



# New Zealand Youth

**A Profile of Their  
Health and Wellbeing**



**Early Findings of Youth2000  
A National Secondary School  
Youth Health Survey**



THE UNIVERSITY OF AUCKLAND  
FACULTY OF MEDICAL AND  
HEALTH SCIENCES

**Adolescent Health Research Group**

**April 2003**



New Zealand Youth: A profile of their health and wellbeing

ISBN 0-473-09452-5

Published by The University of Auckland, Auckland, New Zealand

Authors - Adolescent Health Research Group, The University of Auckland

Terryann Clark, Simon Denny, Fiva Fa'alau, Peter Watson  
Department of Paediatrics, Faculty of Medical and Health Sciences

Shanthi Ameratunga, Elizabeth Robinson, David Schaaf  
Department of Community Health, Faculty of Medical and Health Sciences

Sue Crengle, Andrew Sporle  
Department of Maori and Pacific Health, Faculty of Medical and Health Sciences

Vivienne Adair, Robyn Dixon  
School of Education

Sally Merry  
Department of Psychiatry, Faculty of Medical and Health Sciences

To be referenced as:

Adolescent Health Research Group.  
New Zealand Youth: A profile of their health and wellbeing.  
Auckland: University of Auckland; 2003.

Also available at website: [www.youth2000.ac.nz](http://www.youth2000.ac.nz)

Design and layout: Graphics and Photography Section, FMHS, The University of Auckland

Printed by: Plan and Print Ltd, Newmarket, Auckland



## FOREWORD

To a large part, the health of our youth determines the health of our society. Much of New Zealand's current preventable morbidity and mortality in adulthood can be attributed to behaviours that are initiated during adolescence, such as substance use, sexual behaviours, eating and exercise. Until recently, New Zealand youth have been overlooked in terms of national policy, age-specific health services and nationally representative databases. This is despite New Zealand's current generation of youth having rates of unintended pregnancy, suicide and self-harm that are among the highest in the Western World.

To effectively address youth issues, the first priority is the need for comprehensive population-based studies of youth health problems, concerns and risk factors. This is particularly true for sensitive personal health areas, such as sexuality, where previous research has focused on small, non-representative samples. Information on the health and wellbeing of Maori and Pacific youth is particularly sparse. Likewise, there is a comparative lack of research on the protective and resiliency factors in the lives of youth that promote health and wellbeing. Information on resilience and positive youth development offers support for new and exciting interventions for youth.

**Youth2000** is New Zealand's first national youth health and wellbeing survey. I hope the findings will assist government, communities, families and schools to nurture positive, vibrant and healthy futures for all young New Zealanders.

Dr Peter Watson  
Principal Investigator  
Adolescent Health Research Group

CONTENTS

Executive Summary ..... 3

About the Survey ..... 5

The Students and Schools Who Participated ..... 9

Using the Data ..... 13

Results

    Culture and Ethnicity ..... 17

    Home and Family ..... 21

    School ..... 25

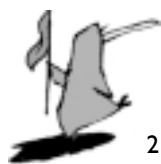
    Health ..... 29

    Community ..... 37

Ways Forward ..... 40

Thanks ..... 42

Appendix ..... 43



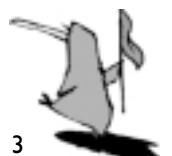
## EXECUTIVE SUMMARY

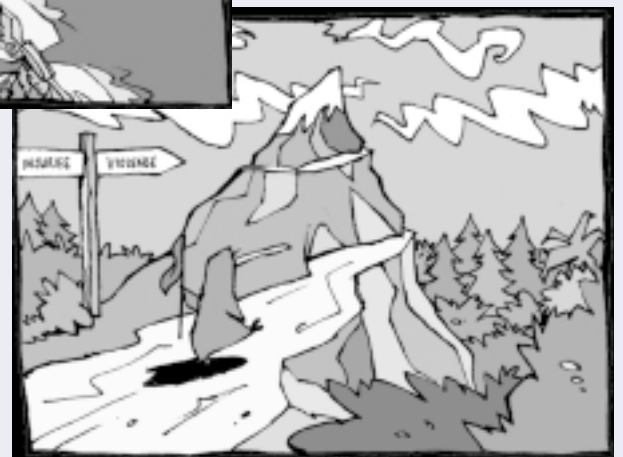
This report presents the initial findings from New Zealand's first nationally representative youth health survey - **Youth2000**. This survey makes available contemporary findings for comparison with past New Zealand research. This survey also fills significant gaps in our understanding of some major issues for today's young people.

The major findings in this report are:

1. Most New Zealand secondary school students are healthy. More than 80% of students feel healthy, do not engage in multiple risky behaviours and report positive connections to families, schools and peers.
2. Health services are not meeting the needs of today's youth. About half of surveyed youth have not sought assistance from health services (even though they knew they needed to) due to a wide range of perceived barriers.
3. There are concerning numbers of youth whose healthy development is at risk. A significant number of youth ride in cars with potentially intoxicated drivers, grow up in unsafe environments and experience emotional health problems.

**Youth2000** findings provide up to date information to policymakers, educators, health providers and communities working to advance the healthy development of New Zealand youth. **Youth2000** goes beyond listing problems to highlight the positive aspects of young people's lives, such as family and school connections. These connections are instrumental in promoting the health and wellbeing of today's youth.







# ABOUT THE SURVEY



## The Beginnings

In 1997, researchers at the University of Auckland began reviewing the information available on the health and welfare of New Zealand's current generation of young people. It became apparent that a lot of important information was not available because it had never been collected. What information was available had many limitations to its use. For example, many studies used inconsistent terms or definitions, were outdated, or were not applicable to New Zealand's current diverse population.

To overcome these shortcomings, the Adolescent Health Research Group (AHRG) was established with the aim of improving the health and well-being of New Zealand's young people. The AHRG's first goal was to develop, administer and analyse a health survey to provide current national data on the health and well-being of New Zealand's youth. In 1998, the Health Research Council of New Zealand granted the preliminary funding for this work. This grant was used to gather more information on how to best develop such a survey. Health providers, researchers, government agencies, schools, youth, Maori and Pacific community leaders were consulted in this process. This collaboration resulted in the development of a multimedia health and well-being survey to be administered using laptop computers.

## The Questionnaire

Similar youth surveys conducted internationally were reviewed and their experiences were considered along with local feedback in developing the questionnaire. It became clear to the AHRG that the survey needed to:

- ◆ be broad rather than focus on one of a few specific issues
- ◆ include ethnically and culturally specific questions to reflect New Zealand's diversity
- ◆ focus on protective factors and resiliency as well as risk factors and problems faced by youth
- ◆ be anonymous and done in private

The AHRG developed a range of topic domains for the survey. Each domain included questions that asked about a range of health risk behaviours, risk factors, health conditions and health promoting/ resiliency enhancing factors.





## Youth2000 Survey Topics:

- ◆ Culture and Ethnicity
- ◆ Home
- ◆ School
- ◆ Injuries and Violence
- ◆ Health and Emotional Health
- ◆ Food and Activities
- ◆ Sexuality
- ◆ Substance Use
- ◆ Neighbourhood
- ◆ Spirituality

## M-CASI

Use of pen and paper questionnaires has been the traditional method for collecting self-report survey information from young people. With the advent of computer technology researchers have started to use computers for administering and collecting this type of research information. This new type of survey is called a Computer



Assisted Self Interview (CASI). When compared with pen and paper questionnaires, CASI improves reporting of sensitive and illegal behaviours (e.g. drug use). CASI also reduces the time taken to answer a questionnaire and the time and cost of data analysis. With computer technology becoming more powerful and affordable, it has now become possible to enhance CASI with multimedia graphics (M-CASI). This allows pictures, music and animation to accompany a CASI questionnaire.

The AHRG commissioned a team of designers and programmers to design a youth-orientated and 'user friendly' multimedia questionnaire. As students answered questions on different aspects of their life, they travelled around an island accompanied by a cartoon kiwi until reaching the top of a mountain at the end of the survey. Questions were read out over headphones as well as being displayed on the computer's screen. Answers did not require use of the keyboard, only the 'point and click' of the mouse. Students were able to choose not to answer questions at any point. Several on-screen reminders were given that involvement in the questionnaire was voluntary and that answers were confidential and anonymous. For the sensitive questions thought to be potentially upsetting for students, 'safety screens' provided advice and contact details of people to talk to.





## Piloting the Survey

In 1999, the questionnaire was pilot tested using M-CASI. It took just under one hour for students in the pilot study to complete the questionnaire. All young people were able to use the computer with an initial brief instruction, even if they had never used a computer before. Young people reported that the laptop administered M-CASI questionnaire was acceptable and enjoyable. Young people also reported that the privacy and anonymity of the survey were important determinants of the honesty of their responses.

The survey questions and the M-CASI instrument were both refined following the pilot testing. The final **Youth2000** questionnaire has a possible 523 questions, but students

typically only had to answer half of these. This was possible using a complex branching design in the questionnaire so that students only answered questions relevant to them. For example, all students were asked if they had ever smoked a cigarette. If they answered “yes” they would then be asked further questions about smoking cigarettes. If they answered “no” they would then be asked questions about a new topic.

## The National Survey

Funding from a further Health Research Council grant enabled the AHRG to administer the large-scale national survey in 2001. Additional support was provided by the Starship Foundation, Portables Plus and the Alcohol Advisory Council of New Zealand (ALAC). A project team was employed and surveying took place in schools between March and October 2001.

Ethical approval for this study was obtained from The University of Auckland Human Subjects Ethics Committee. Informed consent was obtained from all participating schools and all participating students. Information about the survey was sent out to all families of students who were invited to participate in the survey.





# **THE STUDENTS AND SCHOOLS WHO PARTICIPATED**





## Schools

In 2001, New Zealand had 389 schools with more than 50 students enrolled in years 9 to 13 (ages 12 to 18 years). One third of these schools (133) were randomly selected and invited to participate in **Youth2000**. In total, 114 (85.7%) schools, from Kaitia to Invercargill, took part in the survey.

Of the participating schools, 70.2% (80/114) were state funded, 23.7% (27/114) were state integrated (previously private, now receiving state funding to deliver New Zealand Curriculum) and 6.1% (7/114) were private. Almost one third of schools (32.5%) were situated in a rural setting. Overall, schools were enthusiastic about participating.

*“Our school was pleased to be chosen to participate in this survey... it gives us specific information about the health of our students and helps us with curriculum planning”*

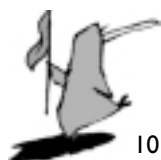
*“We were pleased with the organisation of the survey and minimal disruption to the school. The students were overwhelmingly positive about doing the health survey.”*

There was an uneven distribution of sampled students across the school deciles. This is due in part to the small numbers of participating schools in each decile and to the random sampling methodology of the survey.

### Decile Groupings - Students & Schools

Decile	All Schools		Surveyed Schools		Surveyed Students	
	N	%	N	%	N	%
1	26	6.7	6	5.3	406	4.2
2	40	10.3	9	7.9	535	5.6
3	38	9.8	11	9.7	791	8.3
4	39	10.0	10	8.8	830	8.7
5	51	13.1	17	14.9	1529	16.0
6	44	11.3	11	9.7	1089	11.4
7	35	9.0	11	9.7	945	9.9
8	41	10.5	13	11.4	1333	13.9
9	29	7.5	13	11.4	804	8.4
10	46	11.8	13	11.4	1308	13.7

Of the 19 non-participating schools, 78.9% (15/19) were in Auckland, Wellington or Christchurch and 52.6% (10/19) were private or state integrated secondary schools.



## Students

To be eligible to participate, students had to be a New Zealand resident, have English language skills equivalent of Year 6, and be physically able to use a standard laptop computer. At each participating school, 15% of eligible Year 9 to 13 students were randomly selected from the school roll and invited to participate. On the day of the survey if selected students did not arrive at the school study venue, students on a randomly generated reserve list were then invited to participate.

In total, 12,934 students were invited to participate in the survey. Three-quarters (9,699) agreed to take part; this represents 4.0% of the total 2001 New Zealand secondary school roll.

### Students Age & Gender

	All Schools		Surveyed Schools		Surveyed Students	
	N	%	N	%	N	%
<b>Age</b>						
13	48377	20.2	13533	20.7	1972	20.8
14	54312	22.7	15146	23.1	2285	24.1
15	51430	21.5	14570	22.2	2179	23.0
16	43000	18.0	11765	18.0	1725	18.2
> 17	42378	17.6	10487	16.0	1308	13.9
<b>Gender</b>						
Male	129989	50.3	30312	46.0	4416	46.2
Female	128507	49.7	35538	54.0	5153	53.8

The age and gender distribution of students who participated in the survey was similar to that of the student population at the surveyed schools and of all secondary students nation-wide. The surveyed schools had a higher proportion of female students; this is reflected in the higher proportion of female students in the sample. The surveyed schools have very similar percentages of students in each form/year compared to all schools nation-wide. Less than expected numbers of students aged 17 and above (Year 13) participated. This was partly due to the inclusion of three schools whose year 13 students were unavailable to participate due to other commitments.

### Form/Year Distribution of Students

Form	Year	National Population		Surveyed Schools		Survey Sample	
		N	%	N	%	N	%
3	9	56866	24.8	15824	24.8	2458	26.1
4	10	53807	23.4	14889	23.3	2233	23.8
5	11	50453	22.0	14082	22.1	2157	22.9
6	12	40343	17.6	11042	17.3	1580	16.8
7	13	28149	12.2	8000	12.5	978	10.4



Three thousand two hundred and thirty-five students who were selected for the study did not participate. For the majority of students the reasons for non-participation are not known . Only twenty eight percent (908/3235) of these students were reported as being sick on the day of the survey. A small number of students (2.5%, 81/3235) told the survey or school staff they did not wish to participate.

Overall, the survey was received well by the participating students. In the final comments section of the survey many students wrote positive comments about participating in the survey.

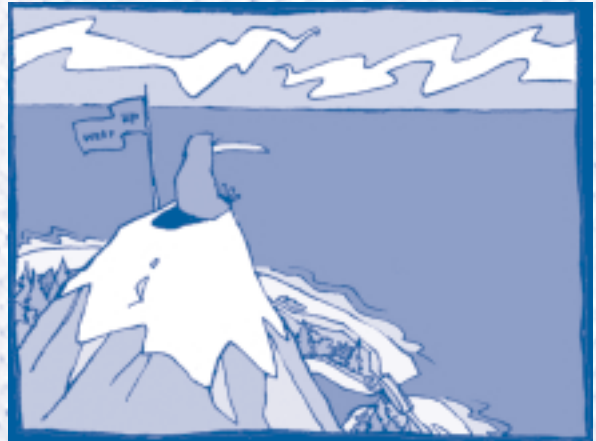
*“It was cool how we could use laptops and I hope I will get chosen again for another survey. All the best for the future”*

*“This was a very great survey and I hope that every one likes and enjoys it as much as I did thank u for letting me do this survey”*

*“I think this survey was pretty cool. I answered the questions truthfully. I wasn’t scared to because I know they wont know it was me.”*







# USING THE DATA



## Are the Results Accurate?

The AHRG has taken a number of steps to increase the precision of the survey results. These include:

- ◆ **Sample Size:** A large number of students from all over New Zealand were recruited and participated.
- ◆ **Selection:** Schools and students within the schools were randomly selected and invited to participate.
- ◆ **Confidentiality:** Students were assured that their participation was voluntary and their information was anonymous (they could never be identified).
- ◆ **Administration:** A team of trained survey administrators using consistent guidelines administered the survey.
- ◆ **Analysis:** The data has been analysed using appropriate statistical techniques by a large multidisciplinary research team. The research team is supported by broader advisory groups that include researchers, policymakers, youth health and development practitioners, Maori and Pacific community leaders and young people.

