



YOUTH2000 SURVEY SERIES

Youth19 Rangatahi Smart Survey Initial Findings

Te āniwaniwa takatāpui whānui:
te irawhiti me te ira huhua mō
ngā rangatahi | Gender Identity
and young people's wellbeing

www.youth19.ac.nz



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^aStevens II. A. (2021). An Indigenous psychology approach to develop an E-health website to support Māori & Pacific men, their support people and community groups affected by male childhood sexual violence. Auckland: Auckland University of Technology. Faculty of Health & Environmental Sciences. [Unpublished doctoral thesis]

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Summary

This report highlights findings from the Youth19 Rangatahi Smart Survey (Youth19) about the health and wellbeing of trans students. It is designed to be read with the Youth19 Rangatahi Smart Survey, Initial Findings: Introduction and Methods report, which explains how the survey was conducted, who was included, and how to interpret the results. The Introduction and Methods report (Fleming et al., 2020) and other Youth19 outputs are available at www.youth19.ac.nz.

As part of Youth19, secondary school students answered questions about their gender, including their gender identities. The survey also included items about health, wellbeing, whānau, school, and community experiences. We present an overview of findings for trans youth and young people unsure of their gender identity in the areas of demographics; financial hardship; whānau relationships; peer and community relationships; schooling and aspirations for the future; violence and safety; sexuality; health and wellbeing, including emotional wellbeing and substance use; and access to health services. These findings are compared to cisgender young people (i.e., people who identify with the gender they were designated at birth).

Terms in this report:

Trans: Participants were determined to be trans if they selected one or more of the following responses to the question: "Which of the following best describes you? (You may choose as many as you need)": "Trans boy or man", "Trans girl or woman", "Non-binary", "Genderqueer", "Genderfluid", "Agender", "Takatāpui", "Whakawahine", "Tangata ira tane", "Fa'afafine", "Fa'atatama", "Akava'ine".

Gender unsure: Participants who selected the response "I'm not yet sure of my gender". Participant responses to the choice "Something else, please state" (open text) were reviewed and coded appropriately.

Cisgender: All other students not determined by the process above were determined to be cisgender (i.e., identify with the gender they were designated at birth).

Further detail is provided in the section: Trans and gender terminology.

Youth19 data shows that:

- One out of every 100 Youth19 participants identified as trans (1%). A further 0.6% reported that they were unsure of their gender identity.
- Trans and gender-unsure students came from a range of ethnic backgrounds.
- About half (52%) of trans students had told close friends they are trans or gender diverse, slightly over one-quarter had told parents or caregivers (29%) or online friends (26%), and slightly under one-quarter had told other family members (22%) or a health professional or counsellor (20%).

- Fewer gender-unsure students had told close friends they are trans (20%), or told parents or caregivers (9%), online friends (15%), other family members (5%) or a health professional or counsellor (2%) that they were trans or gender diverse.
- Greater proportions of trans and gender-unsure students reported challenges at home, in school, community, and health care settings, and in relation to their own mental health, than their cisgender peers.

Examples of key findings for trans students include:

- Just under two-thirds (64%) of trans students said that at least one of their parents cared about them “a lot”, just over half reported that they have a family member who accepts them for who they are (58%), and less than half (44%) reported that they have enough quality time with their family.
- Seven out of ten (70%) trans students said that they felt part of their school, and just over half (53%) reported that their school is supportive of people who are or might be sexuality diverse or gender diverse. Two-thirds (66%) plan to stay at school until year 13.
- Nearly one-quarter (23%) of trans students reported they had been bullied at school weekly or more often in the past year, three out of ten (32%) said they always felt safe in their neighbourhoods, and nearly half (45%) of trans youth reported experiencing sexual abuse (including rape, sexual assault, and unwanted sexual contact).
- More than half (57%) of trans students reported significant depressive symptoms, and an equal proportion (57%) reported they had self-harmed in the past year. Over half (52%) had serious thoughts about suicide in the past year, four in ten (40%) reported they had made a suicide plan, and one in four (26%) reported they had attempted suicide in the past year.
- Just over seven in ten (73%) trans students ranked their general health as good or better, while over half (55%) reported they had been unable to access healthcare when they needed it in the past year.
- Despite these challenges, many are doing well, and trans young people contribute widely within their communities. More than six out of ten (62%) trans students had taken part in activities to help others in their schools and communities.

Despite their greater needs in terms of health and wellbeing challenges, trans students were less likely to access health care when they needed it, compared to cisgender students. Given the high rates of depressive symptoms and suicide attempts reported by this group, access to quality healthcare is critical. Findings from the Youth19 survey highlighted significant barriers to healthcare and lost opportunities for quality health interactions for all youth, with trans young people being particularly under-served.

Youth19 findings show that trans secondary school students experience very concerning levels of social and school isolation and unsafe environments, especially when compared with cisgender students. Research on minority stress (Meyer, 2003) has confirmed that the increased amounts of stress and mistreatment experienced by trans young people are the drivers that underpin increased rates of depression, self-harm, and suicide attempts. The findings also indicate that social and school environments need to change to address the active exclusion and mistreatment of these young people.

We encourage the use of these statistics for advocacy and planning for trans students, and we emphasise that the high levels of violence and discrimination that these young people face play a key role in producing negative health and wellbeing outcomes.

Caring and loving family relationships are central to young people's wellbeing. It is very concerning that lower proportions of trans youth report their families care about them a lot. This may be related to families not understanding or accepting their young person's gender and identity, or young people not having confidence that they would understand or accept their gender if they did disclose this to them. This perceived lack of care, or perceived acceptance, combined with a lack of belonging at school for many of these students, means they may be particularly vulnerable to harm. We all share the responsibility to create environments in which trans young people can flourish. There are important actions that families, schools, communities, and the government can take to support the health and wellbeing of trans young people – as outlined later in this report.

These findings expose the significant health inequities faced by trans young people and demonstrate that they are systematically disadvantaged in their homes, schools, relationships, and healthcare settings. Trans young people require urgent policy action to meet their developmental, health, and educational needs.

We will be reporting more in-depth analyses that explore youth healthcare access and quality, which will be published on our website: www.youth19.ac.nz

Methods

The data for Youth19 was collected from Auckland, Waikato, and Northland, rather than from the whole country as in previous survey waves. These three regions account for 47% of New Zealand’s secondary school population. While the current sample includes a range of young people from rural and urban settings, and across ethnic groups, the findings may subtly differ from other parts of the country. For instance, some regions in New Zealand may be more ‘rainbow friendly’, and this may change the experiences there, as well as the proportions of young people who are able to be “out” about their identities in these regions.

As such, we urge caution when drawing national comparisons.

This report presents findings from the Youth19 survey about cisgender students, trans students, and students unsure of their gender identity. When we report the statistics in this document, we provide a number of parameters, which will be explained using an example of a table we used to present our data, as outlined below.

Whanau & family relations		
	At least one of the student's parents care about them a lot	
	n (N)	% [95% CI]
Cisgender	5557 (5925)	93.9 [93.2-94.5]
Trans	47 (69)	64.3 [51.6-77.0]*
Unsure	32 (39)	86.6 [76.4-96.7]

* Confidence intervals do not overlap with cisgender young people.

Lower case ‘n’ refers to the number of people who answered that question positively (said yes), while ‘N’ refers to the total number of people who answered that question (whatever their answer was). For example, in the table above, looking at the first row, n is 5557 - this is the number of cisgender students in the survey who said at least one of their parents (or a person who acts as a parent) cares about them a lot. N is 5925, and this is the number of cisgender students who

answered the question. N varies between questions as students could choose not to answer questions, and the survey was branched, so students only saw questions that were relevant to them.

The percentage (%) refers to the proportion of students who selected a particular response once adjustments have been made for survey methods (Rivera-Rodriguez et al., 2021). Sample weights were calculated as inverse

probability weights to adjust for the unequal probability of each individual being invited to participate in the survey. A sample weight can be considered the number of people in the population represented by an observation. For example, this suggests that 64.3% of trans students in the population, adjusting for the survey weights, would report they had at least one parent who cares about them a lot.

The confidence interval (95% CI) indicates the precision of this estimate by providing an interval within which we are 95% sure the true value lies. For example, that table reports that 93.9% of cisgender students reported a parent (or person who acts as a parent) cares about them a lot. The confidence interval tells us we can be 95% sure that the true value lies between 93.2% and 94.5% of the population. This is like a margin of error in a political poll. The size of the confidence interval is impacted by the number of responses in that group; results from larger groups have narrower confidence intervals than those from small groups.

Where confidence intervals do not overlap for different groups, we can be confident that the apparent differences between groups are not due to chance alone, and this is marked by an asterisk (*) symbol (and numbers in bold font).

Non-overlapping confidence intervals are a more conservative (i.e., tighter) criterion than $p < 0.05$ and are a useful indicator for survey data. For these reasons, we refer to differences between groups as 'definitive' where confidence intervals do not overlap. Where confidence intervals do overlap, we are more cautious and do not focus on these in the text, or we discuss these as 'apparent' differences where these are sufficiently large to suggest that not considering them would be inappropriate.

In this report, there are several instances where small sample sizes mean that a particular finding is not reported or large differences between trans and cisgender students are not statistically discernable, indicated by the large confidence intervals for trans students overlapping with the cisgender students. However, even when these differences are not definitive, they may be important differences that should still be considered in planning and service delivery.

