

# YOUTH

## The National Secondary School Youth Health and Wellbeing Survey

Summary of data from:

# Ratanui High School





Adolescent  
Health  
Research  
Group

# Youth'07 Survey of the Health and Wellbeing of New Zealand Secondary School Students

Summary of data from:

## Ratanui High School V6



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We would like to thank Ratanui High School V6 for its participation in the Youth'07 Survey, in particular the Principal, Board of Trustees and Deputy Principal Jemima Patterson. In addition, we would like to thank the families and whānau who supported the survey.

To the Youth07 project team, and especially Sue Grant and Catherine Jackson, thank you for their hard work in preparing this report.

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Further publications by the AHRG are available at [www.youth2000.ac.nz](http://www.youth2000.ac.nz). Individual school reports are not available via the website; these are confidential to each participating school.



## FOREWORD

By Ross G Brown, Youth'07 Principals' Advisory Group

*Tēnā koutou katoa  
Nā te moa i takahi te rātā.*

*(Early influences determine future growth.)*

The *National Youth Health and Wellbeing Surveys* conducted in 2001 and 2007 represent the serious commitment that the Adolescent Health Research Group from the School of Population Health at The University of Auckland has made to understanding contemporary adolescent health issues.

Too often decisions about adolescent behaviour and decision making, reflect anecdotal experience rather than objective data and now we are able to refer to robust evidence in making important decisions.

Those who can positively influence the lives of young people in formal and informal settings need valid and reliable information provided by young people themselves. This report provides this information in a easily usable format that has undergone rigorous academic scrutiny.

The Adolescent Health Research Group began this important work in 2000 and the data collected in 2007 by Dr Simon Denny and the Youth07 project team now forms an important resource for a variety of health and education stake holders.

The application of contemporary technology to data collection has enhanced the quality and the quantity of information collected, with the lessons of previous surveys evidenced in these *Youth07* reports.

The information in this new publication is data from your school; one of ninety six participating schools providing valuable insights into the key issues faced by today's youth.

I would encourage school and community leaders to consider carefully the contents of this report and share it with those who care about the future wellbeing of our young people.

Nāku iti nei

*Ross G Brown*  
Head Master, Napier Boys High School



### *The Adolescent Health Research Group (AHRG)*

The Adolescent Health Research Group (AHRG) was established in 1997 when researchers from a variety of disciplines at the University of Auckland decided that in order to improve the health of New Zealand's young people it was necessary to develop, administer and analyse a survey to provide current national data on the health and well-being of students attending secondary schools in New Zealand.

### *The Youth2000 Surveys*

The first national survey of the health and wellbeing of secondary school students in New Zealand was conducted by the AHRG in 2001. Youth'07 is the second survey conducted by the group. The results from this survey will update the findings of the first national survey and will indicate trends in issues ranging from physical and mental health through to connectedness to school and family. In addition the survey of school staff will add to information and understanding of the school climate and the influence it has on the health and wellbeing of students and staff.



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## SECTION 1: INTRODUCTION AND METHODOLOGY

### Introduction

This report summarises some of the information gathered from students and staff at your school as part of the Youth'07 Health and Wellbeing Survey. Your school was randomly selected and invited to take part, and with your consent the survey was conducted with a sample of your students and staff in either the second or third term of 2007. This report outlines some of the findings regarding the health and wellbeing of students and staff at your school.

*The results in this report are confidential to your school and will not be released to anyone else.*

#### Confidentiality – and the limitations this places on our reporting of results

Having given an undertaking to students and staff that the surveys would be entirely anonymous and confidential – that no one would know what answers they gave – we have been very careful to maintain that undertaking. However, in order to fully maintain confidentiality there are limitations on how much detail we can provide you with in this report. The difficulty arises when the number of students or staff with a particular response is either very low (or down to zero), or very high (or up to 100%).

You will appreciate that we cannot report results of 0%, ie where no-one ticked 'yes' (and everyone ticked 'no'), nor can we report results of 100%, ie where everyone ticked 'yes' – because you would then know how every one of the students or staff who participated in the survey answered that question. But nor can we report results where only a few ticked 'yes' because, knowing your students and staff as you do, you may well be able to guess who those few were. The same applies with results where nearly everyone ticked 'yes', ie where only a few ticked 'no' - again you may well be able to guess who those few were.

Accordingly, whenever the numbers who ticked 'yes' to any question were zero or very low (fewer than 5 students or staff) we do not give the percentage but report these results simply as 'few or none'; and whenever the numbers are very high (over 95%) we report these results as 'most or all'. Staff survey results are only reported here if 20 or more people participated.

### Conducting the Surveys

#### *Student Survey*

At the start of the survey students were given an anonymous log-in code. The survey was carried out using internet tablets – essentially hand-held computers. Students answered the questions by 'point and click' responses 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.

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



### *Staff Survey*

The survey for school staff included questions about staff general health and wellbeing, and their perceptions of the school. The paper and pencil questionnaire was entirely voluntary and open to any staff member. It was designed to be conducted at a staff meeting.

