

Content Sections

People

Desired Outcome

Our community is a strong community which has a diversity of cultures and mix of generations. We take pride in our community, we are inclusive, we enjoy celebrating our differences and we see strengths in our make-up.¹³

Introduction

Information about people in helps us to understand our community and how it is changing. It can help us anticipate potential pressures on the wider social and physical environments and enable us to plan for these.

Significant increases or declines in population have major effects on infrastructure, the economy and the nature of the community, such as future resource use and demand for goods and services.

Changes in the proportion of residents who identify with a particular ethnic group, the age structure and composition of households can impact on the range of services, facilities and opportunities that need to be planned for and provided at a local level.

Indicators

Local Indicators

The following indicators are listed in the Statistics New Zealand Order Form in the Appendices section of this Guide. Some of these can *also* be accessed directly from the Statistics New Zealand website using Table Builder if you can use Area Units (rather than meshblocks) to define the boundaries of your community.

Indicators that are available at a local level include:

Population Growth

- Population composition (numbers, male & female demographics)

Ethnicity

- Ethnic composition
- Languages spoken

Table Builder:

- Ethnic Group, Age Group and Sex by Area Unit, 2001

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=22>

¹³ Remember – these are a guide only and you can write your own outcomes to fit your community.

- Number of Languages Age Group and Sex by Area Unit, 2001

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=25>

- Languages spoken, Age Group and Sex by Area Unit, 2001

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=24>

Age

- Age structure
- Current and projected age

Table Builder

- Age Group and Sex by Area Unit, 1991, 1996 and 2001

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=15>

Families and households

- Number of households
- Household composition
- Average household size (occupancy rates)
- Family type

Table Builder

- Household Composition by Household Income 2001

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=106>

- Family Type, Family Income by Area Unit 2001

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=178>

Background Indicators

- Internal Migration
- Net external migration

Migration statistics count and describe movement of people into and out of New Zealand (external migration), and within the country (internal migration). Internal migration statistics count numbers of New Zealanders moving residence within New

Zealand External migration statistics record travel by overseas and New Zealand travellers into and out of New Zealand.

External migration statistics are likely to be useful as background statistics to provide a context for what may be happening in your community as they are not provided at community level.

Internal migration statistics can help you find out if your community is stable or whether people are moving in or out of your local community from elsewhere in New Zealand or overseas. If you want more detail you can speak to Statistics New Zealand about whether they can customise an order so that you can find out where they have come from and where they are going to.

Table Builder

You can use this table to see where people in your community lived in 1996 and where they live now

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=17>

- Population projections (by sex, age group and 25 or 50 years ahead)

The projected population of regions and territorial authority areas within New Zealand by age and sex, are based on different combinations of fertility, mortality and migration assumptions. These are important for planning purposes and are updated every census.

They can be ordered from Statistics New Zealand, however many Councils already have this information at Area Unit level. Check with the Statistical Officer at your local Council first.

Note

Area unit population projections, including projections by five-year age group and sex, are available from Statistics NZ on request. Costs start at around \$115 (+GST). Area unit household projections are also available. For more information and quotes, email demography@stats.govt.nz or telephone 0508 525 525 toll free.

Tip

When ordering data don't forget to order or collect:

1. Data for the time frame you wish to use – i.e. if you are looking at trends you will need to order data over a 3 or 5 year period
2. Data for those who you wish to compare yourself with. In most cases this will be your local Council and New Zealand as a whole.

Population Growth

Population growth can impact on the adequacy and availability of community services and social infrastructure.

Find out the population composition and quantify how the population of your community has grown (or shrunk) since the last census. Compare this with local or national trends.

Contacts could include:

- Local council

Interview Schedule

- Has the population of your community increased or decreased since the last census?
- How does this compare with national trends?
- Are there any areas in your community which show higher or lower than average rates of growth?

Ethnicity

Ethnic diversity has an impact on the social and cultural infrastructure of our cities, including the range of services that need to be provided and the way they are provided.

Ethnicity is the ethnic group or groups that people identify with or feel they belong to. Ethnicity Census data is self-defined and people can belong to more than one ethnic group.

Find out the ethnic composition of your local community, and the number of different languages spoken (local indicators). You might like to interview those working with different ethnic groups to determine the types of issues facing your community and what is being done to address these.

Contacts could include:

- CAB
- Plunket
- Your local community centre
- Local schools
- Groups and organisations such as Ethnic Councils
- Churches
- Community leaders

Interview Schedule

- In what ways does your community support different ethnicities?
- In what ways does your community celebrate different ethnicities?
- What are the ways in which different members of the community can come together?

- What issues face new migrants in your community? What support is available for new migrants?
- What do we need to do to enable all immigrants and refugees (children, young people, parents and grandparents) to fully integrate into our community?
- How do we address any issues that may arise between the different sectors in our community?
- How do we create opportunities for parents and families to learn about different cultures?
- How do we support children and young people born outside of New Zealand to adjust to the major changes – social, educational and cultural – in their new community?

Example

At the 2001 Census 73.1 percent of people in Northcote said they belong to the European ethnic group, compared with 81.8 percent for North Shore City and 80.1 percent for all of New Zealand

Northcote had a higher percentage of Asian residents (16.1%) than either the North Shore or New Zealand as a whole

"There is a strong cultural perspective in Northcote. It is very much a multi-cultural community. Different cultures celebrate their uniqueness through the schools and shopping centre. I would like to see more integration of the ethnic communities. I would like to see all the cultures learn to accept each other's ethnic identity and create an interesting cultural community."

Long Term Resident, Māori

"I enjoy the diversity of cultures in Northcote, but there is nothing to bring us all together."

Youth Group Member

Age

The age structure of a community is one of its fundamental characteristics. It impacts on the range of services, facilities and opportunities that need to be planned for and provided at a local level.

Find out the age structure, and the current and projected age of your community. Assess what support is available for the very young and the very old in your community. Compare the age structure of your community with that of the rest of the country.

Contacts could include:

- Your Council to find out about zoning plans and whether there areas targeted for development or high density housing
- Community coordinators

Interview Schedule

- What support services and networks are available for the very young, children and young people in your community?

- What impact will a shift in age groups have on your community?

Families and households

- Number of households
- Household composition
- Average household size (occupancy rates)
- Family type

Families and households

Household composition can reflect the impact of changing social trends (e.g. later marriages, fewer people having children), economic pressures (such as housing costs, tertiary education fees and incomes) and cultural preferences (e.g. extended family and intergenerational living).

Changes in the number of households and people's living arrangements can have major implications for communities and their environments.

Find out about the number of households in your community and who lives in them (household composition). Assess the average household size (occupancy rates) family type, e.g. couples without children, couples with child(ren), one parent with child(ren).

Contacts could include:

- Statistics New Zealand
- Housing New Zealand
- Community workers

Interview Schedule

- How do we support single parents in the community?
- Is household crowding an issue in our community

Example

At the 2001 Census there were 2,895 families in Northcote. 16 percent of families (including couples without children) in Northcote were one parent families.

One in four families with dependent children in Northcote and one in three families in Tuff Crater were one parent families.

Changing expectations around raising children

"The increasing diversity of ethnic groups brings changing expectations around the raising of children. This includes different ideas about what is normal discipline, what are the normal things for children to do for themselves and the expectations of children in schools."

A Social Services Manager

"There can sometimes be an emphasis on physical discipline and an expectation that children will be 'mini adults' which includes being self sufficient, coming home to an empty house, being organised, making their own dinner, being left at home alone while parents are away overseas. Kids can be quite frightened by that but do not want to say that to their parents."

A Social Services Manager

Culture

Desired Outcome

That people in our community have a sense of belonging and value cultural diversity. Māori culture is valued and protected. All people are able to pass their cultural traditions on to future generations.

Introduction

Culture is about the customs, practices, languages, values and world views we have based on factors such as nationality, ethnicity, region or common interests. Our cultural identity can give us a sense of belonging.

Spending time with people from our own culture provides us with support from people that understand and share our values, customs, traditions and celebrations.

People from minority cultures can feel excluded from our community if we are intolerant of their cultural practices. Learning about the cultures of others enables us to better understand the people living alongside us in our communities.

Māori

Māori culture has a unique place. Under the Treaty of Waitangi, the Crown has an obligation to protect the Māori language.

Find out what is happening in your community in relation to issues, priorities, economic development and wellbeing.

