



# Youth'07

The Health  
and Wellbeing of  
Secondary School  
Students in New Zealand

Results for  
Pacific Young People



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Further publications by the AHRG are available at [www.youth2000.ac.nz](http://www.youth2000.ac.nz).





# Foreword

At the end of school term when I catch the train at the Middlemore railway station there are the usual crowds of Kings' College and De La Salle students making their way home. I've often wondered about the lives of these two very different groups of boys. On the one hand there are the slim, wealthy, European Kings' College boys, attached to cell phones, on the way to their homes in Remuera. On the other, are the big and mostly Pacific, De La Salle boys, walking through the train station on their way home to Otahuhu, Otara and Mangere. Some stop for a cigarette in the hospital car park, bottles of coke and pies in hand.

The contrast between these two groups of boys at the same South Auckland railway station is stark. How will they develop and progress in their future lives? Which of them is most likely to become well educated, wealthy and successful? What does success mean to the two groups of boys? What do they need to achieve their success?

The railway station is but a brief snapshot that by no means tells us of the richness in the lives of Pacific young people. How can we know of their challenges and successes - what they value and aspire to? The images of Pacific youth as portrayed by the media and popular press are of talented sportsmen, or young criminals and street gang members and if we search hard, we might find mention of a Samoan poet, a Rhodes scholar or a Tongan PhD. Certainly the life experiences of Pacific young people are increasingly complex and diverse. They are mostly New Zealand born and increasingly of mixed ethnicity. Their family structures, surrounding environment and support networks are changing and evolving. Connections with their Island homes and culture can be tenuous.

The importance of research such as Youth'07 is that it tells us about this complexity. It gives us some insight into the "worldview" of contemporary NZ Pacific youth. It dispels many of the myths and popular media representation of our young people.

This research also provides evidence and direction for developing policy and programmes to better support our young.

Much is said of the need to invest in our young people and of the importance of responding to their needs. Policy and resource commitment do not necessarily follow this well meaning intent. Similarly, within our Pacific communities the needs of adults and elders continue to overshadow those of our young people.

For our Pacific communities and country to progress, there is a need for all of us to listen to the views and stories of our young people and to act upon these important research results that they have gifted to us.



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[www.youth2000.ac.nz](http://www.youth2000.ac.nz)**



# Executive Summary

This report presents selected findings for 1190 Pacific secondary school students who took part in New Zealand's second national youth health and wellbeing survey, conducted in 2007. The findings are compared with those from the first survey conducted in 2001.

Most Pacific students continue to be healthy, vibrant young people, fully participating in their families, schools and communities. Almost all reported good health and wellbeing. The majority of Pacific students liked school, felt part of their school, felt safe there, and planned to get further training or education when they left secondary school. Most Pacific students belonged to a youth group or club, attended a place of worship weekly or more often and felt safe in their neighbourhoods.

Most Pacific students reported that they had a close and caring relationship with their parents and that they trusted people in their neighbourhoods. Almost all Pacific students reported that people at school cared about them.

In general, Pacific students in 2007 reported more positive mental health, less cigarette and marijuana use, and better nutrition and physical activity behaviours than Pacific students did in 2001. The proportions reporting concerning levels of depressive symptoms and suicidal behaviours were also lower in 2007 than in 2001.

However, there remain some areas of concern. There are still relatively high numbers of Pacific students who engage in sedentary behaviours such as spending long hours watching TV, who binge drink, experience physical or sexual abuse, practise unsafe sex by not using condoms or some form of contraception, and who witness violence in their homes.

To address these issues and improve the health and wellbeing of Pacific young people in New Zealand requires a coordinated effort at both a government and local level. To be successful we need to use a more holistic approach to youth health and wellbeing which recognises the fundamental role families, schools and communities have to play in nurturing healthy and vibrant young people.







# Introduction



# Introduction

This report examines the health and wellbeing of Pacific young people living in Aotearoa New Zealand in 2007. It is based on the findings from Youth'07, the national survey of the health and wellbeing of secondary school students in New Zealand, conducted by the Adolescent Health Research Group of The University of Auckland. This was the second such national survey and thus comparisons are made between the findings of the 2007 and 2001 surveys.

There are a growing number of young people in New Zealand classified as 'Pacific Islanders' or of one of the 'Pacific peoples'. 'Pacific peoples' is an inclusive term that is used to describe people who are indigenous to any of the islands, nations and territories in the Pacific region (Polynesia, Melanesia and Micronesia), but not including Aotearoa New Zealand or Australia.

The six main Pacific ethnic groups in New Zealand (ordered by size of population) are Samoan, Cook Islands Maori, Tongan, Niue, Fijian and Tokelauan (Ministry of Pacific Island Affairs, 2003). For the most part, these groups are reflected in the sample of students who took part in the Youth'07 survey.

There are important commonalities and shared experiences among those classified as 'Pacific peoples' in New Zealand, but there is also considerable ethnic, cultural and linguistic diversity. The common practice of classifying and discussing a conglomerate 'Pacific' category as if it were a single, homogenous entity submerges the separate ethnic identities and overlooks their diversity (Macpherson, 1996). Accordingly, this report presents results not only for the customary pan-Pacific assemblage of all students who identified with any Pacific ethnic group but also separately for students from each of the following four main Pacific ethnic groups in New Zealand: Samoan, Cook Islands, Tongan and Niue.

## Purpose and Objectives

This report aims to provide information about the health and wellbeing of Pacific youth in New Zealand generally and also separately for Samoan, Cook Islands, Tongan and Niue youth. It is the intention that families, communities, schools, churches, service providers and policy-makers will use the information to protect and improve the health of Pacific young people living in New Zealand. It also aims to provide a reference document to stimulate interest in the health of these young people and promote further research.

The survey results presented in this report in many ways raise more questions than they answer. However, given the lack of research evidence in New Zealand for these young people, the report has not attempted to speculate on the findings presented, rather, an attempt has been made to present a wide overview of information to enable families, communities, schools, churches and the agencies who serve them, to consider these findings in light of their own experiences, and make their own interpretations.

## Pacific Advisory Group

The Youth'07 Pacific Advisory Group provided guidance and support at all stages of the survey and preparation of this report.





## Background

Pacific peoples have a relatively recent history in New Zealand. In the 1945 Census of Population and Dwellings they numbered just over 2000, or a mere 0.1% of the total population of New Zealand at that time (Cook, Didham, & Khawaja, 1999). In the 2006 Census 265,974 people or 6.9 percent of the New Zealand population identified as belonging to a Pacific ethnicity (Statistics NZ, 2006).

Pacific peoples in New Zealand have been characterized by a history of migration to this country, particularly during the time of severe labour shortages in the early seventies. However, migration has slowed since then and the continued growth of this population is now attributed to natural increase from a combination of high fertility, high birth-rates and a high level of intermarriage (Cook et al., 1999; Callister & Didham, 2007). At least six out of every ten Pacific people in New Zealand are now born in this country (Statistics NZ, 2008). Consequently Pacific people in New Zealand can no longer be considered an immigrant population.

The Pacific population in New Zealand is still growing very rapidly. Currently, one in every ten children in New Zealand is Pacific. By 2051 it is predicted that this will rise to one in five. The Pacific population is the most youthful of all ethnic groups in New Zealand, with a median age in 2006 of 21.1 years, compared with 35.9 years for the total New Zealand population (Statistics NZ, 2006; Statistics NZ, 2008).

Despite the rapidly growing numbers of Pacific young people in New Zealand, there is a lack of information on their health status and the health issues that they face. This is partly due to the general lack of information about young people's health in New Zealand that the Youth2000 project was designed to remedy. However, it is also partly due to a past lack of interest in the health of Pacific peoples in New Zealand. It is only recently that the health sector has begun to respond to the needs of the growing Pacific population in New Zealand.

## The Survey

### Ethical Procedures

Before starting the survey its design was checked by The University of Auckland Human Subject Ethics Committee. The responsibility of this committee is to advocate on behalf of research participants, and to ensure that the way in which researchers at The University of Auckland conduct their research is of the highest ethical standard. Thus, before we began, the methods and the questionnaires we used for conducting the survey had all been scrutinised by an independent group of academics and community representatives. We then obtained consent to carry out the survey from the principal of each participating school. A few weeks before the survey was conducted at each school, information materials about the survey were sent to the school for distribution to parents and students. They were assured that participation in the survey was voluntary and that all information collected would be anonymous and confidential. All participating students gave their own consent to being surveyed.

### Selection of the Survey Participants

The Youth2000 surveys aimed to provide information that is representative of most young people growing up in New Zealand. Thus for the Youth '07 survey, we randomly selected 115 schools in New Zealand (from those with 50 or more students in years 9 to 13 or students aged approximately 12-18) and then randomly selected students from those schools to take part.

In total, 96 (84%) of the 115 schools selected took part in the survey. Of the participating schools, the majority were state funded, co-educational and large schools. Only 13 schools declined to participate and a further 6 schools withdrew their agreement to participate during 2007. Of the non-participant schools, 14/19 (74%) were in Auckland, Wellington or Hamilton, 11/19 (58%) were state schools, 13/19 (68%) were co-educational, and 17/19 (89%) were large schools.



## Survey Methods

The survey was carried out using internet tablets – essentially hand-held computers. At the start of the survey students were given an anonymous code that enabled them to log-in to the questionnaire on the internet tablet. The survey questions were displayed on its screen and also read out through headphones. Response options were also read out when the corresponding text on the screen was selected. This ‘voiceover’ and the on-screen questionnaire were available in either English or Māori languages, with students able to toggle between the two. Students answered the questions by using a small stylus to touch the appropriate response on the screen. Students could choose not to answer any question or section of the survey. The branching program meant that students were not asked detailed questions about issues that were not part of their life experiences.

Before sensitive sections of the questionnaire, reminders were given that involvement in the survey was voluntary and that answers would remain confidential and anonymous. For questions thought to be potentially upsetting for students, ‘safety’ messages were added providing advice and contact details of people to talk to (including the people administering the survey).

The questionnaire used in Youth’07 covered important health and wellbeing topics as well as risk and protective factors that increase or decrease the likelihood of positive and negative outcomes for young people in New Zealand. For example questions about their family relationships and whether they attend church. The questionnaire contained a total of 622 questions, but students answered fewer than this number due to the branching questionnaire design. This allowed for more in-depth questions in certain areas while limiting exposure to sensitive questions for students with no direct experience in these particular areas.

During the survey, we also measured each student’s height, weight and waist circumference to obtain data on the physical measurements of New Zealand secondary school students. These measurements were taken, in private, part way through the survey.



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## NZ Deprivation Index

At the same time as the physical measurements were taken, students were also asked to provide the address of their usual place of residence, from which we ascertained the census meshblock number for that neighbourhood. Only the meshblock number was retained; students’ names or addresses were not recorded. From the meshblock number for the neighbourhood where each student lived we determined whether it was rural or urban, and also obtained the standard measure of the level of social deprivation or socio-economic hardship in that neighbourhood. This measure, the New Zealand Deprivation Index, is calculated from 9 variables from data for each meshblock from the 2006 census, including household income, beneficiary, home ownership, single parent families, employment, qualifications, overcrowding, and access to a telephone and car (Salmond et al., 2007). In this report, the New Zealand Deprivation Index scores for the students’ neighbourhoods are grouped into one of three levels of deprivation - high, medium, or low.

## Comparisons between the 2001 Survey and the 2007 Survey

The overall sample target size in both 2001 and 2007 was 10,000 students. The response rates among schools and among students were remarkably similar between the two surveys. In 2001, 86% of invited schools took part compared to 84% in 2007. In 2001, 75% of invited students took part, compared to 74% in 2007.

Participating students were very similar by age and year of schooling between the 2001 and 2007 surveys. However, there were differences with respect to the proportion of male and female students. In 2001 there were fewer male students than female students (46% vs. 54%). In 2007 these proportions were reversed, with more male students than female students (54% vs. 46%).

To allow for comparisons between 2001 and 2007, the Youth’07 survey followed a similar methodology to the 2001 survey with respect to

sampling of schools, sampling of students, use of technology to enhance accuracy of reporting, and the use of similar or identical questions and response items within the survey questionnaire. Some of the questions used changed slightly between the two surveys - for further details on the wording of questionnaire items and for the procedures outlined above, please refer to the Youth'07 Technical Report (Adolescent Health Research Group, 2008) available from [www.youth2000.ac.nz](http://www.youth2000.ac.nz)

## How to Use the Information in This Report

The Youth'07 survey and its 2001 predecessor are the largest surveys of the health and wellbeing of young people in New Zealand and are of considerable importance for the purposes of planning and programme development for communities, schools and policy-makers. However, caution needs to be taken when interpreting the results, especially in relation to whether the findings reflect the wider youth population and in interpreting differences between groups of students.

The survey did not include young people who were not in school, had left school, or were in alternative education settings. Furthermore, there were a number of students who did not take part in this survey, often due to not being at school on the day of the survey. The 'school-attending' population of young people is known to be healthier than those who have left school at younger ages or those who are more frequently absent and therefore not at school on the day of the survey (Adolescent Health Research Group, 2008). This means that the survey results are likely to be skewed towards a slightly 'healthier' picture of the youth population in New Zealand.

The survey methodology means that the findings in this report are based on self-reporting by students. It is possible that some students either over-reported or under-reported particular health behaviours. However, previous studies suggest this issue is small and unlikely to significantly alter the results.

Students could decline to answer any of the questions in the survey and so the number of students answering each question was less than the total number of students who participated in the survey. The bias arising from some students declining to answer particular questions is not known but again it is likely to be small. Finally, computer problems caused a small number of data files to be unusable.

## Interpreting the Results

The results are reported with a number of statistical parameters. In the tables, (available online: [www.youth2000.ac.nz](http://www.youth2000.ac.nz)) for each question from the survey we report the total number ('n') of students who answered the question. We also report 95% confidence intervals ('95% CI'), which indicate the precision of the percentage results by providing an interval in which we are relatively sure the true value lies (i.e. we are 95% confident that the actual prevalence of that particular behaviour or response lies between the two bounds given). Wide confidence intervals indicate more uncertainty in the percentage results.

All the confidence intervals in this report have been adjusted for the clustering of students within schools. This is because students from the same school are more alike than students from different schools (Murray, 1998). The results have also been adjusted for the likelihood of selection: at very small schools a higher proportion of students was selected and thus to compensate for the higher likelihood of selection of these students their data have been given proportionately less weight.

When comparisons between groups are presented in the tables, the 'P-value' is also given - the probability the observed difference between the two groups could have occurred by chance if the populations they were drawn from were in fact the same. The percentages and confidence intervals were also used to compare responses between different groups of students. As a rule of thumb, if the confidence intervals around two percentage results do not overlap then the difference between them is likely to





be real or statistically significant. However, it is important not to place too much emphasis on apparent differences when the numbers of students reporting on specific issues are small.

Comparisons are made between male and female students, older and younger students, students who experience different levels of socio-economic deprivation, between Pacific and New Zealand European (NZE) students, and between students in 2007 and 2001. Differences between groups are reported in the text only when they are statistically significant.

To investigate if there were differences in the reporting of behaviours of Pacific students and NZ European students, logistic regressions were used. These analyses controlled for the effects of age, gender and socio-economic differences between the two populations. The socio-economic factors controlled for in the analyses were: overcrowded home, parents worried about not having enough money to buy food and neither parents working. Change of behaviours over time between 2001 and 2007 of Pacific and NZ European students was also investigated using logistic regressions, controlling for age and gender. Again, differences are reported in the text only when they are statistically significant.

### The Participants

In the Youth’07 questionnaire students were asked ‘Which ethnic group do you belong to?’ based on the New Zealand Census standard 2001/2006 ethnicity question. Students were able to choose more than one response from a list of 23 options derived from level two groupings of ethnicity (Statistics New Zealand, 2005). Forty percent of the students reported that they belonged to more than one ethnic group, compared to about one-third of students in 2001. The main ethnic groups students belonged to were: European (76%), Māori (19%), Asian (14%) and Pacific (13%) (Adolescent Health Research Group, 2008).

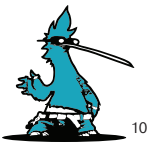
This report analyses the Pacific group - those students who identified their main ethnicity or any of their ethnicities as Samoan, Cook Islands, Tongan, Niue, Tokelauan, Fijian, or Other Pacific Peoples. This resulted in a sample of 1190 Pacific students out of the total 9107 students in the Youth’07 dataset. Demographic characteristics for this sample are shown in Table 1 below.

**Table 1: Demographic characteristics of the sample of Pacific students (n=1190)**

	Percent
<b>Gender</b>	
Male	46.3
Female	53.7
<b>Age</b>	
≤ 13 years	24.7
14 years	22.6
15 years	20.4
16 years	19.3
≥ 17 years	13.0
<b>Deprivation Index</b>	
Low	8.9
Medium	24.9
High	66.1

Ethnicity	Main ethnic group (%)	Main or other ethnic group* (%)
Samoan	27.8	44.3
Cook Islands	12.6	23.9
Tongan	12.5	20.7
Niue	3.9	10.4
Other Pacific Peoples	7.3	27.8

\*Students could indicate they belonged to more than one ethnic group and therefore these figures add to more than 100%





# Pan-Pacific Youth



Selected findings from the Youth'07 Survey are presented in five sections in this report. The first section presents general findings for all Pacific ('Pan-Pacific') students, while the following four sections present separate findings for Samoan, Cook Islands, Tongan and Niue students.

## Demography

The New Zealand population continues to grow and to become more ethnically diverse, especially among young people (Ministry of Youth Affairs, 2002). The Pacific students constituted 13% of all students surveyed in 2007, compared to 12% in 2001.

This section presents results for all 1190 students who identified in any way as Samoan, Cook Islands, Tongan, Niue, Fijian, Tokelauan or Other Pacific Peoples in the Youth'07 Survey. The ethnicity questions allowed students to indicate as many ethnic groups as they belonged to and also to indicate their main ethnic group. Results for specific ethnic groups will be presented in subsequent sections.

## Country of Birth

Most (79%) of the Pacific students had been born in New Zealand, 18% had been born elsewhere but had been living in New Zealand for more than 2 years, and only 4% had migrated to New Zealand within the last two years.

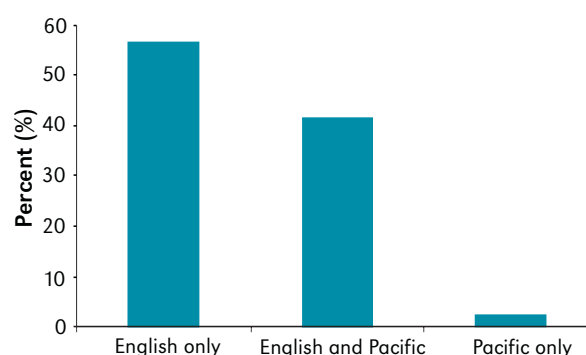
More than half (52%) of the Pacific students had parents who were both born in the Pacific Islands, 27% had parents who were both born in New Zealand and 21% had one parent born in the Pacific Islands and the other in another country.

# Culture and Ethnicity

## Cultural Indicators

Sixty one percent of the Pacific students were either comfortable or very comfortable in their Pacific social settings or gatherings. Thirty seven percent could speak their Pacific language either well or very well. More than half of the Pacific students (56%) reported they can have a conversation in English but not in their Pacific language. Forty two percent could have a conversation in both English and their Pacific language and 2% reported they could have a conversation in their Pacific language but not in English.

### Language Proficiency



Eighty seven percent of the Pacific students were very proud of their specified ethnicity and 81% percent reported that its values were either important or very important to them.

## Ethnic Groups

About two thirds (64%) of the Pacific students reported that they belong to more than one ethnic group. The largest group was Samoan, followed by Cook Islands, Tongan and Niue - the same order as their population sizes in New Zealand (Table 1, available online: [www.youth2000.ac.nz](http://www.youth2000.ac.nz))

## Pākehā Culture

Most (71%) of the Pacific students were either comfortable or very comfortable in a Pākehā social setting. Almost 87% of the Pacific students reported that some or a lot of their family's activities or traditions were based on Pākehā culture.





# Home and Families

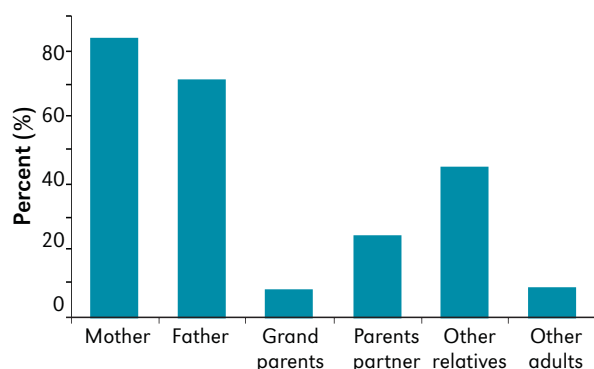
Supportive, safe and caring homes and families are essential to the health and wellbeing of young people. Young people need adults who care about them, support them, supervise and look out for them (McLaren, 2002). They also need meaningful participation in family life, high expectations for their behaviour, and safety from physical and emotional harm (Osofsky, 1995).

Young people having multiple homes is a common practice in Pacific Island cultures and communities and is regarded as an advantage in parenting, as summed up by the saying that 'it takes a village to raise a child' (Efi, 2009; Mahina, 2009; Potauaine and Mahina, 2009; Helu, 1999).

However, most (70%) of the Pacific students surveyed in New Zealand lived in one home, with 30% living in two or more homes. While mothers and fathers were the most common people acting as parents for students, a parent's partner or other relatives acting as parents were relatively common.

Of the Pacific students living in one home 79% lived with both parents, whereas for those having several homes, 45% lived with both parents in their main home and a further 21% lived with both parents in their second home.

## Who Acts as a Parent for Students?



# Family Circumstances

A concerning number of Pacific students were living in families facing significant adversity due to economic hardship: 22% had moved home 2 or more times in the last 12 months, 16% reported that their parents often or always worried about not having enough money for food, 18% reported overcrowded homes, with more than 2 people per bedroom, and 4% reported that neither parent worked.

*'Income is the single most important determinant of health. There is a persistent correlation worldwide between low-income and poor health'*

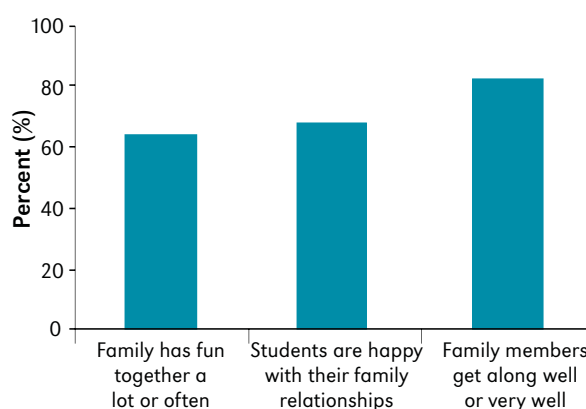
(p. 27, National Health Committee, 1998).

A child growing up in poverty is three times more likely to be sick (Easton & Ballantyne, 2002) and hospital admission rates for children from low-income areas are significantly higher than for better-off children (Graham et. al., 2001).

# Family Relationships

Having a close and caring relationship with a parent is one of the most important predictors of good health and wellbeing for young people (McLaren, 2002). Most Pacific students were happy with their family relationships (70%), had fun with their families (64%) and reported that their families got on well (82%).

## Family Relationships



The great majority of Pacific students felt close to their parent(s) (72%) and felt that their parent(s) cared a lot about them (87%). However, only thirty six percent said that they got enough time with their mother most of the time. The most common reasons for not getting enough time was because their mother was at work (62%) or was busy at home with housework, other children or family members (55%).

Similarly, 37% of Pacific students felt that they got enough time with their father most of the time. The most common reason for not getting enough time was because their father was at work (74%); he was 'out' (29%); or busy at home with housework, other children or family members (28%).

Thirty seven percent of Pacific students reported their parents knew a lot about their friends, 57% knew a lot about where they went after school and 53% knew a lot about where they went at night.