There are a number of sources of potential errors (bias) in the results. These include:

- ◆ **Non-participants:** Not all schools or students who were invited to participate did so. Non-participants could be very different from those who did participate. In addition, we know that young people who are not in school are more likely to have greater health concerns. Therefore, young people not in school may not be well represented by these findings.
- ◆ **Non-responses:** Responses to some questions included the option: “I don’t want to answer this question”. A small number of students chose this option. The potential bias of students choosing not to answer specific questions is unknown but it is likely to be small. In all of the tables the number of respondents is identified.
- ◆ **False responses:** It is likely that a small number of students were dishonest, either by over-reporting or denying certain health behaviours. Previous studies, including our pilot testing, suggest this issue is small and unlikely to significantly alter the results. Students who answered a question with an impossible response (for example they said they had all 10 serious illnesses listed) were excluded from that analysis.
- ◆ **Computer problems:** A small number of data files (1.3%, 129/9699) were unusable because of computer problems. Thus, the final study database comprised 9570 files available for analysis.



## Interpreting the Data

**Youth2000** is the largest health and well-being survey of New Zealand's young people to date and includes young people from across the country. The data is of considerable importance for the purposes of planning and program development in our communities and schools. It is important to keep in mind that the survey is a profile of young people aged 12 to 18 years who attend school; therefore, the results may not reflect the experiences of all youth.



The results include rates of health risk behaviours, protective factors and health status and service utilisation. The data will be used to describe associations between these factors. As this survey was administered at only one point in time, the data cannot be used to determine cause and effect relationships.

In this report we have made comparisons by gender and age. Future reports from this survey will include specific analyses by region, gender, age and ethnic group.







# CULTURE AND ETHNICITY



New Zealand has an ethnically diverse population of about 3.8 million people. The New Zealand 2001 census identified that Maori, Pacific and Asian young people comprise 35% of the population aged 12 to 18 years. Information on the health and wellbeing of Maori, Pacific and Asian young people is limited. This chapter reports selected findings from the ethnic specific questions contained in **Youth2000**. Further ethnic specific reports from this survey will be published at a later date.

## Ethnic Groups

New Zealand students come from a wide range of ethnic groups. Almost one third (32.5%) of students identified with more than one ethnic group.

In this survey, the 1996 New Zealand Census question and prioritisation method was used to classify students into a single ethnic group. Although the ethnic group proportions in this survey population are similar to those reported by other New Zealand youth datasets, this questionnaire's use of the 1996 Census ethnicity question may have resulted in an apparent over classification of Maori.

### Ethnicity Groups Selected

Ethnicity	N	%
Maori	2325	24.7
Maori ethnicity only	792	8.4
NZ European	6828	72.6
NZ European ethnicity only	4694	49.9
Pacific	1100	11.7
Pacific ethnicities only	454	4.8
Asian	907	9.6
Asian ethnicities only	521	5.5
Other ethnicities only	417	4.4

### Ethnicity Distribution of Students

	National Population		Surveyed Schools		Sampled Students	
Ethnicity	N	%	N	%	N	%
Maori	43767	17.5	11216	17.0	2325	24.7
Pacific	18096	7.2	5588	8.5	769	8.2
Asian	16923	6.8	4463	6.8	679	7.2
NZ European	167370	67.1	43647	66.3	5200	55.3
Other	3455	1.4	936	1.4	437	4.6

## Country of Birth

Most students (88.8%) were born in New Zealand. A few students were born in Australia (2.5%), a Pacific Island nation (3.7%) or an Asian nation (5.0%).

New Zealand was identified by 70.8% of students as their father's country of birth. A similar number of students (73.2%) identified New Zealand as their mother's country of birth.





## Maori Youth

Of students who identify with the Maori ethnic group 54.0% are very proud of being Maori and 71.2% report it is important or somewhat important for them to be recognised as a Maori person. Maori students identified the importance of extended whanau, 80.3% of students report having met with their whanau at hui, tangi, weddings, sport and other occasions. Most Maori students (97.8%) said that they had received some form of education about things Maori from their whanau, school or community.

Many students (70.7%) are satisfied or somewhat satisfied with their knowledge of things Maori. More than a third of Maori students (38.3%) can understand an average amount or more of Te Reo Maori and 30.2% can speak an average amount or more of Te Reo Maori.

*Most Maori and Pacific youth are very proud of belonging to their ethnic group*

## Samoan Youth

Of students who identify with the Samoan ethnic group 86.1% are very proud of being Samoan and 90.1% report it is important or somewhat important for them to be recognised as a Samoan person. Many Samoan students (69.8%) are satisfied or somewhat satisfied with their knowledge of things Samoan. Most Samoan students (75.5%) can understand an average amount or more of the Samoan language and 64.0% report they speak an average amount or more of Samoan.

## Cook Island Youth

Of students who identify with the Cook Island Maori ethnic group 82.4% are very proud of being Cook Island Maori and 85.5% report it is important or somewhat important to them to be recognised as a Cook Island Maori person. Many Cook Island Maori students (77.2%) are satisfied or somewhat satisfied with their knowledge of things Cook Island Maori. About a half of Cook Island Maori students (49.1%) can understand an average amount or more of the Cook Island Maori language and 38.0% report they speak an average amount or more of Cook Island Maori.

## Tongan Youth

Of students who identify with the Tongan ethnic group 75.5% are very proud of being Tongan and 87.0% report it is important or somewhat important to them to be recognised as a Tongan person. Many Tongan students (68.7%) are satisfied or somewhat satisfied with their knowledge of things Tongan. Most Tongan students (67.4%) can understand an average amount or more of the Tongan language and a similar number (67.8%) report they speak an average amount or more of Tongan.







# HOME AND FAMILY





A young person's physical and emotional health is influenced by the relationships they have with their family members. We know that families are fundamental in the positive health and development of babies and children. These family connections and their effects on health extend to later stages of life, including adolescence, adulthood, and older years. For Maori, it is acknowledged that whanau is the foundation that provides a principal source of strength, support, security and identity.

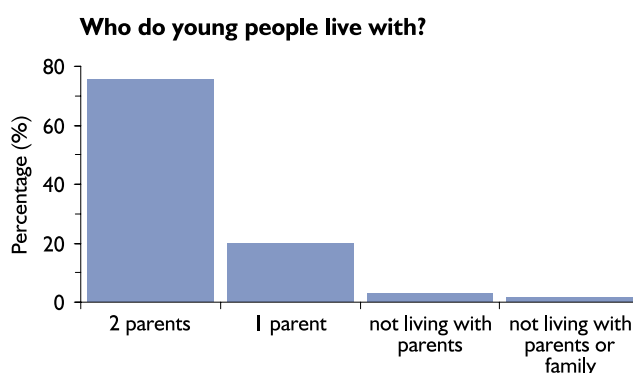
Previous research has identified that young people with strong and healthy relationships with their families are less likely to engage in risky health behaviours, such as drug use. However, today's world presents families with many challenges in nurturing these important connections. Communities have responsibilities to support families in achieving positive health outcomes for their children and youth.

## Family Background and Circumstances

New Zealand students come from a wide range of families with very different situations. Nearly all students (98.5%) live with their families and three quarters (75.4%) live with two parents (a biological parent or another adult who acts as a parent).

Although the median number of people living at their home is 4, some New Zealand students live in crowded homes. More than 1 in 10 students (males 11.8%, females 15.3%) report that there is not enough space in their home for them to do their homework.

Students were asked whether their parents worked in paid employment. About two thirds of students (66.0%) have parents who both work, 31.0% have one parent working, and for 3.0% of students both of their parents are unemployed. Most students (88.3%) identify English as the main language spoken at home.



## Family Relationships

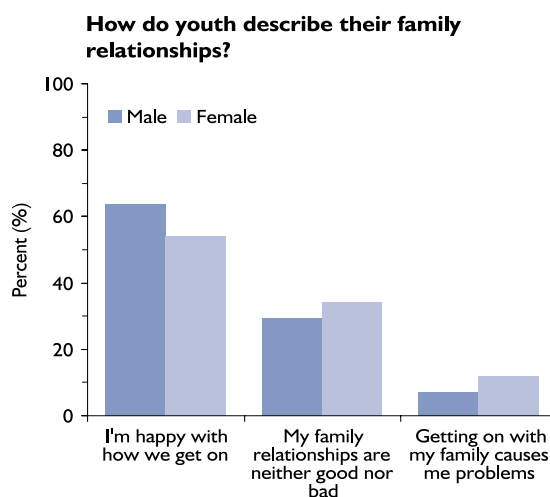
When asked about their relationships with their families, over half of students (males 63.7%, females 54.1%) indicate that they are happy with how they get on with their family members.

Families have varying expectations for their children. These expectations may be influential in determining the level of achievement by young people. Most students (males 83.8%, females



81.9%) say their family expects a lot or something of them, some (males 10.7%, females 13.0%) say their family expects way too much of them, and a few (males 5.5%, females 5.1%) say that their family expects not much or nothing of them.

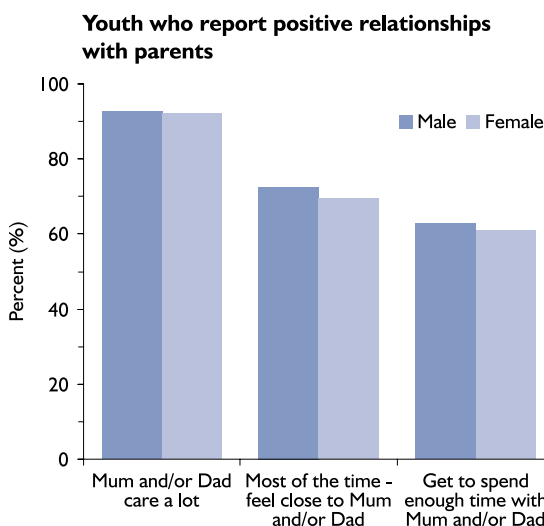
Positive recognition of young people's efforts and achievements is a key element to the development of positive health behaviours. More than three quarters of students (males 77.2%, females 78.8%) always or usually receive praise from their families for doing something well. A few students (males 5.5%, females 6.0%) say they hardly ever or never receive praise from their families as a result of doing well.



*Parents play a very important role in the lives of their children.  
This continues beyond childhood, into and throughout the teenage years.*

## Getting on with Parents

Students who have strong positive relationships with their parents are better able to cope with challenges and changes in their lives. They may also achieve better at school and have healthier and happier relationships with others. More than 90% of all students (males 92.7%, females 92.3%) report that at least one of their parents or someone who acts as their parent cares about them a lot. Likewise, the majority of students (males 72.4%, females 69.6%) feel close to at least one of their parents most of the time and more than half of students (males 62.9%, females 60.8%) feel they get enough time with at least one parent. On the other hand, more than a quarter of students do not feel close to at least one parent most of the time and nearly 40% want more time with at least one parent.









# SCHOOL



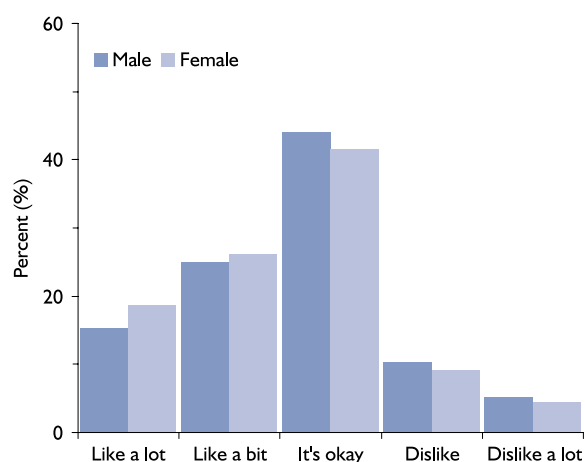
Outside of home, youth spend most of their time at school. What is more, today's students are spending more time at school and achieving higher qualifications than previous generations. Because of this, schools are very important to New Zealand youth. The influences and experiences youth have during their schooling are major determining factors of healthy development. In particular, youth who have positive relationships with adults and peers at school, who feel like they are treated fairly, and who feel like they are a part of their school are likely to have fewer problems and more successes in the classroom and in the wider world.

## Do Youth like being at School?

Most youth like school or think school is OK. Some students (males 15.5%, females 13.6%) dislike school. Overall girls like school more than boys.

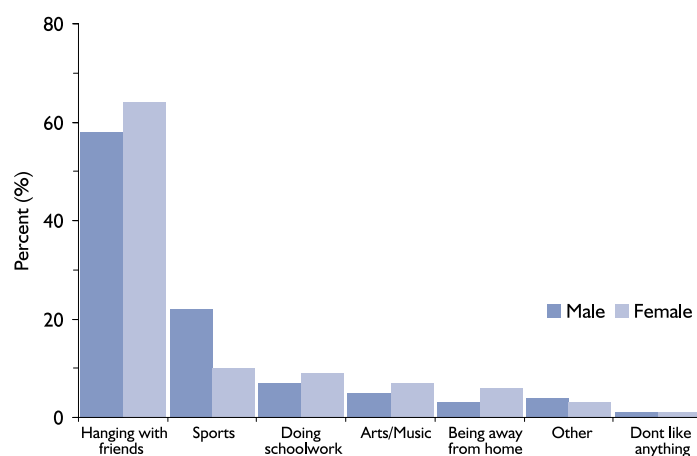
Students place great importance on their peer groups; hanging out with their friends is by far the most popular reason students enjoy being at school. Sport is the second most popular reason and is more often the reason boys enjoy being at school compared to girls (males 21.6%, females 9.8%).

How do students feel about school?



Most students (males 87.9%, females 89.7%) say it is important or very important for them to be at school every day. Three quarters of students (males 76.3%, females 75.4%) report that it is very important to their parents that they attend school every day.

What do students enjoy most about school?

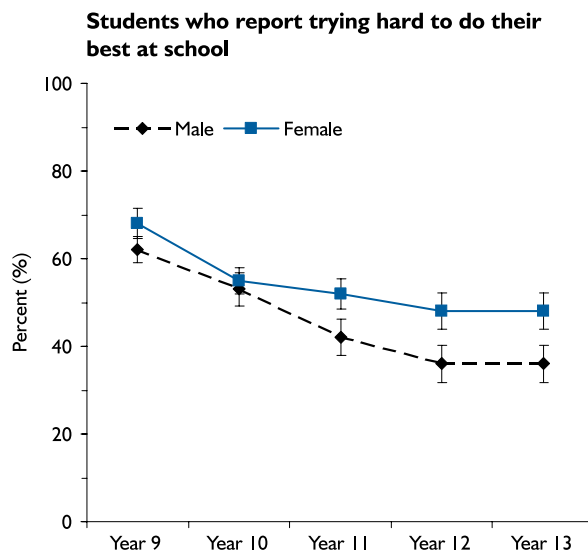


*Attending school and feeling safe at school are important factors in the healthy development of youth.*



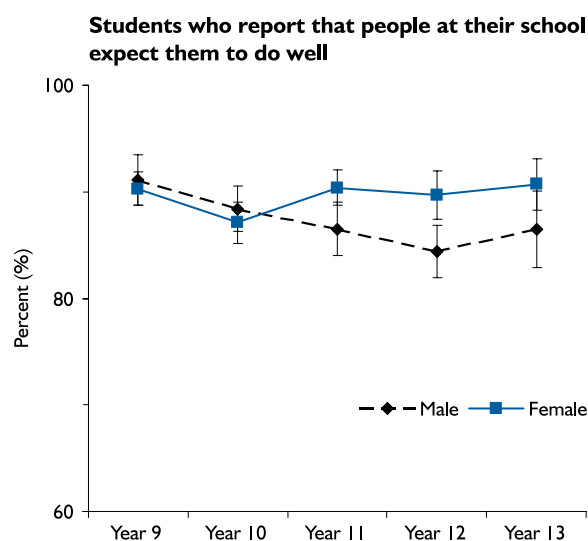
## Achieving at School

Girls usually try harder than boys to do their best at school. Younger students are more likely than older students to usually try hard to do their best at school.