Find out what local opportunities are available to children, young people and their families to celebrate Māori culture and to learn about Māori culture in our community.

Contacts could include:

- Marae
- Local Kuia and Kaumatua
- Community coordinator
- Youth worker
- Schools

Interview Schedule

- Are there any Treaty claims or relevance to your community? What is their status?
- Are there any initiatives addressing community priorities?
- Domains of usage, have dialectic variations been retained, what is the usage of Te Reo amongst your community in general? Are there community education classes in Te Reo?
- Are there rangatahi (youth) focused and led initiatives?

- Is there a Māori asset base such as Māori land in your community?
- Are there Kaupapa Māori organisations including Trusts, Incorporated Societies and businesses?
- Are Māori participating at governance level in your community e.g. through schools and community boards, in local government and in PHOs?
- Are Māori collaborating in networks and participating in community forums and working in partnership with non Māori organisations?
- Are there crown contracts with Māori providers?
- Are you aware of any gaps in the sporting opportunities available to children and young people in our community?
- Are you aware of any barriers that could limit the participation of children and young people in our area e.g. the club fees are unaffordable for some children; the grounds are located in an area that is difficult to get to?

Example

In our community there are a larger number of successful Māori organisations across a range of sectors. For example, the Marae has been at the forefront of educational developments including establishing several Kohanga Reo in our community (Māori early childhood) and starting a Kura Kaupapa (Māori primary school).

Settlement of a local Treaty of Waitangi claim will be a step towards re-establishing an Māori asset base in our community.

Education remains is a high priority for the Māori community. There is now a programme to mentor young Māori through primary school to high school and this is having a positive impact on Māori going to University.

Other cultures

Find out how people with different views, cultures and faiths are interacting in your community, to what extent people respect each other's culture and whether diversity is being celebrated or there is disharmony.

If there are refugees and migrants in your community you may wish to find out the settlement of refugees and migrants is currently being supported, whether there is a migrant settlement plans for your area and how this relates to iwi, community and business groups, as well as health, education, police and other government service providers.

Contacts could include:

- Ethnic Associations and Groups
- Ethnic leaders
- Community coordinators
- Youth workers
- Schools
- Police
- NGOs and agencies dealing with the settlement of migrants and refugees

Interview Schedule

- How are people with different views, cultures and faiths interacting in our community?
- What is working well?
- What is working not so well? What are the main issues?
- What steps could be taken to improve cultural respect in our community?
- How well the settlement of refugees and migrants currently being supported?

Health

Desired Outcome

Everyone has the right to the enjoyment of the highest attainable standard of physical and mental health (*International Covenant on Economic, Social and Cultural Rights*)¹⁴

Introduction

Good physical and mental health is fundamental to wellbeing.

Health and wellbeing are linked with many other factors including socio-economic status, employment, housing and living environments.

People with poor health are more likely to experience unemployment, economic hardship, stress and social isolation. And those on lower incomes, with fewer qualifications and living in crowded households or substandard housing are more likely to experience poor health.

Indicators

Local Indicators

The indicators used in this chapter cover children and young persons' health, modifiable risk factors, hospitalisation, mental health and deaths. Note: You may wish to order the following indicators by ethnicity and for the most recent five years.

Breastfeeding

- Percentage of babies breastfed by age of baby and type of feeding
 - age of baby is less than 6 weeks, 7-10 weeks, 11-15 weeks 4-6 months 7-12 months
 - type of breastfeeding includes exclusively breastfed, partially breastfed and artificially fed

Plunket may have this information, or you could try your local DHB. It is possible that you may not be able to get this information for your community – it may have been collected for a wider catchment area such as DHB level.

Immunisation Rates

- At 9 months and 2 years the percentage of children who have had their 6 week, 3 month, 5 month and 15 month vaccinations.
- The percentage of children at 11 years who have received their 11 year old immunisations at school

¹⁴ Ratified by New Zealand in December 1998

The Public Health Nurses may have this information, or you could try your local DHB. It is possible that you may not be able to get this information for your community – it may have been collected for a wider catchment area such as DHB level.

Hearing Screening

- Percentage of four year old children who failed their hearing tests
- Percentage of five year old children who failed their hearing tests.

Hearing can affect a child's speech, language development and learning. Hearing tests are carried out on preschool children aged three and four years and again for new entrants. This data can be collected from your local Public Health Nurses or DHB. It may not be provided at community level.

Vision Screening

- Percentage of children who passed their vision tests and the percentage who have a vision defect that has already been detected
- Percentage of boys who pass their colour vision test at Form One. The percentage who have colour defects that have already been detected.

Poor vision can affect physical confidence and learning. Vision screening tests are currently carried out in children aged four years, five years and eleven years. Colour vision screening is carried out on Form One boys. This data can be collected from your local Public Health Nurses or DHB. It may not be provided at community level.

Dental Health

- Percentage of children who do not have cavities at age 5 years
- The average number of decayed, missing or filled teeth at Year 8 (Form 2)

This data can be collected from your local dental services or DHB. It may not be provided at community level.

Risk Factors

The second set of indicators look at modifiable risk factors such as smoking, alcohol consumption, illicit drug use, gambling, obesity, physical activity and sexual health. These can help us to assess any risk factors and problem areas in our community and can help us plan for a community environment in which we can make healthy life choices and manage our physical and social environment.

It is unlikely that there will be statistics on this at a local level. You may have to rely on background statistics and interviews.

Hospitalisations (including preventable hospitalisation)

- The most common reasons that children and young people aged under 1 year, 1-4 years, 5-9 years, 10-14 years, 15-19 years and 20-24 years are hospitalised
- Hospitalisation rates per 1000 children by age group
- Number and percentage of deaths by age group

- Percentage of avoidable hospitalisations
- Percentage of avoidable deaths

This data can be provided by your local DHB. It may not be available at community level.

Children and Young Persons' Health

Find out what the primary health issues are for children and young people in the local community and nearby.

These can encompass breastfeeding, immunisation rates, hearing screening, dental health and vision screening. Unless addressed properly, children and young persons' overall health could impact on their future health and prosperity.

Breastfeeding

Breastfeeding is considered to have a wide range of health benefits for both infants and mothers. The decision to breastfeed is influenced by social factors. Once a decision has been made, establishing breastfeeding can be influenced by the quality of health and familial support a new mother gets.

Contacts could include:

- Plunket
- Midwives
- Local lactation consultants e.g. through DHBs
- PHOs
- New mothers coffee groups

Interview Schedule

- Do new mothers have the support that they need to establish and maintain breastfeeding?
- Are there any barriers to breastfeeding?
- How can breastfeeding be further supported?

Immunisation Rates

Immunisation is one of the most cost effective means of preventing disease and improving health. The immunisation of our children and young people is a key objective of the Ministry of Health's National Immunisation Programme, as is improving health by reducing vaccine-preventable diseases such as hepatitis B, measles and influenza.

Achieving higher immunisation coverage in Māori and Pacific children is also considered a priority. Immunisation coverage in these groups is lower than in other New Zealand children. It is felt that improving immunisation rates in these groups would help to reduce health inequalities.

The [Immunisation in New Zealand - Strategic Directions 2003-2006](#)¹⁵ aims to have 95% of children fully vaccinated at age 2 years by 2005.

Overall

Find out what programme are in place to try and improve health outcomes and healthy lifestyle choices.

Contacts could include:

- Hospital/medical centre staff
- Youth workers
- PHOs
- Youth reference group
- School health clinics, counsellors and the school dental nurse
- Public Health Nurses
- Pharmacists
- Family Planning Clinics

Interview Schedule

- How do we lift the health status of children and young people in our community, especially in those areas experiencing poor health?
- What are some of the preventable diseases faced by children in our community and how are these addressed?
- What programmes are in place to support children and young people in our community to make healthy lifestyle choices?
- What support is available for new mothers and new parents?
- How do we support health professionals to work with families to continue to improve immunisation rates and Well-Child checks?

Example

Health professionals working in the Northcote area say the overall health of the children and young people is good. However, in some areas the health conditions of children and young people are similar to those found in third world countries.

For example,

- Injuries are the most common cause of hospitalisation in 0-24 year olds in Northcote
- Respiratory conditions (e.g. asthma and respiratory infections) are common in 0-14 year olds

¹⁵

<http://www.moh.govt.nz/moh.nsf/49ba80c00757b8804c256673001d47d0/560a6eac4eb56ed9cc256e120076232a?OpenDocument>

- Pregnancy and childbirth are a lead cause of hospitalisation in 15-24 year olds.