## Comparisons between Pacific and New Zealand European Students

The indicators of family adversity were higher among Pacific students than NZ European students. Twenty two percent of the Pacific students but only 8% of NZ European students reported their family moved home 2 or more times in the last 12 months; 18% of Pacific students but only 1% of NZ European students reported overcrowding with more than 2 people per bedroom. Thirty percent of Pacific students and 25% of NZ European students reported living in two or more homes.

While the great majority of Pacific students (87%) reported that their parent(s) cared a lot about them, the proportion was even higher among NZ European students (93%). However, other measures of relationships between students and their families (whether students feel close to their parents, the family often has fun together and get along well) were no different between Pacific students and NZ European students.

## Changes from 2001 to 2007

There was no consistent change in the measures of family relationships between 2001 and 2007. The proportion of Pacific students who reported that their parents cared a lot about them fell slightly, from 91% in 2001 to 87% in 2007; the proportion who felt close to their parents did not change; while the proportion reporting that they were happy with how they got on with their families rose from 56% in 2001 to 70% in 2007.

Indicators of family adversity did not change from 2001 to 2007, with similar proportions of students reporting moving home 2 or more times in the last 12 months, parents worrying about not having enough money to pay for food, and having more than 2 people per bedroom in their homes.



# School

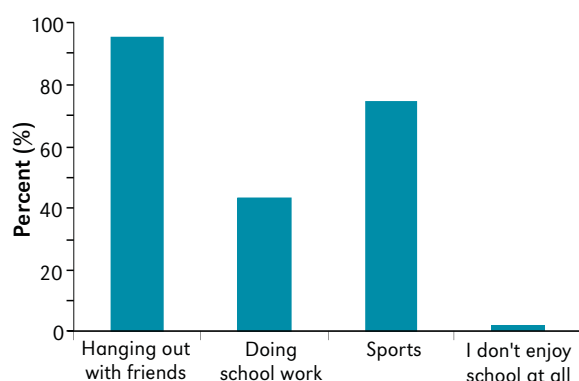
Students spend a considerable amount of time in school settings, and active engagement in school is associated with better health and wellbeing outcomes for them. Schools need to provide effective learning environments and school staff should have high expectations for their students, provide opportunities for meaningful participation in school life and offer caring adult relationships for students (McLaren, 2002).

## School Engagement

In general most Pacific students liked school. The most common reason Pacific students gave for why they enjoyed school was hanging out with friends there (95%), sports (83% of males but only 64% of females), and doing school work (43%).

Ninety two percent of the Pacific students felt part of their school and this did not vary by age or gender but it did increase with level of deprivation (84% of Pacific students from neighbourhoods of low deprivation felt part of their school, compared to 91% of those from medium level and 94% of those from the high level of deprivation). Most Pacific students were involved in sports teams (56%) and many belonged to other groups or clubs at school (43%).

### What Students Enjoy about School



## School Safety

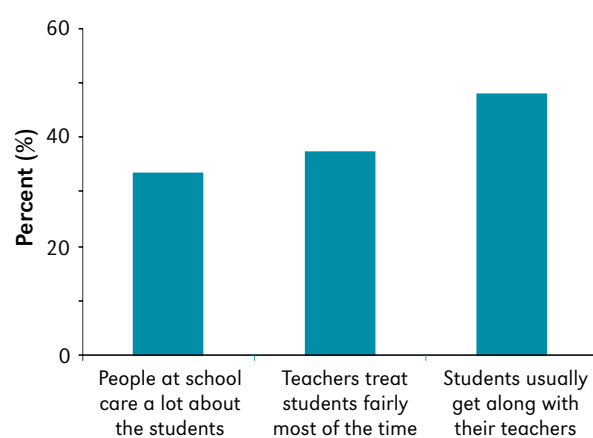
Safety at school is of increasing concern among parents and educators. Being bullied at school can lead to mental health problems such as anxiety and depression (McLaren, 2002).

Most Pacific students (84%) felt safe at school all or most of the time. However, a small but concerning proportion of Pacific students (4%) reported being bullied at school weekly or more often.

## Relationships at School

Teachers and other adults at school provided positive relationships for many Pacific students. Thirty three percent of Pacific students reported that people at school care a lot about them. Thirty seven percent of the Pacific students reported that teachers at school treat students fairly most of the time. Just under half of the Pacific students (48%) reported that they get along with their teachers. Almost all students reported that people at school expect them to do well (92%) and that it is important for them to be proud of their school work (94%).

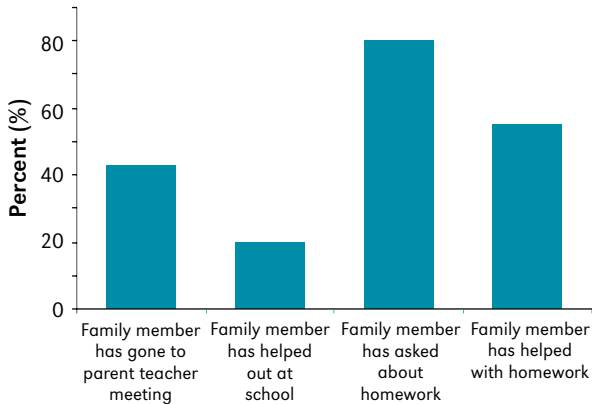
### Student Engagement in School



## Families and School

Forty three percent of the Pacific students reported that someone from their family had attended a parent-teacher meeting in the past year. Only 20% of families had helped out at school in the last year. Many families (55%) had helped students out with homework in the last year.

Family Engagement in School



## Importance of Education and School

Sixty percent of the Pacific students reported that they intended to get further training or education when they left secondary school. This was higher among female students (65%) than among male students (55%). Thirty percent of Pacific students reported that they would start work or look for a job.

## Comparisons between Pacific and New Zealand European Students

Some measures of connectedness with school were lower for Pacific students than for NZ European students. Thirty seven percent of Pacific students reported that their teachers treated them fairly, compared to 55% of NZ European students. Forty three percent of Pacific students reported a family member had attended a parent-teacher meeting compared to 54% of NZ European students. Fifty five percent of Pacific students reported that a family member helped with their homework, compared to 63% of NZ European students.

However, Pacific students (92%) were more likely to report feeling a part of their school than NZ European students (88%). Pacific students (33%) were also more likely to report that people at school cared a lot about them than NZ European (24%). The proportion of students who had avoided going to school because of bullying was no different in Pacific and NZ European students.

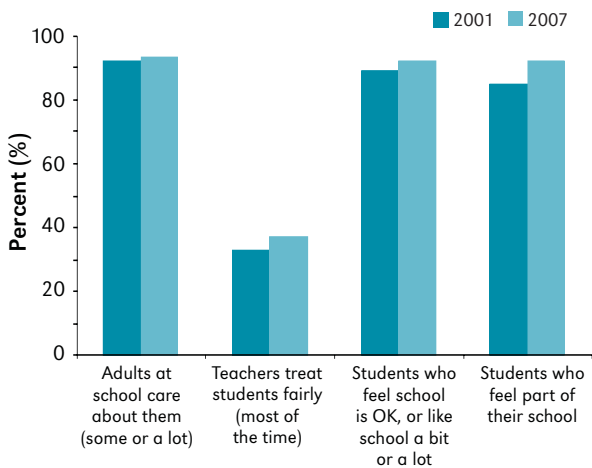


## Changes from 2001 to 2007

Pacific student connectedness with school improved from 2001 to 2007 with the proportion of students who reported that they felt part of their school increasing from 85% in 2001 to 92% in 2007. The proportion of students who reported that people at school (teachers, coaches, etc.) cared about them remained very high (92% in 2001 and 93% in 2007).

School safety also improved, with a greater proportion of Pacific students feeling safe at school in 2007 (84%) than in 2001 (72%) compared to only a slight improvement from 81% in 2001 to 84% in 2007 for the New Zealand European students.

### Comparison of School Engagement Indicators



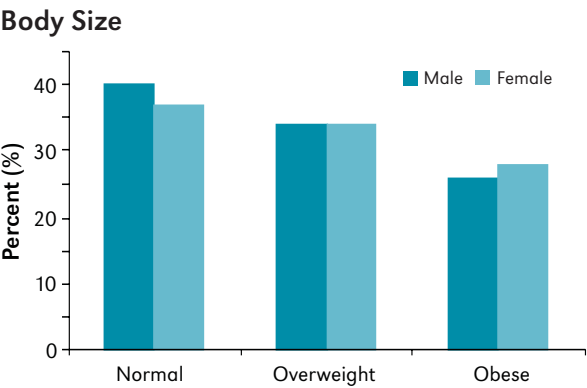


# Nutrition and Exercise

Healthy eating and physical activity are important for maintaining an appropriate body weight and preventing chronic diseases later in life. Good nutrition ensures that young people have sufficient energy to do well in sport and in school.

## Body Size

Using the measurements of each student's height and weight to calculate their Body Mass Index (BMI) showed that 34% of Pacific secondary school male and female students were overweight and a further 26% and 28% respectively were obese.



Eighty eight percent of Pacific male students and 72% of females reported being either okay, happy or very happy with their weight. Seventy three percent of female Pacific students and 51% of males had tried to lose weight in the last 12 months.

## Nutrition

Eating breakfast is an important part of a healthy diet, and missing breakfast is a marker for poor nutritional outcomes. Young people who eat breakfast and eat meals with their families tend to have more nutritious diets than those who skip breakfast at home and buy food instead. Foods purchased outside the home generally make it difficult for young people to eat well because those foods tend to have a lot of energy (kilojoules or calories), fat, saturated fat, and/or sugar.

Skipping breakfast or getting it from shops or takeaways was common among Pacific students. Only 45% of males and 29% of females always ate breakfast. Forty two percent reported that they got breakfast from shops or takeaways. Even more (56%) got their lunch there. Takeaway meals were more common among students from more deprived neighbourhoods, where 49% bought their breakfast from shops or takeaways and 62% bought their lunch there.

Thirty four percent of the Pacific students reported a diet over the last week that met the current recommendations for eating fruit at least twice a day and vegetables at least 3 times a day. On the other hand 47% of the Pacific students had consumed 4 or more fizzy drinks in the last week. Thirty one percent of the Pacific students had eaten food from fast food outlets, takeaways, dairies or petrol stations four or more times in the last week.

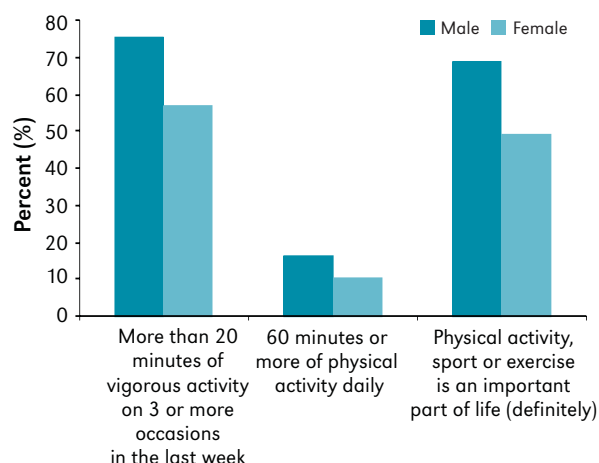
More Pacific students from neighbourhoods with high levels of deprivation had consumed 4 or more fizzy drinks in the last week (52%) compared to Pacific students from neighbourhoods with low levels of deprivation (31%). Similarly, more Pacific students from neighbourhoods with high levels of deprivation had eaten fast food four or more times in the last week (37%) compared to Pacific students from neighbourhoods with low levels of deprivation (14%).



## Exercise

Sixty six percent of Pacific students reported exercising more than 20 minutes 3 or more times in the past week. Fourteen percent of the Pacific students met current recommendations of 60 minutes of physical activity daily. Overall, physical activity was more common with male than female students.

### Physical Activity

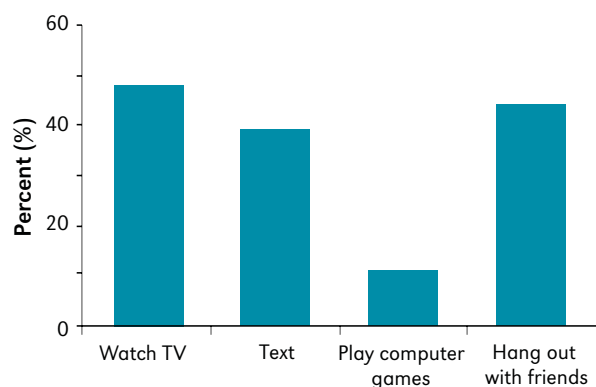


## Activities

Leisure activities were common among Pacific students and many spent three or more hours per day spending time with friends (44%), watching TV (48%), texting (39%) or playing computer games (26%).

Activities also included doing chores to help their families, looking after younger family members, doing arts or music, and doing homework. Twenty four percent of Pacific students did chores for the family and 22% looked after younger family members for three or more hours a day.

### Leisure Activities (3 or more hours each day)



## Comparisons between Pacific and New Zealand European Students

Forty percent of Pacific male students thought it was important to eat healthy food, compared to 27% of NZ European male students. However, there was no difference between Pacific and NZ Europeans female students in this regard.

There were great differences between Pacific and NZ European students in eating and dietary behaviours. Twenty one percent of Pacific students hardly ever ate breakfast compared to 12% of NZ European students. Forty two percent of Pacific students bought their breakfast from shops and takeaways compared to only 8% of NZ European students.

Sixty four percent of Pacific male students cared very much about staying fit and physically active compared to 56% of NZ European males. But again there was no difference between female students on this measure.

Pacific students consumed more fizzy drinks and fast food than NZ European students did, but also consumed more fruit and vegetables. Forty nine percent of Pacific male students reported drinking fizzy drinks or soft drinks at least 4 times in the past week compared to 27% of NZ European male students. Forty six percent of Pacific female students reported drinking fizzy drinks or soft drinks at least 4 times in the past week compared to 17% of NZ European female students.

Thirty percent of Pacific male students reported eating fast food at least 4 times in the past week compared to 9% of NZ European male students. Thirty three percent of Pacific female students reported eating fast food at least 4 times in the past week compared to 6% of NZ European female students.

However, 25% of Pacific students reported eating fruit at least twice a day and vegetables at least 3 times a day in the past week compared to only 11% of NZ European students.



## Changes from 2001 to 2007

No physical measurements were taken in 2001 so no comparisons can be made. However, there were mixed changes in Pacific students' perceptions about their weight. The proportion who were unhappy with their weight did not change from 2001 to 2007, but at the same time many had been trying to lose weight. The proportion of female Pacific students who had tried to lose weight was particularly high and remained unchanged, at 71% in 2001 and 73% in 2007, while the proportion of male Pacific students who had tried to lose weight actually increased, from 39% in 2001 to 51% in 2007.

Some nutrition and physical activity behaviours improved from 2001 to 2007. The proportion of Pacific students who always ate breakfast increased from 28% to 38% and the proportion who reported engaging in 20 minutes of vigorous activity on three or more occasions in the last week increased from 50% to 66%. However, some sedentary behaviours also increased. The proportion of Pacific students watching more than 1 hour of TV each day increased from 56% in 2001 to 77% in 2007. The proportion of Pacific students who used the internet for more than one hour each day increased even more, from 19% in 2001 to 56% in 2007.

## Health

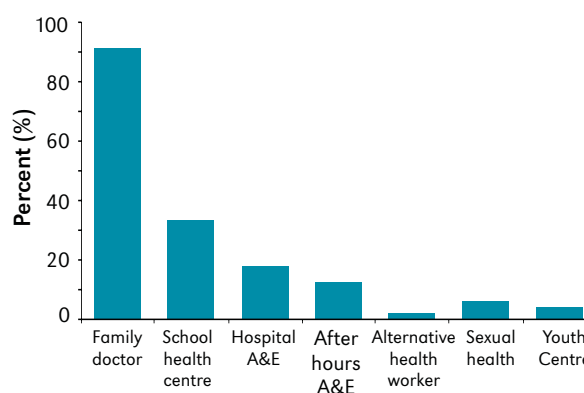
### General Health and Health Care

Most Pacific students (86%) reported that their health was excellent, very good or good – a result that had not changed from 2001. Fifteen percent of Pacific students reported a chronic health condition and 4% reported a chronic disability.

Among those Pacific students who had accessed health care in the last 12 months, 91% had been to a family doctor, 33% to a school health clinic, 25% to a hospital Accident and Emergency Department and 13% to a traditional healer or alternative health worker.

Privacy and confidentiality in health care are important indicators of the quality of health care services for young people. Among those Pacific students who had accessed health care in the last 12 months, little more than a third (35%) reported having had the chance to talk with a doctor or other health professional in private and only 46% had been assured that their health care service would be confidential.

#### Health Care Services Accessed in the last 12 months (among those who have accessed health care)



Twenty seven percent of Pacific students indicated that they had been unable to access health care when they needed to at some time in the last 12 months. The main reasons for not being able to access health care were 'they didn't want to make a fuss' and 'couldn't be bothered'.



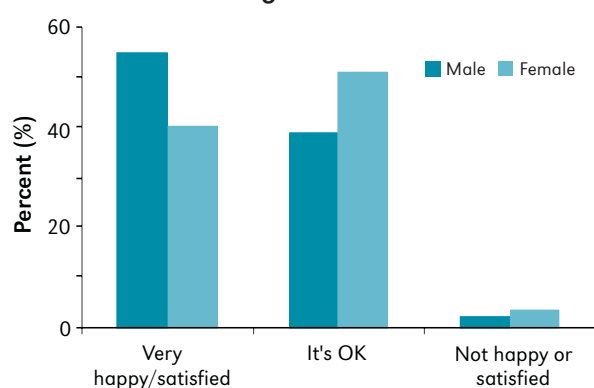
## Oral Health

Most Pacific students (79%) reported having a filling in their teeth and 17% had ever had a tooth removed. Sixty seven percent of the Pacific students had visited a dentist within the past year and 86% in the last 2 years. Seventeen percent of Pacific students had not been able to see a dentist or a dental nurse when needed in the last 12 months.

## Emotional Health

The majority of Pacific students (92%) reported being ok or very happy/satisfied with their life.

### Emotional Wellbeing



Fifteen percent of Pacific female students and 7% of Pacific male students reported significant symptoms of depression.

Deliberate self-harm was relatively common among Pacific students, again more so among females. Twenty nine percent of female Pacific students and 17% of males had deliberately harmed themselves in the last 12 months. Most of this self harm was relatively minor; only 4% of students reported deliberate self-harm in the last 12 months that required treatment by a doctor or nurse.

Suicide continues to be a leading cause of youth mortality in New Zealand. Suicidal thoughts and suicide attempts were also not uncommon among Pacific students, with 27% of females and 10% of males thinking seriously about suicide in the past 12 months, and 14% of females and 5% of males having made a suicide attempt in the last 12 months. Fewer Pacific students (3%) required treatment by a doctor or nurse after attempting suicide.

## Sexual Health

Adolescence is a period of life when young people begin to experience sexual attractions and behaviours, which are a part of healthy and normal development. However, unsafe sexual behaviours place young people at risk of negative health outcomes, such as sexually transmitted infections (STIs), unintended pregnancy and distress.

Most Pacific students had never had sexual intercourse. Overall 45% reported ever having had sex and 32% were currently sexually active (i.e. they reported having sex in the last 3 months).

Among the Pacific students who were sexually active, sixty six percent reported using some form of contraception always or most of the time to protect against pregnancy, and 58% reported using a condom always or most of the time to protect against sexually transmitted infections.

Most Pacific students (90%) reported being exclusively attracted to the opposite sex. Ten percent of Pacific students reported otherwise – i.e. being attracted to the same sex or both sexes (3%) and to neither sex or not being sure of their sexual orientation (7%).

## Comparisons between Pacific and New Zealand European Students

Pacific students were less likely to report good, very good or excellent health than NZ European students. Ninety percent of Pacific males and 82% of Pacific females reported good, very good or excellent health compared to 95% NZ European males and 93% NZ European females. Pacific students were more likely than NZ European students to have been unable to access health care when needed in the last 12 months. This was the case for 25% of male Pacific students compared to 12% of male NZ European students and 28% of female Pacific students compared to 16% of female NZ European students.



Similarly with access to dental care: 17% of Pacific students had not been able to see a dentist or a dental nurse when needed in the last 12 months, compared to 7% of NZ European students.

There was no difference in the proportion of Pacific students (11%) and NZ European students (9%) who had a significant number of depressive symptoms. However, Pacific students were more likely to have attempted suicide than NZ European students. Five percent of Pacific male students reported having attempted to commit suicide compared to 2% of NZ European males. Fourteen percent of Pacific female students reported having attempted to commit suicide compared to 5% of NZ European females.

Contraceptive and condom use were lower among Pacific students than NZ European students. Sixty six percent of the Pacific students who were sexually active reported using a form of contraception to protect against pregnancy compared to 87% of NZ European students, and 58% of the Pacific students reported using a condom to protect against STI or HIV compared to 77% of the NZ European students.

## Changes from 2001 to 2007

Overall there was a marked improvement in Pacific students' emotional wellbeing and associated behaviours from 2001 to 2007. The proportion of Pacific students who reported being OK or very happy/satisfied with their lives increased from 83% in 2001 to 92% in 2007. The proportion of Pacific students who reported significant symptoms of depression decreased from 18% in 2001 to 11% in 2007 whereas the level for NZ European students remained unchanged (11% in 2001 to 10% in 2007).

Thirteen percent of Pacific students had attempted suicide in the preceding 12 months in 2001, but in 2007 this had fallen to 9%.

The proportion of Pacific students who reported ever having had sex increased from 35% in 2001 to 45% in 2007.



# Substance Use and Gambling

## Cigarettes

Young people who smoke are at risk of serious long-term health consequences: most adult smokers started smoking and became addicted to cigarettes during their teenage years (Fidler, West, van Jaarsveld, Jarvis, & Wardle, 2008). In 2007, almost a third (32%) of Pacific male students and almost half (48%) of Pacific female students reported that they had ever tried smoking a cigarette; 12% reported that they smoked cigarettes weekly or more often. When they did go to buy cigarettes, 64% were not routinely asked to show ID. Many (70%) of the Pacific students who smoked cigarettes had tried to cut down or give up smoking.

## Alcohol

Alcohol use is associated with a range of poor health and wellbeing outcomes, usually from engaging in risky behaviours while drunk. Sixty five percent of Pacific students had tried alcohol and of those who had 48% currently drank alcohol. The amount of alcohol drunk by many Pacific students was substantial: 32% of the Pacific students reported that they had engaged in binge drinking (5 or more drinks within 4 hours) in the last 4 weeks. When they did go to buy alcohol 48% were not routinely asked to show ID.

## Marijuana and Other Drugs

Marijuana use can impact significantly on a student's performance at school and on their mental health. Thirty four percent of Pacific students reported ever having tried smoking marijuana. Of those who had tried smoking marijuana, 8% had become current users, reporting using marijuana weekly or more often in the last 4 weeks. More than one-third (37%) of Pacific students who used marijuana had tried to cut down or give up using it.

The use of other drugs such as acid, heroin, "P", speed or ecstasy was uncommon among Pacific students.

## Gambling

Six percent of Pacific students had gambled at least once in the past 4 weeks. Three percent of Pacific students reported spending more than \$20 a week gambling, and 3% also spent more than 30 minutes a day gambling. Among Pacific students who engaged in gambling, the most common forms reported were bets with friends (60%), Instant Kiwi (34%), cards or coins (28%), Lotto (25%), Bingo and housie (13%), TAB betting e.g. on the track racing (11%), Internet e.g. internet casinos (11%) and Casino pokies or tables (8%).

