lifetime
- No care experience in their lifetime

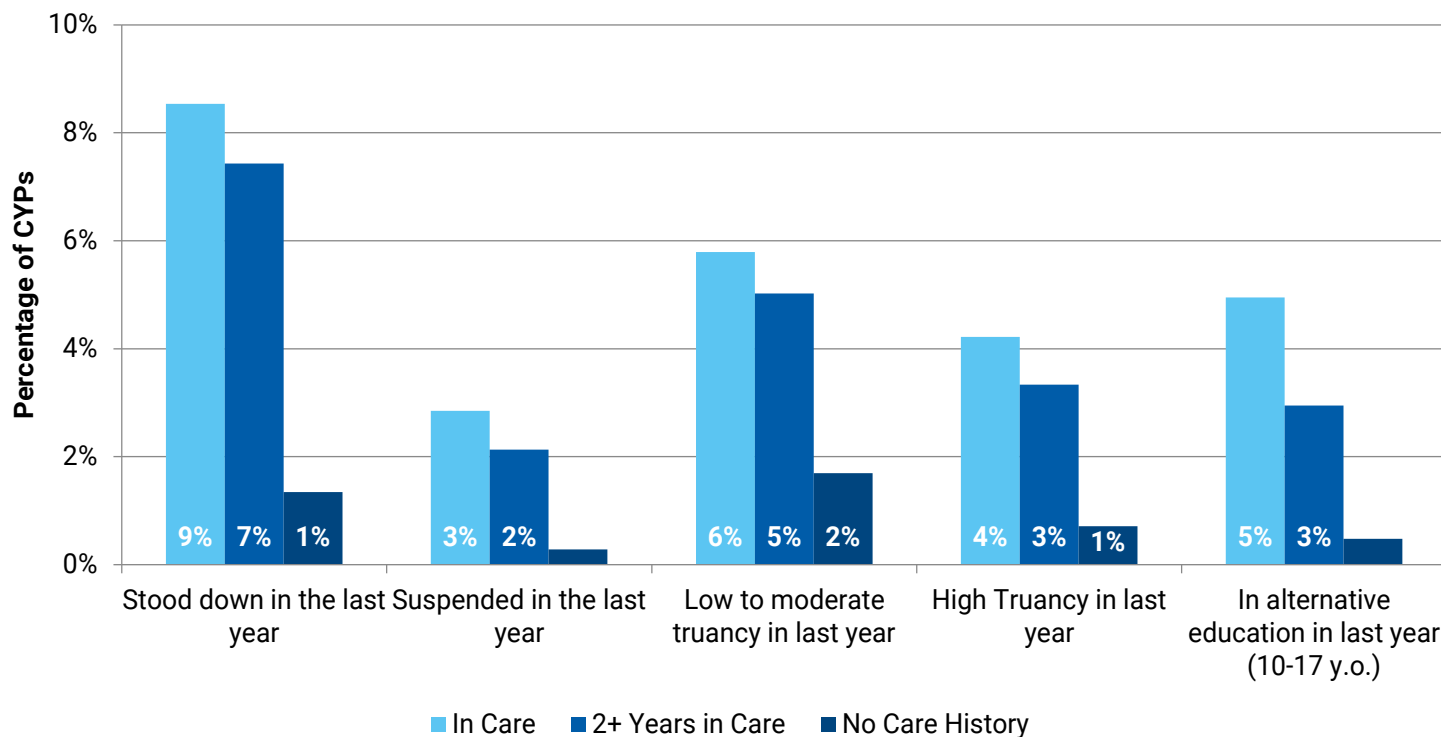
NCEA level 2+ achievement by ethnicity



EDUCATIONAL ENGAGEMENT

All 5 – 17 year old children and young people as at 30 June 2017 who:

- Are in care currently
- Had 2 or more years altogether in care in their lifetime
- Have no care experience in their lifetime