Modifiable Risk Factors

Find out what risk factors, such as smoking, heavy drinking, drug taking, problem gambling and early sexual behaviour contribute to poor health or wellbeing in your community.

Contacts could include:

- Hospital/medical centre staff
- Community and youth workers
- Marae
- PHOs
- Police
- Pharmacists
- Family Planning Associations
- Plunket
- NGOs working in your area such as Youthline, Gambling Associations

Interview Schedule

- What are the major modifiable health risk factors faced by parts of our community, and how are these addressed?
- What sectors of the community are at particular risk of poor health outcomes due to the effect of modifiable risk factors?
- What programmes are in place to support people in our community to make healthy lifestyle choices?

Hospitalisations

Find out what the major causes of hospitalisation are in your community, and what percentages of these were preventable or potentially avoidable.

Contacts could include:

- District Health Board
- PHOs
- Pharmacists
- Public Health Nurses
- Plunket

Interview Schedule

- What are some of the preventable diseases faced by parts of our community, and how are these addressed?
- What sectors of the community are at particular risk of hospitalisation?
- How are preventable or potentially avoidable causes of hospitalisation addressed?

Mental Health

Find out what mental health services are available in your community.

Contacts could include:

- Hospital/medical centre staff
- District Health Board
- Public Health Nurses

Interview Schedule

- What are some of the mental health issues faced by children and young people of your community, and how are these addressed?
- Are any sectors of the community at particular risk of suffering from mental health issues?
- What is the impact of alcohol consumption, illicit drug use and gambling on the community's mental health services?

Mortality

Find out rates of mortality in your community, particularly infant mortality and accidental death

Contacts could include:

- Hospital/medical centre staff
- Plunket
- District Health Board

Interview Schedule

- Are any sectors of the community over-represented in infant mortality statistics? What programmes are in place to address this?
- What percentages of deaths were potentially avoidable through prevention or earlier health care intervention?

Knowledge and Skills

Desired Outcome

People have access to preschools, schools and other education facilities that cater to the different needs of the community and they have the opportunity to improve their knowledge and skills at local facilities.

Introduction

Education is a key factor in improving individual and community wellbeing. Education can influence our career choices, employment, income and the standard of living that we enjoy.

Education can assist our children and young people to reach their full potential. Quality education can also encourage and support life-long learning. Our ability and desire to re-skill and up-skill during our working lives could be important if we are to keep pace with today's rapidly changing work environment.

Indicators

Local Indicators

Number of Children Attending Facilities

- Number of Number of Licensed early childhood education services
- Number of children on the regular roll at Licensed early childhood education services by type of service
- Number of children attending primary schools, intermediate schools, secondary schools and alternative education

Contact the [Information Officer](mailto:Information.Officer@minedu.govt.nz)¹⁶ at the Ministry of Education. Ask for data for each education facility and ask for the information to be broken down by ethnic group. Also ask to be provided with each school's decile rating.

This set of indicators looks at the [education providers](#)¹⁷ in your community and their roll. These include early childhood facilities, primary schools, intermediate schools, secondary schools, special and alternative education providers (Kohanga Reo, Kura Kaupapa etc.) and tertiary institutions (or access to tertiary institutions in the wider community). You may also be able to get this information along with the school's [decile rating](#)¹⁸ from the school or from the school's websites along with the decile rating.

- Percentage of children entering school who have come from an early childhood education centre by type of service (e.g. pre-school, kindergarten etc.) Ask that this be broken down by ethnicity.
- Contact the [Information Officer](mailto:Information.Officer@minedu.govt.nz) at the Ministry of Education.

¹⁶ Information.Officer@minedu.govt.nz

¹⁷ <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=6434&data=l>

¹⁸ <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=7693>

Retention Rates

- Senior student retention rates

Retention rates are calculated by taking the number of 14 year olds as a base population and calculating how many of these students are still attending school when they are 15, 16 17 year olds etc. Note: Because this calculation takes no account of migration it is called an 'apparent' retention rate and should be treated with caution.

Contact the [Information Officer](#) at the Ministry of Education.

Qualification Levels

- Number of Students Leaving Secondary Schools by Highest Attainment Level and Ethnic Identification
- Number of Students Leaving Secondary Schools by Year of Schooling and Ethnic Identification

Contact the [Information Officer](#) at the Ministry of Education.

- Percentage of population aged 15 years and over within highest qualification categories (Statistics NZ Order form)

Qualification levels reflect the underlying socio-economic status of communities and have a strong positive association with a range of economic and social benefits.

Table Builder

- Highest Qualification, Age Group, Sex by Area Unit

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/disviewp.asp?ReportId=28>

Possible Indicators

- Percentage of pupils that were stood down, suspended, expelled, and excluded

Regional stand-down and suspension information will be provided on the [Ministry's website](#).¹⁹ More specific regional or city information may be available from the Ministry's regional offices or try the [Information Officer](#) at the Ministry of Education.

Note

There may be reluctance to provide this if the numbers are too small.

¹⁹ <http://www.minedu.govt.nz/goto/standdownsandsuspensions>

Tip

Don't forget to order or collect:

1. The time frame you wish to use – i.e. if you are looking at trends you will need to order data over a 3 or 5 year period
2. Who you wish to compare yourself with. In most cases this will be your local Council and New Zealand as a whole.

Education Providers

Identify the educational facilities in your local community and nearby. You can collect decile ratings and attendance rates. You may want to interview children young people and their families to find out community attitudes towards the providers.

Early Childhood Facilities

Identify available providers for children under five. This includes kindergartens, crèches, preschool facilities, Kohanga Reo and Pacific preschools and home-based education programmes. Find out the participation rates for under 5's. (See local indicator list).

Contacts could include:

- Early Childhood Centre Staff
- Kindergartens
- Parents of children attending early childhood centres
- Plunket nurses

Interview Schedule

- What preschool programmes are available to children under 5 in our community? Are these catering to the needs of children in the community?
- What affects their participation and attendance rates?
- What is the overall community perception of the standard of preschool care in our community?
- What are the issues for preschoolers in our community?

Example

There are over 20 kindergartens, crèches or preschool organisations in our community

There are eight preschool facilities in our community These are located on College Road, Queen Street, Albert Road, Domain Drive and North Drive

There are two Kohanga Reo and one Pacific Preschool in our community.

"The lives of the children here reflect the changes that are happening in society. They live in a unique area and the centre reflects the character of the area. The parents have busy lives and the children have busy, activity filled lives. The children's lives and behaviour can be complicated, but they are just brilliant kids."
Early Childhood Teacher

Note

You may wish to provide a list of preschool providers available in your community along with participation rates.

Primary and Intermediate Schools

Identify the primary and intermediate schools in your community. You may wish to define the zones, decile levels and ethnic breakdown of the students for each school. (See local indicator list).

Contacts could include:

- School Staff
- Parents of children attending each school
- Youth workers
- Public Health Nurses

Interview Schedule

- What primary and intermediate schools are based in our community?
- What are their participation and attendance rates?
- What is their decile rating?
- What are the ethnicities of students who attend the school? How is this representative of the community in general?
- What is the overall community perception of the standard of primary and intermediate school care in our community?

Example

There are two Primary Schools in our community:

Domain School (Decile 9)

Domain School serves children of families who live in our community as well as a number of those who come from adjoining suburbs. In 2004 there were 437 students, most were Pakeha (70%), the rest were; Pacific (9%), Māori (8%), Chinese (6%).

North Primary (Decile 1)

North Primary is the only decile 1 school in our community. In 2004 there were 141 students. The students were predominantly Māori (27%) and Tongan (30%). The remainder were predominantly Samoan (4%) or Asian (13%) and included a number of refugee children.

The percentage of Pacific students has decreased since 1999 and the percentage of Asian students is increasing.

"North Primary School has a big cultural day once a year. What I have noticed is that it brings people from all over the community to participate"

Long Term Resident, Māori

Secondary Schools

Identify the secondary schools in your community. Define the zones, decile levels and ethnicity of the students.

Contacts could include:

- School Staff
- Parents of children attending each school
- Youth workers

Interview Schedule

- To what extent are the secondary schools based in our community catering to the population and needs of our community?
- Does the school experience any truancy or bullying issues? Are there other issues of concern?
- What are the ethnicities of students who attend the school? How is this representative of the community in general?
- What is the overall community perception of the standard of secondary school care in our community?