The data presented here is from 7,668 Year 9 to 13 students in 49 secondary schools (including four kura kaupapa Māori schools) who responded to questions regarding their gender identity. This is slightly lower than the 7721 participants reported in some Youth19 outputs, as some participants did not answer the questions on gender identity.

Youth19 participants were invited to express their views about key issues using their own words in open-text questions, including: 'What do you think are the biggest problems for young people today?' and 'What do you think should be changed to support young people in New Zealand better?' We include some relevant quotes from trans youth throughout this report.

Trans and gender terminology

In this report, students who were trans or gender-unsure were primarily determined by responses to the question: “Which of the following best describes you? (You may choose as many as you need)”, with answer options: “Trans boy or man”, “Trans girl or woman”, “Non-binary”, “Genderqueer”, “Genderfluid”, “Agender”, “Takatāpui”, “Whakawahine”, “Tangata ira tane”, “Fa’afafine”, “Fa’atatama”, “Akava’ine”, “I’m not yet sure of my gender”, “Something else, please state” (open text), and “I don’t understand this question”. This question was only asked of participants who said, in response to previous questions, that they identified their gender in “another way” (i.e., not boy/man or girl/woman) and/or that they thought they were or might be “transgender or gender-diverse. By this, we mean that your current gender is different from your gender at birth (e.g., trans, non-binary, Queen, fa’afafine, whakawahine, tangata ira tane, genderfluid or genderqueer)”. Participants who selected one of the transgender or gender-expansive categories listed above were coded as trans.

In this report, trans is used as an umbrella term to describe people who have a different gender (identity or expression) from that which is typically associated with the gender they were assigned when they were born. It includes non-binary and genderfluid identities. However, not all the participants categorised as trans will necessarily identify with this term personally. Here the use of trans is pragmatic for the purposes of communicating findings, although it may obscure some indigenous, non-binary, agender, and gender-fluid identities and experiences.

Participants who selected they were “not yet sure” were determined as unsure of their gender identity. Participants who said they “did not understand the question” were classified as cisgender. It is notable that all of the 26 participants who said they “did not understand the question”, had selected a gender that also aligned typically to their sex assigned at birth, confirming they were very likely to be cisgender.

While data regarding same-sex/multiple-sex attracted youth is available in a separate report, some participants who are trans, or not sure of their gender identity, also reported being attracted to the same-sex or are multiple-sex attracted or unsure of their sexual attractions. Intersectional reports that explore experiences for trans young people who are also same-sex or multiple-sex attracted, are also available (<https://www.youth19.ac.nz/publications/tag/Identity>).

Gender identity by age, sexual attraction, binary gender, and ethnicity

Of the 7,668 Youth19 participants who responded to questions regarding their gender identity, 78 reported that they were trans, and 48 said they were unsure of their gender identity.

In terms of proportions, this equates to one out of every 100 Youth19 participants identifying as trans (1.0%) and a further 0.6% being unsure of their gender identity.

In this section, we provide a description of the sample by age, sexual attraction, binary gender, and ethnicity. Specific intersectionality reports¹ that combine same-sex/multiple-sex attracted youth and trans students together into a “rainbow” group provide details

about the experiences of Māori, Pacific, and Disabled students.

In Youth19, trans and gender-unsure students were represented across binary gender, age, and ethnicity groups. The proportion of trans students across age categories was relatively consistent.

Students who reported same-sex or multiple-sex attractions more frequently identified as trans (6.5%) or being unsure of their gender identity (2.7%) than students who reported being attracted to the opposite or a different sex (trans: 0.2%, gender-unsure: 0.2%).

Gender identity, age, binary gender, and sexual attraction						
Gender Categories	Cisgender		Trans		Unsure	
	n (N)	%	n (N)	%	n (N)	%
Binary gender*						
Boy/Man	3,439 (3,478)	98.9	29 (3,478)	0.8	10 (3,478)	0.3
Girl/Woman	4,102 (4,155)	98.7	22 (4,155)	0.5	31 (4,155)	0.7
Sexual attraction						
Opposite or different sex attracted	6,339 (6,366)	99.6	13 (6,366)	0.2	14 (6,366)	0.2
Same-sex / multiple-sex attracted	641 (706)	90.8	46 (706)	6.5	19 (706)	2.7
Unsure or neither sex attracted	393 (420)	93.6	16 (420)	3.8	11 (420)	2.6
Age						
13 and under	1,368 (1,392)	98.3	15 (1,392)	1.1	9 (1,392)	0.6
14	1,700 (1,729)	98.3	17 (1,729)	1.0	12 (1,729)	0.7
15	1,665 (1,688)	98.6	13 (1,688)	0.8	10 (1,688)	0.6
16	1,439 (1,462)	98.4	15 (1,462)	1.0	8 (1,462)	0.5
17 and over	1,370 (1,397)	98.1	18 (1,397)	1.3	9 (1,397)	0.6

* All students could select a binary gender or say they identified in “another way” if they wished.

¹ Intersectional reports that explore experiences for trans young people, as well as those who are same-sex/multiple-sex, are also available (<https://www.youth19.ac.nz/publications/tag/Identity>).

The results confirmed that trans students came from a range of ethnic backgrounds and show that trans and young people who are unsure of their gender are part of all ethnic communities.

Gender identity and ethnicity						
Gender Categories	Cisgender		Trans		Unsure	
	n (N)	%	n (N)	%	n (N)	%
Ethnicity*						
Asian	1,742 (1,770)	98.4	19 (1,770)	1.1	9 (1,770)	0.5
European	3,012 (3,061)	98.4	32 (3,061)	1.0	17 (3,061)	0.6
Māori	1,484 (1,511)	98.2	14 (1,511)	0.9	13 (1,511)	0.9
Other	375 (385)	97.4	6 (385)	1.6	4 (385)	1.0
Pacific	917 (929)	98.7	7 (929)	0.8	5 (929)	0.5

* Ethnicity is categorised using an established NZ census ethnicity prioritisation method.

Coming Out

Seven out of ten (69.8%) trans participants who responded ‘yes’ to the question “Are you (or might you be) transgender or gender-diverse” (N=43) said they had started “to identify as transgender or gender-diverse (even if you did not know the word for it)” before the age of 14.

Age identifying as Trans		
	Age when trans youth started to identify as “transgender or gender-diverse”	
	n (N)	% [95% CI]
Age Band		
Younger than 5 years old	6 (43)	14.0
5-10 years	7 (43)	16.3
11-13 years	17 (43)	39.5
14-16 years	10 (43)	23.3
17 years or older	3 (43)	7.0
This does not apply to me	0 (43)	0.0

Students reported who they had ‘come out’ to or had told about being “transgender or gender diverse” (trans). Students could choose as many responses as were relevant (e.g., they could choose both close friends and online friends). For trans students, the most common response was having told close friends (51.7%), followed by not having told anyone (28.8%), followed by having told parents or caregivers (28.6%), then online friends (26.3%), then other family members (22.2%), then a health professional or counsellor (20.4%). For gender-unsure students, the most common response was that the question does not apply to them (44.4%), followed by not having told anyone

(33.3%), followed by having told close friends (20.0%), followed by online friends (14.4%). Less than one in 10 gender-unsure students had told parents or caregivers, other family members, or a health professional or counsellor. A small proportion of trans students (4.6%) said this question did not apply to them, which may suggest that they only recall being their gender and have not had to ‘disclose’ this gender to others. A much larger proportion of gender-unsure students reported that this question did not apply to them, which may reflect that these young people may still be exploring whether this identity applies to them.

Who have 'come out' to, or have told about being "transgender or gender-diverse"								
	Have not told anyone		Parents or caregivers		Other family members		Close friends	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Trans	22 (68)	28.8 [16.5-41.1]	20 (68)	28.6 [13.8-43.4]	14 (68)	22.2 [8.9-35.6]	33 (68)	51.7 [36.9-66.5]
Unsure	18 (43)	33.0 [14.4-51.7]	3 (43)	8.7 [0.0-17.5]	2 (43)	5.0 [0.0-11.6]	8 (43)	20.0 [5.1-34.9]

Who have 'come out' to, or have told about being "transgender or gender-diverse"								
	Online friends		Health professional or counsellor		Other		This does not apply to me	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Trans	15 (68)	26.3 [11.3-41.3]	11 (68)	20.4 [7.4-33.5]	7 (68)	10.5 [1.3-19.7]	4 (68)	4.6 [0.0-9.9]
Unsure	6 (43)	14.4 [3.3-25.6]	1 (43)	2.2 [0.0-6.3]	2 (43)	4.3 [0.0-10.0]	17 (43)	44.4 [25.3-63.5]

Financial hardship

Students reported on their families' financial situations. Having limited money for necessities like food and quality housing, as well as the stress of living in poverty and reduced education and employment opportunities can affect health outcomes. Around one in three trans young people reported that their parents sometimes, often, or all of the time worry about money to pay for food (32.0%), or rent or mortgage (36.9%), and around one in five trans young people reported that their parents sometimes, often or all of the time worry about money to pay for electricity (18.6%) or petrol or transport (21.5%).

Financial hardship was more commonly reported among trans students compared to their cisgender peers, with 36.9% reporting that their parents worry about rent or mortgage payments sometimes, often, or always, compared to 14.5% of cisgender students. Trends in the tables suggest that other financial worries may also be higher for trans and gender-unsure students than for cisgender students; however, these confidence intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important but within a margin of error.