Over 90% of students (males 91.6 %, females 95.2%) say it is important for them to be proud of their schoolwork. Approximately 60% of all students (males 57.6%, females 66.6%) spend one hour or more most nights doing homework.

Most students (males 88.1%, females 89.5%) say that people at their school expect them to do well. Nearly all students (males 97.9%, females 97.7%) report that it is important or very important to their parents that they do well at school.



Only a few students (males 5.3%, females 7.0%) have not talked with someone in their family about how things are going at school.



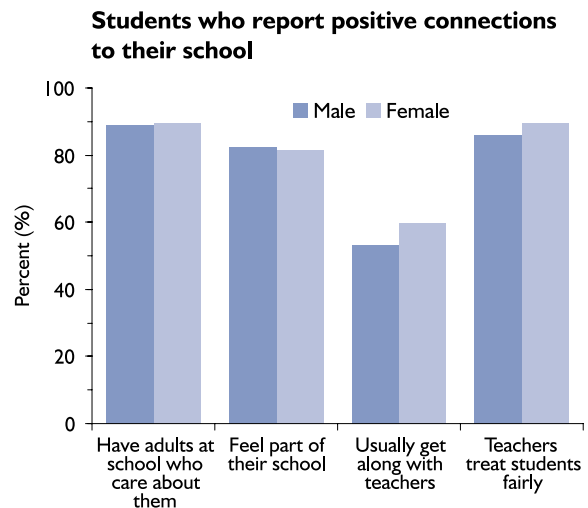


## Getting on with Others at School

Students usually have lots of friends and get on well with most of them. Most students (males 95.5%, females 94.5%) have more than 4 friends at school.

Students who have a positive connection to school say they feel a part of their school and have adults at school who care about them. Students in Year 9 and Year 13 are most likely to report these positive connections. In part, this may be due to the trend that poorly connected young people who are not achieving well at school are likely to leave school earlier.

Most students get along well with their teachers and are treated fairly by them. Students in Year 13 (males 68.9%, females 77.1%) get along best with their teachers, while students in Year 10 (males 45.3%, females 49.1%) report the worst relationships with their teachers.





# HEALTH



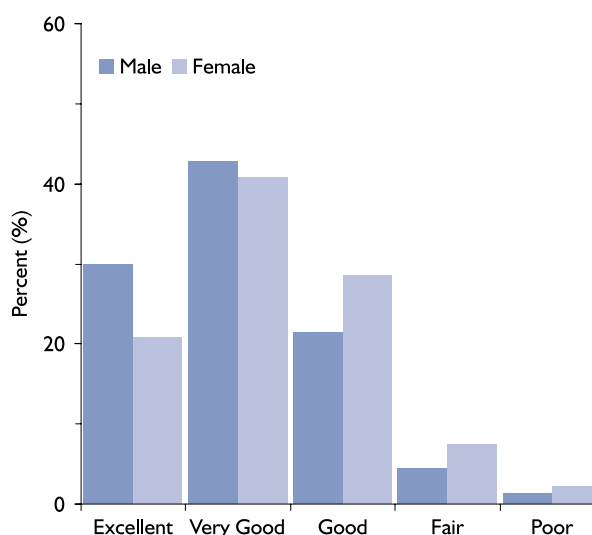
Traditionally, youth have been viewed as healthy and in less need of health services. In New Zealand, youth have lower levels of healthcare service utilisation and chronic illnesses compared to other age groups. Yet, there are many other health-related issues affecting today's young people. These include driving behaviours, drug use, sexual health issues, mental health problems and violence. In addition, social trends toward more time spent in sedentary activities, such as TV watching and computer use, appear to be displacing time youth spend being active. This shift contributes to high rates of heart disease, diabetes and obesity among youth that have not previously existed. This chapter provides an overview of common health behaviours and concerns among New Zealand youth.

## General Health

Most students (males 94.2%, females 90.3%) report their health as good, very good or excellent.

Despite most students rating their health so positively, approximately one third (males 32.1%, females 36.1%) report that they have a long-term health condition (present for more than six months). About 20% of all students (males 19.7%, females 20.7%) report having asthma, the most common long term health condition.

**Overall, how do youth view their health?**



For more than three quarters of students (males 81.9%, females 84.7%), their family General Practitioner is who they usually go to for health care. About half of all students (males 45.9%, females 50.3%) identify barriers to obtaining health care.

The most commonly identified barriers to healthcare

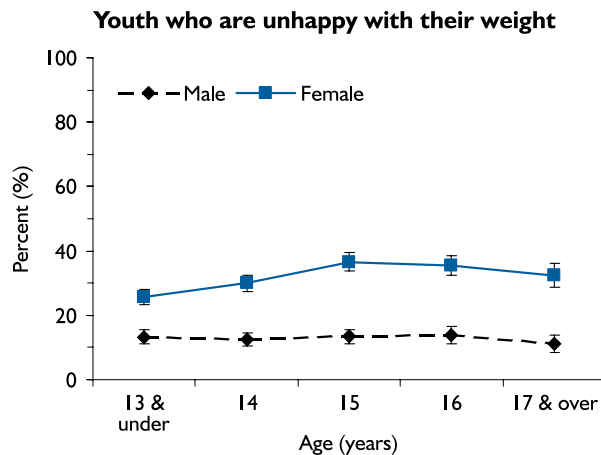
- ◆ Not wanting to make a fuss
- ◆ Can't be bothered
- ◆ Too expensive
- ◆ Don't feel comfortable with the person
- ◆ Too scared
- ◆ Worried that it won't be kept private





## Nutrition, Exercise and Activities

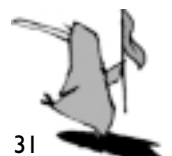
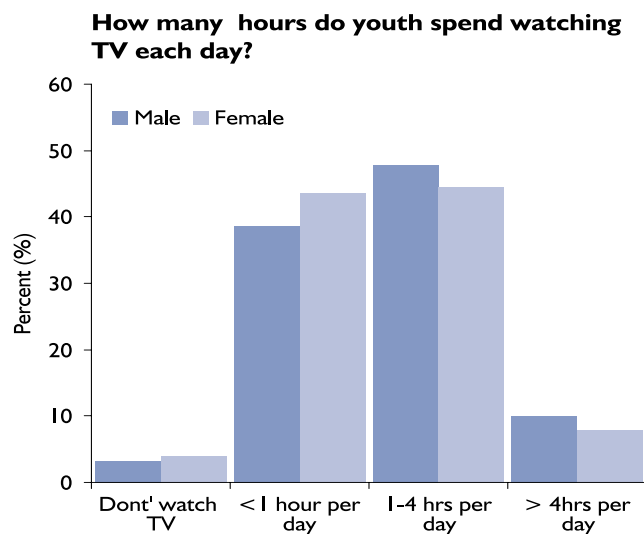
Male and female youth differ in their thoughts and behaviours regarding weight concerns. Female students are more likely than male students (males 13.0%, females 32.0%) to be unhappy or very unhappy about their weight and more than twice as likely than male students (males 28.6%, females 63.2%) to have tried to lose weight in the last year.



Many students participate in regular exercise. Male students are more likely than female students (males 70.4%, females 57.3%) to have done moderate or strenuous exercise at least three times in the last week.

More than one half of all students (males 57.9%, females 52.4%) watch more than 1 hour of TV every day. Some students (males 10.1%, females 7.9%) watch more than 4 hours of TV every day. Male students spend more time using a computer than female students; 22.3% of male students play computer games for more than an hour every day and 20.4% use a computer for non-game activities for more than an hour every day.

Female students are more likely than male students (males 47.7%, females 72.3%) to participate in artistic activities (dance, music, painting, etc). Nearly a half of all male students (44.9%) and a third of all female students (32.9%) never read as a leisure activity.



## Emotional Health

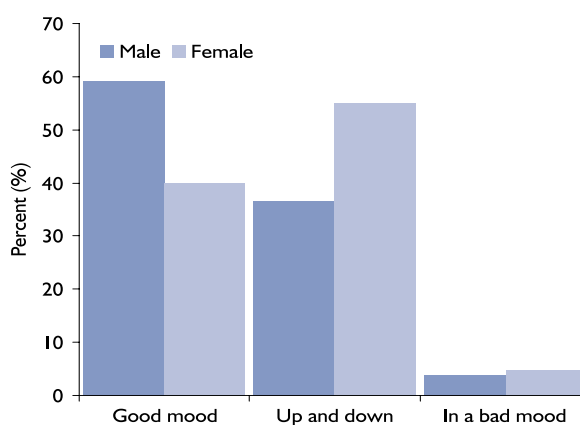
About a third of students (males 37.2%, females 29.2%) are very happy with their life and most students (males 75.2%, females 65.6%) report being under little or no stress. Some students (males 14.9%, females 22.0%) feel worn out a lot of the time. While many students are usually in a good mood, female students are more likely than male students to have times when they feel up and down (males 40.7%, females 60.0%).

Female students are twice as likely as male students (males 9.0%, females 18.3%) to report levels of depressive symptoms that are considered to be serious and in need of professional assistance.

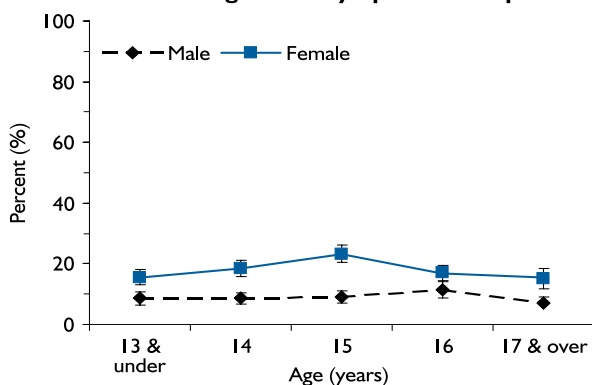
Suicidal thoughts are common among New Zealand students. While most students have not considered or attempted suicide, some students, particularly female students, are at high risk of suicidal behaviours.

The rates of suicidal thoughts and suicide attempts reported by students attending school are highest for those aged 15 years. Among those aged 15 years, 33.9% of female students and 20.2% of male students report having thought about killing themselves in the last 12 months. At age 15 years 13.9% of female students and 6.2% of male students report having attempted to kill themselves in the last 12 months.

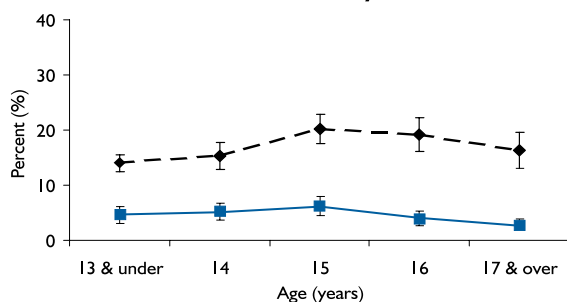
**In general what do young people say about their mood?**



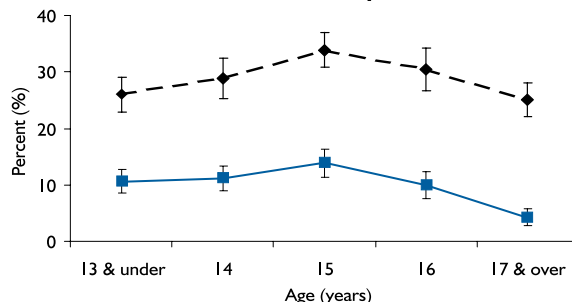
**Youth with significant symptoms of depression**



**Suicide behaviour in the last year - males**



**Suicide behaviour in the last year - females**

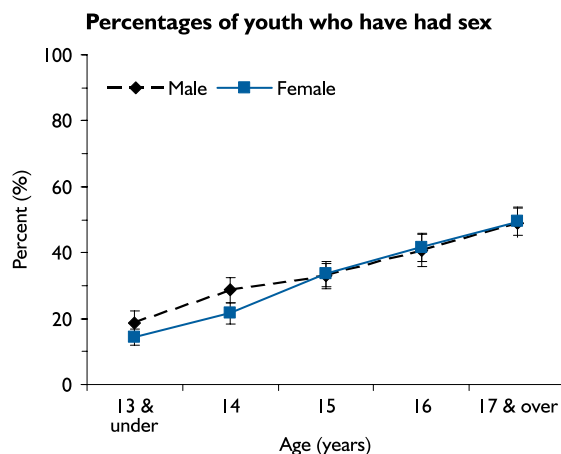


A worrying number of students (males 5.7%, females 5.3%) think it is unlikely or very unlikely that they will live to the age of 25 years.

Symptoms of serious mental health disorders other than depression are less common. Severe behaviour problems consistent with the diagnosis of conduct disorder were reported by 4.2% of male students and 2.9% of female students. Symptoms of anxiety, at a level that would indicate the high likelihood of an anxiety disorder, were reported by 5.4% of male students and 4.2% of female students. Hyperactivity symptoms that indicate the high likelihood of attention deficit hyperactivity disorder were reported by 3.7% of male students and 4.0% of female students.

## Sexual Health

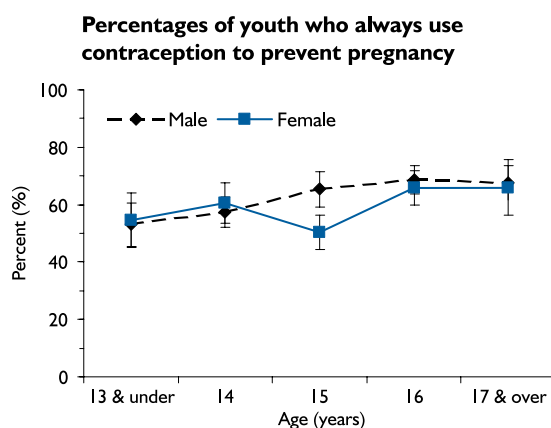
Sex education at school is where students most often get information about sexual health and related issues. Friends and family are also common sources of information.



Most school students in New Zealand have never had sexual intercourse.

Older students are more likely to have had sexual intercourse and report that they are currently sexually active. In the younger age groups, a higher percentage of male students have had sex than female students, but by age 15 years this disparity disappears.

Of those students having sex, over half (males 63.3%, females 59.7%) report always using contraception to prevent pregnancy. In addition, most sexually active students (males 76.5%, females 68.8%) report having used a condom as protection against a sexually transmitted infection the last time they had sex.



Most students (males 92.3%, females 92.0%) report being exclusively attracted to the opposite sex. About 1 in every 12 students report being attracted to the same sex, both sexes, neither sex or not being sure of their sexual attractions.



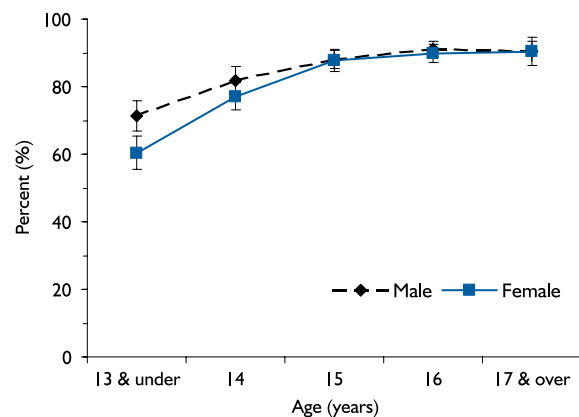
## Substance Use

Alcohol is the substance most commonly used by students. By the age of 15 years, almost 90% of students (males 88.0%, females 87.7%) have consumed alcohol.