Example

Northcote College (Decile 9)

Northcote College is a co-educational secondary school. It has a growing school roll and has a strong international students programme. In 2004 it had 1400 students. Almost two-thirds (65%) were Pakeha, however a high percentage of Chinese (11%) and other Asian students (12%) attend the college.

"Parents should not forget that teenagers are children in adult's bodies and therefore, like all children, need clear boundaries, guidance, love and affection and not to be cast adrift to their own ends. There is a danger if parents walk away from their parental responsibilities when kids become teenagers. This is a vital development stage".

Principal, Northcote College

Other Schools

Identify other schools in your community, such as Māori or Pasifika schools, alternative schools, and schools for children with special needs. Define the zones, decile levels and ethnic mix (where appropriate).

Contacts could include:

- School Staff
- Parents of children attending each school

Interview Schedule

- What other schools are based in our community?
- What are their participation and attendance rates?
- What is their decile rating?

- Does the school experience any truancy or bullying issues? What other issues concern school authorities?
- What are the ethnicities of students who attend the school? How is this representative of the community in general?
- What is the overall community perception of the standard of secondary school care in our community?

Tertiary Education

Are there any tertiary institutions in your community? If not, how easy is access to tertiary education for members of the community?

Qualification Levels

You may wish to collect information on the highest attainment level of the number of students leaving secondary schools. This will also show you whether there are young people leaving school with no or few qualifications.

If there are students with low qualifications in the community you could interview those working with these students to find out why.

Contacts could include:

- School staff
- Alternative education staff

Stand-downs, Suspensions, Exclusions and Expulsions

Stand-downs, suspensions, exclusions and expulsions are some of the ways schools deal with student behaviour that disrupts teaching and learning and threatens the well-being of other students. These approaches are not used lightly by most schools, but are part of a process to help students return to productive learning and relationships within the school community. If there are high levels of stand-downs, suspensions, exclusions and expulsions in your schools you may wish to interview local staff and community workers to find out why.

Contacts could include:

- School staff
- Alternative education staff
- Youth workers

Community Education Programmes

Community education programmes enable young people to gain further skills and knowledge. In recent years, on-going education and learning have become increasingly regarded as significant contributors to life enrichment and as essential requirements for competitive advantage.

Define the types of community education programmes available in your community. Remember to look at continuing education programmes, parenting programmes, community courses, council-run programmes.

[Xtend](#)²⁰ is a database that has been developed to provide accurate and up to date information on Community and Short Courses and may help you locate courses in your area.

Contacts could include:

- Council
- Local Parents' Centre
- Community Centres

Interview Schedule

- What community education activities can people in our community participate in?
- What are the criteria for participating?
- What is the rate of participation?
- Are you aware of any barriers that could limit the participation in community education of people in our community e.g. location of courses

²⁰ <http://www.xtend.co.nz/communityed/>

Paid Work and Economic Standard of Living

Desired Outcome

People in our community need access to adequate incomes so that they can exercise choices about how they and their children live their lives.

Introduction

Our standard of living and housing affect our wellbeing. They particularly affect the wellbeing of our children and young people.

Income levels, for example, affect our ability to purchase goods and services and to obtain adequate food and housing for our families. Poorly insulated housing has been linked with respiratory illnesses in children, and overcrowding with infectious diseases such as meningococcal disease.

Our socio economic status can affect the health, life expectancy of our children and their ability to participate fully in the wider community.

Indicators

Local Indicators

Indicators that are available at a local level include:

Economic

- Personal Income and median personal income (see Appendix 1: Statistics New Zealand Order Sheet)
- Household income and median household income (see Appendix 1: Statistics New Zealand Order Sheet)
- Unemployment rate²¹ (see Appendix 1: Statistics New Zealand Order Sheet)
- Most popular occupations (see Appendix 1: Statistics New Zealand Order Sheet)
- Business locations (geographic units) (see Appendix 1: Statistics New Zealand Order Sheet)

Table Builder

- Personal Income, Ethnic and Age Group by Area Unit

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=35>

- Occupation, Age group, Sex by Area Unit

²¹ Note: This information dates very quickly so should only be used around the time that the Census data is first released.

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=165>

- Personal income for sole parents with children by Area Unit, 2001

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=249>

Housing

- Percentage of people in private dwellings living in crowded households (see Appendix 1: Statistics New Zealand Order Sheet)

Possible Indicators

Economic

- Income related benefits and accommodation supplement (Source: Local Work and Income, MSD Office)

Ask your local Work and Income, MSD office for data on the number of people in your community in receipt of an income related benefit, and the number in receipt of an accommodation supplement.

Ask that the data be broken down into the main benefit types – currently DPB, EMA, Invalids, Sickness, Unemployment and Other. Note: Some offices will provide this – others may not. There may be also be boundary issues with the data with the Work and Income, MSD boundaries differing from the boundaries of your community. If this is the case this will need to be noted in the report.

Housing

- Number of Council properties by number and type of properties

Contact your local Council office for local data on the number and type of Council houses in your community. Note: Some Councils do not provide Council housing – others do for certain groups in the community such as the elderly.

- Number of HNZN properties by number of bedrooms, ethnicity of tenant, household size

Contact your local Housing NZ Corporation office for local data on the number and type of HNZN properties in your community.

Note: Some offices will provide this – others may not.

- Number and priority status of applicants on the waiting list for HNZN housing

Contact your local Housing NZ Corporation for data on the number of people on waiting lists, turnover and types of families on waiting lists.

Note: Some offices will provide this – others may not.

Background Indicators

AMP put out a table on [Housing Affordability](#)²² four times a year

This shows whether it is easier or more difficult to buy houses. Although this is regional not local data, it may be useful background information. It is indexed. If there has been an improvement it means that houses are more affordable than they were. If there has been a decline houses are less affordable than they were.

Unpaid Activities

This includes activities such as looking after children, looking after relatives, housework, voluntary activities.

Table Builder

- Unpaid activities, age group, sex by area unit

<http://xtabs.stats.govt.nz/eng/TableViewer/Wdsview/dispviewp.asp?ReportId=178>

Tip

Don't forget to order or collect:

1. The time frame you wish to use – i.e. if you are looking at trends you will need to order data over a 3 or 5 year period
2. Who you wish to compare yourself with. In most cases this will be your local Council and New Zealand as a whole.

Employment

Employment influences our income, health, housing, social well-being, family life and leisure.

Find out the employment rate, types of professions undertaken, and unemployment rate in your community (local indicators). You could interview key people dealing with employment, such as Ethnic leaders or Work and Income, MSD staff to identify the barriers to employment of members of your community.

You could also interview local business people to identify whether there are any skill gaps.

Contacts could include:

- Local Business Association
- Local Social Service Providers
- Schools

²² <http://www.amp.co.nz/templates/Page.aspx?id=393>

Interview Schedule

- What is happening with our children and young people transitioning from school to work? Are there groups in our community facing particular challenges e.g. young people who lack positive role models or motivation?
- Are there sufficient opportunities for all groups in our community, to get work e.g. are there opportunities for migrants and refugees to gain NZ work experience and use the qualifications they have?
- Are there any skill gaps that local businesses have identified?

Example

At the 2001 Census the unemployment rate in our community was 7 percent, compared with 5.7 percent in the nearest city and 7.5 percent for all of New Zealand

The most popular occupational group in our community was Legislators, Administrators and Managers (17.8 %) and for New Zealand as a whole was Service and Sales Workers (14.8%).

Barriers to Employment

Despite low unemployment levels, some groups in our community are finding it difficult to get jobs. Migrant and refugee families, in particular, face difficulties finding employment. Both unemployment and underemployment amongst these groups is high.

The following are comments from social service providers who work in the area.

"Poor English language skills, lack of NZ work experience and not having a driver's licence are the key barriers new settlers face when trying to gain employment."

"People want to work locally – and preferably close to home. They can also be frightened to leave home as they have no language connection or cultural reference outside it."

Local Service Providers

Income

Income affects people's ability and willingness to participate in activities. Inequalities in incomes may be affecting how people in our community interact.

Find out the median household income, personal income, (Local indicators) and the numbers of people receiving means tested benefits in your community (Work and Income, MSD). You might like to interview those working with low income families to determine the types of issues facing your community and what is being done to address these.

Contacts could include:

- Food bank
- CAB
- Budgeting services
- Work and Income

Interview Schedule

- Are there families in our community struggling?
- What is the impact of this?