Financial hardship								
Gender category	Parents worry about money for food sometimes, often, or all of the time		Parents worry about money for electricity sometimes, often, or all of the time		Parents worry about money for rent or mortgage sometimes, often, or all of the time		Parents worry about money for petrol or transport sometimes, often, or all of the time	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Cisgender	1870 (7,039)	26.4 [21.9-30.8]	644 (7,024)	9.2 [6.5-11.9]	985 (6,887)	14.5 [12.2-16.8]	942 (7,015)	13.4 [10.0-16.9]
Trans	24 (70)	32.0 [20.1-43.8]	13 (71)	18.6 [7.8-29.5]	24 (69)	36.9 [24.0-49.7]*	16 (70)	21.5 [10.3-32.8]
Unsure	9 (40)	22.8 [9.8-35.8]	6 (42)	18.8 [4.8-32.7]	11 (38)	33.7 [15.6-51.7]	9 (42)	23.3 [6.4-40.2]

* Confidence intervals do not overlap with cisgender young people.

Whānau and family relationships

Supportive, safe, and caring families are crucial to the wellbeing of trans young people, who are at greater risk of emotional and physical harm in their broader communities as well as home environments. Broadly speaking, the majority of trans young people report positive family relationships that are warm, caring, supportive, and respectful. However, the findings from Youth19 indicated that, overall, whānau relationships were less positive for trans young people when compared to their cisgender peers. For example, 64.3% of trans young people reported that they have at least one parent or person who acts as a parent who cared about them a lot, which is 29 percentage points lower than their cisgender peers (93.3%).

Similarly, a lower proportion of trans young people responded that they have a family member whom they could share their feelings with (trans: 52.0%, cisgender: 75.9%), respects what was important to them (trans: 55.9%; cisgender: 82.6%), accepts them for who they are (trans: 58.0%; cisgender: 87.1%), they have a close bond with (trans: 59.4%; cisgender: 86.0%), will stick up for them (trans: 58.6%; cisgender: 86.4%), they can have fun with (trans: 68.6%; cisgender: 90.1%), and is proud and supportive of them (trans: 60.1%; cisgender: 86.1%). Less than half (43.5%) of trans students reported that they have enough quality time with their family, which was approximately 28 percentage points less than for cisgender students (71.6%).

Disparities were also found for students who are unsure of their gender, compared to their cisgender peers; particularly having a family member who they could share their feelings with (gender-unsure: 62.4%, cisgender: 75.9%), have a close bond with (gender-unsure: 61.5%; cisgender: 86.0%), can have fun with (trans: 74.9%; cisgender: 90.1%), or is proud and supportive of them (trans: 70.8%; cisgender: 86.1%).

Trends in the tables suggest that other indicators of supportive, safe, and caring families may also be problematic. However, these confidence intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important, but within a margin of error.

“Getting accepted for their gender identity and sexuality.”

“Adults don’t show enough trust in young people.”²

² Youth19 participants were invited to express their views about key issues using their own words in two open-text questions: ‘What do you think are the biggest problems for young people today?’ and ‘What do you think should be changed to support young people in New Zealand better?’. We include some relevant quotes throughout this report.

Whānau & family relations										
	At least one of the student's parents cares about them a lot		Family want to know company		Family can share feelings		Family respects what's important		Family accepts them for who they are	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category										
Cisgender	6,110 (6,550)	93.3 [92.4-94.1]	6,887 (7,508)	91.7 [90.7-92.8]	5,656 (7,470)	75.9 [74.5-77.2]	6,130 (7,429)	82.6 [81.3-83.9]	6,506 (7,425)	87.1 [85.7-88.6]
Trans	47 (69)	64.3 [50.8-77.8]*	65 (74)	85.9 [76.2-95.6]	42 (76)	52.0 [36.6-67.3]*	41 (75)	55.9 [43.4-68.5]*	45 (75)	58.0 [47.1-68.9]*
Unsure	32 (39)	86.6 [76.1-97.0]	40 (46)	89.4 [79.8-98.9]	29 (47)	62.4 [51.1-73.7]*	29 (45)	65.6 [47.8-83.4]	32 (45)	75.4 [60.2- 90.6]

* Confidence intervals do not overlap with cisgender young people.

Whānau & family relations										
	Family close bond		Family will stick up for		Family can have fun with		Family proud and supportive		Family quality time	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category										
Cisgender	6,383 (7,413)	86.0 [84.9-87.0]	6,416 (7,411)	86.4 [85.3-87.5]	6,682 (7,415)	90.1 [89.1-91.0]	6,416 (7,412)	86.1 [84.7-87.6]	5,305 (7,405)	71.6 [70.5-72.7]
Trans	44 (75)	59.4 [48.2- 70.6]*	43 (74)	58.6 [46.3- 70.9]*	53 (75)	68.6 [56.5- 80.8]*	48 (74)	60.1 [49.6- 70.7]*	34 (74)	43.5 [29.9-57.0]*
Unsure	27 (45)	61.5 [46.7- 76.2]*	30 (45)	70.2 [53.8- 6.6]	32 (44)	74.9 [62.2- 87.6]*	31 (44)	70.8 [58.2- 83.4]*	23 (43)	58.6 [39.9-77.8]

* Confidence intervals do not overlap with cisgender young people.

Community and peer relationships

Fortunately, most trans young people and those unsure of their gender identity have strong community-based relationships. Nearly nine out of ten (87.2%) trans young people were a part of at least one club, group, or team.

There is some variability in the types of groups that trans young people participated in compared to their cisgender peers. Higher proportions of trans youth and gender-unsure youth belonged to “another type of group or club, e.g. music, drama, gaming” (65.9% and 60.1%, respectively) in comparison to cisgender youth (39.5%). Nearly one in three (31.8%) trans youth and nearly one in five (18.3%) gender-unsure youth, belonged to rainbow diversity groups, which, perhaps unsurprisingly, is a much higher proportion than for cisgender youth, where only 2.6% attending diversity groups. Overall, it is positive to see a large proportion of young people fostering community through group membership.

Trends in the table suggest that belonging to a sports group or team may be less common for trans and gender-unsure students compared to their cisgender peers. However, these confidence intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important but within a margin of error.

“More groups for gender or sexually diverse individuals.”

“Be supportive and encouraging.”

“Communication, opening up and expressing feelings, and most of all, trust, that there should always be someone that you can trust.”

Community & peer relationships										
	Belongs to at least one club, group, or team		Belongs to sports team or group		Belongs to cultural group		Belongs to group that supports sexuality and gender-diverse youth		Belongs to another type of group or club, e.g. music, drama, gaming	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category										
Cisgender	5,186 (6,677)	76.7 [73.5-79.8]	4,077 (6,677)	59.7 [55.8-63.7]	1,008 (6,677)	13.9 [11.1-16.6]	164 (6,677)	2.6 [2.0-3.1]	2,656 (6,677)	39.5 [36.9-42.1]
Trans	51 (62)	87.2 [79.1-95.2]	26 (62)	44.1 [31.6-56.6]	7 (62)	10.9 [1.8-19.9]	18 (62)	31.8 [17.2-46.4]*	40 (62)	65.9 [51.7-80.1]*
Unsure	29 (37)	77.7 [63.6-91.7]	15 (37)	39.5 [20.6-58.5]	6 (37)	16.9 [4.7-29.2]	6 (37)	18.3 [4.5-32.1]*	23 (37)	60.1 [48.2-72.0]*

* Confidence intervals do not overlap with cisgender young people.

Helping in the community

In terms of helping in the community, more than half of the trans students (61.7%) helped others in their school or community. Differences in the proportions of trans youth and cisgender young people who volunteered in their communities were not definitive (confidence intervals overlapped).



Helping community		
	Helped others in school or community	
	n (N)	% [95% CI]
Gender category		
Cisgender	3,613 (6,632)	54.5 [51.9-57.1]
Trans	35 (61)	61.7 [46.9-76.4]
Unsure	22 (37)	61.8 [49.3-74.3]

* Confidence intervals do not overlap with cisgender young people.

Neighbourhood safety

In terms of neighbourhood safety, trans and gender-unsure young people were notably less likely to feel safe in their neighbourhood compared to cisgender young people. Specifically, compared to 57.6% of cisgender

students who reported always feeling safe in their neighbourhood, about one-third of trans students (31.7%) and gender-unsure students (34.1%) reported that they always felt safe in their neighbourhoods.

Neighbourhood safety		
	Always feel safe in neighbourhood	
	n (N)	% [95% CI]
Gender category		
Cisgender	4,143 (7,080)	57.6 [54.9-60.3]
Trans	22 (61)	31.7 [19.5-43.9]*
Unsure	16 (41)	34.1 [14.7-53.5]*

* Confidence intervals do not overlap with cisgender young people.

School engagement

In relation to school engagement, there were some differences between the groups. Seven out of ten trans students (70.0%) and a similar proportion of gender-unsure students (72.1%) reported that they feel part of their school, which was below that reported by cisgender students (86.7%).

“Educate me on things I actually will use in the future or give me more control over my subjects and what I learn. Educate people on mental health, taxes, future pathways, politics, how to buy a home, job interviews, getting promotions etc etc. These are so much more important than things like Pythagoras theorem.”