### *Considerations of Ethics and Consent*

Before we started the Youth'07 project 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 in the school had all been scrutinized 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 your school, information materials about the survey were sent to your liaison person 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.

### *Are the results representative of students and staff at your school?*

For the student survey, the sample of students invited to participate was drawn randomly from the full school roll. For the staff survey, all staff were invited to participate. Biases may be present if the response rates at your school are low. How representative these results are of your school depends on how different those who did not participate were from those who did and the proportion that participated.

It is important to remember that the percentages are an estimate of the total proportion of students or staff at your school and there is uncertainty in these estimates which corresponds to the number sampled. Caution needs to be taken in interpreting the findings when the number of students or staff participating in the survey at your school was low which may result in imprecise estimates. Confidence intervals are used as an indication of this imprecision and can be found in the tables at the end of this report. If you have any questions about interpreting your results please do not hesitate to contact the Youth'07 project team.

You may want to compare the results for your school with national figures. The national results are expected to be available on our website later in 2008 and will be published in a report for general distribution which we will send to you.

### *Are the results reliable?*

We used a variety of approaches to enhance reliability of the results. In particular, we gave an undertaking to students and staff participating in the surveys that they would be anonymous and confidential, so that they could answer questions honestly. There may be some exaggeration in some questions or denial of certain behaviours, but in general we are confident that the results can be regarded as reliable.



## SECTION 2: RESULTS OF THE STUDENT SURVEY

This report presents some of the key findings for Ratanui High School V6 from the student survey. The results are presented in percentages. As explained previously, in order to preserve confidentiality, where the number answering a question in a particular way was zero or very low (<5 students), percentages have not been reported. Instead, such results are reported as 'few or none'. Similarly, when the percentages are greater than 95% we are unable to report exact percentages and such results are reported as 'most or all'. Tables that show confidence intervals for the items in this section are found at the back of this report.

### The Sample

The school roll at the time we prepared for the survey was 1907. A random sample of 351 students was selected from the roll and these students were invited to participate in the survey. Of these, 331 students agreed to take part in the survey, a response rate of 85 percent. It should be noted that not all students answered all questions.

### Demographics and Ethnicity

#### *Surveyed Students by Age*

Age	Percent
13 and under	9.2
14	20.7
15	21.8
16	23.1
17 and over	25.2

#### *Surveyed Students by Gender*

Gender	Percent
Female	47.9
Male	52.1

#### *Surveyed Students by Ethnicity*

Ethnicity	Percent
European	53.0
Māori	28.0
Pacific	2.1
Asian	22.7
Other	3.4

Note: Students may be included in more than one ethnicity category so percentages may add to more than 100%



## Students and their Parents and Whānau

Students who feel that their parents care about them and are prepared to spend time with them are more likely to do well at school (*McLaren, 2002*).

Of the students surveyed at your school:

- 92% of girls and 93% of boys felt their parents cared about them a lot
- 55% of girls and 58% of boys felt they got enough time to spend with at least one of their parents
- 23% of girls and 30% of boys reported that they had two or more homes

### *Working Parents*

Parents who are in work are more likely to have an adequate stable income which contributes to the likelihood of positive outcomes for students particularly in families where parenting skills may be limited (*McLaren, 2002*).

Of the students surveyed at your school:

- 69% of girls and 72% of boys reported that both of their parents were working
- 2% reported that neither of their parents was working

### *Parent and student attitudes to school*

Schools that create positive school climates where students feel they are part of the school, help students to achieve better outcomes in both education and health. How students perceive teachers' attitudes towards them is an important aspect of the school climate. Students who believe that their teachers care about them are less likely to be involved in violence, use drugs and alcohol or be sexually active at a young age and are more likely to be motivated to learn and to achieve higher marks (*McLaren, 2002*).

Of the students surveyed at your school:

- Most or all girls and 94% of boys reported that for THEM it was important to be at school every day
- Most or all girls and most or all boys reported that for THEIR PARENTS it was important that they went to school every day
- 88% of girls and 90% of boys felt part of the school
- 87% of girls and 91% of boys felt that adults at school cared about them



### *What students enjoy at school*

Students who enjoy their studies and/or are involved in other activities are less likely to be depressed and are more likely to experience positive academic, emotional and social outcomes, particularly if their friends are also involved (McLaren, 2002).

Of the students surveyed:

- Most or all enjoyed hanging out with friends
- 56% enjoyed sports
- 26% enjoyed doing schoolwork
- 29% enjoyed art or music
- 11% enjoyed kapa haka or cultural activities
  
- 17% enjoyed being away from home
- Few or none didn't enjoy school at all

### *Students' Perceptions of School Safety*

Students who attend schools where they feel physically and emotionally safe are more likely to achieve academically and to experience positive emotional and social wellbeing.

Of the students surveyed at your school:

- 91% of girls and 95% of boys felt safe most of the time at school
- 5% of girls and 6% of boys reported that they had been bullied at school at least once a week in the 2007 school year

### *Family involvement in school*

When asked about anyone in their family being involved at school this year the students surveyed at your school reported that:

- 57% had a family member who went to parent-teacher meetings
- 87% had a family member who asked them about their homework
- 55% had a family member who helped them with their homework
- 44% had a family member who came to school events such as kapa haka and concerts
- 11% had a family member who helped out at school

### *Student employment while at school*

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).