## Comparisons between Pacific and New Zealand European Students

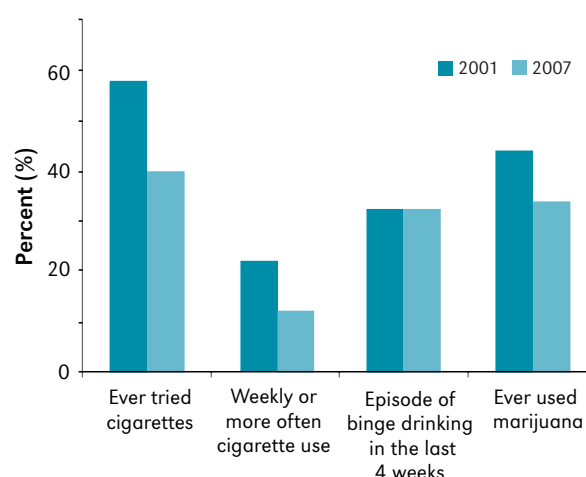
Rates of smoking cigarettes and using marijuana were higher among Pacific students than NZ European students: 12% of Pacific students reported smoking cigarettes and 8% reported using marijuana at least weekly compared to 6% and 4% of NZ European students. Conversely, binge drinking was slightly lower among Pacific students than NZ European students: of those who drink alcohol, 32% of Pacific students reported binge drinking at least once in the last 4 weeks compared to 35% of NZ European students.

Three percent of Pacific students reported spending more than 30 minutes per day gambling compared to 0.5% of NZ European students.

## Changes from 2001 to 2007

Smoking among Pacific students fell considerably between 2001 and 2007. In 2001 58% of Pacific students had tried smoking cigarettes and 22% were smoking weekly or more often, while in 2007 40% had tried smoking and only 12% were smoking weekly or more often. The proportion of Pacific students who had tried marijuana also decreased from 44% in 2001 to 34% in 2007, although the proportion of those who used marijuana weekly or more often remained the same at 8%. Binge drinking also remained unchanged between 2001 and 2007.

### Comparison of Cigarette, Alcohol and Marijuana Use 2001 to 2007





# Injuries and Violence

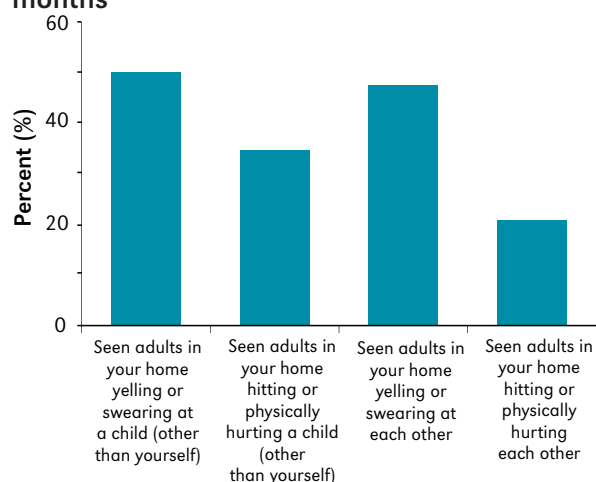
## Motor Vehicle Risk Behaviours

Motor vehicle crashes are the leading cause of death among young people (Statistics NZ, 2005). Sixty percent of Pacific students always wear a seatbelt when driving or being driven in a car. Twenty seven percent of Pacific students reported that at least once during the last month they had been driven by someone who had been drinking. Among Pacific students who drive, 16% reported that during the last month they had driven a car dangerously (e.g. speeding, car chases, burnouts). A smaller proportion, 9% of students who drive, reported that in the last month they had driven after drinking more than 2 glasses of alcohol in the two hours before driving.

## Witnessing Violence

For young people, experiencing violence is associated with a range of poor health outcomes. Being a witness, a victim or a perpetrator of violence is a threat to their health and wellbeing (Fleming et al., 2007; Osofsky, 1995). Approximately 36% of Pacific students had witnessed adults hitting or physically hurting a child in their home in the last 12 months and 22% had witnessed adults physically hitting or hurting other adults.

### Witnessing Violence at Home in the last 12 months



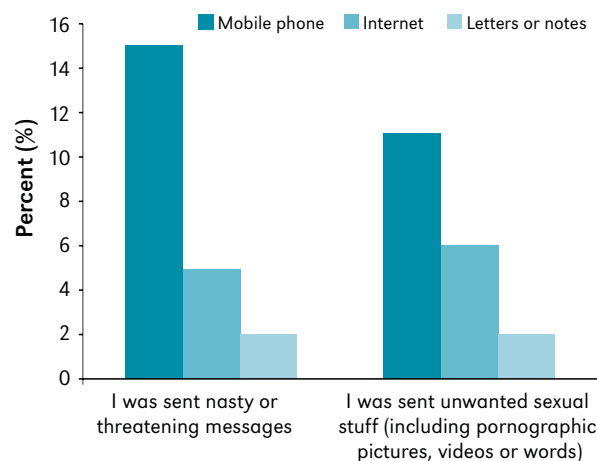
## Violence and Bullying

Being hit or physically harmed in the last 12 months was reported by 39% of Pacific students. It was equally common among male and female Pacific students. Among those who had been hit or physically harmed, 30% reported the severity of the violence as pretty bad, really bad or terrible. Thirty one percent reported being in a serious physical fight in the last 12 months and 11% had carried a weapon in the last 12 months. Male students were more than three times as likely as females to report carrying a weapon.

Young people can experience various types of violence and bullying. The most common types of bullying Pacific students reported were someone telling lies or spreading false rumours about them to try to make others dislike them (51%), taking things from them (43%), calling them hurtful names (40%) and making sexual jokes, comments or gestures to them (37%).

Technology such as cell phones and the internet are increasingly being used to harass and bully people, including young people. Nineteen percent of Pacific students reported being sent nasty or threatening messages by cell phone or internet, and 17% had been sent unwanted sexual material.

### Cyber-bullying during the last 12 months



## Sexual Abuse

Thirteen percent of female Pacific students and 6% of male Pacific students had experienced one or more episodes of unwanted sexual behaviour from another person in the last 12 months. Forty three percent of Pacific students suffering sexual abuse had told someone about it.

## Comparisons between Pacific and New Zealand European Students

Forty percent of Pacific students reported that they did not always wear seat belt compared to 21% of NZ European students. However, the proportions of students reporting ever having been driven by someone who had been drinking alcohol were no different in Pacific students (34%) or NZ European students (33%).

Witnessing of violence, involvement in physical fights, and sexual abuse were all higher among Pacific students than NZ European students. Thirty five percent of Pacific students reported witnessing adults hitting or physically hurting a child in their homes in the last 12 months and 21% reported witnessing adults hitting each other, compared to only 11% and 7% of NZ European students. Thirty one percent of Pacific students reported having been involved in a serious physical fight at least once in the last 12 months compared to 16% of NZ European students.

In the area of sexual abuse, 12% of male Pacific students and 25% of females reported having ever experienced unwanted sexual contact, compared to only 3% of male NZ European students and 16% of females.

The proportions of students reported receiving nasty or threatening messages by cell phone or internet were no different between Pacific (19%) and NZ European (18%) students.

## Changes from 2001 to 2007

The proportion of Pacific students who reported always wearing a seatbelt remained unchanged from 2001 (59%) to 2007 (60%) although among NZ European students this proportion increased from 70% in 2001 to 79% in 2007. Similarly, the proportion of Pacific students who had driven a car within the last month after consuming more than 2 glasses of alcohol within 2 hours of driving remained no different from 2001 (8%) to 2007 (9%).

Of concern is the proportion of Pacific students who witnessed adults physically hitting or hurting a child in their home in the last 12 months. This increased from 26% in 2001 to 36% in 2007 while the proportion among NZ European students fell slightly from 13% to 11%. The proportion of Pacific students who witnessed adults physically hitting or hurting other adults in their home in the last 12 months also increased, from 12% in 2001 to 22% in 2007. The proportion of Pacific students who in the last 12 months had been in a serious physical fight remained no different from 2001 (33%) to 2007 (31%).

However, sexual abuse decreased: the proportion of Pacific students who reported being touched in a sexual way or made to do sexual things they did not want to do fell from 25% in 2001 to 20% in 2007.





# Neighbourhood and Spirituality

## Employment

Many students have part-time jobs while still at school. The positive outcomes of part-time work include lower school drop-out rates and increased employment and earnings after leaving school. When work involves no more than 20 hours a week, young people report becoming more punctual, dependable and responsible, and girls report becoming more self-reliant. However, working for more than 20 hours a week may compromise school performance (McLaren, 2002).

About 30% of Pacific students had a regular part-time job; a further 12% had occasional work during the school term; and 22% had a school holiday job. Most (69%) of the Pacific students with regular part time employment worked less than 10 hours per week but a few students (12%) worked more than 20 hours per week.

## Friends and Peers

Having friends and socialising with them is an essential part of adolescence. Friends provide support and a sense of belonging for youth. Almost all Pacific students reported that they had a group of friends they hung out with (96%) and felt close to (89%). Almost all Pacific students (92%) had a friend or friends who they could talk to about anything and most (76%) had friends who cared a lot about them.

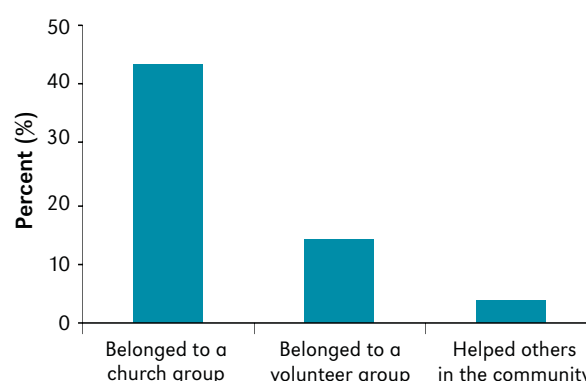
## Participation in the Community

Young people who are fully engaged and participating meaningfully in their communities enjoy a number of benefits in both health and education, including: reduced criminality reduced drug use, fewer unplanned pregnancies and enhanced emotional wellbeing (McLaren, 2002). Forty three percent of Pacific students belonged to a church group, 17% had helped others in their community in the last 12 months, and 4% belonged to a volunteer group such as Greenpeace or Youthline.



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## Community Participation



## Neighbourhood

Most Pacific students (74%) trusted people in their neighbourhood and most (84%) liked the neighbourhood where they lived. Seventy five percent of Pacific students felt safe in their neighbourhood and 51% had an adult in their neighbourhood who they would feel okay talking to about a serious problem.

## Spiritual Beliefs

Spiritual beliefs were very important for 57% of Pacific students. A similar proportion attended a place of worship weekly or more often and 67% reported that they felt that they belonged there.

## Comparisons between Pacific and New Zealand European Students

The proportions of Pacific students who reported that their spiritual beliefs were very important to them (57%) and that they often attended a place of worship (59%) were much higher than among NZ European students (20% and 22%).

## Changes from 2001 to 2007

The proportion of Pacific students who felt safe in their neighbourhood decreased marginally from 78% in 2001 to 75% in 2007.

The proportion of Pacific students reporting that their spiritual beliefs were very important to them, and attending church weekly or more often, were no different in 2007 (57% and 59%) than in 2001 (60% and 56%).

The proportion of Pacific students who reported having a regular part-time job during the school term was no different in 2007 (30%) than in 2001 (27%).

The proportion of Pacific students who reported that they had an adult outside their family they could talk to when they had a serious problem dropped markedly from 61% in 2001 to 51% in 2007 while among NZ European students it remained unchanged from 59% in 2001 to 57% in 2007.





# Samoa Youth

This section presents results for the 331 students in the Youth'07 survey who reported their main ethnicity as Samoan.

## Demography

The age and gender distribution of the sample of 331 Samoan students is given in the table below. The higher proportion of males than females reflects the similar ratio in the total Youth'07 sample of students surveyed and is not necessarily representative of Samoan students in general.

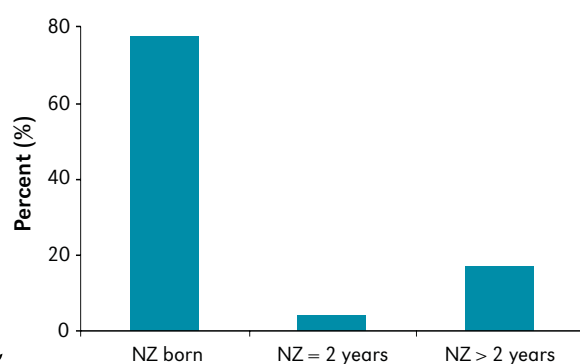
Age and gender distribution (N = 331)

Age	Male		Female	
	n	%	n	%
13 or less	46	23.0	28	20.9
14	36	18.3	29	21.6
15	49	25.0	31	23.1
16	42	21.3	21	15.6
17 or older	24	12.2	25	18.6
<b>Total</b>	<b>197</b>	<b>53.7</b>	<b>134</b>	<b>46.3</b>

## Country of Birth

Of the Samoan students, 78% reported they had been born in New Zealand, 17% had been born outside New Zealand but had lived in New Zealand for more than 2 years, and 4% had migrated to New Zealand within the last two years.

Duration of Residence in New Zealand

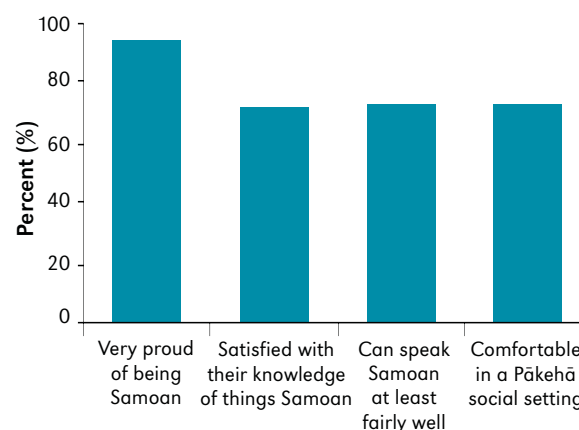


## Culture and Ethnicity

Almost all (95%) Samoan students were proud of being Samoan, 72% were satisfied with their knowledge of things Samoan and 75% could speak Samoan at least fairly well.

Eighty eight percent of the Samoan students reported some or a lot of their family special activities or traditions like Christmas, Easter, etc. were based on New Zealand Pākehā culture. Most (74%) Samoan students felt comfortable or very comfortable in a Pākehā social setting.

Pride and Knowledge of Samoan Culture



## Home and Families

In New Zealand 75% of Samoan students lived in one home and 25% lived in two or more homes. Samoan students who lived in only one home were more likely to live with both parents than those who lived in two or more homes.

### Family Circumstances

About 19% of Samoan students had moved home 2 or more times in the last 12 months, 18% reported that their parents often or always worried about not having enough money for food, 22% reported overcrowding, with more than 2 people per bedroom and 5% reported that neither of their parents worked.

### Family Relationships

Having a close and caring relationship with a parent is one of the most important predictors of good health and wellbeing for young people (McLaren, 2002). In 2007 most Samoan students were happy with their family relationships (74%), had fun with their families (70%) and reported that their families got on well (87%).

Most (78%) Samoan students felt close to their parent(s) and even more (89%) felt that their parent(s) cared a lot about them.

Eighty three percent of the Samoan students reported that their parents knew a lot about their friends, 87% that their parents knew a lot about where they went after school and 74% that their parents knew where they went at night.

## School

### School Engagement

Almost all (97%) Samoan students liked school. The most common reasons Samoan students gave for why they enjoyed school were: hanging out with friends (92%), sports (85%) and doing school work (49%).

### Families and School

Many Samoan students reported that someone from their family had attended a parent-teacher meeting in the past year (49%), or helped them with homework (57%), but fewer (23%) had helped out at school in the last year.

### Importance of School and Education

Ninety five percent of the Samoan students reported that to be at school every day was very important or somewhat important to them. Sixty eight percent of the Samoan students reported that they intended to get further training or education when they left secondary school.

## Nutrition and Exercise

Healthy eating and physical activity are important for maintaining an appropriate body weight and preventing chronic diseases later in life. Good nutrition ensures that young people have sufficient energy to do well in sport and in school.

### Body Size

Using the measurements of students' height and weight to calculate each student's Body Mass Index (BMI) showed that 36% of Samoan male students and 34% of females were overweight and an additional 34% of males and 39% of females were obese. Fifty nine percent of the Samoan male students and 80% of the Samoan females had tried to lose weight in the last 12 months.



## Nutrition

Eating breakfast is an important part of a healthy diet and missing breakfast is a marker for poor nutritional outcomes. Purchasing convenience foods instead of eating at home generally makes it difficult for young people to eat well because those foods tend to have a lot of energy (kilojoules or calories), fat, saturated fat, and/or sugar. In contrast, young people who eat breakfast and eat meals with their families tend to have more nutritious diets that extend into adulthood.

Thirty four percent of the Samoan students always ate breakfast. Fifty four percent, 60% and 75% of Samoan students reported that they got breakfast, lunch and dinner respectively from shops or takeaways. Thirty six percent of the Samoan students reported a diet over the last week that met the current recommendations for eating fruit at least twice a day and vegetables at least 3 times a day.

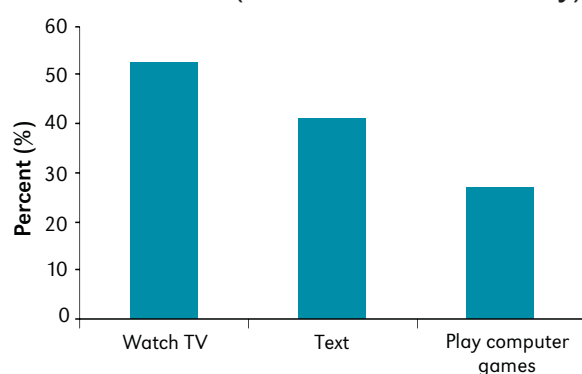
## Exercise

Sixty six percent of the Samoan students reported engaging in 20 minutes or more of vigorous activity on three or more occasions in the last week and only 12% had met current recommendations of 60 minutes of physical activity daily.

## Activities

Leisure activities were common among Samoan students and significant numbers spent three or more hours each day watching TV (53% of students), texting (41%) or playing computer games (27%).

**Leisure Activities (3 or more hours each day)**



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## Health

### General Health and Health Care

Most Samoan students (86%) reported that their health was excellent, very good or good – a result that had not changed from 2001.

Among those Samoan students who had accessed health care in the last 12 months, 93% had been to a family doctor, 32% to a school health clinic, 17% to a hospital Accident and Emergency Department, 12% to an after-hours A & E clinic and 8% to a traditional healer.

Privacy and confidentiality in health care are important indicators of the quality of health care services for young people. Among those Samoan students who had accessed health care in the last 12 months, less than one-third (31%) reported having had the chance to talk with a doctor or other health professional in private and only 41% had been assured that their health care service would be confidential.

### Emotional Wellbeing

The majority of Samoan students (95%) reported being ok or very happy/satisfied with their life. At the same time, however, 6% of male Samoan students and a much higher proportion, 20%, of females reported significant symptoms of depression.

In New Zealand, suicide continues to be a leading cause of youth mortality. Suicidal thoughts and suicide attempts were not uncommon among Samoan students, especially females: 31% of female Samoan students and 6% of males had thought seriously about suicide in the past 12 months, and 14% of female Samoan students and 6% of males had made a suicide attempt in the last 12 months.

## Sexual Health

Adolescence is a period of life when young people begin to experience sexual attractions and behaviours, which are a part of healthy and normal development. However, unsafe sexual behaviours place young people at risk of negative health outcomes, such as sexually transmitted infections (STIs), unwanted pregnancy and distress.

Forty two percent of Samoan students reported ever having had sex. Almost one-third (32%) reported they were currently sexually active, i.e., they had sex in the last 3 months. Sixty percent of Samoan students who were sexually active reported using some form of contraception always or most of the time to protect against pregnancy and 50% reported using condoms always or most of the time to protect against sexually transmitted infections.

## Substance Use

Young people who smoke are at risk of serious long-term health consequences; most adult smokers started smoking and became addicted to cigarettes during their teenage years.

Thirty three percent of Samoan students reported ever trying smoking, 18% had become current smokers, and 8% reported that they currently smoked cigarettes weekly or more often.

Alcohol use is associated with a range of poor health and wellbeing outcomes, usually from engaging in risky behaviours while drunk.

Fifty nine percent of Samoan students had tried alcohol and 28% had engaged in binge drinking (5 or more drinks within 4 hours) in the last 4 weeks.

Marijuana use can impact significantly on a student's performance at school and on their mental health. Twenty six percent of Samoan students had tried using marijuana and 6% reported using marijuana weekly or more often. Fifty nine percent of those who had used marijuana reported smoking marijuana before or during school.

## Injuries and Violence

### Motor Vehicle Risk Behaviours

Motor vehicle crashes are the leading cause of death among young people in New Zealand (Statistics NZ, 2005). Forty two percent of Samoan students did not always wear a seatbelt when driving or being driven in a car. A quarter of Samoan students (26%) reported that at least once during the last month they had been driven by someone who had been drinking. A smaller proportion (17%) of Samoan students reported that during the last month they had themselves driven a car dangerously (e.g. speeding, car chases, burnouts). Among Samoan students who drive, 6% had in the last month driven after drinking more than 2 glasses of alcohol in the two hours before driving.

### Witnessing Violence

For young people, experiencing violence is associated with a range of poor health outcomes. Being a witness, a victim or a perpetrator of violence is a threat to their health and wellbeing (Fleming et al., 2007; Osofsky, 1995). Forty six percent of Samoan students had witnessed adults hitting or physically hurting a child in their home in the last 12 months, and 24% had witnessed adults hitting or physically hurting other adults.

### Cyber Bullying

Technology such as cell phones and the internet are increasingly being used to harass and bully people, including young people. Twenty two percent of Samoan students reported being sent nasty or threatening messages and 19% had been sent unwanted sexual material by cell phone, internet, letters or notes.

### Sexual Abuse

Nine percent of Samoan students had experienced one or more episodes of unwanted sexual behaviour from another person in the last 12 months and 33% had told someone about it.



## Neighbourhood and Spirituality

### Employment

Many students have part-time jobs while still at school. The positive outcomes of part-time work include lower school drop-out rates and increased employment and earnings after leaving school. When work involves no more than 20 hours a week, young people report becoming more punctual, dependable, and responsible, and girls report becoming more self-reliant. However, working for more than 20 hours a week may compromise school performance (McLaren, 2002).

Twenty five percent of the Samoan students had a regular part-time job, of those, 15% reported working more than 20 hours per week.

### Neighbourhood

Most Samoan students (73%) trusted people in their neighbourhood and most (84%) liked the neighbourhood where they lived. Seventy four percent reported feeling safe in their neighbourhood.

### Spiritual Beliefs

Spiritual beliefs were very important for 72% of the Samoan students. Seventy seven percent reported that they attended a place of worship weekly or more often and 83% felt that they belonged to their church.







# Cook Islands Youth

This section presents results for the 150 students in the Youth'07 survey who declared their main ethnicity as Cook Islands.

## Demography

The age and gender distribution of the sample of 150 Cook Islands students is given in the table below. The higher proportion of males than females reflects the similar ratio in the total Youth'07 sample of students surveyed and is not necessarily representative of Cook Islands students in general.

Age and gender distribution (N = 150)

Age	Male		Female	
	n	%	n	%
13 or less	17	11.3	23	15.3
14	19	12.6	25	16.6
15	14	9.3	15	10.0
16	10	6.6	14	9.3
17 or older	6	4.0	7	4.6
<b>Total</b>	<b>66</b>	<b>43.8</b>	<b>84</b>	<b>55.8</b>

## Country of Birth

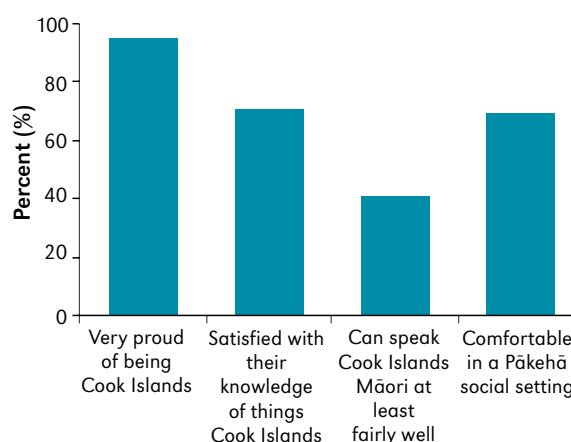
Of the Cook Islands students, 80% reported that they had been born in New Zealand, 17% had been born outside New Zealand but had lived in New Zealand for more than 2 years, and only 1% had migrated to New Zealand within the last two years.