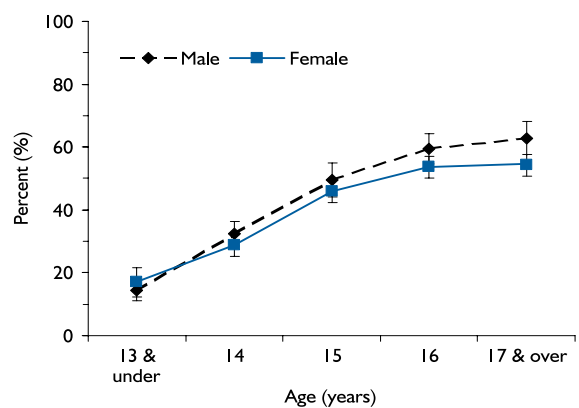
Drinking alcohol at least once a week is more common among older students and male students. More than a third of all students (males 41.4%, females 38.5%) report an episode of binge drinking (drunk 5 or more alcoholic drinks in one session - within 4 hours) in the last 4 weeks.

At the age of 13, more than a third of all students (males 36.2%, females 36.5%) report having smoked a cigarette. Older students are more likely to have tried smoking a cigarette. Students aged 15 and 16 years are the school students most likely to smoke cigarettes regularly (weekly or more). Female students of all ages are more likely to smoke cigarettes than male students.

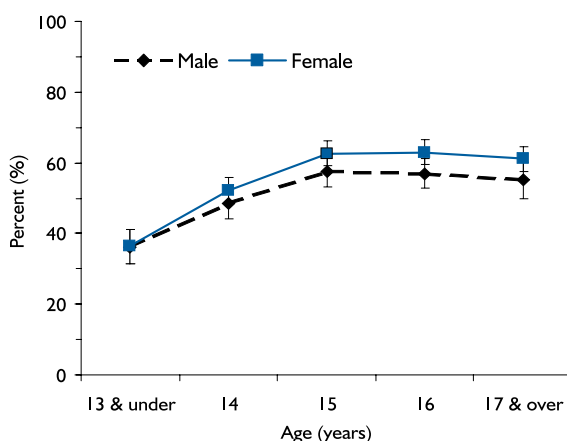
**How many youth have ever consumed alcohol?**



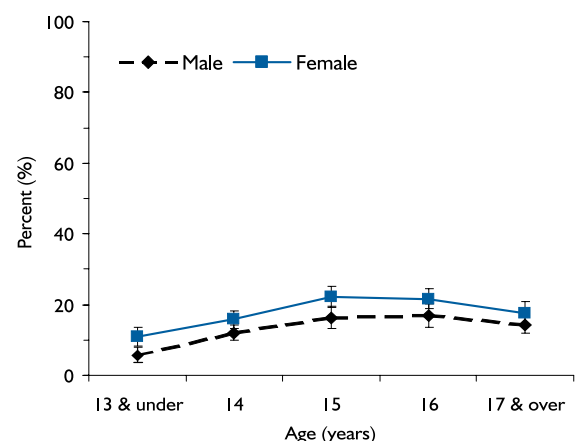
**Youth who report binge drinking in the last 4 weeks**



**How many youth have tried smoking?**

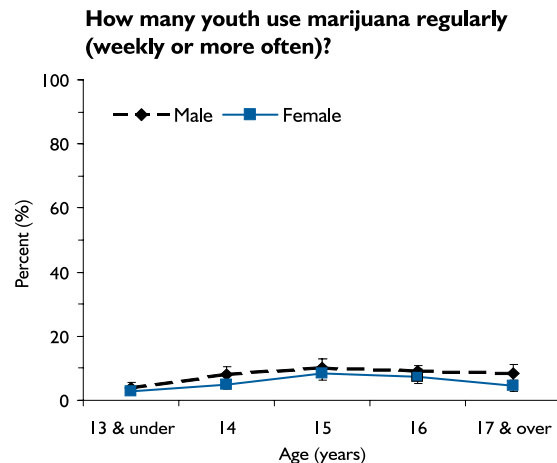
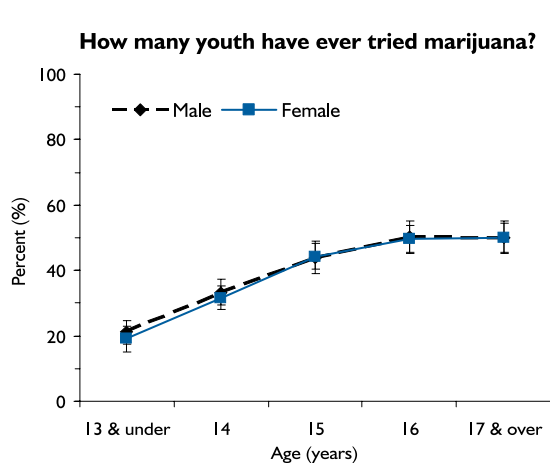


**How many youth are current smokers (weekly or more often)?**



At age 13, about 20% of students (males 21.2%, females 19.1%) have tried marijuana. This increases to about 50% among students aged 16, with similar rates for male and female students. Regular use of marijuana (those who use it weekly or more often) is less prevalent and peaks in the 15 year old age group (males 10.2, females 8.3%).



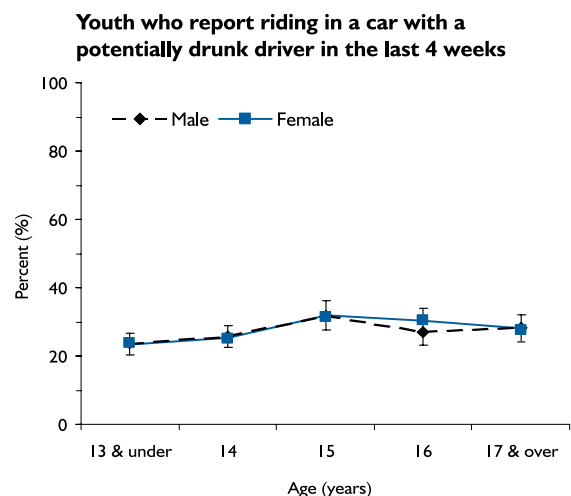
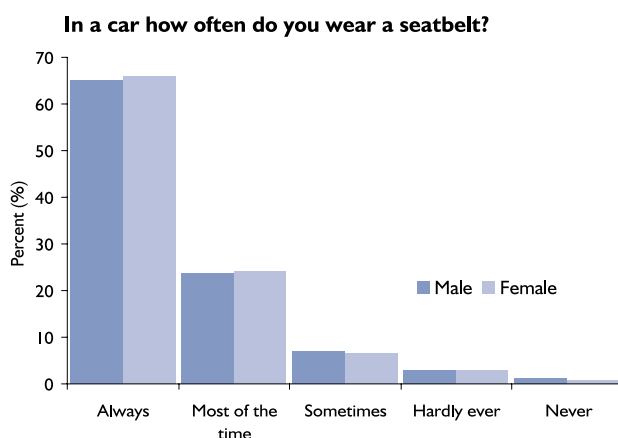


Substances other than alcohol, tobacco, and marijuana are used by a small number of school students (males 11.5%, females 11.0%). The “other drugs” used by school students include: ecstasy (males 3.6%, females 3.1%); glue (males 4.9%, females 3.5%); hallucinogens, narcotics, stimulants or cocaine (males 7.5%, females 7.2%).

*There are a number of youth health concerns that have major implications for young people’s health and wellbeing*

## Injury and Violence

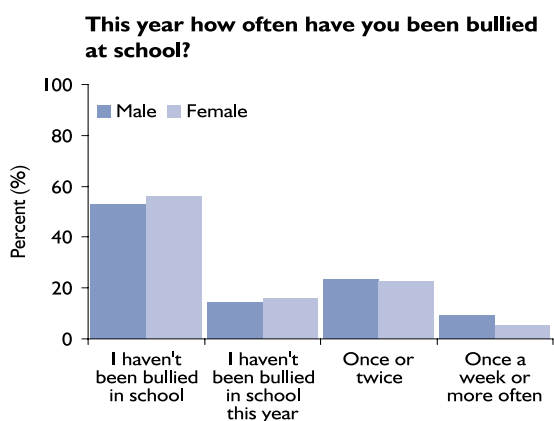
Almost two thirds of students (males 65.2%, females 65.9%) always wear a seatbelt when riding in or driving a car. Although most students have never been in a car driven by someone who is potentially drunk (consumed two glasses of alcohol in the two hours before driving), more than a quarter of students (males 27.2%, females 27.6%) have been in this situation in the last 4 weeks.



A concerning number of students experience physical abuse, sexual abuse or violence.

Many students (males 52.3%, females 40.9%) report being hit or physically harmed by another person at least once in the last 12 months.

Female students are more likely than male students (males 11.3%, females 22.2%) to report an experience of unwanted sexual behaviour from another person.



Most students (males 77.3%, females 78.8%) feel safe at school at least most of the time. Year 13 students (92.7%) are more likely than Year 9 students (73.1%) to feel safe at school all or most of the time. A small number of students (males 4.7%, females 5.0%) missed attending school at least once in the last month because they felt unsafe while either on the way to school, at school, or coming home from school.

Bullying at schools is a significant problem for some students. This is particularly true for younger students (Year 9 students 38.8%, Year 13 students 13.3%). A disturbing number of students (males 9.2%, females 5.2%) report being bullied at least once a week. For those students being bullied many (males 31.4%, females 31.5%) say being bullied was a pretty bad, really bad or terrible experience.

## Multiple Health Risk Behaviours

Many students (39.5%) reported engaging in none or only one of the following six health risk behaviours: ever having drunk alcohol, ever smoked a cigarette, ever used marijuana, ever had sex, been in a fight in the last year or thought of killing themselves in the last year. A small number (11.8%) of students reported they had engaged in either five or all six of these health risk behaviours. There was no difference in the average number of these six health risk behaviours engaged in by male students compared to female students.

*Few health services provide the comprehensive care required by youth who have multiple health concerns*







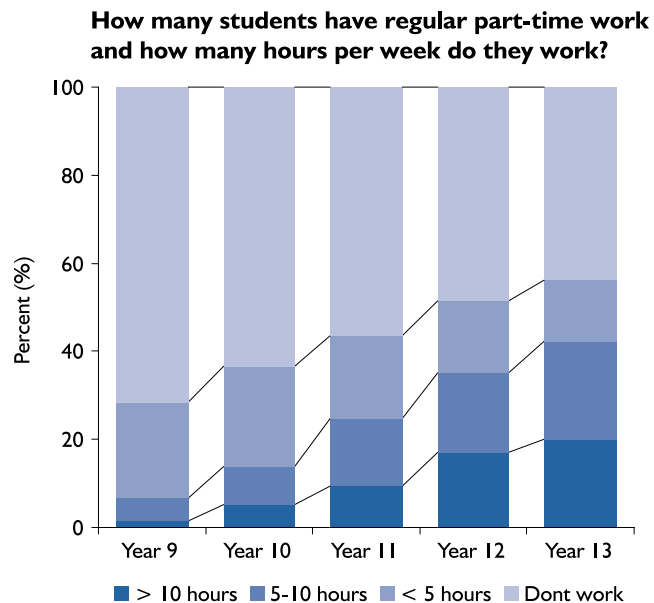
# COMMUNITY



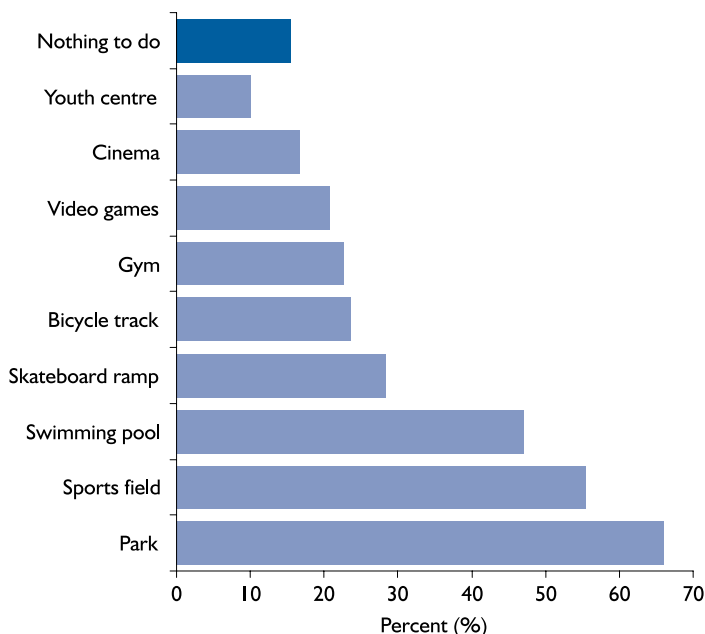
Youth are influenced by the community that they live in. The availability of safe activities and opportunities to learn new and different skills support a young person in their healthy development toward adulthood. For young people at risk of negative health and social outcomes having an adult mentor who is not part of their family is potentially an important protective factor to support development into a healthy and productive adult. Recent research also indicates that spirituality may play an important protective role in some young peoples lives.

## Jobs and Activities

The number of youth who have a regular part-time job whilst being a school student increases with age. More than half of students aged 16 (males 50.9%, females 52.7%) have regular part-time jobs and about three quarters of students aged 17 or older who have part time jobs, work in these for more than 5 hours a week (males 76.1%, females 75.4%).



### What recreational activities do young people have access to in their neighbourhoods?



Most students report the presence of many recreational activities in their neighbourhood.

Unfortunately about 15% of students (males 14.2%, females 16.7%) report that there is nothing to do in their neighbourhood.



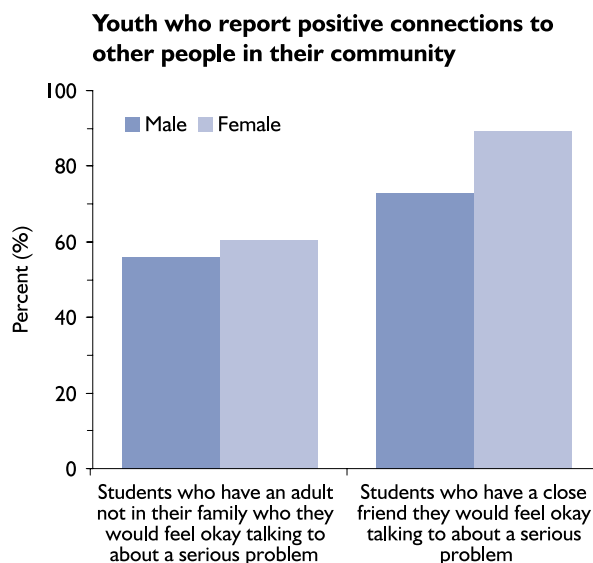
## Community Safety

While most students (males 86.7%, females 82.9%) feel safe in their neighbourhoods all or most of the time, some students (males 13.3%, females 17.1%) feel safe in their neighbourhoods sometimes, mostly not or not at all.

*Neighbourhood environments contribute to the health and wellbeing of youth*

## Friends and Mentors

Approximately two thirds of students (males 69.7%, females 66.6%) know some people or a lot of people in their neighbourhood. More female students than male students (males 72.8%, females 89.4%) can identify a close friend they can talk to if they have a problem. Similarly more female students than male students (males 55.8%, females 60.6%) can identify an adult who is not in their family who they would feel okay talking to if they were having a serious problem.



## Spirituality

Spiritual beliefs are very important to some students (males 27.9%, females 38.6%). About one third of students (males 30.2%, females 33.9%) sometimes or often attend a church, mosque, shrine or other place of worship.





# THE WAYS FORWARD

---

**Youth2000** findings provide up to date information to policymakers, educators, health providers and communities working to advance the healthy development of New Zealand youth. **Youth2000** goes beyond listing problems to highlight the positive aspects of young people's lives, such as family and school connections. These connections are instrumental in promoting the health and wellbeing of today's youth.