School engagement								
	Feels part of their school		Somewhat or very important to students that they attend school		Student plans to stay at school until Year 13		Students who have waggged or skipped school for a whole day in last 12 months	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Cisgender	6,376 (7,383)	86.7 [84.9-88.6]	7,122 (7,459)	95.8 [95.1-96.5]	6,540 (7,411)	88.5 [86.5-90.5]	2,092 (7,457)	27.5 [24.3-30.6]
Trans	52 (74)	70.0 [58.1-81.8]*	66 (73)	89.0 [80.9-97.2]	47 (69)	66.3 [53.0-79.5]*	28 (73)	40.3 [26.5-54.0]
Unsure	33 (46)	72.1 [59.3-84.9]*	39 (46)	85.5 [75.6-95.4]	35 (45)	76.6 [59.0-94.1]	18 (46)	39.0 [26.9-51.1]

* Confidence intervals do not overlap with cisgender young people.

School environment

In terms of the school environment, there was a difference between trans and cisgender young people’s experiences with teachers. Smaller proportions of trans students (65.8%) and students unsure of their gender (51.6%) reported that their teachers or tutors cared about them, compared to cisgender students (79.4%). Similarly, less than half (47.2%) of gender-unsure students felt that teachers treated students fairly most or all of the time, which was notably lower than for cisgender students (68.2%). For trans students, 57.3% reported that teachers treated students fairly. The proportion of trans students who reported that teachers expected them to do well with their studies was high (93.3%) and generally comparable to their cisgender peers (96.4%).

Many schools and their students still struggle to be supportive of trans students; for instance, only about half of trans students (53.2%) and gender-unsure students (56.9%) reported that their school or course is supportive of sexuality or gender diverse students.

“Make conversion therapy illegal, encourage all schools to have a Genders & Sexualities Alliances (GSA) or something similar, openly and actively support the LGBT+ community and have more support resources available for us.”

School environment - Teachers								
	Teachers/tutors care about you		Teachers treat students fairly most or all of the time		Teachers expect student to do well with studies		School is supportive of people who are or might be sexuality diverse or gender diverse	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Cisgender	5,849 (7,443)	79.4 [77.3-81.5]	4246 (6300)	68.2 [65.9-70.5]	7,169 (7,442)	96.4 [96.0-96.8]	4,647 (7,026)	67.9 [63.5-72.3]
Trans	49 (76)	65.8 [54.6-77.0]*	44 (74)	57.3 [42.4-72.1]	67 (71)	93.3 [86.3-100.0]	34 (69)	53.2 [36.5-69.9]
Unsure	25 (46)	51.6 [30.4-72.8]*	23 (46)	47.2 [31.1-63.3]*	40 (46)	88.3 [79.0-97.6]	25 (42)	56.9 [42.5-71.4]

* Confidence intervals do not overlap with cisgender young people.

Aspirations

The educational aspirations of trans students were different to cisgender students. A smaller proportion of trans students (66.3%) planned to stay in school until Year 13, compared to cisgender students (88.5%).

An exploration of young people’s aspirations after they leave school indicated that the majority of trans and cisgender young people reported planning on receiving more training or education (including tertiary study) after leaving school (60.3% and 64.0%, respectively). However, a lower proportion of gender-unsure students planned to undertake further education or training (43.6%) compared to their cisgender peers (64.0%).

One in seven (14.4%) trans students planned to start work or look for a job after school, and one in four trans students (25.3%) either had other plans (than getting a job or further training or education), such as starting a family, or had no plans after they finished school.

Aspirations								
	Student plans to stay at school until Year 13		Student plans to get more training or education		Student plans to start work or look for a job		Student has other plans, such as starting a family, or has no plans	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Cisgender	6,540 (7,411)	88.5 [86.5-90.5]	4,716 (7,439)	64.0 [60.2-67.9]	1,670 (7,439)	21.4 [18.0-24.9]	1,053 (7,439)	14.5 [13.4-15.6]
Trans	47 (69)	66.3 [53.0-79.5]*	41 (71)	60.3 [47.7-72.9]	11 (71)	14.4 [5.8-23.0]	19 (71)	25.3 [13.1-37.5]
Unsure	35 (45)	76.6 [59.0-94.1]	20 (46)	43.6 [27.5-59.6]*	12 (46)	28.4 [13.4-43.4]	14 (46)	28.0 [15.2-40.8]

* Confidence intervals do not overlap with cisgender young people.

Bullying, Violence and safety

A comparison of students' experiences of regular bullying (weekly or more frequently) in the past 12 months indicated that trans students were considerably more likely to be bullied than cisgender students (23.2% and 5.1%, respectively).

More than one in three trans students (38.8%) and more than one in six gender-unsure students (17.5%) reported being bullied because of their sexuality or gender identity in the past 12 months (38.8%), which was substantially higher than for cisgender students (1.7%).

Bullying				
	Bullied about once a week or more in the past 12 months		Bullied because of sexuality or gender identity in the past 12 months	
	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category				
Cisgender	382 (7,387)	5.1 [4.3-5.9]	120 (7,345)	1.7 [1.3-2.1]
Trans	16 (68)	23.2 [10.2-36.2]*	26 (68)	38.8 [24.8-52.9]*
Unsure	5 (43)	11.0 [0.1-21.0]	6 (41)	17.5 [3.9-31.1]*

* Confidence intervals do not overlap with cisgender young people.

Unfortunately, more than six in 10 trans students and gender-unsure students were physically harmed by someone in the past year (62.6% and 65.4%, respectively). Being physically harmed was also high for cisgender students (49.9%).

Nearly half of the trans students (44.7%) and the gender-unsure students (44.1%) reported experiencing sexual abuse (including rape, sexual assault, and unwanted sexual contact), which was notably higher than for cisgender young people (17.8%).

Violence & safety				
	Physically hit or harmed by someone in past year		Ever been touched in a sexual way or made to do unwanted sexual things	
	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category				
Cisgender	3,336 (6,526)	49.9 [47.8-51.9]	1,219 (7,018)	17.8 [15.5-20.2]
Trans	39 (62)	62.6 [48.7-76.6]	28 (65)	44.7 [30.0-59.5]*
Unsure	25 (37)	65.4 [45.8-85.0]	17 (42)	44.1 [25.4-62.8]*

* Confidence intervals do not overlap with cisgender young people.

Sexual activity

Sex was exclusively defined in the Youth19 survey as sexual intercourse and explicitly excludes sexual abuse or rape.

Trends in the table suggest that ever having sex and being currently sexually active was more common for trans and gender-unsure students compared to their cisgender peers; however, these confidence intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important but within a margin of error.

About one in three trans students reported having ever had sex (31.5%), which was similar to gender-unsure students (30.0%). One in six (16.9%) cisgender students reported ever having had sex. One in five (22.2%) of the trans students, 14.9% of gender-unsure students, and 10.7% of cisgender students reported being currently sexually active (i.e., having engaged in sex at least once in the past three months).

Sexual activity				
	Ever had sex		Currently sexually active	
	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category				
Cisgender	1,261 (7,116)	16.9 [14.9-18.8]	753 (6,970)	10.7 [8.9-12.6]
Trans	19 (70)	31.5 [16.9-46.0]	12 (67)	22.2 [6.7-37.6]
Unsure	11 (41)	30.0 [15.4-44.6]	5 (38)	14.9 [1.2-28.5]

* Confidence intervals do not overlap with cisgender young people.

Health and wellbeing

Overall, the majority of cisgender, trans, and gender-unsure young people viewed themselves in fairly good health. In this subjective measure of health, however, a lower proportion of trans than cisgender young people viewed their general health as good or better. Specifically, 73.2% of trans students ranked their general health as good or better compared to 90.6% of cisgender students.

When measuring psychological wellbeing using a standardised assessment (i.e., the WHO- 5 Wellbeing Index or scale), even larger differences were identified between trans and cisgender young people.

For example, trans participants were considerably less likely to report indicators of good, very good, or excellent wellbeing (16.8%, 6.2% and 5.5%, respectively, totaling 28.5% of trans students with good or better wellbeing) compared to cisgender young people (29.2%, 27.7%, and 12.1%, respectively, totaling 69.0% of cisgender

students with good or better wellbeing). Similarly, gender-unsure students were also less likely to report good or very good wellbeing (11.6% and 11.2%, respectively) compared to cisgender students (29.2% and 27.7%, respectively). These results indicate that whilst many trans and gender-unsure young people experienced good general health, substantially fewer reported good, very good, or excellent psychological wellbeing.



Health & wellbeing								
	General health is good or better		Good wellbeing (WHO-5 Wellbeing Scale)		Very good wellbeing (WHO-5 Wellbeing Scale)		Excellent wellbeing (WHO-5 Wellbeing Scale)	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Cisgender	6,768 (7,459)	90.6 [89.7-91.5]	2,116 (7,208)	29.2 [27.5-30.9]	2,026 (7,208)	27.7 [26.0-29.4]	882 (7,208)	12.1 [10.2-14.1]
Trans	56 (73)	73.2 [60.0-86.4]*	12 (71)	16.8 [7.1-26.4]*	6 (71)	6.2 [0.8-11.6]*	5 (71)	5.5 [1.0-10.1]*
Unsure	38 (46)	82.3 [70.0-94.6]	5 (41)	11.6 [1.7-21.4]*	5 (41)	11.2 [0.0-22.8]*	4 (41)	9.4 [0.0-19.4]

* Confidence intervals do not overlap with cisgender young people.