## Culture and Ethnicity

Almost all (95%) Cook Islands students were proud of being Cook Islands, 72% were satisfied with their knowledge of things Cook Islands and 42% could speak Cook Islands Māori at least fairly well.

Eighty eight percent of the Cook Islands students reported some or a lot of their family special activities or traditions like Christmas, Easter, etc. were based on New Zealand Pākehā culture. Most (69%) Cook Islands students felt comfortable or very comfortable in Pākehā social settings.

Pride and Knowledge of Cook Islands Culture





## Home and Families

Sixty six percent of Cook Islands students lived in one home and 34% lived in two or more homes. Cook Islands students who lived in only one home were more likely to live with both parents than those who lived in two or more homes.

### Family Circumstances

Twenty six percent of the Cook Islands students had moved home 2 or more times in the last 12 months, 16% reported that their parents often or always worried about not having enough money for food, and 14% reported overcrowding, with more than 2 people per bedroom and 4% reported that neither of their parents worked.

### Family Relationships

Having a close and caring relationship with a parent is one of the most important predictors of good health and wellbeing for young people (McLaren, 2002). Sixty eight percent of the Cook Islands students reported they were happy with their family relationships and 66% had fun with their families. Eighty four percent reported that their families got on well.

Most (69%) Cook Islands students felt close to their parent(s) and even more (86%) felt that their parent(s) cared a lot about them. Eighty seven percent of the Cook Islands students reported that their parents knew a lot about their friends, 86% that their parents knew a lot about where they went after school and 77% that their parents knew where they went at night.

## School

### School Engagement

Ninety three percent of the Cook Islands students liked school. The most common reasons Cook Islands students gave for why they enjoyed school were: hanging out with friends (99%), sports (73%) and doing school work (39%).

### Families and School

Thirty six percent of the Cook Islands students reported that someone from their family had attended a parent-teacher meeting in the past year. Only 19% of families had helped out at school in the last year. More than half of the families (52%) had helped the student with homework in the last year.

### Importance of School and Education

Ninety seven percent of the Cook Islands students reported that to be at school every day was very important or somewhat important to them. Fifty four percent of the Cook Islands students reported that they intended to get further training or education when they left secondary school.



## Nutrition and Exercise

Healthy eating and physical activity are important for maintaining an appropriate body weight and preventing chronic diseases later in life. Good nutrition ensures that young people have sufficient energy to do well in sport and in school.

### Body Size

Using the measurements of students' height and weight to calculate each student's Body Mass Index (BMI) showed that 31% of Cook Islands male students and 32% of females were overweight and an additional 25% of males and 36% of females were obese. Forty four percent of the Cook Islands male students and 72% of Cook Islands females had tried to lose weight in the last 12 months.

### Nutrition

Eating breakfast is an important part of a healthy diet and missing breakfast is a marker for poor nutritional outcomes. Purchasing convenience foods instead of eating at home generally makes it difficult for young people to eat well because those foods tend to have a lot of energy (kilojoules or calories), fat, saturated fat, and/or sugar. In contrast, young people who eat breakfast and eat meals with their families tend to have more nutritious diets that extend into adulthood.

Thirty two percent of the Cook Islands students always ate breakfast. Forty percent and 57% of the Cook Islands students reported that they got breakfast or lunch respectively from shops or takeaways. Only 29% of the Cook Islands students reported a diet over the last week that met the current recommendations for 2 or more fruits and 3 or more vegetables a day.

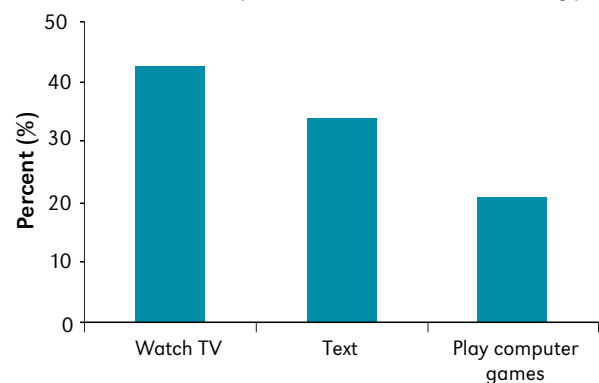
### Exercise

Sixty seven percent of Cook Islands students reported engaging in 20 minutes or more of vigorous activity on three or more occasions in the last week and only 13% had met current recommendations of 60 minutes of physical activity daily.

### Activities

Leisure activities were common among Cook Islands students and significant numbers spent three or more hours each day watching TV (43%), texting (34%) or playing computer games (21%).

**Leisure Activities (3 or more hours each day)**



## Health

### General Health and Health Care

Most Cook Islands students (80%) reported that their health was excellent, very good or good.

Among those Cook Islands students who had accessed health care in the last 12 months, 92% had been to a family doctor, 37% to a school health clinic, 16% to a hospital Accident and Emergency Department, 7% to an after-hours A & E clinic and 4% to a traditional healer.

Privacy and confidentiality in health care are important indicators of the quality of health care services for young people. Among those Cook Islands students who had accessed health care in the last 12 months, 43% reported having had the chance to talk with a doctor or other health professional in private and 52% had been assured that their health care service would be confidential.

### Emotional Wellbeing

The great majority (90%) of Cook Islands students reported being ok or very happy/satisfied with their life. At the same time, however, 11% of the Cook Islands students reported significant symptoms of depression.

In New Zealand, suicide continues to be a leading cause of youth mortality. Twenty two percent of Cook Islands students reported they had seriously thought about attempting suicide and 10% had made a suicide attempt in the last 12 months.

### Sexual Health

Adolescence is a period of life when young people begin to experience sexual attractions and behaviours, which are a part of healthy and normal development. However, unsafe sexual behaviours place young people at risk of negative health outcomes, such as sexually transmitted infections (STIs), unwanted pregnancy and distress.

Fifty two percent of the Cook Islands students reported ever having had sex. Thirty five percent of the Cook Islands students reported they were currently sexually active, i.e., they had sex in the last 3 months. Sixty two percent of Cook Islands students who were sexually active reported using some form of contraception always or most of the time to protect against pregnancy and 54% reported using condoms always or most of the time to protect against sexually transmitted infections.

## Substance Use

Young people who smoke are at risk of serious long-term health consequences; most adult smokers started smoking and became addicted to cigarettes during their teenage years.

Forty six percent of the Cook Islands students reported ever trying smoking, 26% had become current smokers, and 10% reported that they currently smoked cigarettes weekly or more often.

Alcohol use is associated with a range of poor health and wellbeing outcomes, usually from engaging in risky behaviours while drunk.

Sixty nine percent of the Cook Islands students had tried alcohol and 35% had engaged in binge drinking (5 or more drinks within 4 hours) in the last 4 weeks.

Marijuana use can impact significantly on a student's performance at school and on their mental health. Thirty eight percent of the Cook Islands students had tried using marijuana and 6% reported using marijuana weekly or more often. Forty three percent of those who had used marijuana reported smoking marijuana before or during school.



## Injuries and Violence

### Motor Vehicle Risk Behaviours

Motor vehicle crashes are the leading cause of death among young people in New Zealand (Statistics NZ, 2005). Thirty nine percent of Cook Islands students did not always wear a seatbelt when driving or being driven in a car. Twenty two percent of Cook Islands students reported that at least once during the last month they had been driven by someone who had been drinking.

### Witnessing Violence

For young people, experiencing violence is associated with a range of poor health outcomes. Being a witness, a victim or a perpetrator of violence is a threat to their health and wellbeing (Fleming et al., 2007; Osofsky, 1995). Thirty six percent of Cook Islands students had witnessed adults hitting or physically hurting a child in their home in the last 12 months and 22% had witnessed adults hitting or physically hurting other adults.

### Cyber Bullying

Technology such as cell phones and the internet are increasingly being used to harass and bully people, including young people. Twenty eight percent of the Cook Islands students reported being sent nasty or threatening messages and 17% had been sent unwanted sexual materials by cell phone, internet, letters or notes.

### Sexual Abuse

Ten percent of Cook Islands students had experienced one or more episodes of unwanted sexual behaviour from another person in the last 12 months and 43% had told someone about it.

## Neighbourhood and Spirituality

### Employment

Many students have part-time jobs while still at school. The positive outcomes of part-time work include lower school drop-out rates and increased employment and earnings after leaving school. When work involves no more than 20 hours a week, young people report being more punctual, dependable, and responsible, and girls report being more self-reliant. However, working for more than 20 hours a week may compromise school performance (McLaren, 2002).

Twenty three percent of the Cook Islands students had a regular part-time job, of those 12% reported working more than 20 hours per week.

### Neighbourhood

Most Cook Islands students (71%) trusted people in their neighbourhood and most (88%) liked the neighbourhood where they lived. About 73% reported feeling safe in their neighbourhood.

### Spiritual Beliefs

Spiritual beliefs were very important for about half (51%) of the Cook Islands students. Fifty four percent reported that they attended a place of worship weekly or more often and 61% felt that they belonged to their church.





# Tongan Youth

This section presents results for the 149 students in the Youth'07 survey who declared their main ethnicity as Tongan.

## Demography

The age and gender distribution of the sample of 149 Tongan students is given in the table below. The higher proportion of males than females reflects the similar ratio in the total Youth'07 sample of students surveyed and is not necessarily representative of Tongan students in general.

Age and gender distribution (N = 149)

Age	Male		Female	
	n	%	n	%
13 or less	20	13.4	13	8.7
14	17	11.4	15	10.0
15	13	8.7	12	8.0
16	16	10.7	18	12.0
17 or older	13	8.7	12	8.0
<b>Total</b>	<b>79</b>	<b>52.9</b>	<b>70</b>	<b>46.7</b>

## Country of Birth

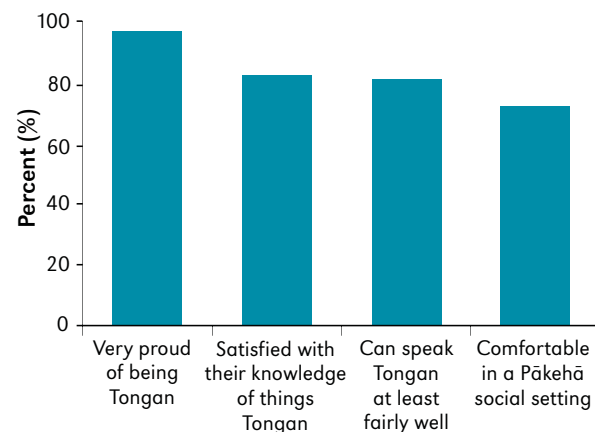
Of the Tongan students, 72% reported that they had been born in New Zealand, 22% had been born outside New Zealand but had lived in New Zealand for more than 2 years and 3% had migrated to New Zealand within the last two years.

## Culture and Ethnicity

Almost all (97%) Tongan students were proud of being Tongan, 83% were satisfied with their knowledge of things Tongan and 81% could speak Tongan at least fairly well.

Eighty four percent of the Tongan students reported some or a lot of their family special activities or traditions like Christmas, Easter, etc. were based on New Zealand Pākehā culture. Most (73%) Tongan students felt comfortable or very comfortable in a Pākehā social setting.

Pride and Knowledge of Tongan Culture



## Home and Families

Seventy five percent of Tongan students lived in one home and 25% lived in two or more homes. Tongan students who lived in only one home were more likely to live with both parents than those who lived in two or more homes.

### Family Circumstances

Twenty six percent of the Tongan students had moved home 2 or more times in the last 12 months, 17% reported that their parents often or always worried about not having enough money for food, 29% reported overcrowding, with more than 2 people per bedroom.

### Family Relationships

Having a close and caring relationship with a parent is one of the most important predictors of good health and wellbeing for young people (McLaren, 2002). Most Tongan students were happy with their family relationships (78%), had fun with their families (68%) and reported that their families got on well (89%).

Most (77%) Tongan students felt close to their parent(s) and even more (89%) felt that their parent(s) cared a lot about them.

Eighty three percent of the Tongan students reported that their parents knew a lot about their friends, 91% that their parents knew a lot about where they went after school and 78% that their parents knew where they went at night.

## School

### School Engagement

Almost all (98%) Tongan students liked school. The most common reasons Tongan students gave why they enjoyed school were: hanging out with friends (99%), sports (73%) and doing school work (39%).

### Families and School

Forty two percent of the Tongan students reported that someone from their family had attended a parent-teacher meeting in the past year. Only 23% of families had helped out at school in the last year. Most families (55%) had helped the student with homework in the last year.

### Importance of School and Education

Ninety seven percent of the Tongan students reported that to be at school everyday was very important or somewhat important to them. Sixty nine percent of the Tongan students reported that they intended to get further training or education when they left secondary school.





## Nutrition and Exercise

Healthy eating and physical activity are important for maintaining an appropriate body weight and preventing chronic diseases later in life. Good nutrition ensures that young people have sufficient energy to do well in sport and in school.

### Body Size

Using the measurements of students' height and weight to calculate each student's Body Mass Index showed that 44% of the male Tongan students were overweight and an additional 37% were obese. Among female Tongan students these proportions were reversed: 36% were overweight and 44% obese. Sixty two percent of Tongan male students and 72% of Tongan females had tried to lose weight in the last 12 months.

### Nutrition

Eating breakfast is an important part of a healthy diet and missing breakfast is a marker for poor nutritional outcomes. Purchasing convenience foods instead of eating at home generally makes it difficult for young people to eat well because those foods tend to have a lot of energy (kilojoules or calories), fat, saturated fat, and/or sugar. In contrast, young people who eat breakfast and eat meals with their families tend to have more nutritious diets that extend into adulthood.

Twenty nine percent of the Tongan students always ate breakfast. Fifty five percent and 66% of Tongan students reported that they got breakfast or lunch respectively from shops or takeaways. Almost half (48%) of the Tongan students reported a diet over the last week that met the current recommendations for 2 or more fruits and 3 or more vegetables a day.

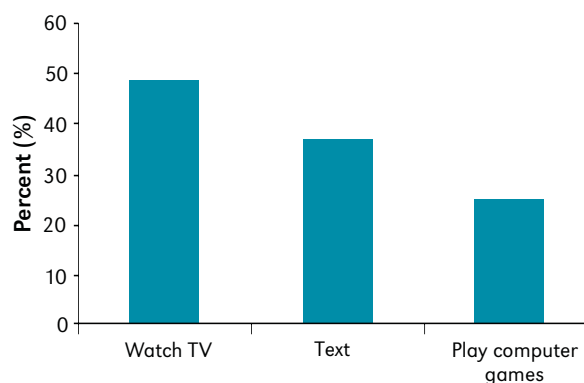
### Exercise

Seventy one percent of the Tongan students reported engaging in 20 minutes or more of vigorous activity on three or more occasions in the last week and only 12% had met current recommendations of 60 minutes of physical activity daily.

### Activities

Leisure activities were common among Tongan students and significant numbers spent three or more hours each day watching TV (49%), texting (37%) or playing computer games (25%).

#### Leisure Activities (3 or more hours each day)



## Health

### General Health and Health Care

Most Tongan students (87%) reported that their health was excellent, very good or good – a result that had not changed from 2001.

Among those Tongan students who had accessed health care in the last 12 months, 87% had been to a family doctor, 46% to a school health clinic, 8% to a hospital Accident and Emergency Department, 10% to an after-hours A & E clinic and 5% to a traditional healer.

Privacy and confidentiality in health care are important indicators of the quality of health care services for young people. Among those Tongan students who had accessed health care in the last 12 months, 34% reported having had the chance to talk with a doctor or other health professional in private and only 44% had been assured that their health care service would be confidential.

### Emotional Wellbeing

The great majority (97%) of the Tongan students reported being ok or very happy/satisfied with their life. At the same time, however, 10% of the Tongan students reported significant symptoms of depression.

In New Zealand, suicide continues to be a leading cause of youth mortality. Seventeen percent of Tongan students reported they had seriously thought about attempting suicide and 10% had made a suicide attempt in the last 12 months.

### Sexual Health

Adolescence is a period of life when young people begin to experience sexual attractions and behaviours, which are a part of healthy and normal development. However, unsafe sexual behaviours place young people at risk of negative health outcomes, such as sexually transmitted infections (STIs), unwanted pregnancy and distress.

Thirty seven percent of the Tongan students reported ever having had sex. One-quarter (25%) of Tongan students reported they were currently sexually active, i.e., they had sex in the last 3 months. Sixty five percent of Tongan students who were sexually active reported using some form of contraception always or most of the time to protect against pregnancy and 63% reported using condoms always or most of the time to protect against sexually transmitted infections.

## Substance Use

Young people who smoke are at risk of serious long-term health consequences; most adult smokers started smoking and became addicted to cigarettes during their teenage years.

Thirty seven percent of Tongan students reported ever trying smoking, 14% had become smokers, and 9% reporting that they currently smoked cigarettes weekly or more often.

Alcohol use is associated with a range of poor health and wellbeing outcomes, usually from engaging in risky behaviours while drunk.

Fifty eight percent of the Tongan students had tried alcohol and 24% had engaged in binge drinking (5 or more drinks within 4 hours) in the last 4 weeks.

Marijuana use can impact significantly on a student's performance at school and on their mental health. Twenty eight percent of the Tongan students had tried using marijuana and 6% reported using marijuana weekly or more often. Forty three percent of those who had used marijuana reported trying to cut down or give up smoking marijuana.



## Injuries and Violence

### Motor Vehicle Risk Behaviours

Motor vehicle crashes are the leading causes of death among young people (Statistics NZ, 2005). Nearly half (44%) of the Tongan students did not always wear a seatbelt when driving or being driven in a car. Twenty eight percent of the Tongan students reported that at least once during the last month they had been driven by someone who had been drinking.

### Witnessing Violence

For young people, experiencing violence is associated with a range of poor health outcomes. Being a witness, a victim or a perpetrator of violence is a threat to their health and wellbeing (Fleming et al., 2007; Osofsky, 1995). Forty six percent of the Tongan students had witnessed adults hitting or physically hurting a child in their home in the last 12 months and 26% had witnessed adults hitting or physically hurting other adults.

### Cyber Bullying

Technology such as cell phones and the internet are increasingly being used to harass and bully people, including young people. Fifteen percent of the Tongan students reported being sent nasty or threatening messages and 13% had been sent unwanted sexual materials by cell phone, internet, letters or notes.

## Neighbourhood and Spirituality

### Employment

Many students have part-time jobs while still at school. The positive outcomes of part-time work include lower school drop-out rates and increased employment and earnings after leaving school. When work involves no more than 20 hours a week, young people report being more punctual, dependable, and responsible, and girls report being more self-reliant. However, working for more than 20 hours a week may compromise school performance (McLaren, 2002).

Thirty percent of the Tongan students had a regular part-time job, of those 14% reported working more than 20 hours per week.

### Neighbourhood

Most Tongan students (73%) trusted people in their neighbourhood and most (84%) liked the neighbourhood where they lived. About 74% reported feeling safe in their neighbourhood.

### Spiritual Beliefs

Spiritual beliefs were very important for about 75% of the Tongan students. Eighty six percent reported that they attended a place of worship weekly or more often and 86% felt that they belonged to their church.





# Niue Youth

This section presents results for the 47 students in the Youth'07 survey who declared their main ethnicity as Niue

## Demography

The age and gender distribution of the sample of 47 Niue students is given in the table below. The higher proportion of males than females reflects the similar ratio in the total Youth'07 sample of students surveyed and is not necessarily representative of Niue students in general.

Age and gender distribution (N = 47)

Age	Male		Female	
	n	%	n	%
13 or less	9	19.1	6	12.7
14	6	12.7	2	4.2
15	6	12.7	4	8.5
16	6	12.7	5	10.6
17 or older	1	2.1	2	4.2
<b>Total</b>	<b>28</b>	<b>59.3</b>	<b>19</b>	<b>40.2</b>

## Country of Birth

Of the Niue students, 83% reported that they had been born in New Zealand, 15% had been born outside New Zealand but had lived in New Zealand for more than 2 years, and 2% had migrated to New Zealand within the last two years.

## Culture and Ethnicity

Almost all (96 %) Niue students were proud of being Niue, 59% were satisfied with their knowledge of things Niue and 40% could speak Niue at least fairly well.

Eighty five percent of the Niue students reported some or a lot of their family special activities or traditions like Christmas, Easter, etc. were based on New Zealand Pākehā culture. Most (83%) Niue students reported they felt comfortable or very comfortable in Pākehā social setting.

Pride and Knowledge of Niue Culture



## Home and Families

Seventy five percent of Niue students lived in one home and 25% lived in two or more homes. Niue students who lived in only one home were more likely to live with both parents than those who lived in two or more homes.

### Family Circumstances

Thirteen percent of the Niue students had moved home 2 or more times in the last 12 months and 21% reported overcrowding, with more than 2 people per bedroom.

### Family Relationships

Having a close and caring relationship with a parent is one of the most important predictors of good health and wellbeing for young people (McLaren, 2002). Most Niue students were happy with their family relationships (65%), had fun with their families (64%) and reported that their families got on well (75%).

Most (68%) Niue students felt close to their parent(s) and even more (79%) felt that their parent(s) cared a lot about them.

Ninety one percent of the Niue students reported that their parents knew a lot about their friends, 87% that their parents knew a lot about where they went after school and 81% that their parents knew where they went at night.

## School

### School Engagement

Almost all (94%) Niue students liked school. The most common reasons Niue students gave for why they enjoyed school were hanging out with friends (98%), sports (74%) and doing school work (44%).

### Families and School

Forty seven percent of the Niue students reported that someone from their family had attended a parent-teacher meeting in the past year. Only 16% of families had helped out at school in the last year. Less than half of the families (44%) had helped the student with homework in the last year.

### Importance of school and education

Ninety six percent of the Niue students reported that to be at school everyday was very important or somewhat important to them. Sixty one percent of the Niue students reported that they intended to get further training or education when they left secondary school.



## Nutrition and Exercise

Healthy eating and physical activity are important for maintaining an appropriate body weight and preventing chronic diseases later in life. Good nutrition ensures that young people have sufficient energy to do well in sport and in school.

### Body Size

Using the measurements of students' height and weight to calculate each student's Body Mass Index showed that 31% of the male Niue students and 55% of the females were overweight and an additional 19% of the males and 17% of the females were obese. Forty eight percent of the Niue male students and 88% of Niue females had tried to lose weight in the last 12 months

### Nutrition

Eating breakfast is an important part of a healthy diet and missing breakfast is a marker for poor nutritional outcomes. Purchasing convenience foods instead of eating at home generally makes it difficult for young people to eat well because those foods tend to have a lot of energy (kilojoules or calories), fat, saturated fat, and/or sugar. In contrast, young people who eat breakfast and eat meals with their families tend to have more nutritious diets that extend into adulthood.

Forty seven percent of the Niue students always ate breakfast. Forty five percent and 65% of Niue students reported that they got breakfast or lunch respectively from shops or takeaways. More than a third (37%) of the Niue students reported a diet over the last week that met the current recommendations for 2 or more fruits and 3 or more vegetables a day.

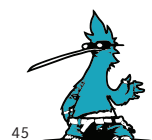
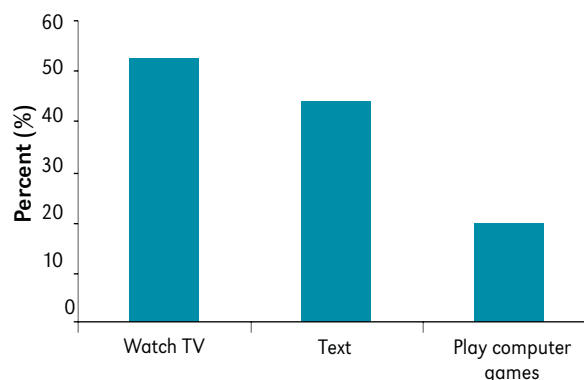
### Exercise

Seventy four percent of the Niue students reported engaging in 20 minutes or more of vigorous activity on three or more occasions in the last week and only 17% had met current recommendations of 60 minutes of physical activity daily.