Of the students surveyed at your school 31% of girls and 29% of boys had a regular part-time job in the last year.

Of those students with a regular part-time job:

- Few or none usually worked more than twenty hours a week
- 30% worked on a school night in the previous week (i.e. sometime between 7:00 pm on a Sunday, Monday, Tuesday, Wednesday, or Thursday night and 9:00 am the following morning)

## Students and Health-Risky Behaviour

Risk-taking is a normal part of the transition to adulthood. However, for some young people the risks inherent in experimenting with motor vehicles, alcohol, drugs and sexual activity can lead to negative outcomes.

### *Driving*

Of the students surveyed at your school:

- 26% of girls and 20% of boys reported that they DID NOT always wear a seatbelt in a car
- 3% reported that at least once in the previous month they had driven a car after drinking 2 or more glasses of alcohol in the two preceding hours
- 6% reported that at least once in the previous month they had driven dangerously

### *Sexual Health*

Of the students surveyed at your school:

- 15% of girls and 9% of boys were currently sexually active (sexual intercourse within the previous three months)
- Of those students who were currently sexually active 14% DID NOT USE condoms or other forms of contraception consistently
- Of those students who had ever had sex, 52% of girls and 62% of boys had USED a condom the last time as protection against sexually transmitted infections
- 90% of girls and 94% of boys surveyed identified as being attracted exclusively to the opposite sex

### *Substance Use*

Of the students surveyed at your school:

- Few or none smoked cigarettes daily
- 10% of girls and 17% of boys reported that they drank alcohol at least once a week



- 19% of girls and 26% of boys reported that they had been binge drinking (5 or more alcoholic drinks within 4 hours) at least once in the previous 4 weeks
- 2% reported that they smoked marijuana at least once a week
- 3% reported that they had tried at least one of: stimulants, hallucinogens, narcotics, cocaine or injected illegal drugs

Students were asked if they had ever used methamphetamine or 'P'. In the entire survey, across the whole country, hardly any students reported ever using 'P'.

## Students' Experience of Violence

Young people who are exposed to violence, either as witnesses to family violence, or who experience violence themselves are more likely to have depression, anxiety, suicidal tendencies and in general experience more difficulties in their lives both at home and at school (*Fleming et al., 2007*).

### *Physical Violence*

Of the students surveyed at your school:

- 26% of girls and 31% of boys reported that they had been deliberately hit or physically harmed in the previous 12 months
- 22% of girls and 33% of boys reported that they had deliberately hit or physically harmed SOMEONE ELSE in the previous 12 months

### *Self-harm*

Of the students surveyed at your school:

- 16% of girls and 10% of boys reported that they had deliberately hurt themselves, or done something they knew might harm but not kill them, in the previous 12 months

### *Unwanted sexual contact*

Of the students surveyed at your school:

- 5% reported that they had been touched in a sexual way or made to do sexual things that they did not want to do in the previous 12 months

## Health and Wellbeing

### *General Health and Wellbeing*

Of the students surveyed at your school:

- 90% of girls and 94% of boys reported that their health was good, very good, or excellent
- 38% of girls and 48% of boys reported that they were very happy or satisfied with their lives



- 67% of girls and 84% of boys indicated that they had good mental health and wellbeing as measured using the WHO-5 Wellbeing Scale (*WHO, 1998*)

### *Health Care in the last 12 months*

Of the students surveyed at your school:

- 76% used the family doctor, GP clinic or medical centre for healthcare
- 18% used a school health clinic for healthcare
- 24% used an after-hours or 24 hour accident and medical centre or hospital emergency department for healthcare

Note: Some students may have used more than one of these, so the percentages may add to more than 100%.

### *Depression*

Of the students surveyed at your school:

- 16% of girls and 7% of boys reported a significant number of symptoms of depression

### *Suicide*

Of the students surveyed at your school:

- 15% of girls and 9% of boys had seriously thought about killing themselves (attempting suicide) during the previous 12 months
- 3% had actually tried to kill themselves (attempted suicide) during the previous 12 months

## **Physical Measurements**

The Youth'07 Survey is the first large survey to document the physical measurements of secondary school students in New Zealand. By taking height and weight measurements, we were able to determine each student's body mass index (BMI), calculated as weight (kg) divided by height in metres squared (m<sup>2</sup>). These were classified against age- and sex-specific BMI values for children and adolescents to determine the prevalence of overweight and obesity. The definitions of overweight and obesity used are based on pooled data from large international datasets and provide nationally and internationally comparable data. BMI is an acceptable measure of body size for populations, but may be limited for some individuals (*Cole et al., 2000*).