Housing

Issues related to housing, such as affordability problems (background indicator), poor quality housing and household crowding (local indicator) have many flow-on effects for people in our communities in areas such as health, education, community participation and safety.

Find out whether HNZC and local government are providing subsidised housing to low income families in your community (local indicators).

You may also wish to find out about housing issues such as rental prices, increases in housing prices and changes in housing demands by interviewing local real estate Housing New Zealand staff and those that staff emergency houses.

Public health nurses may know whether there are problems with housing quality in your community, such as damp or poorly insulated houses.

Contacts could include:

- Housing New Zealand
- Public health nurses
- Real estate agents
- Emergency houses

Interview Schedule

- What impact does sub-standard housing have on the health of members of your community?

Example

Houses in the Northcote area are becoming less affordable. Median house prices in the Birkenhead Northcote area increased from \$364,000 in May 2004 to \$423,000 in May 2005. This is an increase of 16 percent.

According to local housing workers, rents in Northcote are also becoming less affordable for some families.

At the 2001 Census there were higher levels of household crowding in the Northcote than the North Shore or New Zealand. Household crowding was highest in Tuff Crater and parts of Monarch Park.

"I would like to know what percentage of our kids live in an overcrowded home situation. It impacts on their ability to do homework". Secondary School Principal

The Government provides subsidised housing to the Northcote area through the Housing New Zealand Corporation. Low income HCNZ tenants who are eligible for the income related rent (IRR) subsidy, pay rent at no more than 25 percent of their total household income (up to a certain threshold). At December 2004 there were 317 HNZC properties in the Northcote area

"The demand for houses in the Northcote catchment area is high, due to its proximity to the Harbour Bridge. The rental market is, in part, made up of people who are trying to buy in Northcote. The quality of rental houses has improved markedly over the past seven years. The standard of investors is good. Many renters who were paying lower rents are now being priced out of the market and have been forced to move to other areas." Barfoot and Thompson

Local Business

Find out about the number and types of businesses operating in your local community and who is employed in these businesses (local indicator).

Contacts could include:

- Local Business owners
- [An internet local business directory](#)²³
- Local Business Group or organisation
- Library

Interview Schedule

- What challenges are faced by the local businesses in your community?
- How well are the needs of the people in your community served by the local businesses?

Example

In 2002, there were 281 business locations (geographic units) in our community compared with 18,487 in North Shore City and 309,749 for all of New Zealand.

Surviving the challenge of new developments

"Our shopping centre is a vibrant, multicultural centre. In the early to mid 1990s it had the standard retail mix of most suburban shopping centres; however it lost two of its three banks along with larger franchises such as Levenes and Mitre 10. At the same time, the city was undergoing demographic changes with an increasing Asian population. The establishment of several key Asian shops in our community attracted other Asian shops and businesses to the area. Shops and businesses in the Shopping Centre are now predominantly Asian owned. There is a real demand for business and retail space, but little turnover. The shopping centre is unique as it is not on an arterial route. Most businesses appear to be doing fairly well. The biggest challenge is surviving the new developments springing up in the wider community which could potentially erode our customer base."

Local Business Manager

The changing face of the Shopping Centre

"We moved here in the late 1980's from Wellington. The reason we chose here was that it was close to the beaches, good schooling, and we had family already living there. When we first arrived there were hardly any Chinese shops and we had to go all the way to Hobson Street to get our Chinese groceries."

Local Resident

²³ <http://www.localbiz.co.nz/>

Leisure, Recreation and Arts

Desired Outcome

People have access to arts, leisure and recreation activities in their local community and have the opportunity to participate in leisure and recreational activities locally.

Introduction

Arts, leisure and recreation activities contribute to wellbeing and a healthy lifestyle.

Providing *local* opportunities for arts, leisure time and recreational activities can have social benefits. Community based parks, facilities and activities enable children, young people and their families to meet up with and connect with others in their neighbourhoods and community. They also provide opportunities for families to do things and spend time together.

Indicators

Local Indicators

There are few statistical indicators at a local level. You may have to rely on interviews to collect information about your community.

Possible indicators

If you live in one of New Zealand's larger cities you *may* be able to get data from the Quality of Life Survey. This will involve contacting your local council and finding out if your city takes part in this survey or going to the [website](#)²⁴ to see if your council takes part.

If it does you will need to find the person in council who works on the Quality of Life Project (they will probably work in a Strategic Development type of role). Ask if you can have the data by the boundary that fits your community the best. For many communities this will be 'ward level' data. Ask if you can have the data for those 24 years and under and those over 24 years.

Note

The numbers may be too small for Councils to provide this.

The following indicators are in the Quality of Life Survey:

Pastimes

- Thinking about all the different things you do in your free time including physical activities and other pastimes, what are the THREE main things you do in your free time?

²⁴ <http://www.bigcities.govt.nz/>

- Taking everything into account, how satisfied or dissatisfied are you with your free time
- Is there anything that makes it difficult for you to take part in these important activities in your free time?
- What makes it difficult for you to take part in the activity or activities that are important to you?

Exercise

- How often do you do exercise/physical activity for 30 minutes or more?

Background Indicators

- SPARC conduct New Zealand Sport and Physical Activity surveys every three years. The data is regional but may provide background data for your profile. Either go to their [website](#)²⁵ for a list of leisure and sporting activities or contact the [Research Officer](#)²⁶ for information.

Tip

Don't forget to order or collect:

1. The time frame you wish to use – i.e. if you are looking at trends you will need to order data over a 3 or 5 year period
2. Who you wish to compare yourself with. In most cases this will be your local Council and New Zealand as a whole.

Leisure

Find out what leisure activities are available to children, young people and their families in the local community and nearby.

Contacts could include:

- Recreation/Leisure Centre staff
- Community centres
- Churches
- Community coordinator
- Youth worker
- Council staff such as the local recreation officer
- Marae
- Youth reference group
- School

²⁵ <http://www.sparc.org.nz/research-policy/participation-in-sport>

²⁶ info@sparc.org.nz

- Librarian

Interview Schedule

- What organised leisure activities can children and young people in your community participate in?
- What other leisure activities can children and young people in your community join – these include informal opportunities such as places to hang out?
- Which of these are actually located in our community?
- What are the criteria for participating e.g. participants have to belong to a church, age restrictions, fees etc
- Are you aware of any gaps in the leisure opportunities available to children and young people in your community?
- Are you aware of any barriers that could limit the participation of children and young people in your area e.g. location of activities.

Example

The Aorere Community Centre is located within our community and the YMCA is a short bus ride away.

These Centres provide a wide range of leisure opportunities for children and young people including preschool gym classes for children age 3-5 years, an after school gym programme for those aged 6-13 years and a coffee group for new parents.

Although there are pools at the local High Schools, there are no swimming pools which people from the community can access.

There is a good local library situated in the main shopping centre. This is well resourced and used.

Both local churches offer a Youth Club for their young people aged 13 years and over.

There are, however, few opportunities for young people not affiliated with a church to socialize.

*"We need more stuff for teenagers to do. We need a space to hang out in. We want a bit of freedom. Our parents want us to be supervised and structured."
Youth Group 13-20 years*

"A local swimming pool would be good. The local Primary and Intermediate Schools and our Intermediate School do not have swimming pools and many of our kids can't swim." Principal

Note

You may wish to provide a list of leisure activities available to children in each group along with any restrictions.

Sports

Moderate physical activity can improve a number of health outcomes, risk factors and diseases.

Find out what local sporting opportunities are available to children, young people and their families in the local community and nearby.

Contacts could include:

- Community coordinator
- Youth worker
- Local sports clubs
- Schools
- Council staff such as the local recreation officer
- Local recreation/leisure centre staff

Interview Schedule

- What sports teams can children and young people in your community join?
- What official sporting clubs can children and young people in your community join?
- Which of these teams/ clubs are actually located in your community?
- Which represent your community?
- What are the criteria for participating e.g. participants have to belong to school, open to all those 18 years and under etc
- Are you aware of any gaps in the sporting opportunities available to children and young people in your community?
- Are you aware of any barriers that could limit the participation of children and young people in our area e.g. the club fees are unaffordable for some children; the grounds are located in an area that is difficult to get to.

Example

There are more than 50 sporting clubs or teams available to children and young people in our area. Of these 11 are located in and represent our community.

Children and young people can play social indoor netball, basketball, table tennis and volleyball and the Recreation Centre. Local sporting clubs include Netball, Rugby League, Tennis and Football.