### Activities

Leisure activities are common among Niue students and significant numbers spent three or more hours each day watching TV (53%), texting (44%) or playing computer games (20%).

**Leisure Activities (3 or more hours each day)**





## Health

### General Health and Health Care

Most Niue students (84%) reported that their health was excellent, very good or good – a result that has not changed from 2001.

Among those Niue students who had accessed health care in the last 12 months, 97% had been to a family doctor, 35% to a school health clinic, 23% to a hospital Accident and Emergency Department, 34% to an after-hours A & E clinic and 5% to a traditional healer.

Privacy and confidentiality in health care are important indicators of the quality of health care services for young people. Among those Niue students who had accessed health care in the last 12 months, only 23% reported having had the chance to talk with a doctor or other health professional in private and only 33% had been assured that their health care service would be confidential.

### Emotional Wellbeing

The great majority of the Niue students (89%) reported being ok or very happy/satisfied with their life.

In New Zealand, suicide continues to be a leading cause of youth mortality. Suicidal thoughts were not uncommon among Niue students, with 12% having thought seriously about committing suicide in the past 12 months.

### Sexual Health

Adolescence is a period of life when young people begin to experience sexual attractions and behaviours, which are a part of healthy and normal development. However, unsafe sexual behaviours place young people at risk of negative health outcomes, such as sexually transmitted infections (STIs), unwanted pregnancy and distress.

Thirty five percent of the Niue students reported having ever had sex. Nineteen percent of the Niue students reported they were currently sexually active, i.e. they had sex in the last 3 months.

### Substance Use

Young people who smoke are at risk of serious long-term health consequences; most adult smokers started smoking and became addicted to cigarettes during their teenage years. Twenty nine percent of the Niue students reported ever trying smoking.

Alcohol use is associated with a range of poor health and wellbeing outcomes, usually from engaging in risky behaviours while drunk.

Sixty six percent of the Niue students had tried alcohol and 19% had engaged in binge drinking (5 or more drinks within 4 hours) in the last 4 weeks.

Marijuana use can impact significantly on a student's performance at school and on their mental health. Forty two percent of the Niue students had tried using marijuana.



## Injuries and Violence

### Motor Vehicle Risk Behaviours

Motor vehicle crashes are the leading cause of death among young people in New Zealand (Statistics NZ, 2005). Forty seven percent of the Niue students did not always wear a seatbelt when driving or being driven in a car. Twenty seven percent of the Niue students reported that at least once during the last month they had been driven by someone who had been drinking.

### Witnessing Violence

For young people, experiencing violence is associated with a range of poor health outcomes. Being a witness, a victim or a perpetrator of violence is a threat to their health and wellbeing (Fleming et al., 2007; Osofsky, 1995). Twenty nine percent of the Niue students had witnessed adults hitting or physically hurting a child in their home in the last 12 months and 15% had witnessed adults hitting or physically hurting other adults.

### Cyber Bullying

Technology such as cell phones and the internet are increasingly being used to harass and bully people, including young people. Thirty three percent of the Niue students reported being sent nasty or threatening messages by cell phone or internet and similarly 18% had been sent unwanted sexual materials.

## Neighbourhood and Spirituality

### Neighbourhood

Most Niue students (79%) trusted people in their neighbourhood and most (82%) liked the neighbourhood where they lived. Seventy two percent reported feeling safe in their neighbourhood.

### Spiritual Beliefs

Spiritual beliefs were very important for 44% of the Niue students. Fifty two percent reported that they attended a place of worship weekly or more often and 56% felt that they belonged to their church, mosque or temple.



# Useful Links

General Health and Wellbeing	
Health information for young people	<a href="http://www.youthline.co.nz">www.youthline.co.nz</a>
Kidsline	<a href="http://www.kidsline.org.nz">www.kidsline.org.nz</a>
Sport & Recreation NZ (SPARC)	<a href="http://www.sparc.org.nz/education/sportfit/overview">www.sparc.org.nz/education/sportfit/overview</a>
SPARC for teachers	<a href="http://www.sparc.org.nz/dashboard/school-teachers">www.sparc.org.nz/dashboard/school-teachers</a>
Heart Foundation – School Food Programme	<a href="http://www.nhf.org.nz/index.asp?pageID=2145820280">www.nhf.org.nz/index.asp?pageID=2145820280</a>
ERO Review of Sexuality Education	<a href="http://www.ero.govt.nz/ero/publishing.nsf/Content/sex-ed-jun07">www.ero.govt.nz/ero/publishing.nsf/Content/sex-ed-jun07</a>
Sexuality Education Family Planning – training for teachers	<a href="http://www.fpanz.org.nz/EducationTraining/TrainingforTeachersandCommunityWorkers/tabid/201/Default.aspx">www.fpanz.org.nz/EducationTraining/TrainingforTeachersandCommunityWorkers/tabid/201/Default.aspx</a>
Youth2000 – for results from Youth2000 surveys & general information	<a href="http://www.youth2000.ac.nz">www.youth2000.ac.nz</a>

Mental Wellbeing	
Mental Health Foundation	<a href="http://www.mentalhealth.org.nz">www.mentalhealth.org.nz</a>
Education Packages for Schools	<a href="http://www.mentalhealth.org.nz/page.php?p=155&amp;fp=6&amp;sphttp://www.depression.org.nz/HelpMe/?SubGroupName=ResourcesHelpMe">www.mentalhealth.org.nz/page.php?p=155&amp;fp=6&amp;sphttp://www.depression.org.nz/HelpMe/?SubGroupName=ResourcesHelpMe</a>
Coping with depression	
Low down – for young people with depression	<a href="http://www.thelowdown.co.nz/#/home">www.thelowdown.co.nz/#/home</a>
Suicide Prevention	<a href="http://www.spinz.org.nz">www.spinz.org.nz</a>
Suicide Prevention in Schools	<a href="http://www.moh.govt.nz/suicideprevention">www.moh.govt.nz/suicideprevention</a> <a href="http://www.moh.govt.nz/moh.nsf/0/567A24EE4A6EB85ACC2570A7000C1C45/\$File/youthsuicidepreventioninschools.pdf">www.moh.govt.nz/moh.nsf/0/567A24EE4A6EB85ACC2570A7000C1C45/\$File/youthsuicidepreventioninschools.pdf</a>
Internet Safety in Schools	<a href="http://www.cybersafety.org.nz/kit">www.cybersafety.org.nz/kit</a>
Netsafe	<a href="http://www.netsafe.org.nz/index_for_ie6.htm">www.netsafe.org.nz/index_for_ie6.htm</a>
Drug Education	<a href="http://www.educating.co.nz/services/drugeducation">www.educating.co.nz/services/drugeducation</a>
NZ Drug Foundation	<a href="http://www.nzdf.org.nz/drug-education">www.nzdf.org.nz/drug-education</a>
Alcohol – ALAC	<a href="http://www.alcohol.org.nz">www.alcohol.org.nz</a>
Alcohol & young people	<a href="http://www.alcohol.org.nz/InfoForYouth.aspx">www.alcohol.org.nz/InfoForYouth.aspx</a>
Coping with grief	<a href="http://www.skylight.org.nz/young-people.aspx">www.skylight.org.nz/young-people.aspx</a>
Advocacy for Gay, Lesbian, Bisexual, Transgender, Takataapui and Fa’afafine young people and their families/whānau.	<a href="http://www.rainbowyouth.org.nz">www.rainbowyouth.org.nz</a>
National queer youth development project	<a href="http://www.outthere.org.nz">www.outthere.org.nz</a>



<b>Big Picture</b>	
Ministry of Youth Development Youth development & youth participation Strengthening Youth Development in Schools	<a href="http://www.myd.govt.nz">www.myd.govt.nz</a>  <a href="http://www.myd.govt.nz/Publications/youthdevelopment/makingithappenstrengtheningyouthde1.aspx">www.myd.govt.nz/Publications/youthdevelopment/makingithappenstrengtheningyouthde1.aspx</a>
Māori Student Achievement (Te Kotahitanga)	<a href="http://www.educationcounts.govt.nz/publications/Māori_education/9977">www.educationcounts.govt.nz/publications/Māori_education/9977</a>
Ka Hikitia	<a href="http://kahikitia.minedu.govt.nz/kahikitia/What+is+Ka+Hikitia.htm">kahikitia.minedu.govt.nz/kahikitia/What+is+Ka+Hikitia.htm</a>
Youth Law	<a href="http://www.youthlaw.co.nz/default.aspx?_z=126">www.youthlaw.co.nz/default.aspx?_z=126</a>
STA Health & Safety in Schools	<a href="http://www.nzsta.org.nz/RexDefault.aspx?PageID=6c95540a-758a-4d16-8796-03061080c234">www.nzsta.org.nz/RexDefault.aspx?PageID=6c95540a-758a-4d16-8796-03061080c234</a>
Making Schools Safe for People of Every Sexuality – PPTA Guidelines	<a href="http://www.ppta.org.nz/cms/imagelibrary/102066.pdf">www.ppta.org.nz/cms/imagelibrary/102066.pdf</a>
Safe Schools: Strategies to Prevent Bullying (Education Review Office, 2007)	<a href="http://www.ero.govt.nz/ero/publishing.nsf/Content/safe-schs-strats-bullying-may07">www.ero.govt.nz/ero/publishing.nsf/Content/safe-schs-strats-bullying-may07</a>
Supporting Positive Behaviours (Ministry of Education, curriculum development)	<a href="http://www.tki.org.nz/r/governance/positive_behaviours/information/pro_development_e.php#2">www.tki.org.nz/r/governance/positive_behaviours/information/pro_development_e.php#2</a>
Maori Health Action Plan	<a href="http://www.moh.govt.nz/moh.nsf/pagesmh/5583">www.moh.govt.nz/moh.nsf/pagesmh/5583</a>
Safer Communities Plan	<a href="http://www.justice.govt.nz/pubs/reports/2004/action-plan-community-sexual-violence/index.htm">www.justice.govt.nz/pubs/reports/2004/action-plan-community-sexual-violence/index.htm</a>
Officer of the Children's Commissioner	<a href="http://www.occ.org.nz">www.occ.org.nz</a>
Families Commission	<a href="http://www.nzfamilies.org.nz">www.nzfamilies.org.nz</a>

<b>Parent Involvement in School</b>	
Team Up (Secondary)	<a href="http://www.teamup.co.nz/secondary/default.htm">www.teamup.co.nz/secondary/default.htm</a>
Bullying (Secondary)	<a href="http://www.teamup.co.nz/search.htm?query=bullying&amp;filter=s">www.teamup.co.nz/search.htm?query=bullying&amp;filter=s</a>

<b>Pacific</b>	
SPY - Shades of Pacific Youth	<a href="http://www.nzaahd.org.nz/index.php/about/branches/auckland-branch/spy-shades-of-pacific-youth">www.nzaahd.org.nz/index.php/about/branches/auckland-branch/spy-shades-of-pacific-youth</a>
The Werry Centre - Fono on Pacific Children and Adolescents	<a href="http://www.werrycentre.org.nz/?t=473">www.werrycentre.org.nz/?t=473</a>



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# Pan-Pacific

Throughout the following sets of tables n is the total number of students who responded to the question asked in the survey, unless stated otherwise.

## Demography

Age by sex (n = 1190)

Age	Male		Female	
	n	%	n	%
13 or less	169	26.3	125	22.6
14	146	22.8	124	22.3
15	140	21.9	102	18.5
16	115	17.9	114	20.7
17 or older	69	10.8	86	15.6
Total	639	53.7	551	46.3

Duration of lifetime in New Zealand (N = 331)

Duration	n	%
NZ born	257	79.3
Overseas born:		
2 or less years	13	3.8
more than 2 years	55	17.8

Student's country of birth N = 114

	n	%
Cook Island	28	2.4
Fiji	68	5.9
New Zealand	909	79.3
Niue	8	0.7
Samoa	73	6.4
Tonga	33	2.8
Other	26	2.2

Parent's country of birth N = 1065

	n	%
Both Pacific Island	552	51.8
Both New Zealand	286	26.7
One Pacific Island	227	21.3

## Culture and Ethnicity

Cultural Indicators

	Comfortable or very comfortable in Pacific social settings		Speak well or very well Pacific language		Very proud of being specified ethnicity		Ethnicity values are important or very important	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1190	61.3 56.9-65.6	1018	37.0 32.4-41.5	1020	87.3 84.5-90.1	1021	80.7 76.7-84.8

Language Competency

		Can communicate well enough in English but not in their Pacific language	Both competent in English and their Pacific language	Can communicate well enough in their Pacific language but not in English
	n	% (95% CI)	% (95% CI)	% (95% CI)
Total	1170	56.3 50.3-62.2	41.5 35.6-47.3	2.2 1.2-3.2



Identified ethnic groups (students were allowed to pick as many as needed, n is the number of students who picked the corresponding ethnicity)

	Samoan		Cook Island		Tongan Ethnic Groups		Niue		Other Pacific	
	n	%	n	%	n	%	n	%	n	%
<b>Total</b>	528	44.3	285	23.9	246	20.7	124	10.4	294	24.7

Main ethnic groups (students were asked to pick their main ethnic group, n is the number of students who picked the corresponding ethnicity)

		Samoan		Cook Island		Tongan Ethnic Groups		Niue		Fijian		Other Pacific	
		n	%	n	%	n	%	n	%	n	%	n	%
<b>Total</b>		331	27.8	150	12.6	149	12.5	47	3.9	42	3.5	46	3.9
<b>By Gender</b>	Male	197	59.5	66	44.0	79	53.0	28	59.5	25	59.5	30	65.2
	Female	134	40.5	84	56.0	70	47.0	19	40.5	17	40.5	16	34.8
<b>By Age</b>	13 or less	74	22.4	40	26.7	33	22.1	15	31.9	5	11.9	10	21.7
	14	65	19.6	44	29.3	32	21.5	8	17.0	12	28.6	8	17.4
	15	80	24.2	29	19.3	25	16.8	10	21.3	12	28.6	9	19.6
	16	63	19.0	24	16.0	34	22.8	11	23.4	7	16.7	12	26.1
	17 or older	49	14.8	13	8.7	25	16.8	3	6.4	6	14.3	7	15.2

Ethnicity - number of ethnic groups reported (students can pick more than one group, n is the number of students who picked the corresponding number of ethnic groups)

Number of Ethnic Groups	n	%
1	434	36.5
2	421	35.4
3	217	18.1
4 or more	118	9.9

#### Attitudes towards Pakeha culture

	n	% (95% CI)
Feel comfortable or very comfortable in Pakeha social surroundings	1181	71.0 68.5-73.4
Some or a lot of family special activities are based on Pakeha culture	1083	86.8 84.7-88.8



# Home and Family

## Number of homes a student lives in

		One	Two or more
	n	% (95% CI)	% (95% CI)
Total	1174	69.7 66.2-73.2	30.2 26.7-33.7

Who do students live with? (Students could choose more than one response option, n is the number of students who picked the corresponding category)

	One home		Two or more homes			
			Main home		Second home	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Two 'parents'	646	78.9 76.2-81.6	160	45.0 40.2-49.7	73	20.9 17.2-24.5
One 'parent'	129	15.7 13.5-18.0	141	39.8 34.6-45.0	126	36.2 31.6-40.8
Other family members	35	4.2 2.8-5.7	45	12.7 8.3-17.1	118	34.2 29.8-38.6
No family members	8	0.9 0.2-1.6	9	2.4 0.7-4.1	30	8.6 5.3-11.9

'Parents' include mother, father and/or parent's partner

## People who act as a parent for students (students could choose more than one response option)

	Mother		Father		Grand parents		Parent's partner		Other Relatives*		Other Adults**	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	977	83.4 81.4-85.4	832	71.1 68.6-73.7	93	7.9 6.2-9.5	286	24.5 21.9-27.0	526	44.9 41.7-48.1	107	9.1 7.7-10.5

\*Other relatives includes siblings, and other relatives

\*\*Other adults includes friends parents, another adult or adults

## Family circumstances

	Moved home 2 or more times in last 12 months		Neither parent works		Parents worry often or all the time not having enough money to buy food		More than 2 people per bedroom		At least one computer or laptop at home	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1160	22.1 18.1-26.1	1120	3.8 2.4-5.3	1072	16.1 13.7-18.4	1163	17.7 14.2-21.2	1158	83.5 79.9-87.1



## Family relationships

	Family have fun together a lot or often		Student's relationship with family – I'm happy how we get along		Family members get along well or very well	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1169	64.1 61.6-66.5	1162	70.3 67.3-73.3	1167	81.7 79.1-84.3

## Parental Connectedness

	Students feel close to mother and/or father most of the time		Mother and/or father care a lot about the student		Mother and/or father is warm and caring most of the time	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1153	71.6 68.8-74.5	1152	86.5 84.4-88.7	1190	69.2 67.1-71.3

## Do students get enough time with their mothers?

	n	Most of the time	Sometimes	Hardly ever
		% (95% CI)	% (95% CI)	% (95% CI)
Total	1,092	36.0 33.3-38.7	47.6 45.0-50.2	16.3 14.2-18.3

## Main reasons students gave for not getting enough time with their mother\* (Students could choose more than one response option)

	She's at work		She's out		She is busy with housework , other children or other family members	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	685	61.7 58.0-65.5	685	19.1 16.0-22.2	685	54.8 51.4-58.1

\*among students who do not get enough time with their mother (i.e. sometimes or hardly ever get enough time)

## Do students get enough time with their fathers?

	n	Most of the time	Sometimes	Hardly ever
		% (95% CI)	% (95% CI)	% (95% CI)
Total	1,038	36.5 33.4-39.7	38.4 36.5-41.2	24.9 22.0-27.8



**Main reasons students gave for not getting enough time with their father\***  
(Students could choose more than one response option)

	He's at work		He's out		He is busy with housework, other children or other family members	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
<b>Total</b>	653	73.5 70.5-76.5	653	28.8 25.7-32.0	653	28.0 25.4-30.7

\*among students who do not get enough time with their father (i.e. sometimes or hardly ever get enough time)

**Family knowledge of students**

	Parents know a lot about my friends		Parents know a lot about where I go after school		Parents know a lot about where I go at night	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
<b>Total</b>	1162	37.4 35.0-39.8	1158	57.0 54.0-60.1	1156	53.2 50.7-55.8

**Comparisons between Pan-Pacific and New Zealand European Students**

	Pacific		New Zealand European		P-value*
	n	% (95% CI)	n	% (95% CI)	
Moved homes 2 or more times in last 12 months					
Total	1160	22.1 18.1-26.1	4717	8.2 7.3-9.1	<0.0001
More than 2 people per bedroom					
Total	1163	17.7 14.2-21.2	4713	1.3 0.9-1.6	<0.0001
Students living in two or more homes					
Total	1174	30.2 26.7-33.7	4743	25.2 23.6-26.7	0.2523
At least one computer or laptop at home					
Total	1158	83.5 79.9-87.0	4709	97.1 96.4-97.8	<0.0001
Mother and/or father care a lot about the student					
Total	1152	86.5 84.4-88.7	4709	92.7 91.8-93.6	0.0071
Family have fun together a lot or often					
Total	750	64.1 61.6-66.5	4738	62.4 60.9-64.0	0.5353
Family members get along well or very well					
Total	1167	81.7 79.1-84.3	4732	81.6 80.5-82.8	0.3054
Students feel close to parents most of the time					
Total	1153	71.6 68.7-74.6	4718	73.8 72.2-75.4	0.2412

\*Adjusted for age, gender and socio-economic factors





## Comparison 2001 – 2007

	2001		2007		P-value**
	n	% (95% CI)	% (95% CI)	% (95% CI)	
Mother and/or father care a lot about the student					
Total	1080	91.0 89.1-92.9	1152	86.5 84.4-88.7	0.0025
Students are happy about how they get along with their family					
Total	1079	55.8 52.0-59.7	1162	70.3 67.3-73.3	<0.0001
Students feel close to either their mother or father most of the time					
Total	1085	71.5 68.2-74.8	1153	71.6 68.8-74.5	0.8675
Moved homes 2 or more times in last 12 months					
Total	1084	19.9 17.0-22.8	1160	22.1 18.1-26.1	0.2935
More than 2 people per bedroom					
Total	1080	22.5 17.5-27.5	1163	17.7 14.2-21.2	0.1140
Parents worry sometimes, often or all the time not having enough money for food					
Total	1114	15.3 12.3-18.3	1190	16.1 13.7-18.4	0.8498

\*\*Adjusted for age and gender

## School

### How students feel about school

			I don't like school / I don't like school at all	It's ok	I like school a bit	I like school a lot
		n	% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
<b>Total</b>		1,164	7.7 5.7-9.7	37.7 34.3-41.2	21.0 19.0-23.0	33.4 29.2-37.6
By NZDep 2006	Low	102	12.8 6.6-19.0	33.7 23.9-43.5	26.7 19.0-34.5	26.6 18.6-34.5
	Medium	282	12.8 8.5-17.1	39.1 33.3-44.9	19.1 15.3-23.0	28.8 23.3-34.2
	High	745	5.2 3.5-6.9	37.9 33.0-42.9	20.8 18.2-23.4	35.9 30.9-40.8

### What do students enjoy about their school (Students could choose more than one option)

		Hanging out with friends		Doing school work		Sports		I don't enjoy school at all	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
<b>Total</b>		1163	94.6 93.3-95.9	1163	43.4 37.3-49.6	1163	74.4 70.6-78.1	1163	1.6 0.9-2.3
By Gender	Male	622	93.7 91.6-95.7	622	40.7 33.5-48.0	622	83.1 78.9-87.3	622	2.1 0.9-3.2
	Female	541	95.7 94.3-97.0	541	46.5 39.0-54.0	541	64.3 60.5-68.0	541	1.1 0.2-1.9



## School Engagement Indicators

		Feel part of their school		Belong to a sports team		Belong to any school clubs or teams other than sports teams		Spend time in activities helping others at school	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		1163	92.2 90.4-94.1	1161	55.9 51.9-60.0	1161	43.1 39.3-46.9	1158	48.0 43.6-52.3
By Gender	Male	622	91.3 88.7-94.0	621	63.4 59.3-67.6	621	43.1 38.1-48.0	620	46.3 40.8-51.8
	Female	541	93.2 91.1-95.4	540	47.3 41.6-53.0	540	43.1 37.9-48.3	538	49.9 44.8-54.9
By Age	13 or less	286	92.5 89.2-95.7	286	48.2 40.3-56.2	286	40.7 33.7-47.8	285	42.3 35.1-49.5
	14	262	91.5 88.0-95.0	262	57.6 51.7-63.6	261	42.1 35.9-48.4	261	43.1 36.2-49.9
	15	237	88.9 84.0-93.9	236	55.4 49.6-61.2	236	44.4 38.3-50.5	237	42.9 37.0-48.8
	16	227	93.8 91.1-96.4	227	57.6 50.3-64.9	227	40.9 34.6-47.3	224	53.5 48.6-58.4
	17 or older	151	95.9 92.5-99.4	150	65.9 57.7-74.1	151	50.2 42.8-57.6	151	66.8 57.7-75.9
By NZDep 2006	Low	102	84.1 76.7-91.5	102	64.3 55.4-73.1	102	45.8 36.3-55.4	102	36.9 25.5-48.2
	Medium	282	91.0 87.8-94.3	282	59.8 53.9-65.6	282	44.7 39.1-50.3	282	40.6 35.8-45.5
	High	744	94.1 92.4-95.8	742	54.2 48.8-59.6	742	42.2 37.8-46.5	739	52.3 47.8-56.8

## School Safety

	Feel safe at school all or most of the time		Been bullied at school weekly or more often	
	n	% (95% CI)	n	% (95% CI)
Total	1145	83.5 81.0-86.0	1145	4.2 2.6-5.7

## School Relationship

	People at school care a lot about students (like teachers, coaches or other adults)		Teachers treat students fairly most of the time		Usually gets along with teachers	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1157	33.3 29.1-37.5	1159	37.1 34.3-39.9	1158	48.1 45.1-51.1