Of the students surveyed at your school:

- 82% of girls and 70% of boys were of healthy weight
- 13% of girls and 23% of boys were overweight
- 5% of girls and 8% of boys were obese



## Nutrition and Physical Activity

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 lots of energy, optimise their sports performance and do well in school. 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. In contrast, young people who regularly eat meals with their families tend to have more nutritious diets as well as engage with their families in a positive way.

### *Nutrition*

Students surveyed at your school had eaten at these places at least once in the previous week:

- 39% at Fast Food Chains (e.g. Mc Donalds, KFC, Burger King, Subway, Pizza Hut)
- 40% at other Takeaways or Fast Food outlets (e.g. Chinese, Fish 'n' Chips)
- 36% at dairies or petrol stations

Of the students surveyed at your school:

- 17% of girls and 13% of boys reported that they had eaten 2 or more servings of fruit and 3 or more servings of vegetables each day in the last week
- 68% reported that in the previous week they had eaten a meal with their family five or more times

### *Physical Activity*

Of the students surveyed at your school:

- 3% of girls and 12% of boys surveyed had been physically active for at least 60 minutes every day during the previous week i.e. they met the 2007 Ministry of Health guidelines for physical activity (*SPARC, 2007*)
- 27% usually spend three or more hours in a school sports team a week

## Activities Outside School

Studies suggest that students who are involved in leisure activities are less likely to be depressed, to be delinquent, or to drop out of school. Students who pursue hobbies, interests and other leisure activities have more protective factors (including mentors, well developed social skills, competencies) to assist them in dealing with the problems they may face in their daily lives (*McLaren, 2002*).

The students surveyed at your school engaged in the following activities for 1 hour or more each day:

- 57% (61% of girls, 54% of boys) did homework
- 24% (25% of girls, 23% of boys) read for pleasure
- 37% (47% of girls, 28% of boys) did music, arts, dance or drama
- 30% (29% of girls, 30% of boys) did chores or helped in the family



The students surveyed at your school engaged in the following activities for 3 hours or more each day:

- 27% (25% of girls, 30% of boys) hung out with friends
- 17% (19% of girls, 15% of boys) text messaged
- 25% (22% of girls, 27% of boys) watched TV
- 16% (12% of girls, 20% of boys) played computer or electronic games
- 28% (29% of girls, 28% of boys) used the internet

## Neighbourhood

Neighbourhoods where students feel safe and supported by adults and peers they trust, and where there are organised community activities they can participate in, can lead to a number of benefits in both health and education, including: reduced criminality, reduced drug use, reductions in unplanned pregnancies and enhanced emotional wellbeing (*McLaren, 2002*).

### *Safety*

Of the students surveyed at your school:

- 84% of girls and 87% of boys felt safe in their neighbourhood all or most of the time

### *Adult support*

Of the students surveyed at your school:

- 46% of girls and 48% of boys had an adult outside of their family they could talk to if they had a personal problem

### *Friends*

Of the students surveyed at your school:

- 93% of girls and 82% of boys had friends they could talk to about anything

### *Spiritual beliefs*

Of the students surveyed at your school:

- 32% of girls and 30% of boys had spiritual beliefs that were very important to them



## SECTION 3: RESULTS OF THE STAFF SURVEY

This report presents some of the key findings for Ratanui High School V6 from the staff survey. The results are presented in percentages. As explained above, in order to preserve confidentiality, where the number of staff answering a question in a particular way was zero or very low (<5 staff), percentages have not been reported. Instead, such results are reported as 'few or none'. Similarly, when the percentages are greater than 95% we are unable to report exact percentages and such results are reported as 'most or all'. Tables that show confidence intervals for the items in this section are found at the back of this report.

### The Sample

The staff survey was completed by 61 staff of which 54 (86%) were teachers. In some schools a small number of other staff took part. In total 46% of the school's teachers participated in the survey.

### Demographics

Of the staff who took part in the survey 65% were female. The mean age of participating staff was 49.0 years.

### School Climate as Perceived by School Staff

Of staff surveyed at your school:

- 95% liked the school a lot

#### *How the School Meets Staff Needs*

Of staff surveyed at your school:

- 29% felt that there was effective communication between staff and senior management
- 28% felt that staff were able to voice their concerns about problems in the school
- 81% felt that the school provided resources and time for professional development / training
- Most or all felt they could rely on their colleagues for assistance if needed
- Few or none reported that in the last school year they had been in a situation where they felt afraid that a student would hurt them at school

#### *How the School Meets Student Needs*

Of staff surveyed at your school:

- 88% felt that health and welfare staff (e.g. guidance counsellor, nurse, social worker) provided effective assistance for students who need help
- 56% felt that the needs of students from different ethnic groups were addressed effectively at the school
- 18% felt that the school met the needs of students who identified as gay, lesbian, bisexual or transgender



- 81% felt that staff at this school liked to try new strategies to increase student competencies
- 85% felt that the school had effective mechanisms for dealing with disruptive students
- 56% felt that the school encouraged parent / care-giver participation

### *Staff Perceptions of Students:*

Of staff surveyed at your school:

- Most or all felt that most students at the school were helpful and co-operative with staff
- 70% felt that students respected viewpoints different from their own
- 76% felt that students shared their concerns with staff members
- 83% felt that students were motivated
- 8% felt that students disrupted what others were doing