The High Schools offer hockey, netball, soccer and rugby in winter and swimming and cricket in summer. Participation is limited to the students attending those schools.

There are a wide range of activities for children and young people of all ages. The sports grounds and leisure centre are centrally located and close to bus stops. Costs, however, may be a barrier for some of our young people.

"We see talented children unable to join our local clubs as the club membership fees along with the additional costs of uniforms and getting to games are just too high. We need sponsorship for these children." Rugby Club Coach

Note

You may wish to provide a list of sporting activities available to children in each age group along with any restrictions.

Arts, Music and Cultural Events

Find out what local arts and cultural opportunities are available to children, young people and their families in the local community and nearby.

Contacts could include:

- Community coordinator
- Community house coordinators
- Council staff such as the local events officer
- Cultural leaders such as Kaumatua, Kuia, and leaders in the ethnic groups you have in your local community

Interview Schedule

- What arts, music and cultural events/festivals can children and young people in your community take part in?
- What classes can children and young people in your community join?
- Which of these are actually located in your community?
- What are the criteria for participating e.g. participants' age etc
- Are you aware of any gaps in the arts, music and cultural events opportunities available to children and young people in your community?
- Are you aware of any barriers that could limit the participation of children and young people in your area e.g. costs, shyness about participating.

Example

The Aorere Community Centre offers an arts programme and a music programme. There are also classes on Saturday morning at the local intermediate school. These are open to children and young people aged 7 – 18 years.

The Community House runs a dance and drama programme for young people aged over 13 years, however there is currently little in our community for younger children.

All the schools have Māori cultural groups where students can participate in Kapa Haka and learn Tikanga Māori. The Marae runs a cultural education programme including an arts programme for both Māori and non Māori children and young people.

The Tongan Church also runs an arts programme in the school holidays for young people.

Local celebrations include Waitangi Day celebrations, Diwali, the Moon Festival, Pacific Living Arts Festival and Cultural Food Festival organised by the City Council.

"There is little mixing between different cultural groups in our community. We tend to stick with people from our own culture. We want more opportunities to mix with people from other cultures." Youth Group

Note

You may wish to provide a list of cultural activities available to children in each age group along with any restrictions.

Template for Leisure, Sport and Arts Activities

Leisure

Programme	Age Group	Restrictions
Coffee Group		
Aorere Community Centre Preschool gym	New babies	Parents or caregivers of new babies
Aorere Community Centre	3 - 4 years	Must be accompanied by a parent or caregiver \$90 per term
After school gym		
Aorere Community Centre	7 - 13 years	Must be accompanied by a parent or caregiver \$90 per term

Sport

Etc.

Arts and Culture

Etc.

Environment

Desired Outcome

The natural and built environment in our community is clean, healthy and attractive. All people have access to public spaces such as parks and the natural environment.

Introduction

A clean, healthy environment contributes to our wellbeing and the pride that we feel about our community. Our natural environment also provides us with recreational opportunities.

Many of the environmental issues that we face, such as a more sustainable use of water, managing our marine resources, reducing waste and improving our energy efficiency are all essential for creating wealth and improving our quality of life. Damage to our local environment not only affects people living today but can extend to future generations.

Example

Our community is an attractive place in which to live. It is bordered by the sea on the Western side and has several swimming beaches. It has many ecologically important areas, including a wetlands area which is a breeding ground for native birds. Kauri Mountain is a significant landmark and recreation area that has trails and areas of native forest.

Indicators

Local Indicators

There are few statistical indicators at community level. Most are collected at Council or regional level.

Possible Indicators

Some councils collect information on air quality, beach and stream quality and lake water quality.

Indicators can include:

- Local natural environment issues: Natural environment issues particular to each city - case studies.
- Solid Waste Management and Recycling: The volume of commercial and residential solid waste to landfill Note: This may be considered commercially sensitive so you may not be able to get this data
- Biodiversity: Some Councils undertake biodiversity audits. These may relate to parks, streams, beaches, or other areas within your community so it is worth checking with your local and regional Councils

- Parks and open spaces: Local audit of parks and recreational areas including the population per hectare of open space
- Beach and Stream / Lake Water Quality: Commentary on beach, stream and lake water quality.
- Air Quality: Annual average levels of PM10 (exceedances of 12 month maximums)

Tip

Don't forget to order or collect:

1. The time frame you wish to use – i.e. if you are looking at trends you will need to order data over a 3 or 5 year period
2. Who you wish to compare yourself with. In most cases this will be your local Council and New Zealand as a whole.

Your Community

Introduce the area in which you live. It may help to think about:

- The overall environment
- Attractive features
- Natural landmarks
- Significant sites
- Parks

Northcote

Northcote is an attractive place to live. It has many ecologically important areas. Tuff Crater is a landmark which is well loved by children and old alike.

"Northcote's great because we are all handy to each other."
Māori male 16 years

Natural Features

Describe the natural features within the boundaries of your local community.

Example

Northcote has a wide range of coastal areas, parks and reserves. In addition to providing recreational opportunities and making Northcote a more attractive place to live, many of these areas are 'ecologically' important.

These parks and scenic bush reserves feature a wide variety of landscapes, from native Kauri forest to mangrove-filled wetlands. There are great examples of coastal plant species and areas of native re-vegetation thrive alongside mature forest.

The native vegetation, mangroves, salt marshes, shell banks and water in Northcote provide an important habitat for birds, fish, skinks and gekos.

Shoal Bay is a significant area for coastal birds, including oyster catchers and Caspian terns. The shell banks provide a breeding and nesting area for the New Zealand dotterel

Onepoto and Tank farm are significant examples of broadleaf forest. There are amongst the only examples of this type of forest left on the North Shore

Northcote Point has a continuous strip of pohutakawa along both coastal edges

"I like all the green space and the tennis courts, and the bush in the Northcote area."
Youth Group

Safety

Desired Outcome

Children, young people and their families enjoy physical safety and feel secure. People are free from bullying, victimisation, abuse, violence and avoidable injury.

Introduction

The safety of children and young people is a key component of their wellbeing. Feeling and being safe and secure within our homes and communities is a basic human right.

Children and young people are particularly vulnerable to experiences of violence. The effects can be long lasting.

Unintentional injuries are a leading cause of hospitalisation amongst children and young people.

Local Indicators

- Number of unintentional injuries in children aged 1-4, 5-9, 10-14, 15-19, 20-24 years
- Leading cause of unintentional injuries in each age group. Contact the [Injury Prevention Research Unit](#)²⁷ at the University of Otago. Make sure that you are able to define your community by CAU and that you ask for Council and national comparisons

Possible Indicators

CYF Notifications

- Care and protection notifications of children and young people.

Contact your local [Child, Youth and Family Office](#).²⁸

Note

Your local office may or may not provide this information

Crime

- Number of children and young people that came into contact with the Youth Aid section of the Police

²⁷ StatsEnquiry@ipru.otago.ac.nz

²⁸ <http://www.cyf.govt.nz/265.htm>

Note: May get it by locally or by Police Station

Perceptions of Safety

If you live in one of New Zealand's larger cities you *may* be able to get data from the Quality of Life Survey. This will involve contacting your local council and finding out if your city takes part in this survey or going to the [website](#) to see if your council takes part.

If it does you will need to find the person in council who works on the Quality of Life Project (they will probably work in a Strategic Development type of role). Ask if you can have the data by the boundary that fits your community the best. For many communities this will be 'ward level' data. Ask if you can have the data for those 24 years and under and those over 24 years. Note: The numbers may be too small for Councils to provide this.

The following indicators are in the Quality of Life Survey:

- Thinking now about your overall sense of freedom from crime, how safe or unsafe do you feel in the following situations? Would you say that you feel very safe, safe, neutral, unsafe, or very unsafe?
 - In your home after dark
 - In your local neighbourhood after dark
 - In your city centre after dark

Background Indicators

This section may also benefit from adding four additional measures: youth apprehensions, recorded burglary offences, recorded violent offences and recorded sexual offences as it provides an indication of the context in which children and young people are being raised.

Note

These are by available by Police Station however it may be possible to collect them from your local office at a more local level.

Tip

Don't forget to order or collect:

1. The time frame you wish to use – i.e. if you are looking at trends you will need to order data over a 3 or 5 year period
2. Who you wish to compare yourself with. In most cases this will be your local Council and New Zealand as a whole.