The lower proportions of good or better general health and wellbeing scores of trans students were also reflected in the higher reported rates of long-term health problems or conditions (including mental and physical health problems for six months or more), and long-term pain (that lasted for more than 6 months) compared to cisgender students. More than double the proportion of trans students than cisgender students reported a long-term health problem or condition (trans: 61.5%; cisgender: 26.3%). Similarly, double the proportion of trans students reported long-term pain (trans: 44.9%; cisgender: 22.5%). A high proportion of trans students also reported a long-term disability of 6 months or

more (22.4%) compared to cisgender students (9.1%); however, these confidence intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important but within a margin of error.

Young people unsure of their gender also commonly reported having a long-term health condition (51.1%), which was notably higher than for cisgender students (26.3%). Further, about one-quarter of gender-unsure students reported a long-term disability (23.2%) and about one-third reported long-term pain (32.8%).

Health & wellbeing						
	Long-term health problem or condition ¹		Long-term disability ¹		Long-term pain	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category						
Cisgender	1,681 (6,489)	26.3 [24.3-28.2]	629 (6,969)	9.1 [8.0-10.2]	1,676 (7,414)	22.5 [20.8-24.2]
Trans	34 (59)	61.5 [44.1-78.8]*	13 (57)	22.4 [9.2-35.6]	29 (70)	44.9 [30.7-59.1]*
Unsure	16 (31)	51.1 [30.2-71.9]*	10 (39)	23.2 [9.0-37.4]	14 (44)	32.8 [17.2-48.4]

* Confidence intervals do not overlap with CH young people.

¹ Long-term health condition and long-term disability also had 'don't know' responses, which were excluded from the above analysis (i.e., not included in N).

Emotional wellbeing

Large disparities in emotional wellbeing were found between trans and gender-unsure students, and cisgender students. Specifically, greater proportions of trans and gender-unsure young people reported clinically significant depressive symptoms and self-harming compared to their cisgender peers.

The Short Form of the Reynolds Adolescent Depression Scale (RADS-SF) was used to identify symptoms of depression. Scoring highly on this scale suggests clinically significant symptoms of depression that likely impact a student’s daily life, including at home and school. More than half of the trans students (56.6%) and gender-unsure students (61.5%) reported significant symptoms of depression, compared to one-quarter (25.2%) of cisgender students. Additionally, greater proportions of trans and gender-unsure students reported feeling low or depressed for at least two weeks in a row in the past 12 months, compared to cisgender students.

Specifically, whilst four in 10 cisgender students (39.4%) indicated that they felt low or depressed for at least two weeks in a row, seven in 10 trans students (69.4%) and six in 10 gender-unsure students (62.8%) reported the same issue.

Over half of the trans (56.9%) and gender-unsure (55.1%) young people had deliberately self-harmed in the last 12 months, compared to one-quarter of cisgender young people (24.4%).

These results suggest that emotional wellbeing is a challenge for over half of the trans and gender-unsure students when compared to the already high rates reported by cisgender students in Youth19.

“That we are not listened to. We are [struggling with] stress from school and life, and no one seems to care.”

Emotional wellbeing						
	Significant depressive symptoms (RADS-SF)		Felt depressed for 2 weeks in a row		Deliberate self-harm	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category						
Cisgender	1,758 (7,218)	25.2 [22.6-27.7]	2,826 (7,332)	39.4 [36.7-42.2]	1,731 (7,266)	24.4 [22.4-26.3]
Trans	36 (66)	56.6 [43.2-70.0]*	48 (73)	69.4 [56.7-82.1]*	38 (71)	56.9 [43.6-70.2]*
Unsure	25 (42)	61.5 [44.4-78.5]*	27 (45)	62.8 [48.5-77.1]*	22 (44)	55.1 [33.3-76.8]*

* Confidence intervals do not overlap with cisgender young people.

Large disparities were apparent between trans and cisgender young people for having seriously thought about, made a plan, or attempted suicide in the past year. More than half of trans (52.1%) and gender-unsure (56.8%) young people reported serious thoughts of suicide, compared to two in 10 cisgender young people (21.7%).

High proportions of gender-unsure young people also reported that they had made a suicide plan (29.1%) or attempted suicide (10.7%). However, these confidence intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important but within a margin of error.

Furthermore, markedly greater proportions of trans young people had made a suicide plan (40.2%) or attempted suicide (26.4%) compared to cisgender young people (14.5% and 6.4%, respectively). Of the trans young people who had attempted suicide, over half (55.8%) required medical treatment.

Emotional wellbeing								
	Serious thoughts of suicide		Made a suicide plan		Attempted suicide		Attempted suicide requiring treatment by doctor or nurse	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Cisgender	1,526 (7,250)	21.7 [19.6-23.8]	1,041 (7,247)	14.5 [12.9-16.1]	468 (7,256)	6.4 [4.8-8.0]	133 (453)	27.9 [22.2-33.7]
Trans	34 (71)	52.1 [36.8-67.3]*	27 (71)	40.2 [27.0-53.3]*	14 (70)	26.4 [11.3-41.4]*	6 (13)	55.8 [25.1-86.5]
Unsure	26 (45)	56.8 [40.1-73.6]*	13 (45)	29.1 [14.6-43.6]	5 (45)	10.7 [1.4-20.0]	2 (5)	26.5 [0.0-61.6]

* Confidence intervals do not overlap with cisgender young people.

Substance use

In terms of alcohol use, nearly half of trans young people (47.9%) reported having ever drunk alcohol, which was similar for cisgender young people (46.9%). However, a greater proportion of students who were unsure of their gender reported having ever drunk alcohol (72.1%) compared to cisgender students.

About one in three trans (34.7%) and gender-unsure (35.2%) students had drunk alcohol at least once in the past 4 weeks, and about one in 10 trans (10.6%) and gender-unsure students (11.9%) had drunk alcohol at least once in the last week. About one in five trans students (21.2%) and one in four gender-unsure students (26.8%) reported binge drinking in the last four weeks (i.e., drinking five or more alcoholic drinks within a four-hour time period).

Alcohol use								
	Have ever drunk alcohol		Drunk alcohol at least once in the past 4 weeks		Drunk alcohol at least once in the last week		Binge drinking in last 4 weeks	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Cisgender	3,423 (7,037)	46.9 [43.6-50.2]	2,015 (7,017)	27.1 [24.1-30.1]	486 (7,017)	6.3 [5.1-7.4]	1,296 (6,957)	17.2 [14.7-19.6]
Trans	31 (65)	47.9 [31.5-64.3]	21 (65)	34.7 [18.6-50.8]	8 (65)	10.6 [1.9-19.2]	11 (63)	21.2 [5.3-37.0]
Unsure	29 (42)	72.1 [56.9-87.2]*	13 (41)	35.2 [21.3-49.1]	5 (41)	11.9 [2.1-21.7]	10 (40)	26.8 [13.8-39.8]

* Confidence intervals do not overlap with cisgender young people.

About one-quarter of the trans students (26.6%) and gender-unsure students (25.7%) reported they had smoked a whole cigarette in the past. About two in 10 trans students (19.0%) and one in 10 gender-unsure students (11.7%) reported that they were a current smoker. While the trends in the table suggest higher current, daily, weekly, and monthly cigarette use among trans students compared to cisgender students, these confidence intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important but within a margin of error.

Cigarette use										
	Ever smoked a whole cigarette		Current cigarette use		Daily cigarette use		Weekly or more often cigarette use		Monthly or more often cigarette use	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category										
Cisgender	1,111 (7,068)	14.7 [12.5-16.8]	613 (7,059)	8.1 [6.9-9.3]	64 (7,059)	0.8 [0.5-1.1]	188 (7,059)	2.3 [1.6-3.1]	288 (7,059)	3.7 [2.9-4.6]
Trans	15 (64)	26.6 [11.5-41.6]	10 (64)	19.0 [4.5-33.5]	3 (64)	4.5 [0.0-9.6]	5 (64)	8.0 [1.0-14.9]	6 (64)	9.4 [0.2-16.8]
Unsure	9 (42)	25.7 [10.0-41.5]	4 (42)	11.7 [1.8-21.6]	2 (42)	5.9 [0.0-13.7]	2 (42)	5.9 [0.0-13.7]	2 (42)	5.9 [0.0-13.7]

* Confidence intervals do not overlap with cisgender young people.

Similar proportions of trans (38.4%), gender-unsure (38.6%), and cisgender (37.8%) young people said that they had ever vaped or used e-cigarettes. The reporting of current vape use was also similar between trans (29.8%), gender-unsure (25.0%), and cisgender (23.9%) students.

While the trends in the table suggest higher regular (weekly or monthly) vape use among trans than cisgender students, these differences did not reach statistical significance.

Vape use								
	Ever vaped		Current vape use		Weekly or more often vape use		Monthly or more often vape use	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Cisgender	2,759 (7,069)	37.8 [34.9-40.7]	1,753 (7,051)	23.9 [21.4-26.4]	416 (7,051)	5.6 [4.2-6.9]	716 (7,051)	9.6 [7.8-11.4]
Trans	22 (63)	38.4 [21.3-55.4]	16 (63)	29.8 [13.0-46.7]	8 (63)	16.2 [1.1-31.4]	10 (63)	19.5 [3.8-35.2]
Unsure	15 (43)	38.6 [25.5-51.6]	10 (43)	25.0 [13.1-36.9]	5 (43)	12.9 [3.8-22.1]	5 (43)	12.9 [3.8-22.1]

* Confidence intervals do not overlap with cisgender young people.