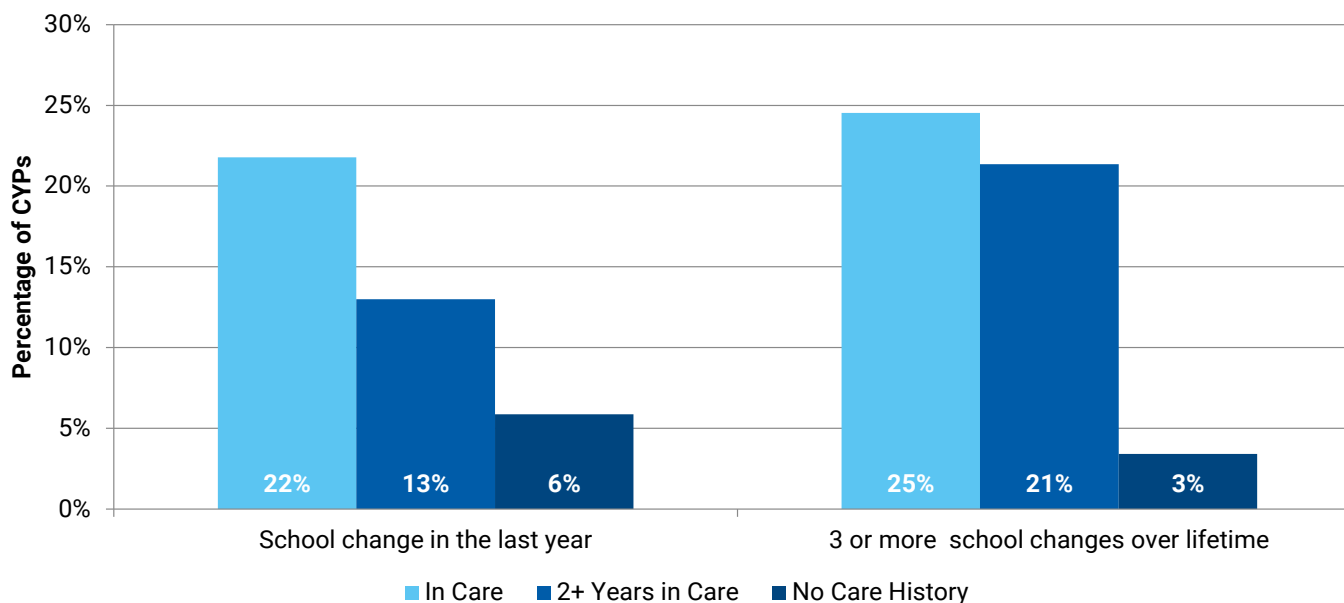


EDUCATIONAL ENGAGEMENT

All 5 – 17 year old children and young people as at 30 June 2017 who:

- Are in care currently
- Had 2 or more years altogether in care in their lifetime
- Have no care experience in their lifetime