## Staff Health and Wellbeing

### *Health and Wellbeing*

Of staff surveyed at your school:

- 75% reported good, very good, or excellent health
- 65% indicated that they had good mental health and wellbeing as measured using the WHO-5 Wellbeing Scale (*WHO, 1998*)
- Few or none smoked cigarettes regularly (i.e. one or more a day)

### *Physical Activity*

Of staff surveyed at your school:

- 60% considered physical activity, sport or physical recreation to be DEFINITELY an important part of their life
- 30% considered physical activity, sport or physical recreation to be SORT OF an important part of their life
- 10% considered physical activity, sport or physical recreation to be NOT REALLY an important part of their life

### *Staff Burnout*

Of staff surveyed at your school:

- 9% reported that they always or often felt exhausted in the morning at the thought of another day at work
- Few or none reported that they always or often felt tired of working with students



# RESOURCES FOR SCHOOLS

Resources you may find helpful:

## General Health and Wellbeing

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Health information for young people	<a href="http://youthline.co.nz/">http://youthline.co.nz/</a>
Sport & Recreation NZ (SPARC) SPARC for teachers	<a href="http://www.sparc.org.nz/education/sportfit/overview">http://www.sparc.org.nz/education/sportfit/overview</a> <a href="http://www.sparc.org.nz/dashboard/school-teachers">http://www.sparc.org.nz/dashboard/school-teachers</a>
Heart Foundation – School Food Programme	<a href="http://www.nhf.org.nz/index.asp?pageID=2145820280">http://www.nhf.org.nz/index.asp?pageID=2145820280</a>
ERO Review of Sexuality Education	<a href="http://ero.govt.nz/ero/publishing.nsf/Content/sex-ed-jun07">http://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">http://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

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Mental Health Foundation Education Packages for Schools Coping with depression	<a href="http://www.mentalhealth.org.nz/">http://www.mentalhealth.org.nz/</a> <a href="http://www.mentalhealth.org.nz/page.php?p=155&amp;fp=6&amp;sp=">http://www.mentalhealth.org.nz/page.php?p=155&amp;fp=6&amp;sp=</a> <a href="http://www.depression.org.nz/HelpMe/?SubGroupName=ResourcesHelpMe">http://www.depression.org.nz/HelpMe/?SubGroupName=ResourcesHelpMe</a>
Suicide Prevention	<a href="http://www.spinz.org.nz/">http://www.spinz.org.nz/</a> <a href="http://www.moh.govt.nz/suicideprevention">http://www.moh.govt.nz/suicideprevention</a>
Internet Safety in Schools	<a href="http://www.cybersafety.org.nz/kit/">http://www.cybersafety.org.nz/kit/</a>
Drug Education NZ Drug Foundation	<a href="http://www.educating.co.nz/services/drugeducation/">http://www.educating.co.nz/services/drugeducation/</a> <a href="http://www.nzdf.org.nz/drug-education">http://www.nzdf.org.nz/drug-education</a>
Alcohol – ALAC Alcohol & young people	<a href="http://www.alcohol.org.nz">http://www.alcohol.org.nz</a> <a href="http://www.alcohol.org.nz/InfoForYouth.aspx">http://www.alcohol.org.nz/InfoForYouth.aspx</a>
Coping with grief	<a href="http://www.skylight.org.nz/young-people.aspx">http://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/">http://www.rainbowyouth.org.nz/</a>

## Structural

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Ministry of Youth Development – Youth development & youth participation Strengthening Youth Development in Schools	<a href="http://www.myd.govt.nz/">http://www.myd.govt.nz/</a> <a href="http://www.myd.govt.nz/Publications/youthdevelopment/makingithappenstrengtheningyouthde1.aspx">http://www.myd.govt.nz/Publications/youthdevelopment/makingithappenstrengtheningyouthde1.aspx</a>
Māori Student Achievement (Te Kotahitanga) Ka Hikitia	<a href="http://www.educationcounts.govt.nz/publications/Māori_education/9977">http://www.educationcounts.govt.nz/publications/Māori_education/9977</a> <a href="http://kahikitia.minedu.govt.nz/kahikitia/What+is+Ka+Hikitia.htm">http://kahikitia.minedu.govt.nz/kahikitia/What+is+Ka+Hikitia.htm</a>
Youth Law	<a href="http://www.youthlaw.co.nz/default.aspx?_z=126">http://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">http://www.nzsta.org.nz/RexDefault.aspx?PageID=6c95540a-758a-4d16-8796-03061080c234</a>



Making Schools Safe for People of Every  
Sexuality – PPTA Guidelines

<http://www.ppta.org.nz/cms/imagelibrary/102066.pdf>

#### Parent Involvement in School

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Team Up (Secondary)

<http://www.teamup.co.nz/secondary/default.htm>

Bullying (Secondary)

<http://www.teamup.co.nz/search.htm?query=bullying&filter=s>



## REFERENCES

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Fleming, T.M., Watson, P.D., Robinson, E., Ameratunga, S., Dixon, R., Clark, T.C., & Crengle, S., (2007). *Violence and New Zealand Young People: Findings of Youth2000 – A National Secondary School Youth Health and Wellbeing Survey*. Auckland: The University of Auckland.