## Achievement Indicators

	People at school expect you to do well		Somewhat or very important to be proud of school work	
	n	% (95% CI)	n	% (95% CI)
Total	1155	92.4 90.8-93.9	1158	93.9 92.2-95.5

## Family and School

	A family member has gone to parent teacher meeting this year		A family member has helped out at school this year		A family member has asked about homework this year		A family member has helped with homework this year	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1145	42.7 35.6-49.9	1145	20.4 17.7-23.0	1145	79.6 76.5-82.8	1145	54.9 51.9-57.8

## Plans after leaving secondary school

			Get more training or education	Start work or look for a job	Other*
			% (95% CI)	% (95% CI)	% (95% CI)
			n		
Total		1148	59.6 56.4-62.9	29.5 26.2-32.8	10.7 8.7-12.7
By Gender	Male	614	55.2 49.8-60.6	34.0 28.7-39.4	10.6 8.0-13.2
	Female	534	64.7 61.0-68.4	24.4 20.9-27.9	10.8 8.1-13.4

\*Included start a family, do nothing or don't know



## Comparisons between Pan-Pacific and New Zealand European Students

	Pacific		New Zealand European		P-value*
	n	% (95% CI)	n	% (95% CI)	
Teachers treat students fairly most of the time					
Total	1159	37.1 34.3-39.9	4706	54.5 51.9-57.2	<0.0001
Family member attends parent/teacher meeting					
Total	1145	42.7 35.6-49.8	4699	54.1 49.4-58.9	<0.0001
Family member helps with homework					
Total	1145	54.9 51.9-57.8	4699	63.4 61.6-65.1	<0.0001
Student feels a part of school					
Total	1163	92.2 90.3-94.1	4703	87.7 86.3-89.0	0.0185
People at school care a lot about the students					
Total	1157	33.3 29.0-37.6	4711	24.2 22.1-26.4	0.0267
Students not going to school due to bullying					
Total	1146	4.7 3.4-5.9	4695	3.9 3.3-4.5	0.2199

\*Adjusted for age, gender and socio-economic factors

## Comparison 2001 – 2007

	2001		2007		P-value**
	n	% (95% CI)	n	% (95% CI)	
Students feel like they are part of their school					
Total	1089	84.7 82.2-87.2	1163	92.2 90.4-94.1	<0.0001
Students feel people at school like teachers, coaches, etc care about them					
Total	1085	91.5 89.4-93.6	1157	92.8 91.0-94.7	0.0687
Students feel safe at school most or all of the time					
Pacific	1106	72.1 68.5-75.6	1145	83.5 81.0-86.1	<0.01
New Zealand European	6508	81.2 79.4-83.0	6322	84.2 81.9-86.4	

\*\*Adjusted for age and gender



# Nutrition and Exercise

## Male Body Size\*

		Normal	Overweight	Obese
	n	% (95% CI)	% (95% CI)	% (95% CI)
Total	614	39.6 35.3-44.0	33.7 30.0-37.5	25.6 22.4-28.9

\* Students who were classified as Underweight are not included in this table

## Female Body Size\*

		Normal	Overweight	Obese
	n	% (95% CI)	% (95% CI)	% (95% CI)
Total	504	36.9 32.5-41.3	33.7 28.6-38.9	28.0 22.0-34.1

\* Students who were classified as Underweight are not included in this table

## Impact of weight concerns on students

	Has tried to lose weight in the last 12 months		Very happy, happy or okay with weight	
	n	% (95% CI)	n	% (95% CI)
Total	1081	61.1 58.2-63.9	1080	80.2 77.9-82.5
By Gender	570	50.6 46.6-54.6	573	87.7 86.1-89.3
	510	72.8 69.3-76.3	507	71.7 68.8-74.7

## How often students eat their meals

			Always	Sometimes	Hardly Ever
		n	% (95% CI)	% (95% CI)	% (95% CI)
Breakfast	Male	590	45.3 41.0-49.7	38.6 34.2-42.9	15.9 13.0-18.8
	Female	514	28.5 24.0-33.1	45.3 40.2-50.4	26.0 21.1-31.0
Lunch	Male	589	61.6 57.4-65.7	32.4 28.6-36.2	5.9 3.7-8.1
	Female	516	55.7 49.7-61.8	38.5 33.4-43.7	5.6 3.7-7.5
Dinner	Male	590	86.2 82.8-89.7	11.7 8.6-14.7	2.0 0.6-3.4
	Female	516	77.0 72.9-81.1	20.2 16.2-24.2	2.7 1.2-4.2



Where do students get their meals from? (Students could choose more than one response)

		Home		School		Shops/ Takeaways	
Total		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Breakfast		1106	85.3 82.9-87.6	1106	18.1 13.8-22.4	1106	42.1 36.3-48.0
By NZDep 2006	Low	100	89.9 84.1-95.6	100	11.7 5.5-17.9	100	13.1 6.6-19.5
	Medium	277	85.1 80.3-89.8	277	10.4 6.9-13.9	277	35.1 28.8-41.4
	High	711	84.6 81.6-87.7	711	22.3 16.6-28.0	711	49.2 43.3-55.0
Lunch		1106	76.8 73.4-80.2	1106	73.0 70.7-75.2	1106	56.3 51.6-61.0
By NZDep 2006	Low	100	82.2 74.6-89.8	100	75.7 67.9-83.4	100	35.9 26.2-45.7
	Medium	277	81.8 76.5-87.1	277	69.9 64.3-75.5	277	49.9 42.9-56.9
	High	711	74.4 70.4-78.3	711	74.1 71.4-76.9	711	61.7 56.3-67.2

Food consumed in the last 7 days

		Consume 4 or more fizzy drinks in the last week		Eat fast food 4 or more times in the last week		Eat 2 or more fruits and 3 or more vegetables a day	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		1078	47.4 42.8-52.0	1088	31.2 26.6-35.8	1082	33.6 30.2-37.0
By Gender	Male	570	49.0 44.2-53.9	572	29.6 24.7-34.4	573	35.2 31.0-39.4
	Female	508	45.5 39.6-51.5	509	33.1 26.6-39.5	509	31.8 28.1-35.5
By NZDep 2006	Low	98	30.9 21.4-40.4	99	14.2 7.2-21.1	100	24.5 17.0-31.9
	Medium	272	41.0 35.2-46.9	274	23.0 16.8-29.2	273	33.4 28.5-38.3
	High	693	51.5 46.4-56.6	700	36.6 31.4-41.8	694	35.2 30.8-39.6

## Physical activity

		60 minutes or more of physical activity daily in the past week		Exercise more than 20 minutes 3 or more times in the past week		Physical activity, sport or exercise is an important part of life (definitely)	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		983	13.8 10.2-17.4	1053	66.4 62.5-70.3	1083	59.5 55.1-63.8
By Gender	Male	523	16.3 11.7-20.8	555	74.5 70.2-78.8	574	68.8 64.4-73.3
	Female	460	11.0 6.8-15.2	498	57.4 51.8-63.0	509	49.0 44.4-53.6

## How much time students spend doing the following activities each day

		None	Less than 1 hour	1 to 2 hours	3 or more hours
Total	n	% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Homework	1,048	15.5 12.4-18.5	40.6 36.9-44.2	32.3 28.4-36.2	11.4 8.4-14.4
Read for fun (not for school work)	1046	44.7 41.2-48.2	34.5 32.2-36.9	14.0 11.5-16.5	6.6 4.8-8.4
Do music, arts, dance or drama	1050	28.6 25.2-32.0	22.9 20.4-25.3	23.4 20.7-26.0	25.0 22.0-28.0
Watch TV	1048	4.7 3.3-6.1	18.5 16.0-20.9	28.6 25.4-31.8	48.0 44.1-52.0
Do chores or help mum, dad or others in the family	1044	7.1 5.5-8.6	34.1 30.7-37.5	35.2 32.2-38.2	23.5 20.0-26.9
Texting	1041	23.8 21.2-26.5	20.4 17.5-23.4	16.6 14.2-19.0	39.0 36.5-41.5
Hang out at home not doing much	1041	13.0 10.3-15.6	30.4 27.8-33.0	24.0 21.6-26.3	32.5 29.9-35.0
Hang out with friends	1039	14.1 12.3-16.0	16.6 14.3-18.9	25.5 23.0-28.0	43.6 40.9-46.2
Babysitting	1033	40.4 36.2-44.6	20.3 18.2-22.4	17.2 15.0-19.4	21.9 18.8-24.9
Play computer games or electronic games	1032	28.9 24.8-33.0	25.4 22.5-28.3	20.0 17.8-22.2	25.5 22.5-28.4
Play toys (physically interactive computer games)	1028	59.9 57.2-62.6	17.2 14.7-19.6	11.6 9.6-13.6	11.2 9.3-13.0
Go on the internet	1025	22.1 18.7-25.5	22.3 19.0-25.5	25.9 21.9-29.9	29.5 27.0-32.1





## Comparisons between Pan-Pacific and New Zealand European Students

	Pacific		New Zealand European		P-value*
	n	% (95% CI)	n	% (95% CI)	
Care about eating healthy food very much					
Male	570	40.1 35.9-44.3	2529	27.3 25.0-29.5	<0.0001
Female	512	39.8 34.3-45.2	2117	40.1 37.5-42.7	0.4526
Care about staying fit and being physically active very much					
Male	567	64.4 60.1-68.7	2527	56.3 53.3-59.3	<0.0001
Female	511	53.6 49.4-57.8	2115	52.6 49.8-55.5	0.1549
Students drink fizzy drink or soft drink 4 or more times in the last week					
Male	570	49.0 44.2-53.9	2516	27.1 24.5-29.7	<0.0001
Female	508	45.5 39.6-51.5	2110	17.4 15.2-19.7	<0.0001
Students eat fast food 4 or more times in the last week					
Male	578	29.6 24.6-34.5	2507	8.8 7.3-10.2	<0.0001
Female	510	33.1 26.4-39.7	2112	6.2 4.7-7.8	<0.0001
Students eat fruits at least 2 times and vegetables at least 3 times a day in the last week					
Total	1089	24.9 21.1-28.7	4635	11.1 10.1-12.1	<0.0001
Overweight and Obese					
Male	614	59.4 55.1-63.8	2573	27.1 25.1-29.0	<0.0001
Female	504	61.8 57.2-66.3	2086	27.6 24.9-30.3	<0.0001
Ever tried to lose weight in the last 12 months					
Male	571	50.6 46.5-54.7	2512	31.7 30.0-33.3	<0.0001
Female	510	72.8 69.3-76.3	2109	65.0 63.3-66.7	0.0154
Students who hardly ever eat breakfast					
Total	1104	20.6 17.4-23.9	4662	11.8 10.4-13.2	<0.0001
Students who buy breakfast from shops or takeaways					
Total	1106	42.1 36.3-48.0	4657	7.6 6.5-8.7	<0.0001

\*Adjusted for age, gender and socio-economic factors



## Comparison 2001-2007

	2001		2007		P-value**
	n	% (95% CI)	n	% (95% CI)	
Students are unhappy or very unhappy with their weight					
Male	450	12.8 9.9-15.6	573	12.2 10.6-13.8	0.0001
Female	594	39.2 34.6-43.7	507	28.2 25.2-31.1	
Ever tried to lose weight in the last 12 months					
Male	461	38.6 34.2-43.1	571	50.6 46.6-54.6	0.6557
Female	597	71.4 67.3-75.5	510	72.8 69.3-76.3	
Students always eat breakfast					
Total	1064	27.7 23.0-32.3	1104	37.5 33.6-41.4	0.0021
Students exercise 20 minutes or more on 3 or more days in the past week					
Total	1033	49.7 44.8-54.6	1053	66.4 62.5-70.3	<0.0001
Students watch TV at least 1 hour per day					
Total	1025	56.2 52.6-59.9	1048	76.7 73.4-80.0	<0.0001
Students use internet at least 1 hour per day					
Total	1011	19.0 16.6-21.3	1025	55.5 50.8-60.1	<0.0001

\*\*Adjusted for age and gender

# Health

## General Health

In general how would you say your health is?

			Excellent	Very good	Good	Fair	Poor
		n	% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total		1137	24.6 21.0-28.1	29.8 27.9-31.6	31.9 29.4-34.3	10.2 8.0-12.4	3.4 2.1-4.7
By Gender	Male	607	27.8 23.0-32.6	33 30.0-36.0	29.5 26.2-32.8	6.7 4.2-9.2	2.8 1.4-4.1
	Female	530	20.9 16.5-25.3	26 22.9-29.2	34.6 31.0-38.1	14.2 10.5-17.9	4.1 2.0-6.2



## Chronic health conditions or disability

	Chronic health problem or condition		Chronic disability	
	n	% (95% CI)	n	% (95% CI)
<b>Total</b>	1136	14.8 12.7-16.8	1131	4.4 3.2-5.6

## Health care

	Where students usually go for health care?		Health care used by students in the last 12 months*	
	n	% (95% CI)	n	% (95% CI)
<b>Total</b>				
GP clinic or medical centre or family doctor	988	87.5 85.0-90.0	864	91.0 88.9-93.2
School health clinic	32	2.8 1.5-4.1	864	32.9 28.2-37.7
After hours accident/medical centre and hospital accident/emergency	37	3.2 2.2-4.3	864	25.0 21.9-28.0
Youth centre and family planning/sexual health clinic	13	1.1 0.5-1.7	864	8.9 7.2-10.6
Traditional healer, alternative health worker eg acupuncturist and other	15	1.3 0.5-2.0	864	12.7 10.9-14.5
<b>None</b>	43	3.8 2.7-4.9	864	3.1 2.0-4.2

\*Among students who have accessed health care in the last 12 months.

Students could choose more than one response option.

## When was the last time you went for health care?

			0 – 6 months ago	7 – 12 months ago	13 – 24 months ago	More than 2 years ago
		n	% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total		1116	56.2 52.8-59.6	20.5 18.1-22.8	10.9 9.0-12.9	12.2 10.5-13.9
By Gender	Male	593	55.4 50.6-60.3	20.2 17.1-23.4	10.8 7.8-13.8	13.3 11.0-15.6
	Female	523	57.1 53.2-61.0	20.7 17.6-23.8	11.1 9.1-13.1	10.9 8.7-13.1

## Health care quality

	Students talked to health provider in private in last 12 months*		Health provider discussed confidentiality with students in last 12 months*		Students were not able to access health care when needed in last 12 months	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
<b>Total</b>	869	34.5 31.1-37.9	860	46.4 42.3-50.5	1125	26.5 23.3-29.7

\*Among those who have accessed health care



**Reasons for students not accessing health care when needed**  
(Students could choose more than one response)

Total	n	% (95% CI)
Don't know how to	289	29.0 23.2-34.9
Couldn't get an appointment	289	27.0 21.8-32.2
Didn't want to make a fuss	289	50.8 43.8-57.8
Couldn't be bothered	289	47.1 42.0-52.1
Had no transport	289	29.3 24.6-34.0
Cost too much	289	26.7 21.2-32.1
Couldn't contact health professional	289	13.5 10.8-16.2
Didn't feel comfortable with the person	289	22.1 18.0-26.1
Too scared	289	33.5 27.8-39.2
Worried it wouldn't be kept private	289	29.7 24.3-35.0
Other	289	20.3 16.1-24.6

## Oral Health

### Oral history

	Ever had a filling		Kept awake at night with pain in tooth or mouth		Ever had tooth removed		Couldn't see a dentist when needed	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1127	79.1 75.9-82.3	1130	28.1 25.1-31.1	1126	17.0 15.1-18.9	1122	17.1 15.1-19.0

### When last visited a dentist, dental nurse or other dental health worker?

		Less than 12 months	More than 1 year but less than 2 years	More than 2 years	Never
	n	% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total	921	67.4 62.9-71.9	18.2 15.4-21.1	12.4 9.4-15.4	1.8 1.1-2.5



## Emotional Health

In general, how have you been feeling?

			In a good mood	My moods go up and down	In a bad mood
			% (95% CI)	% (95% CI)	% (95% CI)
Total		1,127	56.6 52.3-60.9	40.3 36.3-44.2	3.0 1.9-4.1
By Gender	Male	603	66.5 61.7-71.3	30.0 25.9-34.2	3.3 1.7-4.9
	Female	524	45.2 40.9-49.5	52.0 47.8-56.2	2.6 1.5-3.8

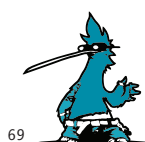
Are you happy or satisfied with your life?

			Very happy or satisfied	It's ok	Not very happy or satisfied	Not at all happy or satisfied
			% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total		1126	47.6 43.1-52.1	44.3 40.5-48.1	5.5 4.2-6.8	2.4 1.6-3.3
By Gender	Male	600	54.5 48.0-61.0	38.7 33.1-44.3	4.6 3.1-6.1	2.0 0.7-3.2
	Female	526	39.7 35.8-43.6	50.7 47.2-54.1	6.4 4.4-8.5	3.0 1.5-4.4

Depression and Self-harm

		Significant depression symptoms		Depressed for 2 weeks in a row in past 12 months		Deliberate self-harm in the last 12 months*		Deliberate self-harm requiring treatment by doctor or nurse in the last 12 months	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		1049	10.5 8.5-12.4	1103	30.1 27.7-32.6	1103	22.5 19.4-25.5	1102	4.4 2.9-5.9
By Gender	Male	553	6.5 4.7-8.3	588	22.9 19.7-26.1	588	17.2 13.7-20.6	587	4.4 2.2-6.5
	Female	496	14.9 11.9-18.0	515	38.3 34.7-41.9	515	28.6 24.7-32.5	515	4.4 2.5-6.3

\*includes self-harm that may have killed student



## Suicidal Thoughts and Attempts

		Serious thoughts of suicide in past 12 months		Suicide plan in past 12 months		Attempted suicide in last 12 months		Attempted suicide requiring treatment by doctor or nurse in the last 12 months	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		1091	17.6 14.9-20.4	1090	12.0 9.8-14.3	1088	9.4 7.6-11.1	1087	2.7 1.6-3.8
By Gender	Male	577	9.5 6.7-12.4	577	8.1 5.9-10.3	575	5.3 3.3-7.4	574	2.4 1.1-3.6
	Female	514	26.8 23.6-29.9	513	16.4 13.1-19.7	513	13.9 11.1-16.6	513	3.1 1.5-4.7

## Sexual Health

### Sexual behaviours

	Ever spend long time kissing, hugging or touching someone		Ever had sexual intercourse		Currently sexually active (had sex in the last 3 months)		Enjoy having sex (very much/a lot)*	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	967	64.7 60.8-68.6	957	45.0 41.0-49.0	945	31.5 27.8-35.3	421	63.3 55.6-71.0

\*among students who have ever had sex

### Sexual health behaviours (among those ever had sex)

	Always or most of the time use contraception to prevent pregnancy		Always or most of the time use condom to prevent STI or HIV	
	n	% (95% CI)	n	% (95% CI)
Total	350	65.7 60.6-70.7	408	58.0 53.7-62.3

### Sexual attraction

		The opposite sex	The same sex or both sexes	Nor sure or neither sex
		% (95% CI)	% (95% CI)	% (95% CI)
Total	926	89.8 87.3-92.2	3.2 2.2-4.2	6.9 4.7-9.1

## Comparisons between Pan-Pacific and New Zealand European Students



	Pacific		New Zealand European		P-value*
	n	% (95% CI)	n	% (95% CI)	
Good, very good or excellent health					
Male	607	90.4 87.8-93.0	2560	94.7 93.7-95.7	<0.0001
Female	530	81.6 78.1-85.0	2129	92.9 91.9-94.0	<0.0001
Students unable to access health care when needed in the last 12 months					
Male	600	25.3 21.5-29.1	2545	11.6 10.2-12.9	<0.0001
Female	525	27.8 23.6-32.1	2121	16.1 14.7-17.5	0.0004
Students unable to see a dentist or dental nurse when needed in the last 12 months					
Total	1044	17.1 15.1-19.1	4539	7.1 6.3-7.9	<0.0001
Students meet the cut-off for significant number of depressive symptoms					
Total	1049	10.5 8.5-12.4	4572	9.3 8.3-10.3	0.055
Students have attempted to commit suicide in the last 12 months					
Male	575	5.3 3.3-7.3	2511	2.2 1.7-2.8	0.0282
Female	513	13.9 11.2-16.6	2117	5.1 4.1-6.0	0.0003
Students sexually active always or most of the time use contraception against pregnancy					
Total	350	65.7 60.6-70.7	1280	87.3 85.2-89.4	0.0238
Students sexually active always or most of the time use condom against STI or HIV					
Total	408	58.0 53.8-62.3	1409	77.3 75.2-79.4	0.0013

\*Adjusted for age, gender and socio-economic factors





## Comparison 2001 – 2007

	2001		2007		P-value**
	n	% (95% CI)	n	% (95% CI)	
Students having significant symptoms of depression					
Pacific	1069	17.7 15.4-20.0	1049	10.5 8.5-12.4	0.0029
New Zealand European	6431	11.0 10.0-11.9	6127	10.1 9.1-11.1	
Students who are being ok, very happy or satisfied with their life					
Total	1088	82.6 79.4-85.9	1126	91.9 90.4-93.5	<0.0001
Students have seriously thought about attempting suicide in the last 12 months					
Total	1070	27.1 23.9-30.3	1091	17.6 14.9-20.4	<0.0001
Students have attempted to commit suicide in the last 12 months					
Total	1074	13.3 11.2-15.3	1088	9.4 7.6-11.1	0.0122
Students have ever had sex					
Total	982	35.3 31.5-39.1	957	45.0 41.0-49.0	0.0006
Students used condom the last time they had sex					
Pacific	312	61.5 55.1-67.8	406	53.0 47.0-59.0	0.0071
New Zealand European	1718	64.7 62.5-66.8	2065	65.9 63.7-68.1	

\*\*Adjusted for age and gender



# Substance Use

## Cigarette use

		Ever smoked a cigarette		Weekly or more often cigarette use	
		n	% (95% CI)	n	% (95% CI)
Total		984	40.1 35.9-44.2	989	11.9 9.4-14.4
By Gender	Male	505	32.4 28.3-36.5	508	8.6 5.5-11.8
	Female	479	48.2 41.9-54.4	481	15.4 12.2-18.5

## Cigarette access and quit attempts (among students who CURRENTLY smoke)

		Students who buy their own cigarettes		Not asked to show ID when buying cigarettes*		Students who have tried to cut down or give up smoking	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		219	41.2 35.2-47.2	89	64.0 54.2-73.8	218	70.1 63.1-77.0
By Gender	Male	85	49.3 38.8-59.8	42	62.0 48.5-75.5	85	58.7 48.6-68.8
	Female	134	36.0 28.3-43.7	47	65.8 54.5-77.1	133	77.4 69.7-85.1

\*Among those who buy their own cigarette

## Alcohol use

		Ever drunk alcohol		Currently drinks alcohol		Students who buy their own alcohol		Buy alcohol not asked for ID*		Try to cut down or give up drinking*		Binge drink once or more in the last 4 weeks	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		981	65.3 60.6-70.0	979	48.2 43.1-53.3	472	19.1 14.3-23.9	88	47.6 38.4-56.8	976	27.7 22.0-33.4	976	31.6 27.4-35.8

\*Among students who buy their own alcohol

## Marijuana use

		Ever used marijuana		Use marijuana weekly or more in the past 4 weeks		Try to cut down or give up using marijuana*	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		913	33.5 29.7-37.5	918	7.5 5.6-9.3	162	37.0 28.5-45.5

\*Among students who CURRENTLY use marijuana



# Gambling

## Money and time spend on gambling

	Gamble at least once in the last 4 weeks		Spend \$20 or more gambling per week		Spend 30 minutes or more gambling per week	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1009	5.7 3.3-8.1	1010	3.2 2.0-4.4	1007	2.5 1.5-3.6