Principal findings and recommendations:

**1. Parents play a very important role in the lives of young people. This continues beyond childhood, into and throughout the teenage years.**

**Study evidence:** 90% of students report they have at least one parent (or someone who acts as a parent) that cares about them a lot. 40% of students want more time with at least one parent (or someone who acts as a parent).

## **Recommendation:**

Parents should be supported in providing the time required to raise healthy youth.



**2. There are a number of areas of concern that have major implications for young people's health. Families play critical roles in monitoring and supervising young people's behaviour and wellbeing.**

**Study evidence:** The rates of alcohol use and binge drinking of alcohol increase dramatically throughout the teenage years. Depression rates and suicidal behaviours are particularly high among female students. Concerning numbers of students are riding in cars with potentially intoxicated drivers.

## **Recommendation:**

Families need to be made aware of harmful risk behaviours so that they may be actively involved in keeping young people safe. Families need to have easy access to appropriate youth health and welfare services.



**3. Attending school and feeling safe at school are important factors in the healthy development of youth. Schools have the potential to play a major role in identifying and helping the significant numbers of youth with mental health, drug and alcohol misuse and violence/bullying concerns.**

**Study evidence:** 90% of students report there is an adult at school who cares about them. Unfortunately, some students report being badly affected by bullying and some have school absences due to feeling unsafe.

**Recommendation:** Schools and educators should develop and implement comprehensive policies to: reduce bullying and violence, retain and support all youth in school until the age of 16 years and support comprehensive health and welfare services within schools to promote student wellbeing.

**4. Neighbourhood environments contribute to the health and wellbeing of youth.**

**Study evidence:** Most students have friends and other (non-family) adults in their neighbourhood they can talk to if they have a serious problem. However, about 15% of students report there are no recreational activities in their neighbourhood and 15% do not feel safe in their community.

**Recommendation:** Local councils should include youth participation in planning community amenities, transport and safety issues.

**5. Existing health care services do not meet the needs of today's youth. Few health services provide the comprehensive care required by youth who have multiple health concerns.**

**Study evidence:** 12% of students engage in multiple health risk behaviours. About 50% of students say they have not accessed a service (despite knowing they have to) due to a wide range of perceived barriers.

**Recommendation:** Providers with youth clientele need to re-orient to meet the needs of youth. Providers need to acquire the specific knowledge and skills necessary to deliver youth appropriate services. District Health Boards should prioritise and implement the NZ Youth Health A Guide to Action.



**To all the youth who participated in the survey**

**To the many school staff, Principals and Boards of Trustees that helped us make this happen**

**To Di Smith(project manager), Lyndon Walker(data analyst), the research assistants and the advisory groups our thanks for your dedicated and professional work on this project**

**Our gratitude to Portables Plus and the Starship Foundation for support with the laptop computers**

**This research was supported by grant 00/208 from the Health Research Council of New Zealand and a grant-in-aid from ALAC**





# APPENDIX



# DEMOGRAPHICS

## Decile Groupings - Schools and Students

Decile	All Schools		Surveyed Schools		Surveyed Students	
	N	%	N	%	N	%
1	26	6.7	6	5.3	406	4.2
2	40	10.3	9	7.9	535	5.6
3	38	9.8	11	9.7	791	8.3
4	39	10.0	10	8.8	830	8.7
5	51	13.1	17	14.9	1529	16.0
6	44	11.3	11	9.7	1089	11.4
7	35	9.0	11	9.7	945	9.9
8	41	10.5	13	11.4	1333	13.9
9	29	7.5	13	11.4	804	8.4
10	46	11.8	13	11.4	1308	13.7

## Form/Year Distribution of Students

Year (form)	National Population		Surveyed Schools		Survey Sample	
	N	%	N	%	N	%
9 (3)	56866	24.8	15824	24.8	2458	26.1
10 (4)	53807	23.4	14889	23.3	2233	23.8
11 (5)	50453	22.0	14082	22.1	2157	22.9
12 (6)	40343	17.6	11042	17.3	1580	16.8
13 (7)	28149	12.2	8000	12.5	978	10.4

## Students Age and Gender

Age	N	%	N	%	N	%
13	48377	20.2	13533	20.7	1972	20.8
14	54312	22.7	15146	23.1	2285	24.1
15	51430	21.5	14570	22.2	2179	23.0
16	43000	18.0	11765	18.0	1725	18.2
> 17	42378	17.6	10487	16.0	1308	13.9
Gender						
Male	129989	50.3	30312	46.0	4416	46.2
Female	128507	49.7	35538	54.0	5153	53.8

**Bold numbers** refer to percentages of students, with 95% confidence intervals - below

# CULTURE & ETHNICITY

## Ethnicity Distribution of Students

	National Population		Surveyed Schools		Sampled Students	
	N	%	N	%	N	%
Maori	43767	<b>17.5</b>	11216	<b>17.0</b>	2325	<b>24.7</b>
Pacific	18096	<b>7.2</b>	5588	<b>8.5</b>	769	<b>8.2</b>
Asian	16923	<b>6.8</b>	4463	<b>6.8</b>	679	<b>7.2</b>
NZ European	167370	<b>67.1</b>	43647	<b>66.3</b>	5200	<b>55.3</b>
Other	3455	<b>1.4</b>	936	<b>1.4</b>	437	<b>4.6</b>

Note: Each of these three datasets uses different methods for defining ethnicity.

## Ethnicity Groups Selected

	N	%
Maori	2325	<b>24.7</b>
Maori ethnicity only	792	<b>8.4</b>
NZ European	6828	<b>72.6</b>
NZ European ethnicity only	4694	<b>49.9</b>
Pacific	1100	<b>11.7</b>
Pacific ethnicities only	454	<b>4.8</b>
Asian	907	<b>9.6</b>
Asian ethnicities only	521	<b>5.5</b>
Other ethnicities only	417	<b>4.4</b>

Notes:

- The ethnicity **only** groups refer to students who only selected that ethnicity.
- The percentages are the percentage of students from the total sample who selected that particular ethnic group.
- Students were able to select as many groups as applied, so percentages do not sum to 100.

## Country of Parent's Birth

N=9540

Father born in NZ	<b>70.8</b> 64.8,76.7
Mother born in NZ	<b>73.2</b> 67.4,79.0

## Tongan Youth

Very or somewhat important to be recognised as Tongan N = 151	<b>87.0</b> 81.2,92.8
Very or somewhat satisfied with knowledge of things Tongan N = 147	<b>68.7</b> 57.6,79.9
At least average understanding of Tongan N = 159	<b>67.4</b> 57.5,77.4
Speak at least an average amount of Tongan N = 158	<b>67.8</b> 57.5,77.4

## Samoa Youth

Very or somewhat important to be recognised as Samoan N = 351	<b>90.1</b> 86.9,93.4
Very or somewhat satisfied with knowledge of things Samoan N = 348	<b>69.8</b> 63.9,75.6
At least average understanding of Samoan N = 354	<b>75.5</b> 69.2,81.8
Speak at least an average amount of Samoan N = 352	<b>64.0</b> 57.6,70.4

## Country of Student's Birth

N=8920

NZ	<b>88.8</b> 84.8,92.8
Australia	<b>2.5</b> 2.1,2.9
Pacific Nation	<b>3.7</b> 2.3,5.1
Asian Nation	<b>5.0</b> 1.9,8.2

## Tongan Youth -Proud to be Tongan

N=143

Very proud	<b>75.5</b> 68.4,82.8
Somewhat proud	<b>11.9</b> 7.1,16.6
Not at all/not sure/not Tongan	<b>12.5</b> 7.5,17.5

## Samoa Youth -Proud to be Samoan

N=353

Very proud	<b>86.1</b> 82.0,90.3
Somewhat proud	<b>7.2</b> 3.5,10.9
Not at all/not sure/not Samoan	<b>6.7</b> 3.7,9.7



### Maori Youth - Source of Education in Maori Culture

N=2312

Parents	49.0
	45.5,52.5
Relatives	50.8
	47.7,54.0
Marae	45.5
	42.0,49.1
Kohanga Reo	22.2
	19.1,25.3
Preschool	15.8
	14.1,17.5
Primary School	77.1
	75.1,79.2
Secondary School	61.2
	58.6,63.8
Polytech/University	0.7
	0.3,1.1
Work	1.7
	1.2,2.3
Community Group/ Sports	15.8
	14.2,17.5
Other	8.0
	6.9,9.1
No Education in Maori Culture	2.2
	1.3,3.0

Students were able to select as many groups as applied, so percentages do not sum to 100.

### Maori Youth - Proud to be Maori

N=2310

Very proud	54.0
	49.9,58.1
Somewhat proud	16.2
	14.6,17.8
Not at all/not sure/not Maori	29.8
	26.4,33.2

### Maori Youth - Place Met Extended Whanau in Last Year

N=2264

Annual hui	17.3
	14.9,19.9
Kohanga/Kura	12.1
	10.0,14.3
Weddings	29.8
	27.3,32.3
Tangi/Unveiling	45.0
	39.7,50.2
Sports	29.8
	27.3,32.2
Kapahaka	20.8
	18.1,23.5
Wananga	10.5
	8.6,12.3
Other	32.0
	29.7,34.3
Have not met extended whanau in last year	19.7
	16.9,22.5

Students were able to select as many groups as applied, so percentages do not sum to 100.

### Cook Island Youth

Very or somewhat important to be recognised as Cook Island	85.5
	77.7,93.2
Very or somewhat satisfied with knowledge of things Cook Island	77.2
	69.6,84.7
At least average understanding of Cook Island	49.1
	38.6,59.6
N = 99	
Speak at least an average amount of Cook Island	38.0
	28.7,47.3
N = 100	

### Maori Youth

Very or somewhat important to be recognised as Maori	71.2
	67.7,74.7
N = 2274	
Very or somewhat satisfied with knowledge of things Maori	70.7
	68.5,72.9
N = 2284	
At least average understanding of Te Reo Maori	38.3
	35.7,41.0
N = 2335	
Speak at least an average amount of Te Reo Maori	30.2
	27.3,33.0
N = 2332	

### Cook Island Youth - Proud to be Cook Island

N=103

Very proud	82.4
	75.3,89.5
Somewhat proud	7.6
	2.1,13.1
Not at all/not sure/not Cook Island	10.0
	5.2,14.7

## HOME & FAMILY

### Who students live with

N=9421

	All
	75.4
	73.8,77.0
2 parent	20.0
	18.7,21.3
1 parent	3.1
	2.6,3.7
0 parents/other family	1.5
	1.2,1.7
0 parents/no family	

### Main Language Spoken at Home

N=9425

	All
	88.3
	83.9,92.7
English	0.5
	0.3,0.7
Maori	3.9
	2.2,5.6
Pacific Language	3.4
	1.1,5.6
Asian Language	3.9
	2.4,5.3
Other	

### Family Relationships

N=9314

	Male	Female
I'm happy with how we get on	63.7	54.1
	62.1,65.3	52.6,55.6
My family relationships are neither good nor bad	29.5	34.1
	28.0,30.9	32.8,35.4
Getting on with my family causes me problems	6.8	11.8
	6.0,7.6	10.8,12.9

### How much do families expect of students?

N=9342

	Males	Females
Way to much	10.7	13.0
	9.7,11.7	11.4,14.6
A lot or some	83.8	81.9
	82.7,85.0	80.0,83.8
Not much or nothing	5.5	5.1
	4.8,6.2	4.3,5.9

### Parents employment

N=8958

	All
	66.0
	64.2,67.9
Both parents work	29.5
	28.0,30.9
One parent works	1.5
	1.2,1.8
At least 1 parent works sometimes	3.0
	2.4,3.6
Neither parent works	

Note: parent means parent or someone who acts as a parent

### Do students have enough space for doing homework

N=9403

	Males	Females
Yes	88.2	84.7
	87.0,89.4	83.5,85.9
No	11.8	15.3
	10.6,13.0	14.1,16.5

### If No, is this a problem?

N=1280

	Males	Females
Yes	57.7	69.9
	53.2,62.3	66.5,73.4

### When I do well, I always or usually get praise from my family

N=9414

	Male	Female
Always or usually	77.2	78.8
	75.8,78.7	77.1,80.4
Sometimes	17.3	15.2
	16.2,18.4	14.1,16.4
Hardly ever or never	5.5	6.0
	4.7,6.3	5.2,6.9



**Mum and/or Dad care about me a lot**

N=9366	Males	Females
≤13	<b>91.6</b> 89.7,93.6	<b>92.4</b> 90.9,94.0
14	<b>93.1</b> 91.6,94.7	<b>91.9</b> 90.3,93.4
15	<b>92.3</b> 90.9,93.8	<b>91.9</b> 90.3,93.6
16	<b>93.3</b> 91.3,95.4	<b>91.2</b> 89.4,92.9
≥17	<b>94.0</b> 92.0,96.0	<b>95.0</b> 93.1,96.9
All	<b>92.7</b> 91.6,93.7	<b>92.3</b> 91.4,93.2

**Most of the time I feel close to Mum and/or Dad**

N=9328	Males	Females
≤13	<b>77.2</b> 74.5,80.0	<b>76.3</b> 68.0,78.3
14	<b>72.1</b> 69.6,74.6	<b>71.0</b> 68.0,73.9
15	<b>71.0</b> 67.6,74.5	<b>63.6</b> 60.5,66.6
16	<b>70.3</b> 67.1,73.6	<b>68.6</b> 65.4,71.2
≥17	<b>69.5</b> 64.9,74.1	<b>68.1</b> 64.6,71.6
All	<b>72.4</b> 70.8,73.9	<b>69.6</b> 68.1,71.0

**Most weeks I get enough time to spend with Mum and/or Dad**

N=9390	Males	Females
≤13	<b>66.1</b> 62.6,69.5	<b>64.8</b> 61.6,68.0
14	<b>63.8</b> 60.6,66.9	<b>61.9</b> 59.1,64.8
15	<b>63.2</b> 59.7,66.8	<b>58.1</b> 55.1,61.1
16	<b>58.9</b> 54.4,63.5	<b>60.1</b> 56.9,63.4
≥17	<b>61.1</b> 56.9,65.3	<b>58.0</b> 53.2,62.6
All	<b>62.9</b> 60.9,64.8	<b>60.8</b> 59.2,62.4

## SCHOOL

**How do you feel about school?**

N=9393	Male	Female	Year 9	Year 10	Year 11	Year 12	Year 13
Like a lot	<b>15.4</b> 13.0,17.8	<b>18.8</b> 16.7,21.0	<b>22.2</b> 19.5,24.9	<b>15.3</b> 13.3,17.4	<b>14.4</b> 11.7,17.1	<b>14.5</b> 11.2,17.8	<b>20.1</b> 17.3,23.0
Like a bit	<b>25.0</b> 23.3,26.6	<b>26.1</b> 24.4,27.8	<b>24.2</b> 22.3,26.2	<b>24.3</b> 22.2,26.4	<b>26.9</b> 24.8,28.9	<b>25.3</b> 23.1,27.5	<b>29.7</b> 26.3,33.0
It's okay	<b>44.1</b> 42.1,46.1	<b>41.5</b> 39.5,43.4	<b>42.7</b> 40.8,44.5	<b>47.4</b> 44.7,50.0	<b>41.6</b> 38.9,44.2	<b>40.9</b> 38.2,43.6	<b>37.1</b> 33.6,40.5
Dislike	<b>10.3</b> 9.2,11.5	<b>9.1</b> 8.1,10.1	<b>6.9</b> 5.8,8.0	<b>8.2</b> 6.9,9.5	<b>11.0</b> 9.2,12.9	<b>14.0</b> 11.5,16.1	<b>10.2</b> 8.2,12.2
Dislike a lot	<b>5.2</b> 4.5,5.9	<b>4.5</b> 3.8,5.2	<b>4.0</b> 3.1,4.9	<b>4.8</b> 3.8,5.8	<b>6.1</b> 5.0,7.2	<b>6.4</b> 5.2,6.5	<b>2.9</b> 1.8,4.1