Child Safety

Unintentional Injury Rates

Find out the hospitalisation rate for unintentional child injuries. You might like to audit the safety of your local playgrounds and parks, and question community members on if they feel their children can play safely in your community.

Contacts could include:

- Public Health Nurses
- PHOs

Interview Schedule

- What are the leading causes of hospitalisations for children in our community?
- What needs to happen to reduce injury rates?

Child Youth and Families

Protecting the physical and psychological health of our children is a critical component of improving the wellbeing of children in New Zealand's communities. The responsibility for protecting and nurturing children is shared by families, the communities and local and national support agencies.

Ascertain the number of notifications referrals to Child Youth and Family from your community over the past five years.

Contacts could include:

- [Child Youth and Family](#)²⁹ staff
- Public Health Nurses
- Local Social Service Providers

Interview Schedule

- What do we need to do to support families raising children in our community?
- Are there children at risk, particularly those aged 5 years and under, who are not coming to the attention of Child, Youth and Family? Why not?
- How do we ensure that our children are being raised in a safe environment?

Example

Child Youth and Family Notifications

Care and protection notifications relate to issues such as child abuse, neglect, children left home alone and the ill treatment of children.

There were 85 notifications to Child Youth and Family relating to children from the local area, in the year ending June 30, 2004³⁰. Over one-third of notifications (38.8%) were in the 10-14 year age group.

"Our community is quite rich in some resources. Children from our community often do not have to go out of the area if they do go into care."

Social Services Manager

²⁹ <http://www.cyf.govt.nz/>

Road Casualties

Road casualties, include car accidents, pedestrian accidents and road fatalities.

Councils and LTNZ collect data on the number of road crashes in your community, including those causing serious injury and death. Check LTNZ road safety reports and speak to the Council Road Safety Officer to see whether there are crash spots in your community.

Contacts could include:

- Council Road Safety Coordinator
- Land Transport New Zealand

Interview Schedule

- How safe are pedestrians and bicycle riders in the community?
- What provisions are made in your community to ensure the safety of pedestrians and bicycle riders?
- What are the problem areas? Are there any sectors of your community more likely (statistically) to be injured in a road accident? What targeted programmes are in place to address this?

Crime

Find out the common types and levels of crime, including violent crime, in your community. You may wish to interview community workers and Victim Support staff to determine the impact crime has on members of the community and identify programmes in place to address community crime levels.

It may also be useful to interview family violence organisations about the level of family violence in the community and the use of local Refuges.

Contacts could include:

- Local Police Station
- Local council
- Child Youth and Family
- Family violence groups and organisations
- Victim Support

Interview Schedule

- What do we need to do to raise awareness in the community about the impact violence has on our community
- What programmes are currently available to reduce family violence and how they work?

Example

Family Violence

Family violence is an issue for some families in Northcote. Family violence does not have to be directed against children to affect their wellbeing. Children and young people raised in violence, even if it is not directed towards them, can suffer long term, and in some cases permanent harm.

"The North Shore Women's Refuge and Advocacy Service gets a high number of police family violence referrals from the Northcote area. Some of them are new referrals, but a reasonable number are repeats. The referrals cover families from all socioeconomic groups - the richer parts of Northcote as well as the poorer. There is a mix of ethnicities, including new migrants.

The Refuge is full approx. 80% of the time and we often have to turn women away and find them alternative accommodation.

The violence which we see seems to be increasing of late - some of this can be put down to the drug 'P' which is becoming more and more common. The age of the women which are seen is also lowering - young girls between the ages of 17 - 22 are now relatively common." Safer Family Violence Prevention Network, 2005

Social Connectedness

Desired Outcome

We are able to enjoy supportive relationships with our friends, families, whānau, and others in our community. Our community is inclusive of those who live here, we take pride in our community, and we recognise our strengths and celebrate our diversity. There is a sense of community and belonging.

Introduction

Connecting with other people and networks and feelings of belonging are important in the development and maintenance of a strong community.

Changes in our community such as new people coming in to live here can affect the way we connect with one another, as can changes in our circumstances such as aging, having a baby, retiring, or becoming unemployed.

Just as celebrating our diversity and change can impact on our sense of belonging, feeling different can contribute to a sense of isolation and loneliness.

The opportunities we have to connect with the people around us can influence our feelings of belonging and wellbeing.

Indicators

There are very few statistical indicators available to measure social connectedness – particularly at a local level. To develop a sense of community strength spirit and connectedness you will probably need to rely fairly heavily on interviews.

Local Indicators

Indicators that are available at a local level include:

- Percentage of households with no motor vehicle (see Appendix 1: Statistics New Zealand Order Sheet)

Access to transport, particularly public transport, can help connect citizens to services that they need and want.

- Percentage of households with access to telecommunications i.e. internet and telephone (see Appendix 1: Statistics New Zealand Order Sheet)

Phone and internet help to keep people connected. These are particularly important ways that young people interact with each other.

Possible indicators

If you live in one of New Zealand's larger cities you *may* be able to get data from the Quality of Life Survey. This will involve contacting your local council and finding out if your city takes part in this survey or going to the [website](#) to see if your council takes part.

If it does you will need to find the person in council who works on the Quality of Life Project (they will probably work in a Strategic Development type of role). Ask if you can have the data by the boundary that fits your community the best. For many communities this will be 'ward level' data. Ask if you can have the data for those 24 years and under and those over 24 years. Note: The numbers may be too small for Councils to provide this.

The following indicators are in the Quality of Life Survey:

Social Networks

- How much do you agree or disagree with these statements:
 - You feel a sense of community with others in your local neighbourhood.
 - It's important to you to feel a sense of community with people in your local neighbourhood
 - You feel that people like yourself can have an impact on making your community a better place to live.
- For what reasons do you say that?
- We are interested in finding out about the social networks and groups that you are part of. Which of the options best describes the group or social network that matters to you most?
- In the last 12 months, which of the following types of contact have you had with people in your neighbourhood?
- Some people tell us that they feel lonely or isolated while others say that they don't. In the last 12 months how often have you felt lonely or isolated?
- Which of the following statements do you agree with the most?
 - People can almost always be trusted.
 - People can usually be trusted.
 - You usually can't be too careful.
 - You almost always can't be too careful.
 - Don't know

Transport

- In the last 12 months, how often did you use public transport?
- Thinking about public transport in terms of cost, convenience and safety would you say you agree or disagree with the following statements:
 - Public transport is affordable
 - Public transport is safe
 - Public transport is convenient

Tip

Don't forget to order or collect:

1. The time frame you wish to use – i.e. if you are looking at trends you will need to order data over a 3 or 5 year period
2. Who you wish to compare yourself with. In most cases this will be your local Council and New Zealand as a whole.

Local Community Strength and Spirit

Many factors impact on our sense of connectedness and belonging in communities.

Community work and volunteering is a way to engage people in the community and offers a pathway to personal development and career opportunities.

Identify the types of community groups already working in the community. Find out what types of activities are held in your community each year (e.g. school galas, market days, family picnic days) and the participation in these. You could look at neighbourhood-specific activities (e.g. neighbourhood watch) and see how successful they are.

You could also talk to community members about their perception of community strength and spirit including the number and types of people undertaking voluntary work.

Contacts could include:

- Community coordinator
- Your local community centres
- Ethnic groups
- Local Plunket or parents groups
- Community workers
- Librarian or CAB
- Local Social Service Providers
- Local schools
- Council

Interview Schedule

- What opportunities are there for children and young people to become actively involved in your community? Are these adequate?
- How well are we engaging with those in our community who are lonely and isolated or new to the area?
- Children, young people and their families want to feel a sense of community with others in their local neighbourhood. Is this happening and if not what needs to happen for this to occur?
- Are young people in our community volunteering – who, how and in what ways? Are we training and growing our community workers and our volunteers?

Transport

Transport, particularly public transport, enables us to go where we want, access the services we need, to get to school and work and socialise.

The way transport is planned and designed affects the environment and people's health through pollution and air emissions. It also affects time spent travelling to work, time spent with families and it affects the household budget.

Find out levels of personal car ownership (local indicator).

Assess public transport facilities available and their rate of usage (possible indicator) – particularly for young people.

You could interview key people to determine if the community suffers any consequences of either high or low vehicle ownership.

Similarly it could be useful to interview schools and Council employees such as Road Safety Coordinators to find out about local issues such as whether there are pedestrian issues and whether there are walking school buses etc.