About one-third of the trans students (31.0%) reported they had ever used or smoked marijuana, and about one-quarter (23.5%) reported current marijuana use. While the trends in the table suggest higher marijuana use among trans students than cisgender students (e.g., by 12 percentage points for having ever used marijuana), these confidence

intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important but within a margin of error.

Marijuana use reported by gender-unsure students was similar to that reported by cisgender students.

Cannabis use				
	Ever used or smoked marijuana		Current marijuana use	
	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category				
Cisgender	1,406 (6,904)	19.0 [16.5-21.6]	1,007 (6,889)	13.5 [11.6-15.5]
Trans	18 (62)	31.0 [15.2-46.9]	12 (62)	23.5 [7.8-39.2]
Unsure	7 (40)	19.7 [6.8-32.5]*	6 (40)	15.5 [2.9-28.1]

* Confidence intervals do not overlap with cisgender young people.

Physical activity

Markedly lower proportions of trans (26.2%) and young people unsure of their gender (22.1%) feel that physical activity, sport, or exercise is definitely an important part of their life compared to their cisgender peers (52.5%).

Two in three (68.3%) trans young people reported engaging in vigorous physical activity at least once in the last seven days. However, frequent engagement in vigorous activity was substantially lower, with just one in three (35.0%) trans young people participating in vigorous activity four or more times a week.

Over three-quarters (77.0%) of gender-unsure young people engaged in vigorous activity at least once in the last seven days. However, less than one in five (17.5%) of the gender-unsure students participated in vigorous activity four or more times a week, which was markedly lower than for cisgender students (42.1%).

Physical activity								
	Physical activity, sport or exercise is definitely an important part of student's life		Did vigorous physical activity at least once in the past 7 days		Did vigorous physical activity at least 4 times in the past 7 days		Did vigorous physical activity at least 4 times in the past 7 days, for at least 20 minutes in the last session	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category								
Cisgender	3,873 (7,202)	52.5 [49.1-55.9]	5,905 (7,178)	81.3 [78.8-83.7]	3,093 (7,178)	42.1 [38.6-45.7]	2,850 (7,151)	38.8 [35.2-42.3]
Trans	18 (68)	26.2 [16.2-36.3]*	45 (66)	68.3 [56.5-80.1]	22 (66)	35.0 [19.9-50.2]	20 (66)	31.5 [16.1-46.9]
Unsure	11 (44)	22.1 [10.0-34.2]*	32 (41)	77.0 [65.5-88.5]*	8 (41)	17.5 [6.5-28.6]*	8 (41)	17.5 [6.5-28.6]*

* Confidence intervals do not overlap with cisgender young people.

Access to health services

Trans and gender-unsure students use a range of health services; however, they most frequently go to their family doctor, medical centre or GP clinic for their usual place to receive health care (66.4% and 69.6%, respectively). The proportion reporting that they usually go to their family doctor, medical centre or GP was substantially lower than for cisgender students (87.9%).

While the trends in the table suggest higher use among trans students of the school health clinic (10.4%) and hospital A&E (6.8%) than among cisgender students (3.2% and 1.7%, respectively), these confidence intervals overlap, so there is a small chance that these differences are due to chance. The differences can be considered likely to be important but within a margin of error.

Similarly, although trends in the table suggest higher use among gender-unsure students of after-hours or 24h accident and medical centres (9.9%) and not going anywhere for healthcare (10.3%) than among cisgender students (1.4% and 4.3%, respectively), these differences are not definitive.

Access to health services						
	Usually goes to family doctor, medical centre or GP clinic		Usually goes to school health clinic		Usually goes to an after-hours or 24h accident and medical centre	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category						
Cisgender	6,507 (7,407)	87.9 [86.2-89.6]	234 (7,407)	3.2 [2.3-4.2]	105 (7,407)	1.4 [1.0-1.7]
Trans	50 (71)	66.4 [55.7-77.2]*	6 (71)	10.4 [2.3-18.5]	3 (71)	5.7 [0.0-12.2]
Unsure	35 (46)	69.6 [55.9-83.3]*	1 (46)	1.5 [0.0-4.6]	3 (46)	9.9 0.0-20.3]

* Confidence intervals do not overlap with cisgender young people.

Access to health services						
	Usually goes to hospital A&E		Usually goes to other provider, such as youth centre or youth one stop shop		Don't go anywhere for health care	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category						
Cisgender	130 (7,407)	1.7 [1.3-2.0]	118 (7,407)	1.5 [1.2-1.8]	313 (7,407)	4.3 [3.5-5.1]
Trans	5 (71)	6.8 [1.3-12.3]	3 (71)	4.3 [1.6-10.1]	4 (71)	6.4 [0.4-12.5]
Unsure	2 (46)	5.6 [0.0-13.2]	1 (46)	3.1 [0.0-9.3]	4 (46)	10.3 [1.0-19.6]

* Confidence intervals do not overlap with cisgender young people.

Foregone healthcare and barriers to access

Despite trans young people reporting poorer health and wellbeing than cisgender students, trans students were less able to access healthcare when they needed it. More than half (54.7%) of the trans young people reported being unable to access healthcare

when needed at least once in the last 12 months, compared to one-fifth (20.8%) of cisgender young people. For students unsure of their gender, about one-third (31.4%) reported that they were unable to access healthcare when they needed it the past 12 months.

Quality of health services		
	Unable to access health care when needed at least once in last 12 months	
	n (N)	% [95% CI]
Gender category		
Cisgender	1,509 (7,262)	20.8 [19.0-22.5]
Trans	36 (69)	54.7 [41.7-67.6]*
Unsure	11 (43)	31.4 [13.7-49.0]

* Confidence intervals do not overlap with cisgender young people.

Trans young people's perceived inaccessibility of health care is not surprising given the large proportions who reported barriers to accessing health care. The most commonly reported barriers by trans or gender-unsure young people were not wanting to make a fuss (trans: 42.5%, gender-unsure: 40.3%), hoping the problem would go away or get better with time (trans: 37.0%, gender-unsure: 35.9%), feeling scared (trans: 27.5%, gender-unsure: 34.2%), not knowing how to access health care (trans: 26.0%, gender-unsure: 25.4%), feeling too embarrassed (trans: 24.3%, gender-unsure: 23.7%), it costing too much (trans: 23.1%, gender-unsure: 26.1%), and also for trans, not having transport to get there (trans: 24.9%, gender-unsure: 10.8%).

Compared to their cisgender peers, greater proportions of trans or gender-unsure students reported not knowing how to access health care (cisgender: 11.5%, trans 26.0%, gender-unsure: 25.4%), not having transport to get there (cisgender: 9.4%, trans: 24.9%), and feeling too scared (cisgender: 12.5%, gender-unsure: 34.2%). While the trends in the table suggest that most of the other barriers were also more common for trans or gender-unsure students than for their cisgender peers, the confidence intervals overlap. The differences can be considered likely to be important but within a margin of error.

Reasons why students were unable to access health care when needed										
	I didn't know how to (e.g., you didn't know where to go or who to call for help or advice)		I had no transport to get there		It costs too much		I had no one else to go with		I was hoping that the problem would go away by itself or get better with time	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category										
Cisgender	848 (7,130)	11.5 [10.4-12.5]	649 (7,130)	9.4 [7.8-11.0]	597 (7,130)	9.0 [7.8-10.1]	368 (7,130)	5.2 [4.6-5.9]	2,262 (7,130)	32.1 [29.8-34.3]
Trans	17 (70)	26.0 [15.0-36.9]*	19 (70)	24.9 [13.8-35.9]*	15 (70)	23.1 [8.7-37.6]	8 (70)	13.4 [4.6-22.1]	23 (70)	37.0 [22.0-52.1]
Unsure	11 (44)	25.4 [14.8-36.1]*	4 (44)	10.8 [1.9-19.8]	10 (44)	26.1 [9.9-42.3]	3 (44)	8.0 [0.0-16.6]	16 (44)	35.9 [21.3-50.5]

* Confidence intervals do not overlap with cisgender young people.

Reasons why students were unable to access health care when needed										
	I didn't want to make a fuss		I was too embarrassed		I didn't feel comfortable with the person		I was worried it wouldn't be kept private		I was too scared	
	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]	n (N)	% [95% CI]
Gender category										
Cisgender	2,141 (7,130)	30.1 [28.6-31.7]	1,012 (7,130)	14.3 [12.9-15.7]	517 (7,130)	7.3 [6.4-8.3]	422 (7,130)	6.0 [5.3-6.6]	869 (7,130)	12.5 [11.0-14.0]
Trans	28 (70)	42.5 [27.0-58.0]	14 (70)	24.3 [9.8-38.8]	13 (70)	16.6 [6.2-27.1]	10 (70)	13.0 [5.3-20.7]	17 (70)	27.5 [12.7-42.3]
Unsure	18 (44)	40.3 [25.8-54.8]	10 (44)	23.7 [10.3-37.2]	6 (44)	14.2 [3.2-25.2]	6 (44)	16.7 [5.4-28.0]	14 (44)	34.2 [18.2-50.3]*

* Confidence intervals do not overlap with cisgender young people.