**What do you enjoy most about school?**

N=9356	Male	Female	Year 9	Year 10	Year 11	Year 12	Year 13
Hanging with friends	<b>57.8</b> 55.7,59.8	<b>64.1</b> 62.0,66.1	<b>61.0</b> 58.3,63.7	<b>60.4</b> 57.3,63.5	<b>62.7</b> 60.2,65.3	<b>61.7</b> 58.9,64.4	<b>59.0</b> 55.2,62.9
Doing schoolwork	<b>7.0</b> 5.9,8.1	<b>8.8</b> 7.3,10.4	<b>8.0</b> 6.6,9.5	<b>8.3</b> 6.7,9.5	<b>7.6</b> 5.9,9.3	<b>7.7</b> 6.0,9.5	<b>8.4</b> 6.7,10.2
Sports	<b>21.6</b> 19.8,23.5	<b>9.8</b> 8.7,11.0	<b>16.7</b> 14.7,18.7	<b>16.7</b> 14.8,18.6	<b>13.8</b> 12.0,15.6	<b>14.0</b> 11.5,16.4	<b>13.9</b> 10.9,16.9
Arts/music	<b>5.1</b> 4.3,5.8	<b>7.3</b> 6.5,8.2	<b>6.4</b> 5.2,7.6	<b>5.6</b> 4.5,6.7	<b>5.7</b> 4.5,6.9	<b>6.3</b> 5.2,7.6	<b>8.8</b> 6.7,11.0
Being away from home	<b>2.9</b> 2.4,3.4	<b>5.9</b> 5.0,6.7	<b>3.5</b> 2.6,4.3	<b>4.9</b> 4.0,5.8	<b>5.0</b> 4.0,6.0	<b>5.1</b> 3.9,6.3	<b>4.1</b> 2.8,5.5
Other	<b>3.5</b> 3.0,4.0	<b>2.8</b> 2.3,3.4	<b>3.2</b> 2.5,4.1	<b>2.6</b> 2.0,3.2	<b>3.3</b> 2.5,4.1	<b>2.8</b> 2.1,3.5	<b>4.3</b> 3.0,5.5
Don't like anything	<b>2.1</b> 1.6,2.5	<b>1.2</b> 0.9,1.6	<b>1.2</b> 0.8,1.6	<b>1.5</b> 0.9,2.0	<b>1.8</b> 1.2,2.5	<b>2.3</b> 1.5,3.2	<b>1.4</b> 0.6,2.1

**How important is it to you to be at school every day?**

N=9375	Male	Female	Year 9	Year 10	Year 11	Year 12	Year 13
Very important	<b>42.5</b> 39.8,45.2	<b>44.0</b> 40.7,47.3	<b>43.9</b> 40.5,47.3	<b>38.7</b> 34.4,43.1	<b>44.3</b> 40.7,47.8	<b>43.0</b> 39.7,46.4	<b>50.8</b> 47.4,54.3
Somewhat important	<b>45.4</b> 43.4,47.5	<b>45.7</b> 43.1,48.2	<b>45.6</b> 43.0,48.2	<b>47.9</b> 44.7,51.1	<b>44.7</b> 42.0,47.4	<b>46.0</b> 42.7,49.2	<b>41.1</b> 38.0,44.3
Not important	<b>12.1</b> 10.6,13.5	<b>10.3</b> 9.0,11.6	<b>10.5</b> 8.9,12.0	<b>13.4</b> 11.2,15.5	<b>11.0</b> 9.3,12.8	<b>11.0</b> 9.0,13.0	<b>8.1</b> 6.2,9.9





**Students who report it is very important to parents or caregivers that they go to school every day**

	Males	Females
N=9370	<b>76.4</b>	<b>74.6</b>
Year 9	73.8,79.0	71.7,77.5
	<b>78.1</b>	<b>74.0</b>
Year 10	75.2,81.0	70.7,77.3
	<b>78.2</b>	<b>79.0</b>
Year 11	75.4,81.0	76.6,81.4
	<b>72.2</b>	<b>75.6</b>
Year 12	68.6,75.7	72.7,78.5
	<b>74.6</b>	<b>72.3</b>
Year 13	69.1,80.2	68.8,75.6
	<b>76.3</b>	<b>75.4</b>
All	74.5,78.1	73.6,77.2

**Students who usually try as hard as they can to do their best at school**

	Males	Females
N=9381	<b>61.6</b>	<b>67.7</b>
Year 9	58.6,64.7	64.3,71.1
	<b>52.7</b>	<b>54.9</b>
Year 10	49.0,56.5	51.9,57.9
	<b>41.6</b>	<b>52.1</b>
Year 11	37.5,45.7	48.7,55.5
	<b>36.2</b>	<b>47.7</b>
Year 12	32.0,40.3	43.5,51.9
	<b>21.5</b>	<b>47.9</b>
Year 13	31.9,40.4	43.8,52.1
	<b>48.3</b>	<b>55.4</b>
All	45.9,50.7	53.5,57.3

**Students for whom it is very important or somewhat important to be proud of their schoolwork**

	Males	Females
N=9375	<b>93.4</b>	<b>96.2</b>
Year 9	91.9,95.0	95.1,97.3
	<b>92.1</b>	<b>94.4</b>
Year 10	89.9,94.2	92.9,95.9
	<b>91.7</b>	<b>93.4</b>
Year 11	89.9,93.5	91.9,95.0
	<b>89.9</b>	<b>96.4</b>
Year 12	87.7,92.0	95.2,97.6
	<b>87.7</b>	<b>97.1</b>
Year 13	84.5,91.0	95.7,98.6
	<b>91.6</b>	<b>95.2</b>
All	90.5,92.7	94.6,95.9

**Students who usually do an hour or more of homework after school**

	Males	Females
N=9370	<b>62.5</b>	<b>69.2</b>
Year 9	58.0,66.9	65.6,72.9
	<b>56.1</b>	<b>62.5</b>
Year 10	51.0,61.2	57.4,67.5
	<b>56.8</b>	<b>67.2</b>
Year 11	52.3,61.3	63.3,71.0
	<b>53.4</b>	<b>65.5</b>
Year 12	47.8,58.9	61.8,69.3
	<b>56.8</b>	<b>70.0</b>
Year 13	51.5,62.1	65.7,74.3
	<b>57.6</b>	<b>66.6</b>
All	53.6,61.3	63.5,69.7

**Students who report that people at their school expect them to do well**

	Males	Females
N=9263	<b>91.1</b>	<b>90.3</b>
Year 9	88.7,93.5	88.7,91.9
	<b>88.4</b>	<b>87.1</b>
Year 10	86.3,90.5	85.2,89.0
	<b>86.5</b>	<b>90.4</b>
Year 11	84.0,89.1	88.7,92.1
	<b>84.4</b>	<b>89.7</b>
Year 12	81.9,87.0	87.4,91.9
	<b>86.5</b>	<b>90.7</b>
Year 13	82.9,90.2	88.3,93.2
	<b>88.1</b>	<b>89.5</b>
All	86.8,89.3	88.6,90.5

**Students who report it is very important or important to their parents that they do well at school**

	Males	Females
N=9374	<b>98.1</b>	<b>98.4</b>
Year 9	97.3,98.8	97.7,99.1
	<b>98.4</b>	<b>97.4</b>
Year 10	97.5,99.3	96.4,98.3
	<b>98.2</b>	<b>98.1</b>
Year 11	97.2,99.2	97.4,98.9
	<b>97.2</b>	<b>96.8</b>
Year 12	96.0,98.4	95.6,98.0
	<b>96.5</b>	<b>97.7</b>
Year 13	94.9,98.1	96.5,99.0
	<b>97.9</b>	<b>97.7</b>
All	97.4,98.4	97.3,98.2

**Students who have talked with someone in their family about how things are going at school (a lot or some)**

	Males	Females
N=9362	<b>95.2</b>	<b>93.7</b>
Year 9	94.0,96.4	92.4,95.0
	<b>93.8</b>	<b>91.1</b>
Year 10	92.3,95.3	89.1,93.1
	<b>95.2</b>	<b>92.7</b>
Year 11	93.6,96.7	91.2,94.2
	<b>95.0</b>	<b>93.3</b>
Year 12	93.1,96.8	91.8,94.8
	<b>94.0</b>	<b>96.3</b>
Year 13	91.3,96.7	94.8,97.8
	<b>94.7</b>	<b>93.0</b>
All	93.8,95.6	92.2,93.4

**Students who have 4 or more friends at school**

	Males	Females
N=9357	<b>95.1</b>	<b>93.7</b>
Year 9	94.3,95.8	94.7,96.1
	<b>93.9</b>	<b>94.9</b>
Year 10	92.4,95.3	93.7,96.1
	<b>94.8</b>	<b>95.0</b>
Year 11	93.5,96.1	93.4,96.6
	<b>96.5</b>	<b>96.1</b>
Year 12	95.3,97.7	94.9,97.4
	<b>95.2</b>	<b>96.3</b>
Year 13	93.1,65.1	95.0,97.7
	<b>95.5</b>	<b>94.5</b>
All	93.4,97.5	92.5,96.6



#### Students who usually get along with their teachers

	Males	Females
N=9383		
Year 9	51.0 47.5,54.5	58.1 54.2,62.0
Year 10	45.3 41.0,49.7	49.1 44.9,53.3
Year 11	50.7 47.6,53.8	56.7 53.3,60.1
Year 12	61.5 57.9,65.1	71.5 68.3,74.7
Year 13	68.9 64.2,73.6	77.1 72.8,81.3
All	53.2 51.1,55.3	59.8 57.6,62.0

#### Students who report that adults at school care about them (some or a lot)

	Males	Females
N=9333		
Year 9	90.5 88.7,92.2	92.5 91.2,93.8
Year 10	89.3 87.0,91.7	87.4 85.1,89.7
Year 11	85.9 83.1,88.6	86.0 84.0,88.1
Year 12	89.5 86.9,92.2	89.4 87.4,91.4
Year 13	90.1 87.5,92.6	95.8 94.1,97.6
All	89.0 87.9,90.1	89.6 88.7,90.5

#### Students who this year feel like are part of their school

	Males	Females
N=9300		
Year 9	85.8 83.6,87.9	83.1 81.1,85.1
Year 10	85.0 82.0,87.9	82.6 80.8,84.5
Year 11	78.6 76.1,81.1	78.8 76.4,81.2
Year 12	78.4 75.9,80.8	77.1 73.9,80.2
Year 13	83.9 79.7,88.0	86.8 83.7,90.0
All	82.5 81.1,84.0	81.4 80.2,82.5

#### Students who report that teachers treat students fairly (sometimes or most of the time)

	Males	Females
N=9349		
Year 9	86.5 84.6,88.4	89.5 87.3,91.8
Year 10	84.5 82.3,86.8	86.3 84.1,88.6
Year 11	83.4 80.6,86.2	87.9 85.8,90.1
Year 12	88.0 85.5,90.4	92.5 90.5,94.6
Year 13	92.0 89.4,94.7	95.5 93.7,97.3
All	86.2 84.8,87.5	89.5 88.4,90.6

## GENERAL HEALTH

#### Overall how is your health?

	Male	Female
N=9449		
Excellent	30.0 28.4,31.7	20.9 19.2,22.5
Very good	42.8 41.1,44.5	40.8 39.1,42.5
Good	21.4 19.6,23.2	28.6 27.0,30.3
Fair	4.5 3.8,5.1	7.5 6.8,8.3
Poor	1.3 0.9,1.6	2.2 1.8,2.6

#### Prevalence of chronic illnesses and disabilities

	Male	Female
N=9345		
asthma	19.7 17.8,21.7	20.7 19.2,22.2
physical disability	1.4 1.1,1.7	1.4 1.1,1.7
diabetes	0.6 0.4,0.8	0.5 0.3,0.6
epilepsy	0.4 0.2,0.6	0.5 0.3,0.7
migraines	5.7 4.9,6.6	10.0 9.0,11.0
kidney disorder	0.8 0.6,1.1	1.0 0.7,1.3
arthritis	1.0 0.7,1.3	1.7 1.3,2.0
cystic fibrosis	0.1 0.0,0.2	0.1 0.0,0.2
cancer	0.5 0.3,0.7	0.2 0.1,0.4
other	8.6 7.8,9.5	10.8 9.9,11.6
none	67.9 65.6,70.0	63.9 61.9,65.9

Students were able to select as many groups as applied (except for "none" - which was an exclusive option) so percentages do not sum to 100.

#### Usual place students get health care

	Male	Female
N=9370		
Family doctor	81.9 80.1,83.8	84.7 83.0,86.4
School clinic	1.6 0.8,2.5	2.5 1.8,3.3
Hospital clinic	5.1 4.3,6.0	2.8 2.0,3.5
A&E or after hrs	2.0 1.3,2.7	1.8 1.2,2.4
Traditional healer	0.3 0.1,0.4	0.3 0.1,0.5
Alternative therapist	0.5 0.3,0.7	0.6 0.4,0.8
Other	2.0 1.5,2.4	2.3 1.9,2.7
I don't go anywhere	6.6 5.8,7.5	5.0 4.2,5.9

#### Students barriers to obtaining health care

	Male	Female
N=9345		
don't know how to	8.0 6.6,9.3	7.0 6.0,7.9
can't get in touch with a health professional	4.1 3.3,4.9	3.4 2.8,4.0
can't get an appointment	4.5 3.8,5.1	6.3 5.7,6.8
don't want to make a fuss	25.3 23.4,27.2	29.7 28.4,30.9
couldn't be bothered	24.9 23.1,26.6	22.9 21.6,24.2
have no transport to get there	5.0 4.2,5.9	7.6 6.6,8.6
costs too much	12.4 11.0,13.6	17.3 15.9,18.7
don't feel comfortable with the person	9.0 8.1,10.0	19.8 18.6,21.0
too scared	8.4 7.4,9.5	18.3 16.9,19.6
worried it wouldn't be kept private	9.2 8.3,10.2	16.5 15.1,17.8
other	5.0 4.1,5.9	4.3 3.6,4.9
I've had no problems getting health care	54.1 51.9,56.2	49.7 48.1,51.3

Students were able to select as many groups as applied (except for "I've had no problems getting health care" which was an exclusive response option) so percentages do not sum to 100.