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Sport and Recreation New Zealand (SPARC), (2007). New Zealand physical activity guidelines for children and young people (5-18 YEARS). Sport and Recreation New Zealand. Available from <http://www.sparc.org.nz/getting-active/activity-guidelines>

World Health Organisation (WHO),. (1998). *WHO (Five) Well-Being Index (1998 Version)*. Psychiatric Research Unit, WHO Collaborating Centre in Mental Health. Available from <http://www.who-5.org>



## TABLES

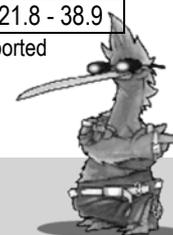
The tables below report percentages and confidence intervals for each item from the survey. It is important to remember that the percentages are an estimate of the total proportion of students at your school for each item and there is uncertainty in these estimates depending on the number of students sampled. The confidence intervals describe this uncertainty. Confidence intervals indicate the precision of the estimated proportion at your school by providing an interval in which we are relatively sure (95% confident) that the true proportion lies. Where the confidence intervals are large, caution needs to be taken in interpreting the estimate for your school.

Where there are small numbers of students or staff (less than 5) with a particular response we are unable to report exact numbers or percentages due to confidentiality concerns and we have indicated this by 's' in the tables and by 'few or none' in the text. Similarly, when the percentages are over 95% we are unable to report exact percentages and we have indicated this by >95 in the tables and by 'most or all' in the text. Staff survey results are only reported if 20 or more people participated.

### *Students and their Parents/ and Whānau*

Item	Girls		Boys		All Students	
	%	95% CI	%	95% CI	%	95% CI
Parent cares	92	87.8 - 95.8	93	89.9 - 96.9	93	90.0 - 95.2
Spent enough time with parents	55	48.3 - 62.7	58	51.5 - 65.3	57	52.0 - 62.0
Two or more homes	23	16.5 - 28.6	30	23.7 - 36.5	26	22.0 - 30.9
<b>Working parents</b>						
Both parents were working	69	61.7 - 75.4	72	65.5 - 78.1	70	65.6 - 74.9
Neither parent was working	s	-	s	-	2	0.7 - 3.6
<b>Attitudes to school</b>						
Important for a student that they attend school	>95	-	94	91.2 - 97.6	95	92.8 - 97.2
Important for parents that student attended school	>95	-	>95	-	>95	-
Students felt part of school	88	83.8 - 93.1	90	85.6 - 94.1	89	86.1 - 92.3
Students felt that adults at school care about them	87	82.4 - 92.1	91	87.4 - 95.3	89	86.3 - 92.5
<b>Activities students enjoyed at school</b>						
Hanging out with friends	>95	-	>95	-	>95	-
Sports	27	20.6 - 33.5	24	18.4 - 30.4	26	21.3 - 30.1
Doing schoolwork	44	36.4 - 50.9	66	59.9 - 73.1	56	50.5 - 60.6
Other arts and/or music	38	30.5 - 44.6	21	15.1 - 26.5	29	24.3 - 33.4
Kapa haka or cultural activities	15	9.7 - 20.1	8	3.9 - 11.3	11	7.9 - 14.3
Being away from home	22	15.6 - 27.5	12	7.6 - 16.8	17	12.9 - 20.4
Students who didn't enjoy school at all	s	-	s	-	s	-
<b>Safety at school</b>						
Students felt safe most of the time	91	86.4 - 94.9	95	91.8 - 98.0	93	90.3 - 95.5
Students that were bullied once a week or more	5	1.8 - 8.1	6	2.4 - 8.8	5	3.0 - 7.5
<b>Family members</b>						
Attended parent teacher meetings	53	45.5 - 60.0	62	55.0 - 68.7	57	52.4 - 62.4
Went to school events	47	39.5 - 54.0	41	34.3 - 48.2	44	38.9 - 48.9
Helped out at school	9	4.7 - 12.9	13	8.2 - 17.6	11	7.8 - 14.1
Asked about homework	83	77.5 - 88.4	91	86.6 - 94.8	87	83.6 - 90.4
Helped with homework	53	46.0 - 60.5	57	50.3 - 64.2	55	50.3 - 60.3
<b>Student employment</b>						
Regular part-time job	31	24.2 - 37.7	29	23.0 - 36.0	30	25.5 - 34.9
Usually works 20 or more hours a week <sup>1</sup>	s	-	s	-	s	-
Worked on a school night in the last week <sup>1</sup>	25	13.6 - 36.4	36	23.2 - 48.3	30	21.8 - 38.9

Note: Confidence intervals are not reported for percentages >95% to protect confidentiality. s: small numbers are not reported to protect confidentiality. <sup>1</sup>Reported as a percentage of those with a regular part-time job.