School changes by care experience

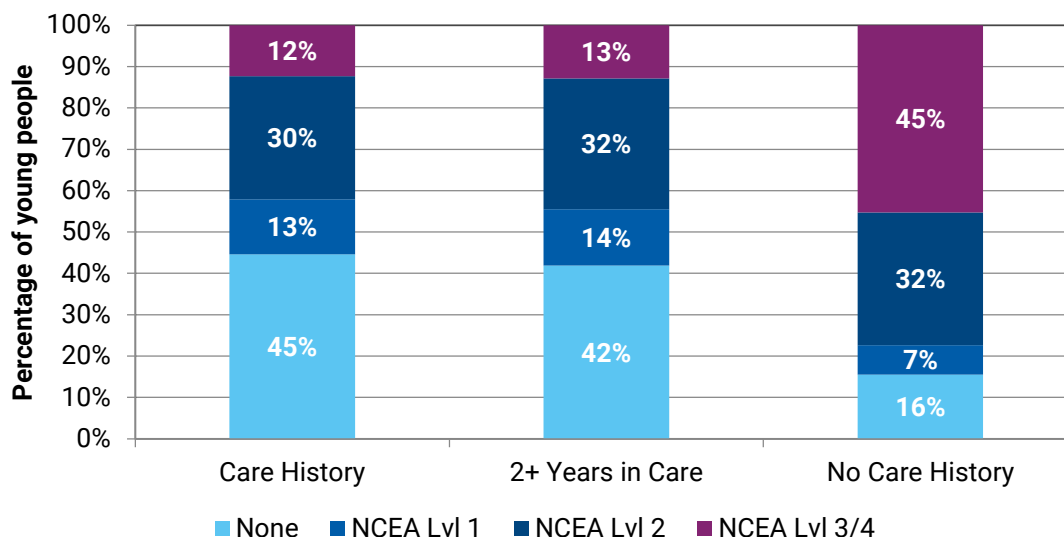


EDUCATIONAL ACHIEVEMENT

All 18/19 year olds as at 30 June 2017 who:

- Had care experience in their lifetime
- Had 2 or more years altogether in care in their lifetime
- Have no care experience in their lifetime

NCEA Achievement by care experience



Percentage leaving school at age 15/16:

37%

32%

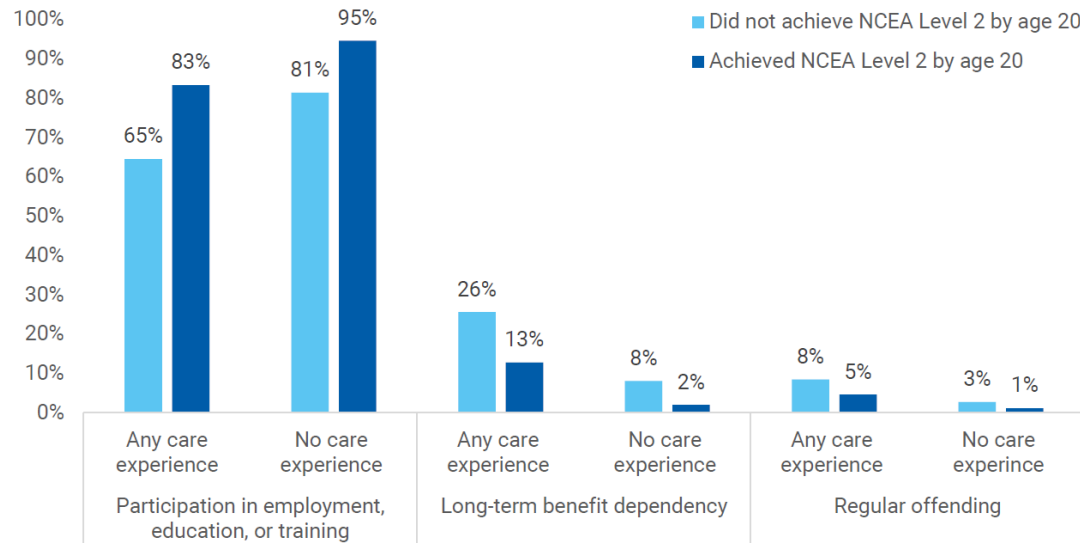
10%

LIFE OUTCOMES

Modelled future life outcomes for 0 – 16 year olds as at 30 June 2017 who:

- Had care experience
- Have no care experience

Figure 10. Association between achieving NCEA Level 2 and life outcomes, by care experience



Outcome	Definition
Participation in employment, education, or training	At least one quarter (of the year) in employment, education or training at age 20
Long-term benefit dependency	More than 20 quarters on a benefit to age 25
Regular offending	More than 2 high seriousness offences, or more than 5 low seriousness offences after turning 21 years old ²

CONCLUSIONS

- Children in care have higher levels of educational disengagement, which escalates with age, and lower educational achievement than non-care experienced children.
- Ethnicity does not appear to correlate as strongly in the care population as the non-care population.
- Children who spend longer in care appear to have better educational engagement and achievement, coupled with less school changes and a higher proportion leaving school later potentially suggests a possible stability aspect.
- Modelled life outcomes are better for non-care experienced individuals compared to those with care experience, however outcomes are improved for those who attained at least NCEA level 2 in both categories.