# NUTRITION, EXERCISE & ACTIVITIES

## Students who at this time, are unhappy or very unhappy with their weight

N=9314	Males	Females
	<b>13.3</b>	<b>25.7</b>
≤13	11.2,15.4	23.2,28.2
14	<b>12.5</b>	<b>29.9</b>
	10.4,14.6	27.2,32.6
15	<b>13.4</b>	<b>36.6</b>
	11.3,15.6	33.7,39.5
16	<b>14.0</b>	<b>35.4</b>
	11.3,16.6	32.4,38.5
≥17	<b>11.1</b>	<b>32.4</b>
	8.5,13.8	28.8,36.0
All	<b>13.0</b>	<b>32.0</b>
	11.6,14.5	29.6,34.3

## Students who in the last year have tried to lose weight

N=9373	Males	Females
	<b>29.1</b>	<b>52.2</b>
≤13	26.1,32.0	48.3,56.0
14	<b>31.4</b>	<b>59.0</b>
	28.9,34.0	56.0,62.0
15	<b>27.7</b>	<b>66.8</b>
	25.0,30.5	64.4,69.3
16	<b>29.0</b>	<b>68.8</b>
	25.3,32.8	65.3,72.4
≥17	<b>22.4</b>	<b>73.6</b>
	19.1,25.7	70.6,76.5
All	<b>28.6</b>	<b>63.2</b>
	27.2,30.0	61.3,65.2

## Students who have participated in at least 20 minutes of moderate or vigorous exercise on at least 3 occasions in the last 7 days

N=9250	Males	Females
	<b>69.6</b>	<b>60.8</b>
≤13	66.3,72.8	57.3,64.3
14	<b>69.8</b>	<b>58.5</b>
	67.3,72.4	54.9,62.2
15	<b>73.9</b>	<b>57.0</b>
	70.9,77.0	53.5,60.6
16	<b>70.6</b>	<b>56.5</b>
	66.9,74.2	52.4,60.5
≥17	<b>67.3</b>	<b>51.4</b>
	63.3,71.2	47.3,55.5
All	<b>70.4</b>	<b>57.3</b>
	68.7,72.1	55.2,59.4

## Time spent each day watching TV

N=9282	Males	Females
Don't watch TV	<b>3.3</b>	<b>4.0</b>
	2.8,3.9	3.2,4.7
<1 hour per day	<b>38.7</b>	<b>43.6</b>
	35.3,42.1	40.7,46.4
1-4 hrs per day	<b>47.8</b>	<b>44.5</b>
	45.5,50.2	42.2,46.8
>4hrs per day	<b>10.1</b>	<b>7.9</b>
	8.6,11.7	6.5,9.4

## Time spent each day playing computer games

N=9239	Males	Females
Don't play computer games	<b>25.3</b>	<b>62.2</b>
	23.5,27.0	59.9,64.5
<1 hour per day	<b>52.4</b>	<b>33.1</b>
	49.1,55.7	30.4,35.7
1-4 hrs per day	<b>16.1</b>	<b>3.4</b>
	14.6,17.6	2.7,4.1
>4hrs per day	<b>6.2</b>	<b>1.3</b>
	5.1,7.3	0.9,1.7

## Time spent each day doing arts (such as crafts, music, drama, dance etc)

N=9239	Males	Females
Don't play do arts	<b>52.3</b>	<b>27.7</b>
	50.3,54.4	26.0,29.3
<1 hour per day	<b>37.7</b>	<b>54.2</b>
	35.2,40.1	51.8,56.7
1-4 hrs per day	<b>7.4</b>	<b>15.0</b>
	6.5,8.2	13.9,16.0
>4hrs per day	<b>2.6</b>	<b>3.1</b>
	2.0,3.2	2.6,3.7

## Time spent each day using a computer or the internet (not playing games)

N=9235	Males	Females
Don't use computer	<b>22.6</b>	<b>24.4</b>
	20.3,25.0	22.1,26.7
<1 hour per day	<b>57.0</b>	<b>59.3</b>
	53.3,60.7	55.7,62.8
1-4 hrs per day	<b>16.4</b>	<b>14.7</b>
	14.7,18.0	13.2,16.2
>4hrs per day	<b>4.0</b>	<b>1.6</b>
	3.3,4.7	1.2,2.1

## Time spent each day reading for fun

N=9246	Males	Females
Don't read for fun	<b>44.9</b>	<b>32.9</b>
	42.5,47.3	31.4,34.4
<1 hour per day	<b>47.0</b>	<b>55.1</b>
	43.7,50.3	51.9,58.2
1-4 hrs per day	<b>6.6</b>	<b>10.1</b>
	5.7,7.4	9.3,10.8
>4hrs per day	<b>1.5</b>	<b>1.9</b>
	1.1,1.9	1.4,2.4



## EMOTIONAL HEALTH

### In general, how have you been feeling?

N=9420	Males	Females
	<b>59.2</b>	<b>40.0</b>
Good mood	57.4,61.1	38.4,41.6
	<b>36.7</b>	<b>55.2</b>
Up and down	35.0,38.5	53.7,56.7
	<b>4.0</b>	<b>4.8</b>
In a bad mood	3.4,4.6	4.2,4.6

### How happy or satisfied with life?

N=9421	Males	Females
	<b>2.6</b>	<b>4.5</b>
Not at all happy	2.2,3.1	3.8,5.1
	<b>7.5</b>	<b>12.7</b>
Not very happy	6.4,8.5	11.8,13.6
	<b>52.6</b>	<b>53.6</b>
It's okay	51.0,54.2	52.1,55.1
	<b>37.3</b>	<b>29.2</b>
Very happy	35.5,39.1	27.4,31.0

### In general, do you feel tired or worn out?

N=9393	Males	Females
	<b>17.8</b>	<b>11.3</b>
Not at all	16.2,19.4	10.1,12.4
	<b>44.2</b>	<b>42.1</b>
A little	42.7,45.7	40.5,43.8
	<b>23.1</b>	<b>24.6</b>
Some	21.5,24.7	23.3,25.9
	<b>14.9</b>	<b>22.0</b>
A lot	13.6,16.2	20.7,23.4

### Are you under strain, stress or pressure?

N=9365	Males	Females
	<b>32.5</b>	<b>21.6</b>
Not at all	30.0,34.9	20.1,23.0
	<b>42.7</b>	<b>44.0</b>
A little	41.0,44.4	42.5,45.4
	<b>17.1</b>	<b>21.1</b>
Some	15.8,18.3	20.0,22.2
	<b>7.7</b>	<b>13.3</b>
A lot	6.9,8.6	12.3,14.4

### Students with significant number of depressive symptoms (RADS > 77)

N=9327	Males	Females
	<b>8.6</b>	<b>15.6</b>
≤13	6.5,10.6	13.1,18.2
	<b>8.6</b>	<b>18.5</b>
14	6.8,10.3	15.9,21.2
	<b>9.0</b>	<b>23.3</b>
15	6.9,11.1	20.4,26.2
	<b>11.3</b>	<b>17.0</b>
16	8.6,14.0	14.5,19.6
	<b>7.0</b>	<b>15.1</b>
≥17	5.0,9.0	11.8,18.4
	<b>8.9</b>	<b>18.3</b>
All	8.0,9.9	17.0,19.6

### During the last 12 months have you thought about killing yourself?

N=9319	Males	Females
	<b>14.0</b>	<b>26.0</b>
≤13	12.5,16.4	22.9,29.1
	<b>15.3</b>	<b>28.9</b>
14	12.9,17.7	25.3,32.5
	<b>20.2</b>	<b>33.9</b>
15	17.6,22.8	30.8,36.9
	<b>19.2</b>	<b>30.4</b>
16	16.2,22.8	26.6,34.1
	<b>16.3</b>	<b>25.1</b>
≥17	13.1,19.5	22.1,28.0
	<b>16.9</b>	<b>29.2</b>
All	15.5,18.2	27.7,30.7

### During the last 12 months have you ever tried to kill yourself?

N=9371	Males	Females
	<b>4.6</b>	<b>10.6</b>
≤13	3.0,6.3	8.5,12.7
	<b>5.2</b>	<b>11.2</b>
14	3.6,6.8	9.0,13.5
	<b>6.2</b>	<b>13.9</b>
15	4.4,7.9	11.4,16.4
	<b>4.0</b>	<b>10.0</b>
16	2.7,5.4	7.6,12.3
	<b>2.6</b>	<b>4.2</b>
≥17	1.4,3.8	2.7,5.8
	<b>4.7</b>	<b>10.6</b>
All	3.9,5.6	9.3,11.8

### What do you think the chances are that you will live to the age of 25 years?

N=9567	Males	Females
	<b>60.6</b>	<b>54.6</b>
Very high	58.8,62.3	52.6,56.6
	<b>26.5</b>	<b>30.7</b>
High	24.8,28.3	29.4,32.0
	<b>3.6</b>	<b>3.7</b>
Unlikely	2.9,4.3	3.1,4.3
	<b>2.1</b>	<b>1.6</b>
Very unlikely	1.6,2.6	1.1,2.0
	<b>7.2</b>	<b>9.4</b>
Don't know	5.6,8.8	8.1,10.8

### Presence of other mental health disorder symptoms

N=9567	Males	Females
	<b>5.1</b>	<b>5.5</b>
ADHD inattention	4.3,5.8	4.8,6.2
	<b>3.7</b>	<b>4.0</b>
ADHD hyperactivity	3.1,4.3	3.3,4.6
	<b>4.2</b>	<b>2.9</b>
Conduct	3.5,4.9	2.3,3.6
	<b>5.4</b>	<b>4.2</b>
Anxiety	4.6,6.3	3.5,4.8

## SEXUAL HEALTH

### Currently sexually active (had sex in the last 3 months)

N=8939	Males	Females
	<b>10.1</b>	<b>7.4</b>
≤13	7.6,12.5	5.9,8.9
	<b>18.7</b>	<b>13.8</b>
14	15.4,22.0	11.1,16.4
	<b>20.9</b>	<b>24.9</b>
15	18.1,23.8	21.5,28.3
	<b>26.8</b>	<b>31.8</b>
16	23.7,30.0	27.9,35.6
	<b>32.1</b>	<b>36.6</b>
≥17	27.5,36.7	32.3,41.7
	<b>20.6</b>	<b>21.6</b>
All	18.8,22.5	19.6,23.7

### Students who always use contraception (protection against pregnancy)

N=2562	Males	Females
	<b>53.1</b>	<b>54.7</b>
≤13	45.5,60.8	45.2,64.2
	<b>57.4</b>	<b>60.6</b>
14	52.1,62.7	53.5,67.8
	<b>65.4</b>	<b>50.4</b>
15	59.2,56.4	44.5,56.4
	<b>68.7</b>	<b>65.8</b>
16	63.8,73.6	59.9,71.8
	<b>67.5</b>	<b>66.0</b>
≥17	61.5,73.5	59.2,72.7
	<b>63.3</b>	<b>59.7</b>
All	60.7,65.8	56.1,63.4





#### Sources of sexual health information

N=8994	Males	Females
	<b>90.3</b>	<b>92.8</b>
School	88.8,91.8	91.7,93.9
	<b>49.7</b>	<b>69.3</b>
Friends	47.7,51.7	67.7,70.9
	<b>47.6</b>	<b>60.0</b>
Parents	45.7,49.5	58.0,61.9
	<b>40.7</b>	<b>60.1</b>
Magazines/Books	38.1,43.2	57.8,62.5
	<b>48.9</b>	<b>47.8</b>
Television	47.0,50.8	46.2,49.4
	<b>15.3</b>	<b>25.6</b>
Other family	14.0,16.5	23.4,27.8
	<b>13.6</b>	<b>26.7</b>
Doctor/Nurse	12.0,15.1	24.6,28.7
	<b>22.4</b>	<b>7.8</b>
Internet	20.9,23.9	7.0,8.6
	<b>3.4</b>	<b>3.8</b>
Church	2.9,4.0	2.9,4.7
	<b>7.6</b>	<b>6.1</b>
Other	6.6,8.6	5.2,6.9

Students were able to select as many groups as applied, so percentages do not sum to 100

#### Students who used a condom the last time they had sex as protection against a sexually transmitted infection

N=2219	Males	Females
	<b>78.4</b>	<b>85.7</b>
≤13	69.4,87.4	78.7,92.7
	<b>76.7</b>	<b>74.9</b>
14	70.9,82.4	69.0,80.8
	<b>78.4</b>	<b>68.8</b>
15	72.1,84.6	64.1,73.5
	<b>77.3</b>	<b>67.9</b>
16	72.4,82.1	62.8,72.9
	<b>73.1</b>	<b>59.5</b>
>17	67.2,78.9	54.2,64.7
	<b>76.5</b>	<b>68.8</b>
All	73.7,79.3	66.2,71.3

#### Sexual attractions

N=9013	Males	Females
	<b>92.3</b>	<b>92.0</b>
Opposite sex	91.0,93.6	90.7,93.4
	<b>7.7</b>	<b>8.0</b>
Same sex, both sexes, not sure, neither	6.4,9.0	6.6,9.3

#### Ever had sexual intercourse

N=9058	Males	Females
	<b>18.7</b>	<b>14.3</b>
≤13	15.1,22.2	11.9,16.7
	<b>28.7</b>	<b>21.6</b>
14	24.9,32.5	18.4,24.7
	<b>33.0</b>	<b>33.5</b>
15	29.2,36.8	29.7,37.3
	<b>40.8</b>	<b>41.7</b>
16	35.9,45.7	37.4,45.9
	<b>49.0</b>	<b>49.5</b>
>17	44.6,53.4	45.3,53.7
	<b>32.4</b>	<b>30.4</b>
All	29.7,35.0	28.2,32.7

## SUBSTANCE USE

#### Ever drunk alcohol

N= 8739	Males	Females
	<b>71.3</b>	<b>60.4</b>
≤13	66.9,75.7	55.5,65.3
	<b>81.9</b>	<b>77.1</b>
14	77.9,85.9	73.1,81.2
	<b>88.0</b>	<b>87.7</b>
15	85.3,90.8	84.4,91.0
	<b>91.1</b>	<b>89.8</b>
16	88.9,93.3	87.1,92.6
	<b>90.5</b>	<b>90.4</b>
≥17	87.5,93.5	86.2,94.6
	<b>83.7</b>	<b>80.4</b>
All	80.8,86.5	77.3,83.4

#### Weekly alcohol use

N= 8715	Males	Females
	<b>8.5</b>	<b>5.5</b>
≤13	6.5,7.6	3.9,7.1
	<b>15.6</b>	<b>10.2</b>
14	12.9,18.2	8.0,12.5
	<b>20.5</b>	<b>17.3</b>
15	17.2,23.9	14.6,20.0
	<b>26.0</b>	<b>20.0</b>
16	22.7,29.4	17.2,22.8
	<b>32.3</b>	<b>26.8</b>
≥17	27.7,36.9	22.3,31.0
	<b>19.3</b>	<b>15.0</b>
All	17.4,21.1	13.4,16.6

#### Binge drinking

N= 8581	Males	Females
	<b>14.5</b>	<b>17.0</b>
≤13	11.2,17.9	13.9,20.2
	<b>32.4</b>	<b>28.7</b>
14	28.4,36.3	25.1,32.3
	<b>49.5</b>	<b>46.0</b>
15	44.0,55.0	42.5,49.5
	<b>59.6</b>	<b>53.7</b>
16	54.8,64.3	49.1,58.3
	<b>62.7</b>	<b>54.3</b>
≥17	57.3,68.1	49.7,58.9
	<b>41.4</b>	<b>38.5</b>
All	38.1,44.7	35.7,41.3

#### Ever smoked a cigarette

N= 8749	Males	Females
	<b>36.2</b>	<b>36.5</b>
≤13	31.4,41.1	31.8,41.2
	<b>48.4</b>	<b>52.2</b>
14	44.0,52.8	48.7,55.6
	<b>57.6</b>	<b>62.7</b>
15	53.1,62.1	59.1,66.2
	<b>56.9</b>	<b>62.9</b>
16	52.7,61.1	59.4,66.5
	<b>55.1</b>	<b>61.1</b>
≥17	50.0,60.2	57.6,64.7
	<b>50.3</b>	<b>54.6</b>
All	47.3,53.3	51.9,57.3



#### Weekly cigarette smoking

N= 8722	Males	Females
<13	5.7 3.5,7.9	10.9 8.3,13.4
14	12.0 9.9,14.1	15.8 13.4,18.2
15	16.3 13.1,19.5	22.1 19.1,25.1
16	16.8 13.5,20.1	21.6 18.8,24.4
≥17	14.4 11.8,16.9	17.7 14.5,20.9
All	12.6 11.3,14.1	19.3 17.4,21.1

#### Daily cigarette smoking

N= 8722	Males	Females
<13	2.9 1.6,4.2	5.8 4.0,7.6
14	7.0 5.2,8.7	10.2 7.0,11.0
15	10.4 7.6,13.3	13.9 11.6,16.2
16	11.1 8.1,14.1	13.7 11.2,16.3
≥17	8.7 6.5,10.8	10.8 8.2,13.3
All	7.9 6.6,9.1	10.6 9.2,12.0

#### Ever used marijuana

N= 8432	Males	Females
<13	21.2 17.6,24.8	19.1 15.2,23.1
14	33.3 29.3,37.3	31.6 28.0,35.2
15	43.9 38.9,49.0	44.3 40.3,48.3
16	50.3 45.6,54.9	49.5 45.2,53.8
≥17	50.1 45.2,55.0	50.0 45.5,54.4
All	38.5 35.6,41.3	37.9 35.2,40.7

#### Weekly marijuana use

N= 8407	Males	Females
<13	3.8 2.0,5.5	2.9 1.8,4.0
14	8.2 6.0,10.5	4.9 3.4,6.4
15	10.2 7.6,12.8	8.3 6.4,10.3
16	9.0 7.0,11.0	7.5 5.3,9.8
≥17	8.5 5.7,11.2	4.5 2.8,6.2
All	7.9 6.6,9.2	5.7 4.6,6.8

#### Ever used any other drug

N= 8116	Males	Females
<13	6.3 4.3,8.2	6.6 4.7,8.4
14	11.6 9.3,14.6	8.3 6.7,10.0
15	14.4 11.5,17.2	13.0 10.5,15.5
16	13.3 11.1,15.4	15.3 12.9,17.9
≥17	11.2 8.3,14.1	12.6 9.6,15.6
All	11.5 10.0,13.0	11.0 9.7,12.4

#### Ever use of other drugs

N= 8116	Males	Females
Glue	4.9 3.9,5.7	3.5 2.7,4.2
Ecstasy	3.6 2.9,4.2	3.1 2.5,3.7
Stimulants, Hallucinogens, Narcotics, Cocaine	7.5 6.4,8.6	7.2 6.3,8.2

Students were able to select as many groups as applied.