### Students and Health-Risky Behaviour

Item	Girls		Boys		All Students	
	%	95% CI	%	95% CI	%	95% CI
<b>Driving</b>						
Do not always wear a seatbelt	26	19.5 - 32.2	20	14.0 - 25.2	23	18.4 - 26.8
Drove after consuming >2 glasses of alcohol <sup>1</sup>	s	-	s	-	3	1.0 - 4.3
Drove dangerously <sup>1</sup>	s	-	s	-	6	3.3 - 7.9
<b>Sexual health</b>						
Currently Sexually Active	15	9.8 - 20.5	9	5.2 - 13.8	12	8.8 - 15.7
Inconsistent Contraceptive Use <sup>2</sup>	s	-	s	-	14	3.6 - 24.3
Used a Condom at Last Sex <sup>3</sup>	52	34.0 - 69.2	62	44.4 - 79.7	57	44.1 - 69.2
Heterosexual	90	85.0 - 94.1	94	90.4 - 97.4	92	88.9 - 94.6
<b>Substance use</b>						
Smoke cigarettes daily	s	-	s	-	s	-
Drink alcohol weekly	10	5.2 - 13.9	17	11.9 - 22.9	14	10.0 - 17.1
Binge drinking in the last 4 weeks	19	12.9 - 24.4	26	19.2 - 31.8	22	17.9 - 26.4
Use marijuana weekly	s	-	s	-	2	0.5 - 3.5
Ever tried other drugs <sup>4</sup>	s	-	s	-	3	1.1 - 4.7

Note: s: small numbers are not reported to protect confidentiality. <sup>1</sup>In the previous month. <sup>2</sup>Reported as a percentage of those who are currently sexually active. <sup>3</sup>Reported as a percentage of those who have ever had sex. <sup>4</sup>Other drugs include any of: stimulants, hallucinogens, narcotics, cocaine or injected illegal drugs.

### Students' Experience of Violence in the Last 12 Months

Item	Girls		Boys		All Students	
	%	95% CI	%	95% CI	%	95% CI
Students who were Hit or Physically Harmed	26	19.5 - 32.2	31	24.9 - 38.0	29	24.1 - 33.3
Students who Hit or Physically Harmed Others	22	16.1 - 28.1	33	26.4 - 39.6	28	23.2 - 32.3
Students who Harmed Themselves	16	10.6 - 21.3	10	5.6 - 14.0	13	9.4 - 16.2
Students with Unwanted Sexual Experiences <sup>1</sup>	6	2.1 - 9.5	3	0.7 - 6.2	5	2.3 - 6.8

Note: <sup>1</sup>Students who were touched in a sexual way or made to do sexual things that they did not want to do.



### Students' Health and Wellbeing

Item	Girls		Boys		All Students	
	%	95% CI	%	95% CI	%	95% CI
<b>General health and wellbeing</b>						
Good, very good or excellent general health	90	85.1 - 94.0	94	91.2 - 97.6	92	89.3 - 94.8
Happy or satisfied with their life	38	31.4 - 45.5	48	40.7 - 54.7	43	38.2 - 48.2
Good mental health and wellbeing <sup>1</sup>	67	60.0 - 73.7	84	79.1 - 89.5	76	71.5 - 80.2
<b>Health care used in the last 12 months</b>						
Family doctor, GP clinic or medical centre	80	73.8 - 85.5	72	66.0 - 78.6	76	71.5 - 80.2
School health clinic	23	16.5 - 28.6	14	9.0 - 18.7	18	14.2 - 21.9
After-hours accident and medical / hospital A&E	24	18.0 - 30.4	25	18.6 - 30.7	24	20.1 - 28.7
<b>Depression</b>						
Students who had symptoms of depression	16	10.3 - 20.9	7	3.6 - 11.0	11	8.1 - 14.5
<b>Suicide</b>						
Students who had seriously thought of suicide	15	10.2 - 20.7	9	4.8 - 12.9	12	8.8 - 15.4
Students who had actually attempted suicide	s	-	s	-	3	1.4 - 5.0

Note: s: small numbers are not reported to protect confidentiality. <sup>1</sup>Measured using the WHO-5 wellbeing scale

### Students' Physical Measurements

Item	Girls		Boys		All Students	
	%	95% CI	%	95% CI	%	95% CI
Normal Weight	82	76.9 - 88.1	70	63.1 - 76.0	76	71.3 - 80.0
Overweight	13	8.0 - 18.0	23	17.0 - 28.7	18	14.3 - 22.1
Obese	5	1.5 - 7.6	8	3.9 - 11.3	6.1	3.7 - 8.6