The urban design team at Council may also be able to identify any local issues.

Contacts could include:

- Community workers
- Local Social Service Providers such as Disability Groups
- Council
- LTNZ for pedestrian hazards
- Schools for walking school buses

Interview Schedule

- Are we supporting community members without a car to be able to access the opportunities available in our community?
- What transportation issues are faced by different members of our community?
- How do our children and young people feel about affordability, safety and convenience of public transport?
- Are there any design issues that need to be addressed?

Electronic Communication

The phone and internet are vital if we are to keep in touch with each other and access information.

Find out the level of access to telecommunications and use of email and the Internet in your community (local indicators).

Contacts could include:

- Library
- Your local community centre

Interview Schedule

- What effect (positive or negative) does increased access to telecommunications have on our community?

- How can we ensure most community members have access to telecommunications?

Example

Most (89%) young people in the Harbour ward, aged 15-24 years believe that it is important to feel a sense of community with people in their local neighbourhood, however just over half (62.8%) said that they felt that they had that sense.

A significant number of secondary school age young people have limited networks within the community and know little about their wider local community. This is particularly so if they rely on public transport or attend school outside of the area. If they do not attend a local school then our community becomes the place where they sleep but not where they engage in leisure activities or where they socialise.

Access to transport is a key factor in determining whether or not people are able to participate and to move around the area. People find public transport relatively expensive and not particularly convenient for their needs.

Young people in Tuff Crater are less likely to have access to a telephone, internet or a motor vehicle.

Children and young people want opportunities to mix with the other cultures in our community. (Feedback from youth in the community)

Some community groups are finding it difficult to attract volunteers while others have strong networks of volunteers.

At the 2001 Census:

- 97.7 percent of households in our community had access to a telephone, compared with 98.5 percent for the City and 96.3 percent for all of New Zealand
- 47.2 percent of households in our community had access to the internet, compared with 53.0 percent for the City and 37.4 percent for all of New Zealand
- 88.9 percent of households in our community had access to a motor vehicle, compared with 92.9 percent for the city and 89.9 percent for the whole of New Zealand

"Northcote's great because we are all handy to each other."
Māori male 16 years

Civil and Political Rights

Desired Outcome

Children and young people are able to participate in decision making relating to our community, and they are able to make choices about their lives and live with dignity.

Introduction

The enjoyment of civil and political rights is crucial to our ability to participate in society, make choices about our lives, and live with dignity. Our identity, sense of belonging and ability to shape our environment depend on these rights.

Young people have traditionally not had an opportunity to take part in the political process as they cannot vote until they are 18 years of age. However, there is increasing recognition that there are other ways of engaging them in the political processes e.g. through community consultations.

In addition to political rights, children and young people have civil rights such as the right to be free from discrimination.

The Treaty of Waitangi is integral to this in the enactment of rights for New Zealand's indigenous people.

Indicators

Local Indicators

Indicators that are available at a local level include:

- Voter turnout (from your local council and DHB)
- Representation on local decision-making bodies

Possible indicators

If you live in one of New Zealand's larger cities you *may* be able to get data from the Quality of Life Survey. This will involve contacting your local council and finding out if your city takes part in this survey or going to the [website](#) to see if your council takes part.

If it does you will need to find the person in council who works on the Quality of Life Project (they will probably work in a Strategic Development type of role). Ask if you can have the data by the boundary that fits your community the best. For many communities this will be 'ward level' data. Ask if you can have the data for those 24 years and under and those over 24 years. Note: The numbers may be too small for Councils to provide this.

The following indicators are in the Quality of Life Survey:

- You understand how your Council makes decisions
- You would like to have more of a say in what the council does

- Overall, you have confidence that the council makes decisions that are in the best interests of your city or district
- How much influence do you feel the public has on the decisions that the Council makes?
- How much influence do you feel the public has on the decisions that Central Government makes?

Community Involvement in Decision-making

Decision-making processes can be compromised if they do not seek genuine input from the community or if decisions are made that do not reflect community wishes.

There are very few statistical indicators available to measure Community involvement in decision-making – particularly at a local level. To develop a sense of how your community residents feel about council decisions you will probably need to rely fairly heavily on interviews.

You may also wish to find out how children and young people have been engaged in decision making processes, such as DHB and Community Outcomes consultations as well as in processes designed to get community input.

Contacts could include:

- Community coordinator
- Council
- DHBs

Interview Schedule

- What decisions are being made that affect children, young people and their families?
- How have children and young people been involved in these decisions?
- Do children and young people have any influence on decision-making?

Example

Over the past few years there have been increasing requirements on government agencies, DHBs and Councils to consult with their local community before embarking on projects or plans that will affect them. This is a process that enables children and young people under the age of 18 the opportunity to raise issues with these bodies in a more formal way.

City Council

New legislation (Local Government Act 2002) means that all local authorities around New Zealand are working with their communities to develop a long-term plan³⁰ that looks at what the community wants in the city and how together this can be achieved.

³⁰ LTCCP – Long Term Council Community Plan

In 2005 Northcote residents, along with everyone that lives or works in North Shore City, have been invited to have a say on how the area develops over time and have been asked for their ideas for North Shore's future.

Community Outcomes and Youth

The emerging themes from engaging with youth as part of the North Shore City Council Long Term Community Outcomes consultation process³¹ are that the community:

- Wants our young people to be cherished, celebrated and given a place in our community; and
- Wants an environment that provides for young people to work, play and stay on the North Shore

In addition:

- There is a sense that young people are leaving the Shore for employment and social reasons
- There is a concern that young people may not be able to buy property on the North Shore
- There is significant support for youth festivals, concerts, and sporting and recreation events
- There is a view that North Shore does not provide enough opportunities for young people and more support is sought for youth destinations, music and arts

Voter turnout

The level of participation in the democratic process is linked to the sense of belonging people feel to their community. Voting in local elections is a way that residents can influence the delivery of services to their local community.

Find out voter turnout in local council elections, DHB elections, community board elections. You may also wish to analyse local school Board of Trustee elections.

Compare voter turnout in your community with that on a national basis.

Contacts could include:

- Council
- Local Schools
- Your community DHB
- Community board

Interview Schedule

- What needs to be done to improve the levels of engagement of young people the election processes within our community?

³¹ Part of the Long Term Council Community Plan

Representation on local decision-making bodies

Proportional representation on local decision-making bodies is an important component of democracy, particularly in communities with diverse populations. Where diversity is reflected through fair representation, it is more likely that communities will be effectively engaged in local decision-making processes.

There are very few statistical indicators available to measure representation on local decision making bodies. You will probably need to rely fairly heavily on interviews and your own local research to assess the representativeness of your community democratic processes.

In your local community, find out about the candidates standing for local authority elections, the composition of city councils and community boards, representation by young people on city councils and the composition of school boards of trustees.

Contacts could include:

- Council
- Local Schools
- Your community DHB
- Community board

Interview Schedule

- Is the composition of your council and community boards representative of young people?
- How can young people become involved at a political level? Are there pathways for involvement?

Treaty of Waitangi

Te Tiriti o Waitangi/the Treaty of Waitangi underpins relationships between central and local government and Tangata Whenua. Local government is obligated by both the Local Government Act (2002) and the Resource Management Act (1991) to actively engage Māori in the definition of community outcomes and resource management decisions.

Seek information from your council on how they work with local Māori, the types of structures in place and the relationships they are developing.

Contacts could include:

- Council
- Local Iwi
- Local Māori service agencies

Interview Schedule

- Do government and local government agencies have formal structures in place for consulting with local Māori, particularly Rangatahi?

Discrimination

Discrimination occurs when a person is treated differently from another person in the same or similar circumstances. It can be direct or indirect.

Freedom from discrimination is a fundamental civil right. The Human Rights Act set out a number of prohibited grounds and areas of public life that makes discrimination unlawful in New Zealand. Discrimination is unlawful if it occurs in one of those grounds, such as ethnicity, and in one of the prohibited area of public life, such as housing or employment. Other forms of discrimination such as racial harassment are also unlawful.

Seek information about discrimination in your community by speaking with groups likely to be the target of discrimination.

Contacts could include:

- Ethnic leaders and groups
- Gay and lesbian groups
- NGOs working in this area
- People with disabilities
- Refugees, new migrants
- Human Rights Commission
- Police

Interview Schedule

- Are there groups in our community that face discrimination or harassment?
- If so, which groups and what kind of issues do they face?