## INJURY & VIOLENCE

#### In a car how often do you wear a seatbelt?

N=9423	Males	Females
Always	65.2 62.9,67.5	65.9 64.2,67.6
Most of the time	23.7 22.0,25.5	24.1 22.9,25.4
Sometimes	7.0 6.2,7.9	6.6 5.6,7.5
Hardly ever	2.8 2.2,3.4	2.7 2.2,3.3
Never	1.2 0.8,1.6	0.7 0.4,1.0

#### Students who always wear a seatbelt when riding in a car

N=9423	Males	Females
<13	69.7 66.2,73.2	68.0 64.3,71.6
14	62.1 58.4,65.7	60.8 57.3,64.2
15	62.6 59.6,65.5	61.9 58.4,65.3
16	66.8 64.1,69.5	67.7 64.0,71.4
≥17	71.3 68.1,74.5	71.5 67.0,76.0
All	65.2 62.9,67.5	65.9 64.2,67.6

#### During the last month how many times did you ride in a car driven by someone who had drunk more than two glasses of alcohol in the two hours before driving?

N=9336	Males	Females
Not at all	61.5 59.0,64.1	61.2 58.5,63.8
Not in the last month	11.3 10.2,12.4	11.2 9.9,12.5
Once	13.1 11.9,14.4	15.1 13.9,16.3
Two to three times	9.4 8.1,10.7	9.5 8.5,10.5
Four or more times	4.7 3.9,5.4	3.0 2.5,3.6

#### Percentage of students who have ridden in a car with a potentially drunk driver in the last 4 weeks

N=9336	Males	Females
<13	23.6 20.4,26.8	23.8 20.5,27.2
14	25.7 22.5,28.9	25.0 22.0,28.1
15	31.9 27.6,36.1	31.4 28.2,34.6
16	27.1 23.4,30.8	30.4 26.8,34.0
≥17	28.3 24.4,32.3	27.6 23.9,31.2
All	27.2 24.9,29.4	27.6 25.6,29.6



### Do you feel safe at school?

N=9368	Males	Females	Year 9	Year 10	Year 11	Year 12	Year 13
	<b>30.3</b>	<b>32.5</b>	<b>25.4</b>	<b>25.3</b>	<b>31.0</b>	<b>38.3</b>	<b>52.9</b>
Yes, all of the time	28.3,32.4	29.9,35.0	23.4,27.4	22.8,27.8	27.8,34.1	35.0,41.6	48.9,56.9
	<b>47.0</b>	<b>46.3</b>	<b>47.7</b>	<b>48.1</b>	<b>46.5</b>	<b>45.4</b>	<b>39.8</b>
Yes, most of the time	45.1,48.9	44.3,48.4	45.2,50.1	45.7,50.6	43.7,49.3	42.7,48.1	36.1,43.5
	<b>16.3</b>	<b>17.3</b>	<b>20.9</b>	<b>20.7</b>	<b>16.9</b>	<b>12.3</b>	<b>5.6</b>
Sometimes	14.8,17.8	15.6,19.0	18.9,22.9	18.4,22.9	15.1,18.6	10.2,14.3	4.0,7.2
	<b>3.9</b>	<b>2.9</b>	<b>4.1</b>	<b>4.1</b>	<b>3.2</b>	<b>2.7</b>	<b>1.2</b>
No, mostly not	3.1,4.7	2.3,3.4	3.2,5.0	3.0,5.1	2.2,4.2	1.9,3.5	0.4,2.0
	<b>2.5</b>	<b>1.1</b>	<b>1.9</b>	<b>1.8</b>	<b>2.4</b>	<b>1.3</b>	<b>0.5</b>
Not at all	1.9,3.1	0.8,1.4	1.4,2.5	1.2,2.4	1.6,3.2	0.7,1.9	0.1,0.8

### This year how often have you been bullied at school?

N=9134	Males	Females	Year 9	Year 10	Year 11	Year 12	Year 13
	<b>52.9</b>	<b>56.0</b>	<b>47.9</b>	<b>51.7</b>	<b>56.5</b>	<b>58.2</b>	<b>67.7</b>
I haven't been bullied in school	50.0,55.7	53.6,58.3	44.8,50.9	48.6,54.7	53.7,59.3	55.1,61.2	64.3,71.1
	<b>14.4</b>	<b>16.0</b>	<b>13.3</b>	<b>14.2</b>	<b>13.9</b>	<b>19.1</b>	<b>19.0</b>
I haven't been bullied in school this year	13.0,15.7	15.0,17.0	11.7,15.0	12.5,16.0	12.4,15.5	17.4,20.8	16.1,21.8
	<b>23.5</b>	<b>22.8</b>	<b>28.7</b>	<b>26.0</b>	<b>23.9</b>	<b>17.8</b>	<b>9.6</b>
Once or twice	21.5,25.6	21.0,24.6	26.2,31.2	23.6,28.3	21.7,26.2	15.4,20.3	7.6,11.7
	<b>9.2</b>	<b>5.2</b>	<b>10.1</b>	<b>8.1</b>	<b>5.6</b>	<b>4.9</b>	<b>3.7</b>
Once a week or more often	8.1,10.3	4.4,6.0	8.5,11.7	6.8,9.4	4.4,6.8	3.6,6.3	2.5,5.0

### If you were bullied at school this year how was it for you?

N=2778	Males	Females	Year 9	Year 10	Year 11	Year 12	Year 13
	<b>28.5</b>	<b>26.9</b>	<b>25.6</b>	<b>28.5</b>	<b>27.8</b>	<b>31.4</b>	<b>28.5</b>
not bad	26.0,31.1	24.5,29.4	22.8,28.3	25.2,31.9	24.1,31.5	25.6,37.1	20.3,36.6
	<b>40.1</b>	<b>41.6</b>	<b>37.8</b>	<b>41.6</b>	<b>41.7</b>	<b>44.8</b>	<b>41.8</b>
a little bad	37.5,42.7	38.7,44.5	34.5,41.2	37.6,45.7	37.3,31.5	39.5,50.2	32.9,50.8
	<b>31.4</b>	<b>31.5</b>	<b>36.6</b>	<b>29.9</b>	<b>30.5</b>	<b>23.8</b>	<b>29.7</b>
pretty bad, really bad or terrible	28.8,34.0	28.4,34.6	33.5,39.6	25.8,33.9	26.7,34.3	18.9,28.7	21.9,37.5

### Students who have not gone to school at least once in the last month because they felt unsafe at school, or on their way to or from school

N=9248	Males	Females
	<b>5.1</b>	<b>5.9</b>
Year 9	3.9,6.2	4.4,7.4
	<b>5.7</b>	<b>6.6</b>
Year 10	4.1,7.2	5.3,8.0
	<b>4.9</b>	<b>5.0</b>
Year 11	3.4,6.4	3.8,6.3
	<b>4.0</b>	<b>3.7</b>
Year 12	2.7,5.4	2.4,5.1
	<b>2.0</b>	<b>1.3</b>
Year 13	0.5,3.5	0.4,2.2
	<b>4.7</b>	<b>5.0</b>
All	3.9,5.5	4.2,5.8

### During the last 12 months how many times have you been hit or physically harmed by another person on purpose?

N=9165	Males	Females
	<b>40.9</b>	<b>52.3</b>
Never	38.3,43.4	50.6,54.0
	<b>8.0</b>	<b>8.0</b>
Not in the last 12 months	7.2,8.9	7.4,8.7
	<b>35.1</b>	<b>29.4</b>
Once or twice	32.9,37.2	28.0,30.9
	<b>16.0</b>	<b>10.3</b>
Three or more times	14.8,17.3	9.3,11.3

### Have you ever been touched in a sexual way or made to do sexual things that you didn't want to do?

N=9004	Males	Females
	<b>83.1</b>	<b>71.6</b>
No	81.5,84.6	69.9,73.3
	<b>11.3</b>	<b>22.2</b>
Yes	10.1,12.5	20.8,23.7
	<b>5.6</b>	<b>6.2</b>
Maybe or not sure	4.7,6.6	5.4,6.9



# COMMUNITY

## Students who have a regular part-time job

N=9065	Males	Females
≤13	<b>33.7</b> 30.0,37.3	<b>24.4</b> 21.6,27.1
14	<b>44.9</b> 41.2,48.6	<b>29.9</b> 26.5,33.2
15	<b>46.8</b> 42.9,50.7	<b>41.7</b> 37.7,45.7
16	<b>50.9</b> 46.4,55.4	<b>52.7</b> 47.8,57.5
≥17	<b>52.3</b> 46.1,58.5	<b>60.8</b> 55.2,66.4
All	<b>44.8</b> 41.9,47.6	<b>39.8</b> 37.0,42.6

## Students who work 5+ hours per week

N=3783	Males	Females
≤13	<b>26.2</b> 20.8,31.6	<b>21.5</b> 16.4,26.6
14	<b>36.8</b> 32.5,41.0	<b>39.7</b> 33.7,45.7
15	<b>57.0</b> 52.4,61.5	<b>56.6</b> 51.5,61.6
16	<b>66.2</b> 61.5,71.0	<b>70.0</b> 65.9,73.7
≥17	<b>76.1</b> 70.7,81.5	<b>75.4</b> 71.5,79.3
All	<b>51.6</b> 49.9,53.8	<b>56.2</b> 53.7,58.8

## What things are there to do in your neighbourhood that are within walking distance?

N=8439	Males	Females
park	<b>63.6</b> 59.6,67.6	<b>68.0</b> 64.5,71.6
youth centre	<b>10.8</b> 9.3,12.4	<b>10.2</b> 8.8,11.6
cinema	<b>17.9</b> 14.1,21.7	<b>15.8</b> 12.1,19.4
skateboard ramp	<b>31.3</b> 28.0,34.7	<b>25.7</b> 23.1,28.2
sports field	<b>60.6</b> 57.7,63.5	<b>51.1</b> 48.9,53.3
swimming pool	<b>46.3</b> 43.9,48.8	<b>47.8</b> 45.4,50.2
gym	<b>22.8</b> 20.0,25.5	<b>22.7</b> 19.8,25.5
bike track	<b>28.5</b> 26.2,30.9	<b>19.4</b> 17.5,21.3
video games	<b>25.2</b> 21.9,28.6	<b>17.1</b> 14.2,19.9
other	<b>23.9</b> 22.2,25.6	<b>21.8</b> 20.3,23.3
there is nothing	<b>14.2</b> 12.3,16.2	<b>16.7</b> 14.4,19.1

Students were able to select as many groups as applied (except for "there is nothing" - which was an exclusive option), so percentages do not sum to 100.

## Youth who feel safe all of the time or most of the time in their neighbourhood

N=8599	Males	Females
≤13	<b>85.3</b> 82.9,87.7	<b>83.6</b> 80.9,86.4
14	<b>86.7</b> 84.0,89.4	<b>82.1</b> 79.3,84.9
15	<b>84.2</b> 81.7,86.7	<b>83.0</b> 80.0,86.1
16	<b>87.9</b> 85.2,90.5	<b>81.4</b> 78.3,84.5

## Students who know some or a lot of people in their neighbourhood

N=8705	Males	Females
≤13	<b>72.3</b> 69.4,75.3	<b>70.0</b> 66.6,73.5
14	<b>71.2</b> 68.3,74.1	<b>71.4</b> 68.8,74.1
15	<b>71.8</b> 67.8,75.7	<b>65.3</b> 62.1,68.5
16	<b>65.8</b> 62.9,68.8	<b>63.7</b> 59.8,67.6
≥17	<b>64.6</b> 59.8,69.5	<b>59.6</b> 55.3,63.9
All	<b>69.7</b> 67.7,71.8	<b>66.6</b> 64.4,68.7

## Students who have a close friend they would feel okay talking to about a serious problem

N=8819	Males	Females
≤13	<b>66.8</b> 63.5,70.1	<b>87.6</b> 85.1,90.0
14	<b>70.0</b> 66.4,73.5	<b>88.8</b> 86.9,90.8
15	<b>73.6</b> 71.0,76.2	<b>90.6</b> 88.8,92.3
16	<b>77.2</b> 73.3,81.1	<b>90.7</b> 88.8,92.7
≥17	<b>81.1</b> 77.9,84.4	<b>89.8</b> 87.6,92.0
All	<b>72.8</b> 71.3,74.3	<b>89.4</b> 88.5,90.4

## Students who have an adult (not in their family) who they would feel okay talking to about a serious problem

N=8627	Males	Females
≤13	<b>52.7</b> 48.4,56.5	<b>59.6</b> 56.4,62.8
14	<b>54.0</b> 50.8,57.2	<b>57.7</b> 54.2,61.3
15	<b>57.9</b> 53.7,62.1	<b>61.4</b> 58.3,64.5
16	<b>57.7</b> 53.4,62.0	<b>62.1</b> 58.5,65.6
≥17	<b>58.1</b> 54.5,61.7	<b>63.6</b> 60.6,66.6
All	<b>55.8</b> 53.9,57.6	<b>60.6</b> 58.6,62.6

## Students whose spiritual beliefs are very important to them

N=8450	Males	Females
≤13	<b>30.6</b> 25.7,35.5	<b>38.2</b> 33.9,42.6
14	<b>26.3</b> 22.3,30.2	<b>38.2</b> 34.2,42.2
15	<b>26.3</b> 22.1,30.5	<b>36.8</b> 32.5,41.1
16	<b>28.7</b> 23.9,33.5	<b>40.8</b> 36.4,45.1
≥17	<b>27.6</b> 23.0,32.2	<b>40.0</b> 34.4,44.7
All	<b>27.9</b> 24.8,31.0	<b>38.6</b> 35.4,41.8

## Students who sometimes or often attend a church, mosque, shrine or other place of worship

N=8662	Males	Females
≤13	<b>32.5</b> 26.8,38.2	<b>34.1</b> 29.2,39.1
14	<b>29.5</b> 24.2,34.7	<b>35.4</b> 30.4,40.3
15	<b>28.3</b> 22.9,33.8	<b>33.1</b> 28.0,38.2
16	<b>28.8</b> 22.2,35.5	<b>31.6</b> 26.6,36.5
≥17	<b>32.3</b> 25.8,38.8	<b>35.2</b> 29.9,40.4
All	<b>30.2</b> 25.2,35.2	<b>33.9</b> 29.8,38.0