## Things students have bet on (Students can choose more than one response)

Total	n	% (95% CI)
Instant Kiwi	238	33.6 26.2-41.0
Lotto (including strike, powerball, etc)	238	25.1 19.2-31.1
Bingo and Housie	238	12.9 8.0-17.8
TAB betting (e.g. on the track racing)	238	10.9 6.4-15.4
Internet (e.g. internet casinos)	238	10.9 6.2-15.5
Cards and coins	238	28.1 20.8-35.4
Casino pokies or tables	238	8.3 5.1-11.6
Bet with friends	238	60.0 54.4-65.7

## Comparisons between Pan-Pacific and New Zealand European Students

	Pacific		New Zealand European		P-value*
	n	% (95% CI)	n	% (95% CI)	
Students smoke cigarette at least once a week					
Total	989	11.9 9.4-14.4	4484	5.5 4.8-6.3	0.0005
Students involve in binge drinking at least once in the last 4 weeks					
Total	976	31.6 27.4-35.8	4487	35.4 33.1-37.8	0.0203
Students use marijuana weekly or more often					
Total	918	7.5 5.6-9.3	4314	3.6 2.9-4.2	0.0383
Students spend 30 minutes or more per day gambling					
Total	1007	2.5 1.5-3.5	4519	0.5 0.3-0.8	0.0021

\*Adjusted for age, gender and socio-economic factors



## Comparison 2001 – 2007

	2001		2007		P-value**
	n	% (95% CI)	n	% (95% CI)	
Students ever smoke a cigarette					
Total	891	58.4 54.5-62.2	984	40.1 35.9-44.2	<0.0001
Students smoke cigarette at least once a week					
Total	889	21.5 18.1-24.9	989	11.9 9.4-14.4	<0.0001
Students ever use marijuana					
Total	841	43.8 39.6-48.0	913	33.5 29.7-37.3	0.001
Students use marijuana at least once a week					
Total	837	8.4 6.2-10.7	918	7.5 5.6-9.3	0.4727
Students involve in binge drinking at least once in the last 4 weeks					
Total	868	32.5 28.0-37.0	976	31.6 27.5-35.8	0.9337

\*\*Adjusted for age and gender

## Injuries and Violence

### Vehicle injury risk behaviours

	Passenger in a car driven by a driver who had been drinking alcohol*		Drove a car after drinking alcohol**		Always wearing a seat belt		Drove dangerously	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1134	26.8 23.6-30.0	545	8.7 5.8-11.7	1143	60.0 56.6-63.4	541	15.5 10.9-20.0

\*At least once in the last month

\*\*At least once in the last month after having drunk more than 2 glasses of alcohol in the two hours before driving

### Witnessing Violence in Students' Homes in the Last 12 months

	Seen adults yelling or swearing at a child other than yourself		Seen adults hitting or physically hurting a child other than yourself		Seen adults yelling or swearing at each other		Seen adults hitting or physically hurting each other	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1087	50.9 48.5-53.4	1073	35.7 31.9-39.6	1079	48.8 45.8-51.8	1071	21.8 19.7-24.0



## Physical violence behaviours

		Physically harmed one or more times in the last 12 months		Being physically harmed was pretty bad, really bad or terrible*		Been in a serious physical fight one or more times in the last 12 months		Carried a weapon one or more times in the last 12 months	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		1124	39.3 35.4-43.2	438	29.5 26.1-32.9	1127	31.0 27.5-34.4	1120	10.7 8.4-13.0
By Gender	Male	602	39.1 33.9-44.4	233	20.8 16.2-25.3	600	39.2 34.7-43.7	595	16.2 12.9-19.4
	Female	522	39.5 33.9-45.0	205	39.4 30.4-48.5	527	21.6 18.9-24.4	525	4.6 2.6-6.5

\*among those who were hit or physically harmed by another person one or more times in the last 12 months

## Bullying

		Someone told lies and spread false rumours about me and try to make others dislike me		Someone took my things		Someone called me hurtful names		Someone made sexual jokes, comments or gestures to me	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		1098	50.6 46.9-54.4	1098	43.1 38.4-47.7	1089	40.4 37.0-43.9	1095	36.5 31.8-41.2

## Cyber bullying

		Students were sent nasty or threatening messages by cell phone or internet		Students were sent unwanted sexual material by cell phone or internet	
		n	% (95% CI)	n	% (95% CI)
Total		1102	19.3 16.6-21.9	1102	16.6 13.9-19.3

## Sexual abuse

		Ever been touched in a sexual way or made to do sexual things not wanted		One or more episodes in the last 12 months of being touched in a sexual way or made to do sexual things not wanted		Have told someone about the sexual abuse	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		855	20.0 17.4-22.6	822	9.7 7.8-11.6	163	43.0 36.3-49.8
By Gender	Male	448	13.1 10.1-16.2	433	6.4 4.6-8.3	53	33.9 23.4-44.5
	Female	407	27.6 24.0-31.1	389	13.4 10.4-16.3	110	47.4 38.6-56.3



## Comparisons between Pan-Pacific and New Zealand European Students

	Pacific		New Zealand European		P-value*
	n	% (95% CI)	n	% (95% CI)	
Students do not always wear seat belt					
Total	1143	39.9 36.5-43.3	4696	21.1 19.2-22.9	<0.0001
Students ever been driven by someone who had been drinking alcohol					
Total	1134	33.9 29.9-37.8	4691	32.8 31.2-34.4	0.8377
Students witnessed adults hitting or physically hurting a child in their homes in the last 12 months					
Total	1109	34.6 30.8-38.3	4673	10.9 9.9-11.9	<0.0001
Students witnessed adults hitting or physically hurting each other in their homes in the last 12 months					
Total	1107	21.1 19.1-23.2	4672	6.6 5.9-7.3	<0.0001
Students involved in a serious physical fight once or more in the last 12 months					
Total	1127	31.0 27.5-34.4	4673	16.1 14.3-17.9	<0.0001
Students ever been touched in a sexual way or made to do sexual things that they did not want to do					
Male	467	12.0 9.2-14.8	2315	3.2 2.5-3.9	<0.0001
Female	427	25.1 21.3-28.9	1953	15.8 14.3-17.2	0.0061
Students have been sent nasty or threatening messages by cell phone or internet					
Total	1102	19.3 16.6-21.9	4625	18.4 17.0-19.7	0.4275

\*Adjusted for age, gender and socio-economic factors



## Comparison 2001 – 2007

	2001		2007		P-value**
	n	% (95% CI)	n	% (95% CI)	
Students always wear seatbelt					
Pacific	1118	58.9 55.1-62.7	1143	60.0 56.6-63.3	0.0081
New Zealand European	6517	69.9 68.1-71.7	6315	78.8 77.0-80.7	
Students drove in the last month after consuming more than 2 glasses of alcohol within 2 hours before driving					
Total	906	8.3 6.3-10.3	545	8.7 5.8-11.7	0.8709
Students witnessed adults hitting or physically hurting a child in their homes in the last 12 months					
Pacific	993	25.9 23.1-28.7	1073	35.7 31.9-39.6	0.0005
New Zealand European	6306	12.5 11.5-13.5	6169	11.1 10.1-12.0	
Students witnessed adults hitting or physically hurting each other in their homes in the last 12 months					
Pacific	1009	11.9 9.5-14.4	1071	21.9 19.8-24.0	0.0003
New Zealand European	6273	3.9 3.3-4.4	6166	8.1 7.3-8.9	
Have involved in a serious physical fight at least once in the last 12 months					
Total	1014	32.9 28.8-37.0	1127	31.0 27.5-34.4	0.1516
Students ever been touched in a sexual way or made to do sexual things that they did not want to do					
Total	879	25.1 21.8-28.5	855	20.0 17.4-22.6	0.0603

\*\*Adjusted for age and gender





# Neighbourhood and Spirituality

## Student employment

			Regular part-time job	School holidays job	Occasional work during school term	Didn't work in the last year
		n	% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total		1046	30.2 26.7-33.6	21.8 18.9-24.8	11.7 9.2-14.2	50.7 47.0-54.5
By Gender	Male	550	32.5 27.8-37.2	27.3 22.9-31.6	12.9 9.2-16.6	43.6 38.3-48.8
	Female	496	27.6 23.0-32.2	15.9 12.6-19.0	10.4 7.4-13.2	58.7 53.7-63.7

## Hours work per week among students who are employed?

		10 or less	10 to 20	20 or more
		% (95% CI)	% (95% CI)	% (95% CI)
		n	n	n
Total	507	69.3 65.7-72.8	18.5 15.5-21.6	12.1 9.7-14.4

## Relationships with friends

		Have a group of friends they hang out with		Have friends they can talk to about anything		Have a friend they feel close to		Have a friend who cares a lot about them	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	1043	1043	95.5 94.0-97.1	1040	92.1 90.4-93.8	1033	88.6 86.6-90.6	1036	75.6 72.5-78.8

## Community Participation

		Belong to a church group		Help others in the community in the last 12 months		Belong to a volunteer group such as Greenpeace or Youthline	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	994	994	42.5 38.1-46.8	992	16.9 14.3-19.4	994	4.2 3.0-5.4

## Spiritual commitment

		Attend church at least once a week		Feel they belong to church		Spiritual beliefs are important	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	687	687	58.5 52.2-64.8	679	66.6 61.4-71.7	673	56.8 51.6-61.9



## Neighbourhood

	Trust people in neighbourhood		Like neighbourhood		Feel safe in neighbourhood		Students have an adult in the neighbourhood they can talk to about their problems	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	980	73.9 71.0-76.8	970	84.0 81.7-86.4	992	75.4 73.3-77.4	984	51.4 47.5-55.2

## Comparisons between Pan-Pacific and New Zealand European Students

	Pacific		New Zealand European		P-value*
	n	% (95% CI)	n	% (95% CI)	
Students attend church at least once a week					
Total	402	58.5 52.2-64.8	741	21.5 17.0-26.0	<0.0001
Students find their spiritual beliefs very important to them					
Total	382	56.8 51.6-62.0	698	20.3 17.5-23.2	<0.0001

\*Adjusted for age, gender and socio-economic factors

## Comparison 2001 – 2007

	2001		2007		P-value**
	n	% (95% CI)	n	% (95% CI)	
Students feel safe in their neighbourhood most of or all the time					
Total	887	78.3 74.7-81.9	992	75.4 73.3-77.4	0.0478
Students attend church or place of worship at least once a week					
Total	908	55.7 49.3-62.2	687	58.5 52.2-64.8	0.5318
Students find their spiritual beliefs or religious faith very important					
Total	882	60.1 55.0-65.1	673	56.8 51.6-61.9	0.3454
Students have regular part-time job during school term					
Total	988	26.5 22.0-31.1	1046	30.2 26.7-33.6	0.3421
Students have adult outside family they can talk to when they have a serious problem					
Pacific	910	60.6 57.7-63.6	984	51.4 47.6-55.2	0.0045
New Zealand European	6147	59.2 57.6-60.9	5982	56.8 55.1-58.6	

\*\*Adjusted for age and gender



## SAMOAN

### Demography:

#### Duration of lifetime in New Zealand (N = 331)

Duration	n	%
NZ born	257	77.5
Overseas born:		
2 or less years	13	3.9
more than 2 years	55	16.6

### Culture and Ethnicity:

#### Pride and Knowledge

		Very proud of being Samoan		Very important, important or somewhat important to be recognised as a Samoan person		Satisfied or very satisfied with their knowledge of things Samoan		Can speak Samoan fairly well, well, or very well		Can understand spoken Samoan fairly well, well, or very well	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		325	95.3 93.5-97.1	327	96.9 95.3-98.4	327	72.1 68.1-76.0	327	74.8 69.7-79.9	325	85.1 81.2-89.0

#### Attitude towards Pakeha culture

		Some or a lot of family special activities are based on Pakeha culture		Feel comfortable in Pakeha social surroundings	
		n	% (95% CI)	n	% (95% CI)
Total		293	88.3 84.4-92.2	325	73.6 69.8-77.4

### Home and Family:

#### Number of homes

		One home		Two or more homes	
		n	% (95% CI)	n	% (95% CI)
Total		325	75.2 69.8-80.5	24.7 19.4-30.1	

## SAMOAN

Who do students live with? (Students could choose more than one response option) (summarised to mutually exclusive categories)

	One home		Two or more homes			
			Main Home		Second Home	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Two 'parents'	199	82.2 78.5-85.8	34	41.4 32.2-50.7	11	14.0 5.5-22.6
One 'parent'	31	12.8 9.3-16.2	36	44.8 35.6-53.9	27	33.5 22.1-44.9
Others	12	4.9 2.2-7.6	10	12.4 4.9-19.9	37	47.2 36.8-57.6

'Parents' include father, mother or parents partner

### Family circumstances

	n	% (95% CI)
Moved homes 2 or more times in the last 12 months	320	18.8 13.1-24.4
Neither parents work	310	5.4 3.1-7.8
More than 2 people per bedroom	316	21.8 16.7-27.0
Parents worry often or all the time about not having enough money to buy food	290	18.3 13.1-23.4
Students have at least one computer or laptop at their homes	316	80.5 75.0-86.0

### Family relationship

	Most of the time feel close to mother and/or father		Mother and/or father care a lot		Family get along well or very well		Family have fun together often or a lot		Students are happy how they get on with their family	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	319	77.6 74.0-81.3	316	89.1 85.4-92.9	320	86.8 82.6-90.9	322	70.1 65.3-74.9	319	73.5 68.6-77.5

### Family knowledge of students

	Parents know a lot about my friends		Parents know a lot about where I go after school		Parents know a lot about where I go at night	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	321	83.1 78.3-87.8	317	87.0 82.9-91.0	318	74.1 68.5-79.7

## SAMOAN

### School:

What do students enjoy about their school (students could choose more than one option)

		Like school		Hanging out with friends		Doing school work		Sports	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		319	96.5 94.5-98.5	319	92.4 89.0-95.8	319	49.0 39.9-58.2	319	84.5 80.3-88.7

### Families and school

		Attend parent-teacher meeting		Help out at school		Ask about homework		Help with homework		Attend school event eg sports, concert	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		313	49.0 38.1-59.8	313	23.1 17.4-28.7	313	82.6 77.7-87.5	313	56.7 50.9-62.5	313	52.5 44.8-60.2

### Importance of school and education

		Very or somewhat important to be at school everyday		Plan to get more education after high school	
		n	% (95% CI)	n	% (95% CI)
Total		311	95.1 91.6-98.7	283	67.6 61.5-73.7

### Nutrition and Exercise:

#### Body Size

	n				n	Tried to lose weight in the last 12 months
		Normal	Overweight	Obese		
		% (95% CI)	% (95% CI)	% (95% CI)		
Male	189	29.7 24.6-34.8	36.0 29.6-42.4	34.1 26.8-41.4	101	58.5 51.9-65.1
Female	116	26.7 19.4-33.9	34.4 24.2-44.6	38.8 30.1-47.4	98	80.3 74.8-85.7

## SAMOAN

### Frequency of eating meals and buying them from shops or takeaways

	Always		Shops/Takeaways	
	n	% (95% CI)	n	% (95% CI)
Breakfast	297	34.4 29.3-39.5	297	54.2 47.0-61.5
Lunch	297	60.0 53.5-66.6	297	59.6 53.5-65.7
Dinner	298	78.1 72.1-84.1	298	75.2 70.8-79.7

### Food consumed in the last 7 days

		Eat 2 or more fruits and 3 or more vegetables a day	
		n	% (95% CI)
Total		292	35.8 29.0-42.6

### Physical activity

		More than 20 minutes of vigorous activity on 3 or more occasions in the last week		60 minutes or more of physical activity daily in the past week	
Total		n	% (95% CI)	n	% (95% CI)
		285	65.5 58.6-72.4	270	12.2 7.1-17.4

### Leisure activities

		Watch TV for 3 or more hours each day		Txt 3 or more hours each day		Play computer games 3 or more hours each day	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		280	52.9 45.9-59.9	277	41.2 36.2-46.3	281	27.4 22.5-32.3

## SAMOAN

### General health:

In general how would you say your health is?

		Excellent	Very good	Good	Fair or Poor
	n	% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total	307	25.8 20.4-31.2	27.4 22.4-32.4	32.9 28.3-37.5	13.7 11.2-16.2

### Health care

		Health care used by students in the last 12 months*
	n	% (95% CI)
Total		
GP clinic or medical centre or family doctor	219	93.1 90.7-95.4
School health clinic	219	31.6 26.2-36.9
Hospital accident and emergency	219	17.3 12.5-22.1
After hours or 24 hours accident and medical centre	219	11.8 4.8-18.8
Traditional healer	219	8.2 5.5-11.0

\*Among students who have accessed health care in the last 12 months. Students could choose more than one response option.

### Accessing health care

		Access health care in last 12 months		Not able to access health care when needed in last 12 months	
		n	% (95% CI)	n	% (95% CI)
Total		301	72.3 66.7-77.9	220	26.1 19.9-32.2

### Health care quality

		Students talked to health provider in private in last 12 months		Health provider discussed confidentiality with students in last 12 months	
		n	% (95% CI)	n	% (95% CI)
Total		221	30.8 25.4-36.3	220	40.6 31.0-50.2



## SAMOAN

### Emotional health:

Are you happy or satisfied with your life?

		n	Very happy or satisfied or it's ok
			% (95% CI)
Total		304	95.0 92.1-97.9

### Depression, Suicidal Thoughts and Attempts

		Significant depression symptom		Seriously thought about killing yourself in the past 12 months		Attempted suicide in last 12 months	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		287	11.8 8.1-15.6	296	16.6 9.2-24.0	296	9.5 6.4-12.5
By Gender	Male	10	6.0 3.1-8.8	11	6.3 1.5-11.1	11	6.3 3.2-9.3
	Female	24	20.0 13.5-26.4	38	31.4 24.0-38.8	17	14.0 8.3-19.7

### Sexual health:

Sexual behaviour

		Ever had sex		Currently sexually active (had sex in the last 3 months)		Use condom against STI or HIV always or most of the time		Use contraception against pregnancy always or most of the time	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		253	42.4 34.1-50.6	251	31.9 25.5-38.3	102	50.0 42.7-57.3	87	59.8 49.6-69.9

## SAMOAN

### Substance use:

#### Cigarette use

		Ever smoked a cigarette		Current cigarette use		Weekly or more often cigarette use	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		259	32.5 26.9-38.1	261	18.4 13.7-23.1	261	8.4 4.2-12.6

#### Alcohol use

		Ever tried alcohol		Drink alcohol at least weekly		Binge drink in the last 4 weeks	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		257	59.2 53.0-65.4	257	9.3 4.7-14.0	257	28.0 21.6-34.5

#### Marijuana use

		Ever used marijuana		Use marijuana at least weekly		Use marijuana before or during school*	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		239	25.5 19.9-31.2	241	5.8 2.9-8.7	27	59.3 39.2-79.4

\*Among those who used marijuana

### Injuries and violence:

#### Vehicle injury risk behaviours

		Passenger in a car driven by a driver who had been drinking alcohol*		Drove a car after drinking alcohol**		Do not always wear a seat belt		Drove dangerously	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		308	25.9 19.6-32.3	141	5.6 2.3-9.0	310	42.1 35.0-49.2	141	16.9 7.0-26.8

\*At least once in the last month

\*\*At least once in the last month after having drunk more than 2 glasses of alcohol in the two hours before driving

## SAMOAN

### Witnessing Violence in Students' Homes in the Last 12 months

		Seen adults hitting or physically hurting a child other than yourself		Seen adults hitting or physically hurting each other	
		n	% (95% CI)	n	% (95% CI)
Total		292	46.3 39.4-53.1	293	24.2 19.3-29.1

### Safety and bullying at school

		Feel safe at school all or most of the time		Have been bullied at least once a week at school this year	
		n	% (95% CI)	n	% (95% CI)
Total		311	84.5 80.4-88.5	313	3.5 1.3-5.7

### Cyber bullying

		Students receiving nasty messages on mobile phone, internet, by letters or notes		Students receiving sexual materials on mobile phone, internet, by letters or notes	
		n	% (95% CI)	n	% (95% CI)
Total		299	21.7 17.5-26.0	299	19.0 13.7-24.4

### Sexual abuse

		Ever been touched in a sexual way or made to do sexual things not wanted		One or more episodes in the last 12 months of being touched in a sexual way or made to do sexual things not wanted		Have told someone about the sexual abuse	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		221	17.2 13.0-21.4	246	8.9 5.7-12.2	36	33.3 17.2-49.5

## SAMOAN

### Neighbourhood and Spirituality

#### Number of hours per week students are employed

	n	Regular part time job	n	20 or less hours	More than 20 hours
		% (95% CI)		% (95% CI)	% (95% CI)
Total	280	25.0 19.4-30.7	108	85.2 77.6-92.8	14.7 7.1-22.3

### Neighbourhood

		Trust people in neighbourhood		Like neighbourhood		Feel safe in neighbourhood	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		263	72.5 67.1-77.9	262	84.3 78.8-89.7	266	73.5 69.3-77.8

### Spiritual commitment

		Attend church at least once a week		Feel belong to church		Spiritual beliefs are important	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		192	76.5 68.0-85.0	190	83.1 78.3-87.9	186	72.0 64.2-79.8

## COOK ISLAND

### Demography:

#### Duration of lifetime in New Zealand (N = 150)

Duration	n	%
NZ born	120	80.0
Overseas born:		
2 or less years	2	1.3
more than 2 years	25	16.6

### Culture and Ethnicity:

#### Pride and Knowledge

		Very proud of being Cook Islander		Very important, important or somewhat important to be recognised as a Cook Islander person		Satisfied or very satisfied with their knowledge of things Cook Islander		Can speak Cook Islander fairly well, well, or very well		Can understand spoken Cook Islander fairly well, well, or very well	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		149	95.2 91.9-98.6	150	94.6 91.2-98.0	148	71.6 63.9-79.3	149	41.5 33.8-49.3	150	56.0 50.1-61.9

#### Attitude towards Pakeha culture

		Some or a lot of family special activities are based on Pakeha culture		Feel comfortable in Pakeha social surroundings	
		n	% (95% CI)	n	% (95% CI)
Total		138	88.4 83.2-93.5	150	69.3 62.3-76.3

## COOK ISLAND

### Home and Family:

#### Number of homes

Number of homes				
			One home	Two or more homes
		n	% (95% CI)	% (95% CI)
Total		149	66.4 59.6-73.1	33.5 26.8-40.3

#### Who do students live with? (Students could choose more than one response option) (summarised to mutually exclusive categories)

	One home		Two or more homes			
			Main Home		Second Home	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Two 'parents'	74	74.6 64.2-85.0	27	53.8 39.9-67.8	12	24.3 14.2-34.4
One 'Parent'	16	16.1 10.5-21.8	17	34.0 16.7-51.4	19	38.8 28.4-49.2
Other family members	8	8.1 1.0-15.2	6	12.0 1.3-22.6	17	34.7 22.6-46.9

'Parent' includes father, mother or parent's partner

#### Family circumstances

	n	% (95% CI)
Moved homes 2 or more times in the last 12 months	148	25.6 17.8-33.4
Neither parents work	137	4.3 1.8-6.9
More than 2 people per bedroom	146	13.7 6.7-20.7
Parents worry often or all the time about not having enough money to buy food	135	15.5 9.8-21.2

## COOK ISLAND

### Family relationship

	Most of the time feel close to mother and/or father		Mother and/or father care a lot		Family get along well or very well		Family have fun together often or a lot		Students are happy how they get on with their family	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	147	68.7 62.8-74.5	147	86.3 81.6-91.1	149	83.8 78.6-89.1	149	66.4 60.5-72.3	147	68.0 61.1-74.9

### Family knowledge of students

	Parents know a lot about my friends		Parents know a lot about where I go after school		Parents know a lot about where I go at night	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	148	87.1 79.6-94.5	148	86.4 80.4-92.5	148	77.0 70.7-83.3

### School:

What do students enjoy about their school (students could choose more than one option)

	Like school		Hanging out with friends		Doing school work		Sports	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	147	92.6 88.9-96.2	148	98.6 97.0-100	148	39.1 29.0-49.3	148	72.9 66.4-79.5

### Families and school

	Attend parent-teacher meeting		Help out at school		Ask about homework		Help with homework		Attend school event eg sports, concert	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	146	35.6 25.7-45.5	146	18.5 12.3-24.7	146	79.4 73.8-85.1	146	52.0 42.5-61.6	146	39.7 31.5-47.9

## COOK ISLAND

### Importance of school and education

	Very or somewhat important to be at school everyday		Plan to get more education after high school	
	n	% (95% CI)	n	% (95% CI)
Total	147	97.2 94.5-99.9	133	54.1 46.0-62.1

### Nutrition and Exercise:

#### Body Size

	n	Normal	Overweight	Obese	n	Tried to lose weight in the last 12 months
		% (95% CI)	% (95% CI)	% (95% CI)		% (95% CI)
Male	65	44.6 32.9-56.2	30.7 19.5-41.9	24.6 14.2-34.9	61	44.2 27.6-60.7
Female	75	31.9 22.9-40.9	32.0 19.3-44.7	35.9 22.2-49.6	79	72.1 63.1-81.0

### Frequency of eating meals and buying them from shops or takeaways

	Always		Shops/Takeaways	
	n	% (95% CI)	n	% (95% CI)
Breakfast	142	31.7 21.0-42.4	141	40.4 30.0-50.8
Lunch	142	53.5 46.7-60.3	141	56.7 45.8-67.6
Dinner	142	84.5 79.4-89.5	140	73.5 63.9-83.2



## COOK ISLAND

### Food consumed in the last 7 days

Food consumed in the last 7 days			
		Eat 2 or more fruits and 3 or more vegetables a day	
		n	% (95% CI)
Total		138	28.2 21.8-34.6

### Physical activity

	More than 20 minutes of vigorous activity on 3 or more occasions in the last week		60 minutes or more of physical activity daily in the past week	
	n	% (95% CI)	n	% (95% CI)
Total	135	67.4 59.2-75.5	127	12.6 6.0-19.2

### Leisure activities

	Watch TV for 3 or more hours each day		Txt 3 or more hours each day		Play computer games 3 or more hours each day	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	138	42.6 31.7-53.5	138	34.0 25.8-42.2	136	20.6 13.5-27.6

## COOK ISLAND

### General health:

In general how would you say your health is?

	n	Excellent	Very good	Good	Fair or Poor
		% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total	147	21.8 13.1-30.4	28.5 23.3-33.7	29.8 23.8-35.9	19.7 14.7-24.6

### Health care

		Health care used by students in the last 12 months*
Total	n	% (95% CI)
GP clinic or medical centre or family doctor	110	91.8 86.3-97.2
School health clinic	110	37.3 29.9-44.6
Hospital accident and emergency	110	16.3 9.9-22.7
After hours or 24 hours accident and medical centre	110	7.3 0.8-13.7
Traditional healer	110	3.6 1.0-6.2

\*Among students who have accessed health care in the last 12 months. Students could choose more than one response option.