“I'm not entirely sure as I don't give it much thought but I guess you could give them more opportunities and ways to reach help lines about things

because I know that I don't know many help lines I can contact for my well-being or any other problems.”

What do these findings mean?

Youth19 results highlight that trans youth and young people who are unsure of their gender are less likely to experience supportive home and school environments than cisgender peers. Our findings show higher proportions of trans and gender-unsure students also face violence, bullying, sexual abuse/coercion and unsafe neighbourhoods.

Unsurprisingly, trans and gender-unsure students report lower wellbeing and more frequently report long-term health conditions compared to cisgender students. Trans students also less commonly report good or better general health, and more commonly report experiencing long-term pain, than their cisgender peers.

Trans and gender-unsure students are more likely to report depressive symptoms, self-harming, and serious thoughts about suicide than cisgender students. Trans students also more frequently reported having made a suicide plan or having attempted suicide in the past year. Our data supports the minority stress hypothesis that the increased stress and mistreatment that trans young people experience are the drivers underpinning their increased rates of negative outcomes, including depression, self-harm, and suicidal ideation.

The disparities revealed in the report emphasise that social and school environments need to change to address the active exclusion and mistreatment of trans young people. We know that supportive school environments (Fenaughty et al., 2019) as well as caring and loving family relationships are central to young people's achievement and wellbeing. It is very concerning that a lower proportion of trans

students reported that at least one parent cares about them a lot, compared to their cisgender peers. This may be related to families not understanding or accepting their young person's gender. A perceived lack of care, combined with a lack of belonging at school for some trans students, means that they may be more vulnerable to stress and harm.

Access to healthcare, pastoral care support and peer support are important for trans young people, yet a higher proportion of trans students reported difficulties accessing healthcare when they need it. Given the high rates of long-term health conditions, long-term pain, depressive symptoms, and suicide attempts reported by trans young people, securing access to quality healthcare and mental health support is an urgent priority.

Despite the high challenges reported by these students, their generosity to give back to others and support their communities is a valuable strength to celebrate and nurture. It is important to ensure that trans and gender-unsure young people are themselves supported to take on these volunteering roles safely, given that they are likely to be facing a range of additional stressors.

Recommendations: What needs to happen next?

Given the significant challenges facing trans young people, particularly in home, neighbourhood, school, and health care settings, urgent steps are required to mitigate these inequalities. We all share the responsibility to create safe and nurturing environments so that trans and young people unsure of their gender can flourish.

There are many things we can do to improve health and wellbeing for trans and gender-unsure young people. These include:

- Partnering with rainbow communities, particularly trans people and youth, to develop and shape responsive and accessible health services, education contexts and community groups.
- Ensuring all health services, education contexts, and community groups are welcoming of, and responsive to, gender diversity.
- Ensuring that all services for young people acknowledge the unique intersections of gender diversity with other dimensions of difference. Trans youth exist across ethnicities and socio-economic domains and are more likely to experience long-term health conditions and pain.

Our findings also identify specific issues for education and healthcare settings.

Recommendations for schools and education settings

- Three in 10 trans students started to identify as “transgender or gender-diverse (even if you did not know the word for it)” by the age of 10, and seven in 10 trans students started to identify as trans before the age of 14. Over half of trans students (51.7%) had told close friends about being trans. Less than one-third (28.6%) had told parents or caregivers.
 - Primary, intermediate, and secondary schools must review their policies and learning plans to ensure that trans students and gender-unsure students are affirmed at all ages, including at early ages when many are first recognising their identities.
- Continued disparities around school belonging, negative teacher relationships, and school aspirations are apparent for trans and gender-unsure young people.
- Teachers can provide an important source of interpersonal support to trans and gender-unsure students.
 - Teachers must engage in professional learning about how to best affirm trans and gender-unsure students, and actively demonstrate care and fairness.
- Trans students were considerably more likely to be regularly bullied (weekly or more frequently) in the past year than cisgender students (23.2% and 5.1%, respectively). Trans and gender-unsure students are also more likely to report being bullied because of their sexuality or gender identity in the past year, compared to their cisgender peers (39%, 18%, and 2%, respectively), and experience sexual violence (45%, 44%, and 18%, respectively).
- School bullying policies need to be reviewed to explicitly name bias-related bullying, that is heterosexual and cissexist, to ensure such practices are explicitly prohibited.
- School bullying policies need to ensure they include comprehensive sexual harassment information.
- School-based sexuality education must include consent education that is relevant to trans and gender-unsure young people.
- Just over half of trans and gender-unsure students, and around two-thirds of cisgender students, say that their school is supportive of sexuality and gender-diverse students.
 - It is important to engage all students as allies in producing a school climate that is explicitly welcoming of sex, sexuality, and gender diversity.
 - The low number of trans and gender-unsure students reporting a supportive environment suggests an urgency to improve supportiveness in secondary school across all years.
 - Gender and sexuality diversity groups, and groups that engage allies of rainbow students, should be established at all schools to help produce a positive environment for all students.
- Clubs, groups, and societies are important opportunities for trans and gender-unsure young people to participate in their communities and grow positive social connections. Most trans (87%) and gender-unsure (78%) students belong to at

least one club, group, or team. About one-third of trans students belonged to groups that support sexuality and gender-diversity.

- To enhance participation in clubs and groups, all schools should establish and resource rainbow diversity groups.
- All schools need to develop and resource a range of groups and teams that are inclusive and understanding of gender diversity, including within sports teams and music, drama, activism (e.g., climate action, feminist groups, etc.) and other groups, to support trans and gender-unsure young people with additional avenues to develop positive peer connections.
- Nearly half of trans (45%) and gender-unsure (44%) young people reported experiencing sexual abuse, which was notably higher than for cisgender young people (18%).
- Nearly one in three trans students reported having had sex (that was not related to sexual violence).
 - All students need responsive comprehensive sexuality and relationships education that includes information about positive relationships, sexual violence, and consent.
 - Comprehensive sexuality and relationships education must explicitly address sex, relationships, and consent for trans and gender-unsure youth.

The following documents provide a starting point to address the points raised above. We recommend all schools, including primary, intermediate and secondary schools, review and apply the guidelines and recommendations in the following publications:

- Making Schools Safer: A practical resource for schools and whānau on supporting transgender, gender diverse, and intersex students in Aotearoa. InsideOUT with support from the Ministry of Education.

- Inclusive Education Guide on Supporting LGBTIQ+ Students in secondary schools Te Kete Ipurangi.
- *Relationships and Sexuality Education - A guide for teachers, leaders and boards of trustees* (including at least 12 – 15 hours of quality inclusive relationships and sexuality education per year as recommended by the Education Review Office).

These documents emphasise that trans and gender-unsure young people should see themselves affirmed:

- Across the curriculum and at all year levels.
- By other students, teachers, guidance counsellors and other school staff.
- In school policy (including uniforms, student records, bathrooms, anti-bullying, and sports).
- In the support groups offered (e.g., rainbow diversity groups).

Organisations and Resources:

- *Creating Rainbow Inclusive School Policies and Procedures and Ending Rainbow-Focused Bullying and Discrimination:* Resources for school boards, leaders, teachers, guidance counsellors, and school communities. InsideOUT with support from the Ministry of Education: <http://insideout.org.nz/resources/>
- Supporting LGBTIQ+ Students: Te Kete Ipurangi, Ministry of Education.
- <https://www.inclusive.tki.org.nz/guides/supporting-lgbtqa-students/>
- Relationships and Sexuality Education A guide for teachers, leaders and boards of trustees: Ministry of Education, 2020: [https://health.tki.org.nz/Teaching in HPE/Policy Guidelines/Relationships and Sexuality Education](https://health.tki.org.nz/Teaching-in-HPE/Policy-Guidelines/Relationships-and-Sexuality-Education)

Recommendations for healthcare settings

- Trans and gender-unsure youth less commonly reported good or very good wellbeing, and more commonly reported having a long-term health condition, compared to their cisgender peers. Additionally, trans youth less commonly reported good or better general health, and more commonly reported experiencing long-term pain, compared to cisgender youth. Despite the greater health care needs reported, trans students were less likely to have accessed health care when they needed it.
 - All health care settings are used by trans young people, and all need to be welcoming and accessible.
 - Those commonly used, like the family doctor and medical centre, need urgent attention on being welcoming and accessible for trans young people.
 - Young people should be supported to see their family doctor in private, and confidentially should be assured, to help them feel comfortable in disclosing information including about any sexual behaviour or mental health concerns.
- Trans and gender-unsure young people reported a range of barriers to accessing health care, including not wanting to make a fuss, not knowing how to access healthcare, hoping the problem would go away or get better with time, feeling embarrassed, feeling scared, costing too much and, for trans, not having transport to get there. Some students will have had negative experiences with discrimination and may be wary of disclosing important aspects of their identity to practitioners.
 - Health care providers need professional development to increase and demonstrate their knowledge of trans and gender-unsure identities, and associated health care requirements.
 - Health care practitioners need the skills to affirm trans and gender-unsure young people's health care needs, especially to prevent their health care concerns being seen as "a fuss" or an embarrassment that young people hope will "go away by itself".
- Trans and gender-unsure young people are more likely to experience sexual abuse.
 - Sexual abuse screening and conversations with trans and gender-unsure young people are recommended to ensure that any associated challenges are discussed and addressed early.
- A higher proportion of trans students reported that their parents sometimes or more often worry about money for rent or mortgage (37%), compared to their cisgender peers (15%), and trans students commonly reported not accessing healthcare when they needed it due to the healthcare costing too much (23%) or having no transport to get there (25%). Existing free services may be inaccessible or inadequate for trans young people. Fewer parents and caregivers of trans young people may be asked for, or give, money to their children so they can access adequate paid health care.
 - Comprehensive school-based health care services, and free health care, for trans young people are critical regardless of the financial resources of the students' families.