### Students' Nutrition and Physical Activity

Item	Girls		Boys		All Students	
	%	95% CI	%	95% CI	%	95% CI
<b>Places eaten at in the previous week</b>						
Fast Food Chains (eg McDonalds/KFC/Burger King/Subway etc)	38	30.9 - 45.0	39	32.5 - 46.3	39	33.7 - 43.6
Takeaways (eg Chinese/Fish 'n' Chips)	39	32.1 - 46.3	41	34.2 - 48.1	40	35.2 - 45.2
Dairies or Petrol Stations	30	23.3 - 36.7	41	34.0 - 47.9	36	30.8 - 40.5
<b>Nutrition</b>						
Five or more meals eaten with their family in the previous week	63	55.6 - 69.7	73	67.1 - 79.5	68	63.5 - 72.9
2+ fruit and 3+ vegetables eaten each day in the previous week	17	11.6 - 22.5	13	8.3 - 17.9	15	11.4 - 18.6
<b>Physical activity</b>						
Physical activity for 60 minutes a day in the previous week	3	0.4 - 5.2	12	7.0 - 16.1	7	4.6 - 9.9
3+ hours a week in a school sports team	18	12.5 - 23.7	36	29.0 - 42.4	27	22.8 - 31.7



### *Students' Activities Outside School*

Item	Girls		Boys		All Students	
	%	95% CI	%	95% CI	%	95% CI
Activities engaged in for 1 hour or more each day						
Homework	61	53.4 - 67.7	54	46.6 - 60.7	57	52.0 - 62.0
Reading for pleasure	25	18.8 - 31.5	23	17.1 - 29.0	24	19.7 - 28.4
Music, arts, dance or drama	47	40.1 - 54.8	28	21.5 - 34.4	37	32.5 - 42.4
Chores or helping in the family	29	22.4 - 35.7	30	23.9 - 37.1	30	25.1 - 34.5
Activities engaged in for 3 hours or more each day						
Hanging out with friends	25	18.3 - 30.9	30	23.0 - 36.1	27	22.6 - 31.7
Texting	19	13.2 - 24.7	15	9.9 - 20.1	17	13.1 - 20.8
Watching TV	22	16.2 - 28.5	27	20.9 - 33.5	25	20.5 - 29.3
Playing computer or electronic games	12	7.0 - 16.4	20	14.1 - 25.5	16	12.1 - 19.6
Using the internet	29	22.4 - 35.7	28	21.4 - 34.2	28	23.8 - 33.0

Note: Confidence intervals are not reported for percentages >95% to protect confidentiality. s: small numbers are not reported to protect confidentiality.

### *Students' Neighbourhood*

Item	Girls		Boys		All Students	
	%	95% CI	%	95% CI	%	95% CI
Students who feel safe in their neighbourhood	84	78.4 - 89.2	87	82.2 - 91.7	85	81.9 - 89.0
Students with an adult outside their family they can talk to	46	38.5 - 53.1	48	40.8 - 55.0	47	41.8 - 52.0
Students with friends they can talk to about anything	93	89.7 - 97.0	82	77.1 - 87.8	88	84.4 - 91.0
Students with spiritual beliefs that are important to them	32	25.0 - 39.6	30	23.0 - 37.6	31	26.1 - 36.5



### *School Climate as Perceived by Staff*

Item	%	95% CI
<b>How the school met staff needs</b>		
Staff liked the school a lot	95	90.4 - 100.0
Effective communication between staff and management	29	18.6 - 40.2
Staff could voice concerns about problems in the school	28	17.3 - 38.6
School provided resources and time for professional development / training	81	71.1 - 90.1
Staff could rely on colleagues for assistance	>95	-
Staff felt afraid that a student would hurt them at school in the previous year	s	-
<b>How the school met student needs</b>		
Health and welfare staff provided effective assistance for students who need help	88	80.6 - 95.9
Needs of students from different ethnic groups were addressed effectively	56	44.1 - 67.7
School met the needs of students who identify as gay, lesbian, bisexual or transgender	18	8.6 - 26.7
Staff liked to try new strategies to increase student competencies	81	71.5 - 90.2
Effective mechanisms existed for dealing with disruptive students	85	76.9 - 93.7
Parent / care-giver participation is encouraged	56	44.1 - 67.7
<b>Staff perceptions of students</b>		
Most students were helpful and co-operative with staff	>95	-
Students respected viewpoints different from their own	70	58.6 - 80.8
Students shared their concerns with staff members	76	65.4 - 86.1
Students were motivated	83	74.3 - 92.3
Students disrupted what others were doing	8	1.2 - 14.0

Note: Confidence intervals are not reported for percentages >95% to protect confidentiality. s: small numbers are not reported to protect confidentiality.

### *Staff Health*

Item	%	95% CI
<b>General health and wellbeing</b>		
Good, very good or excellent general health	75	64.2 - 85.1
Good mental health and wellbeing <sup>1</sup>	65	53.3 - 76.1
Staff smoked cigarettes daily	s	-
<b>Physical activity</b>		
Definitely an important part of life	60	47.9 - 71.5
Sort of an important part of life	30	18.9 - 40.8
Not really an important part of life	10	3.1 - 17.8
<b>Burnout</b>		
Felt exhausted in the morning at the thought of work	9	2.1 - 15.8
Felt tired of working with students	s	-

Note: Confidence intervals are not reported for percentages >95% to protect confidentiality. s: small numbers are not reported to protect confidentiality. <sup>1</sup>Measured using the WHO-5 wellbeing scale