### Accessing health care

	n	Access health care in last 12 months	n	Not able to access health care when needed in last 12 months
		% (95% CI)		% (95% CI)
Total	143	76.1 69.0-83.3	143	24.5 17.7-31.3

### Health care quality

	n	Students talked to health provider in private in last 12 months	n	Health provider discussed confidentiality with students in last 12 months
		% (95% CI)		% (95% CI)
Total	110	42.7 35.7-49.6	109	52.2 43.2-61.2

## COOK ISLAND

### Emotional health:

#### Depression, Suicidal Thoughts and Attempts

		Significant depression symptom		Seriously thought about killing yourself in the past 12 months		Attempted suicide in last 12 months	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		139	10.7 5.1-16.3	141	21.9 16.3-27.6	140	10.0 4.4-15.5

### Are you happy or satisfied with your life?

		Very happy or satisfied or it's ok	
		n	% (95% CI)
Total		145	90.3 85.9-94.6

### Sexual health:

#### Sexual behaviour

		Ever had sex		Currently sexually active (had sex in the last 3 months)		Use condom against STI or HIV always or most of the time		Use contraception against pregnancy always or most of the time	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		117	52.0 42.2-61.8	114	35.0 25.1-44.9	58	53.4 40.5-66.2	50	61.8 46.0-77.6

## COOK ISLAND

### Substance use:

#### Cigarette use

	Ever smoked a cigarette		Current cigarette use		Smoke at least once weekly	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	125	45.5 36.7-54.3	125	25.5 16.0-35.0	125	10.4 5.2-15.5

#### Alcohol use

	Ever tried alcohol		Drink alcohol at least weekly		Binge drink in last 4 weeks	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	121	69.3 60.5-78.2	121	13.2 6.9-19.5	120	35.0 24.6-45.3

#### Marijuana use

	Ever used marijuana		Use marijuana at least weekly		Use marijuana before or during school*	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	111	37.8 29.1-46.4	111	6.3 2.1-10.5	23	43.4 21.2-65.5

\*Among those who used marijuana

### Injuries and violence:

#### Vehicle injury risk behaviours

	Passenger in a car driven by a driver who had been drinking alcohol*		Not always wearing a seat belt	
	n	% (95% CI)	n	% (95% CI)
Total	145	22.0 14.2-29.8	146	39.0 31.5-46.5

\*At least once in the last month

## COOK ISLAND

### Witnessing Violence in Students' Homes in the Last 12 months

Witnessing Violence in Students' Homes in the Last 12 Months					
		Seen adults hitting or physically hurting a child other than yourself		Seen adults hitting or physically hurting each other	
		n	% (95% CI)	n	% (95% CI)
Total		136	36.0 26.9-45.1	134	22.3 16.2-28.5

### Cyber bullying

		Received nasty message via mobile phone, internet, letters or notes		Received unwanted sexual material via mobile phone, internet, letters or notes	
		n	% (95% CI)	n	% (95% CI)
Total		138	28.2 20.8-35.6	138	16.6 9.8-23.4

### Sexual abuse

		Ever been touched in a sexual way or made to do sexual things not wanted		One or more episodes in the last 12 months of being touched in a sexual way or made to do sexual things not wanted		Have told someone about the sexual abuse	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		103	22.2 14.1-30.4	115	9.5 5.0-14.0	23	43.3 25.1-61.6

### Neighbourhood and Spirituality

#### Number of hours per week students are employed

Number of hours per week students are employed					
	n	Regular part time job	n	20 or less hours	more than 20 hours
		% (95% CI)		% (95% CI)	% (95% CI)
Total	139	23.0 16.6-29.3	49	87.7 75.0-100	12.2 0-24.9

## COOK ISLAND

### Neighbourhood

		Trust people in neighbourhood		Like neighbourhood		Feel safe in neighbourhood	
			%		%		%
		n	(95% CI)	n	(95% CI)	n	(95% CI)
Total		123	70.7 64.0-77.3	124	87.8 82.8-92.9	128	72.6 63.0-82.2

### Spiritual commitment

		Attend church at least once a week		Feel belong to church		Spiritual beliefs are important	
			%		%		%
		n	(95% CI)	n	(95% CI)	n	(95% CI)
Total		81	54.3 44.5-64.2	82	61.0 51.1-71.0	79	50.7 39.9-61.5

# TONGAN

## Demography:

### Duration of lifetime in New Zealand (N = 149)

Duration	n	%
NZ born	108	72.4
Overseas born:		
2 or less years	5	3.3
more than 2 years	33	22.1

## Culture and Ethnicity:

### Pride and Knowledge

		Very proud of being Tongan		Very important, important or somewhat important to be recognised as a Tongan person		Satisfied or very satisfied with their knowledge of things Tongan		Can speak Tongan fairly well, well, or very well		Can understand spoken Tongan fairly well, well, or very well	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		149	96.6 93.7-99.5	149	96.6 94.0-99.1	149	82.5 75.4-89.5	149	80.5 74.3-86.7	149	89.2 83.9-94.5

### Attitude towards Pakeha culture

		Some or a lot of family special activities are based on Pakeha culture		Feel comfortable in Pakeha social surroundings	
		n	% (95% CI)	n	% (95% CI)
Total		134	84.2 76.0-92.4	149	73.1 63.9-82.3

## Home and Family:

### Number of homes

		One home		Two or more homes	
		n	% (95% CI)	n	% (95% CI)
Total		149	74.5 67.4-81.7	25.4 18.2-32.5	

## TONGAN

Who do students live with? (Students could choose more than one response option) (summarised to mutually exclusive categories)

	One home		Two or more homes			
			Main Home		Second Home	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Two 'parents'	92	82.8 76.3-89.4	25	66.0 51.2-80.8	10	25.9 11.4-40.4
One 'parent'	16	14.4 8.2-20.6	6	15.9 7.9-23.8	6	15.8 2.5-29.1
Other family members	2	1.7 0-4.5	7	18.0 2.7-33.3	19	50.2 38.8-61.6

'Parents' include father, mother or parents partner

### Family resources

	n	% (95% CI)
Moved homes 2 or more times in the last 12 months	149	26.0 15.4-36.6
More than 2 people per bedroom	145	28.9 20.2-37.7
Parents worry often or all the time about not having enough money to buy food	141	16.9 10.7-23.1

### Family relationship

	Most of the time feel close to mother and/or father		Mother and/or father care a lot		Family get along well or very well		Family have fun together often or a lot		Students are happy how they get on with their family	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	149	77.1 70.8-83.5	149	88.5 82.9-94.1	149	88.5 83.8-93.2	149	68.4 62.5-74.2	148	78.3 69.9-86.7

### Family knowledge of students

	Parents know a lot about my friends		Parents know a lot about where I go after school		Parents know a lot about where I go at night	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	149	82.6 76.1-89.1	149	91.2 87.4-95.0	149	77.8 71.5-84.1



## TONGAN

### School:

What do students enjoy about their school (students could choose more than one option)

	Like school		Hanging out with friends		Doing school work		Sports	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	149	97.9 96.0-99.9	148	98.6 97.0-100	148	39.1 29.0-49.3	148	72.9 66.4-79.5

### Family attendance to school events

		Attend parent-teacher meeting		Help out at school		Ask about homework		Help with homework		Attend school event eg sports, concert	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		148	41.8 32.7-51.0	148	22.9 15.9-29.9	148	83.7 75.6-91.7	148	54.7 47.4-61.9	148	52.7 44.3-61.1

### Importance of school and education

		Very or somewhat important to be at school everyday		Plan to get more education after high school	
		n	% (95% CI)	n	% (95% CI)
Total		148	97.3 94.7-99.8	141	68.7 61.6-75.8

### Nutrition and Exercise:

#### Body Size

		n	Normal	Overweight	Obese	n	Tried to lose weight in the last 12 months
			% (95% CI)	% (95% CI)	% (95% CI)		% (95% CI)
Male		79	19.0 11.2-26.7	44.2 32.1-56.3	36.7 27.0-46.3	46	62.1 47.6-76.5
Female		66	19.7 8.1-31.3	36.4 19.8-53.1	43.7 28.4-59.1	48	71.5 62.0-81.1

## TONGAN

### Frequency of eating meals and buying them from shops or takeaways

	Always		Shops/Takeaways	
	n	% (95% CI)	n	% (95% CI)
Breakfast	143	29.3 21.9-36.7	145	54.5 45.4-63.5
Lunch	144	60.4 50.7-70.1	145	66.3 59.2-73.3
Dinner	144	79.8 73.3-86.3	145	80.6 73.1-88.2

### Food consumed in the last 7 days

		Eat 2 or more fruits and 3 or more vegetables a day	
		n	% (95% CI)
Total		143	48.2 41.3-55.2

### Physical activity

	More than 20 minutes of vigorous activity on 3 or more occasions in the last week		60 minutes or more of physical activity daily in the past week	
	n	% (95% CI)	n	% (95% CI)
Total				
	139	71.2 63.4-79.1	130	11.5 6.0-17.1

### Leisure activities

	Watch TV for 3 or more hours each day		Txt 3 or more hours each day		Play computer games 3 or more hours each day	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	135	48.9 38.6-59.1	134	37.3 27.4-47.2	135	25.2 18.9-31.4

## TONGAN

### General health:

In general how would you say your health is?

	n	Excellent	Very good	Good	Fair or Poor
		% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total	147	25.2 16.8-33.4	29.3 22.2-36.4	32.6 25.1-40.1	12.8 5.8-19.9

### Health care

		Health care used by students in the last 12 months*
Total	n	% (95% CI)
GP clinic or medical centre or family doctor	111	87.3 79.9-94.7
School health clinic	111	45.9 34.8-57.1
Hospital accident and emergency	111	8.1 4.8-11.4
After hours or 24 hours accident and medical centre	111	9.9 4.3-15.4
Traditional healer	111	5.4 1.0-9.7

\*Among students who have accessed health care in the last 12 months. Students could choose more than one response option.

### Accessing health care

	n	Access health care in last 12 months	n	Not able to access health care when needed in last 12 months
		% (95% CI)		% (95% CI)
Total	143	74.7 67.3-82.2	147	28.4 18.3-38.5

## TONGAN

### Health care quality

	Students talked to health provider in private in last 12 months		Health provider discussed confidentiality with students in last 12 months	
	n	% (95% CI)	n	% (95% CI)
Total	110	33.6 22.3-44.8	109	44.1 34.4-53.8

### Emotional health:

#### Are you happy or satisfied with your life?

	Very happy or satisfied or it's ok	
	n	% (95% CI)
Total	141	96.5 93.6-99.5

### Depression, Suicidal Thoughts and Attempts

	Significant depression symptom		Thought suicide in past 12 months		Attempted suicide in last 12 months	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	134	9.6 5.9-13.3	142	16.8 12.5-21.0	142	9.9 5.3-14.5

### Sexual health:

#### Sexual behaviour

	Ever had sex		Currently sexually active (had sex in the last 3 months)		Use condom against STI or HIV always or most of the time		Use contraception against pregnancy always or most of the time	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	124	37.1 24.3-49.8	123	25.2 15.7-34.7	41	63.4 47.6-79.1	40	64.9 48.0-81.7

## TONGAN

### Substance use:

#### Cigarette use

	Ever smoked a cigarette		Current cigarette use		Weekly or more often cigarette use	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	132	37.0 27.6-46.3	132	14.2 7.9-20.5	132	9.0 5.0-13.1

#### Alcohol use

	Ever used alcohol		Drink alcohol at least weekly		Binge drink in last 4 weeks	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	130	58.3 46.0-70.5	130	10.7 5.1-16.4	130	23.7 16.0-31.4

#### Marijuana use

	Ever used marijuana		Current marijuana user		Try to cut down or give up using marijuana*	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	121	28.1 22.1-34.1	123	5.7 1.6-9.7	14	42.8 8.2-77.4

\*Among those who used marijuana

### Injuries and violence:

	Passenger in a car driven by a driver who had been drinking alcohol*		Not always wearing seat belt	
	n	% (95% CI)	n	% (95% CI)
Total	146	28.1 20.8-35.3	147	43.6 35.8-51.4

## TONGAN

### Witnessing Violence in Students' Homes in the Last 12 months

		Seen adults hitting or physically hurting a child other than yourself		Seen adults hitting or physically hurting each other	
		n	% (95% CI)	n	% (95% CI)
Total		140	45.7 36.9-54.6	140	25.7 19.7-31.7

### Cyber bullying

		Received nasty message via mobile phone, internet, letters or notes		Received unwanted sexual material via mobile phone, internet, letters or notes	
		n	% (95% CI)	n	% (95% CI)
Total		144	15.2 9.4-21.0	143	13.3 7.7-18.8

### Sexual abuse

		Ever been touched in a sexual way or made to do sexual things not wanted		One or more episodes in the last 12 months of being touched in a sexual way or made to do sexual things not wanted		Have told someone about the sexual abuse	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		114	23.7 14.4-32.9	124	12.9 7.1-18.6	24	45.8 28.0-63.5

## TONGAN

### Neighbourhood and Spirituality

#### Number of hours per week students are employed

	n	Regular part time job	n	20 or less hours	more than 20 hours
		% (95% CI)		% (95% CI)	% (95% CI)
Total	136	30.1 21.8-38.4	64	85.9 78.6-93.2	14.0 6.7-21.3

#### Neighbourhood

	Trust people in neighbourhood		Like neighbourhood		Feel safe in neighbourhood	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	130	73.0 67.1-78.9	128	83.5 77.5-89.5	129	73.6 67.6-79.5

#### Spiritual commitment

	Attend church at least once a week		Feel belong to church		Spiritual beliefs are important	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	92	85.8 77.4-94.1	90	85.5 78.9-92.0	92	74.9 65.7-84.1

# NIUE

## Demography:

### Duration of lifetime in New Zealand (N = 47)

Duration	n	%
NZ born	39	82.9
Overseas born:		
2 or less years	1	2.1
more than 2 years	7	14.8

## Culture and Ethnicity:

### Pride and Knowledge

		Very proud of being Niuean		Very important, important or somewhat important to be recognised as a Niuean person		Satisfied or very satisfied with their knowledge of things Niuean		Can speak Niuean fairly well, well, or very well		Can understand spoken Niuean fairly well, well, or very well	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		47	95.7 89.1-100	47	100 100-100	47	59.4 47.5-71.3	47	40.1 23.6-56.6	47	72.1 57.3-86.9

### Attitude towards Pakeha culture

		Some or a lot of family special activities are based on Pakeha culture		Feel comfortable in Pakeha social surroundings	
		n	% (95% CI)	n	% (95% CI)
Total		46	84.6 75.7-93.5	47	82.9 68.8-97.0

## Home and Family:

### Number of homes

		n	One home	Two or more homes
			% (95% CI)	% (95% CI)
Total		47	74.7 62.7-86.7	25.2 13.2-37.2



## NIUE

### Family circumstances

	n	% (95% CI)
Moved homes 2 or more times in the last 12 months	47	12.8 2.3-23.2
More than 2 people per bedroom	47	20.9 11.7-30.0

### Family relationship

	Most of the time feel close to mother and/or father		Mother and/or father care a lot		Family get along well or very well		Family have fun together often or a lot		Students are happy how they get on with their family	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	47	67.9 58.6-77.2	47	78.6 67.5-89.7	47	74.7 62.3-87.1	47	64.0 51.4-76.5	46	65.0 51.0-79.1

### Family knowledge of students

	Parents know a lot about my friends		Parents know a lot about where I go after school		Parents know a lot about where I go at night	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	47	91.4 84.0-98.9	47	87.2 79.6-94.8	47	80.7 71.4-90.1

### School:

What do students enjoy about their school (students could choose more than one option)

	Like school		Hanging out with friends		Doing school work		Sports	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	47	93.5 87.1-99.9	47	97.8 93.4-100	47	44.4 30.8-58.0	47	74.3 65.3-83.3

### Family attendance to school events

	Attend parent-teacher meeting		Help out at school		Ask about homework		Help with homework		Attend school event eg sports, concert	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	45	46.8 25.7-67.9	45	15.6 6.0-25.2	45	79.7 64.2-95.6	45	44.2 32.0-56.3	45	50.9 34.3-67.4

## NIUE

### Importance of school and education

		Very or somewhat important to be at school everyday		Plan to get more education after high school	
		n	% (95% CI)	n	% (95% CI)
Total		46	95.6 90.0-100	43	60.7 42.2-79.3

### Nutrition and Exercise:

#### Body Size

			Normal	Overweight	Obese	Tried to lose weight in the last 12 months	
			% (95% CI)	% (95% CI)	% (95% CI)		
			n			n	% (95% CI)
Male		26	50.0 26.8-73.1	30.7 8.4-53.1	19.2 7.0-31.3	12	48.0 29.5-66.4
Female		18	28.1 0-57.0	55.1 29.5-80.6	16.7 0-34.2	15	88.0 71.8-100

### Frequency of eating meals and buying them from shops or takeaways

	Always		Shops/Takeaways	
	n	% (95% CI)	n	% (95% CI)
Breakfast	45	46.8 34.0-59.6	45	44.5 29.4-59.5
Lunch	45	69.1 53.8-84.3	45	64.6 43.1-86.1
Dinner	45	88.8 76.0-100	45	77.6 67.5-87.8

### Food consumed in the last 7 days

		Eat 2 or more fruits and 3 or more vegetables a day	
		n	% (95% CI)
Total		44	36.5 20.8-52.2

## NIUE

### Physical activity

	More than 20 minutes of vigorous activity on 3 or more occasions in the last week		60 minutes or more of physical activity on 3 or more days in the last week	
	n	% (95% CI)	n	% (95% CI)
Total	41	73.5 55.0-92.0	41	17.1 2.4-31.8

### Leisure activities

	Watch TV for 3 or more hours each day		Txt 3 or more hours each day		Play computer games 3 or more hours each day	
	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total	42	52.6 36.4-68.8	41	43.6 28.7-58.5	40	20.0 5.0-35.0

### General health:

In general how would you say your health is?

	n	Excellent	Very good	Good	Fair or Poor
		% (95% CI)	% (95% CI)	% (95% CI)	% (95% CI)
Total	45	24.5 9.4-39.6	26.7 12.2-41.2	33.0 22.0-44.0	15.6 7.8-23.3

### Health care

		Health care used by students in the last 12 months*
Total	n	% (95% CI)
GP clinic or medical centre or family doctor	34	97.0 91.6-100
School health clinic	34	34.9 16.3-53.5
Hospital accident and emergency	34	23.0 9.4-36.7
After hours or 24 hours accident and medical centre	34	23.0 2.6-43.4
Traditional healer	34	5.3 0-13.8

\*Among students who have accessed health care in the last 12 months. Students could choose more than one response option.

## NIUE

### Accessing health care

	Access health care in last 12 months		Not able to access health care when needed in last 12 months	
	n	% (95% CI)	n	% (95% CI)
Total	45	75.4 64.6-86.2	44	38.4 25.1-51.7

### Health care quality

	Students talked to health provider in private in last 12 months		Health provider discussed confidentiality with students in last 12 months	
	n	% (95% CI)	n	% (95% CI)
Total	34	23.1 9.9-36.3	33	32.9 14.4-51.4

### Emotional health:

#### Are you happy or satisfied with your life?

	Very happy or satisfied or it's ok	
	n	% (95% CI)
Total	45	88.8 79.0-98.5

### Suicidal Thoughts

	Seriously thought about killing yourself in the last 12 months	
	n	% (95% CI)
Total	42	11.9 2.5-21.3

## NIUE

### Sexual health:

		Ever had sex		Currently sexually active (had sex in the last 3 months)	
		n	% (95% CI)	n	% (95% CI)
Total		37	34.8 7.4-50.9	36	19.0 6.0-32.0

### Substance use:

#### Cigarette, alcohol and marijuana use

		Ever smoked a cigarette		Ever used alcohol		Binge drink in last 4 weeks		Ever used marijuana	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		41	28.8 12.6-45.1	41	65.6 46.1-85.1	42	19.1 6.7-31.4	38	41.8 30.9-52.7

### Injuries and violence:

#### Vehicle injury risk behaviours

		Passenger in a car driven by a driver who had been drinking alcohol*		Not always wearing seat belt	
		n	% (95% CI)	n	% (95% CI)
Total		44	27.3 17.2-37.5	45	46.7 30.4-63.0

#### Witnessing Violence in Students' Homes in the Last 12 months

		Seen adults hitting or physically hurting a child other than yourself		Seen adults hitting or physically hurting each other	
		n	% (95% CI)	n	% (95% CI)
Total		42	28.6 18.8-38.5	41	14.6 4.7-24.6

## NIUE

### Cyber bullying

		Received nasty message via mobile phone, internet, letters or notes		Received unwanted sexual material via mobile phone, internet, letters or notes	
		n	% (95% CI)	n	% (95% CI)
Total		43	32.6 16.3-48.9	43	18.1 5.4-30.9

## Neighbourhood and Spirituality

### Neighbourhood

		Trust people in neighbourhood		Like neighbourhood		Feel safe in neighbourhood	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		39	79.3 61.2-97.3	39	81.9 67.1-98.7	40	72.4 62.3-82.4

### Spiritual commitment

		Attend church at least once a week		Feel belong to church		Spiritual beliefs are important	
		n	% (95% CI)	n	% (95% CI)	n	% (95% CI)
Total		25	51.6 32.5-70.7	25	55.6 31.2-80.0	25	43.5 23.3-63.7



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