- Existing free services need to be urgently reviewed and resourced to ensure that they are effective for trans young people.
- Trans and gender-unsure young people are more likely to report mental health concerns, including symptoms of depression, self-harm, and serious thoughts about suicide, than cisgender young people. Higher proportions of trans students also reported making suicide plans and attempting suicide compared to cisgender students.
 - Assessing mental health is of critical importance for trans and gender-unsure students.
 - An assessment of mental health needs should be particularly sensitive to the potential for increased suicidal ideation for trans and gender-unsure students.
- Trans and gender-unsure students frequently reported binge drinking in the last 4 weeks (21% and 27%, respectively), weekly cigarette use (8% and 6%, respectively), weekly vape use (16% and 13%, respectively), and current marijuana use (24% and 16%, respectively).
 - Screening for substance and cigarette use is important for trans and gender-unsure young people.
- A higher proportion (22%) of trans young people are sexually active in comparison to cisgender youth.
 - Health services and practitioners must develop and demonstrate knowledge of appropriate sexual health care for trans and gender-unsure young people.

By ensuring that health care services are appropriate for trans young people, health services will also, by extension, be more appropriate for cisgender young people, given cisgender youth also have diverse sexual health needs. We recommend that all health services review and apply the guidelines and recommendations in the Guidelines for Gender Affirming Healthcare for Gender Diverse and Transgender Children, Young People and Adults in Aotearoa, New Zealand. We also recommend *Supporting Aotearoa's rainbow people: A practical guide for mental health professionals*.

Organisations and Resources:

- Supporting Aotearoa's rainbow people: A practical guide for mental health professionals: <https://www.rainbowmentalhealth.com/download-resources>
- Professional Association for Transgender Health Aotearoa (PATHA): <https://patha.nz/>
- Te Ngākau Kahukura: Professional development for working with young rainbow people: <https://www.tengakaukahukura.nz/>
- Guidelines for Gender Affirming Healthcare for Gender Diverse and Transgender Children, Young People and Adults in Aotearoa, New Zealand: Oliphant J, Veale J, et al. Transgender Health Research Lab, University of Waikato, 2018: <https://researchcommons.waikato.ac.nz/handle/10289/12160>

Recommendations for families and whānau

The support and love of whānau is really important. Even if there are, or have been, challenges, maintaining or re-establishing relationships is one of the most important things a whānau can do for their young person's wellbeing, now and in the future.

The most important thing a whānau can do for their trans loved ones is to just be there for them. They do not have to understand everything, or even get things 'right' off the bat, but it is important that their rangatahi feel loved, listened to, and supported.

Despite this young person potentially going through realisations around their identity (e.g. wanting to change their name, pronouns, gender expression, or access gender-affirming healthcare), this person is still the same person their whānau knows and loves. If whānau are ever unsure about anything, it is ok to ask their young person to help explain things to get a better understanding – they will most likely be appreciative of the effort you put into it.

Resources and support groups for whānau of trans young people are hosted at:

Organisations and Resources:

- BeThere: Supports the parents and whānau of trans, non-binary, takatāpui, queer, intersex, and rainbow young people to be more inclusive, affirming and safe: <https://www.be-there.nz/supporting-trans-and-non-binary-young-people>
- Parents and Guardians of Trans and Gender Diverse Children support group: <https://www.transgenderchildren.nz>
- RainbowYOUTH: Supporting rainbow young people and their whānau: <https://ry.org.nz>
- InsideOUT: information, resources, training and support to schools, workplaces, government agencies, organisations, community groups, whānau and individuals: <http://insideout.org.nz/>
- OUTLineNZ 0800 OUTLINE (6885463): Free phone counselling and support for LGBTIQ+ people and their families/whānau: <http://www.outline.org.nz>
- Gender Minorities Aotearoa: Information, advocacy, and wrap-around support for transgender people of all ages, including young people and whānau: <https://genderminorities.com/resources/youth-and-whanau/>
- Takatāpui: Part of the Whānau. Kerekere
- E. Auckland: Tiwhanawhana Trust and Mental Health Foundation, 2015: <https://takatapui.nz/takatapui>

Appendix 1: Variable descriptions

Demography

Variable	Survey Question	Variable Categories
<i>Sexual Attraction</i>	Who are you attracted to?	The opposite or a different sex (e.g., I am a male attracted to females, or I am a female attracted to males); The same sex (e.g., I am a male attracted to males, or I am a female attracted to females), I am attracted to males and females; I'm not sure, Neither; I don't understand this question (excluded from analyses)
<i>Age</i>	How old are you?	13 and under; 14; 15; 16; 17 and over
<i>Sex</i>	What sex were you at birth, even if it is different today?	Male; Female
<i>Gender</i>	How do you describe yourself?	I am a boy or man; I am a girl or woman
<i>Trans</i>	How do you describe yourself?	I am a boy or man; I am a girl or woman;
	AND Are you (or might you be) transgender or gender- diverse? By this, we mean that from your gender at birth (e.g., trans, non-binary, Queen, fa'afafine, whakawahine, tangata ira tane, genderfluid or genderqueer).	Yes; I'm not sure; No; (coded as cisgender) I don't understand the question (classified as cisgender)
	OR How do you describe yourself? AND THEN:	I Identify in another way

Which of the following best describes you? (You may choose as many as you need)	Trans boy or man, Trans girl or woman, Non-binary, genderqueer, genderfluid, Agender, Takatāpui, Whakawahine, Tangata ira tane, Fa'afafine, Fa'atatama, Akava'ine, Something else (please state); (Coded as transgender) I'm not yet sure of my gender; (classified as unsure of gender) I don't understand this question (classified as cisgender)
BY What sex were you at birth, even if it is different today?	Male; female

<i>Ethnicity</i>	Which ethnic group do you belong to? (You may choose as many as you need)	Various ethnicities coded to Asian; European; Māori; Pacific; Other Ethnicity
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Coming Out

Variable	Survey Question	Variable Categories
<i>Who have 'come out' to</i>	Who have you 'come out' to, or told about being transgender or gender-diverse? (You may choose as many as you need)	I have not told anyone; Parents or caregivers; Other family members; Close friends; Online friends; Health professional or counsellor (doctor, nurse, therapist); Other; This does not apply to me
<i>Age identified as trans</i>	At about what age did you start to identify as transgender or gender-diverse (even if you did not know the word for it)?	Younger than 5 years old; 5-10 years old; 11-13 years; 14-16 years; 17 years or older; This does not apply to me

Financial Hardship

Variable	Survey Question	Variable Categories
Parents worry about money for food, electricity, rent/mortgage, or transport sometimes, often or all of the time.	Do your parents, or the people who act as your parents, ever worry about: Not having enough money to buy food? The power/electricity getting cut-off because there is no money to pay for it? Not having enough money to pay the rent/mortgage where you live? Not having enough money to pay for petrol or transport to get to important places like work or school	Sometimes, often, all the time; occasionally, never

Whānau and Family Relations

Variable	Survey Question	Variable Categories
<i>Feels at least one parent cares a lot about them</i>	How much do you feel the following people care about you: my mum (or someone who acts as your mum), my dad (or someone who acts as your dad)?	A lot; Not at all, A little, Some
Family usually or always wants to <i>know who student is</i> with or where they are	Does your family want to know who you are with and where you are?	Always, Usually; Sometimes, Almost never
Has someone in family they can share feelings with	There is someone in my family/whānau who I can trust to share my feelings with	Strongly agree, Agree; Neutral, Disagree, Strongly disagree
Has someone in family with a close bond	There is someone in my family/whānau who I have a close bond with.	Strongly agree, Agree; Neutral, Disagree, Strongly disagree
Has someone in family they can have <i>fun with</i>	There is someone in my family/whānau who I can have fun with, who makes me laugh.	Strongly agree, Agree; Neutral, Disagree, Strongly disagree
Feels gets enough quality time with family	I feel like I get enough quality time with my family/whānau.	Strongly agree, Agree; Neutral, Disagree, Strongly disagree
Family proud and supportive of student	My family/whānau are proud and supportive of me participating in cultural, sporting and academic activities (e.g. my whānau attend my competitions, help fundraise, coach)	Strongly agree, Agree; Neutral, Disagree, Strongly disagree
Family will stick up for student	There is someone in my family/whānau who will stick up for me and who has 'got my back'.	Strongly agree, Agree; Neutral, Disagree, Strongly disagree
Family accepts student for who they are	There is someone in my family/whānau who accepts me for who I am	Strongly agree, Agree; Neutral, Disagree, Strongly disagree
Family respects what's important to the student	There is someone in my family/whānau who respects what is important to me	Strongly agree, Agree; Neutral, Disagree, Strongly disagree

Community and Peer Relationships; Helping in the Community; Neighbourhood Safety

Variable	Survey Question	Variable Categories
<i>Belongs to at least one club, group, or team</i>	Which of the following groups, clubs or teams do you belong to? This could be at school or somewhere else. (You may choose as many as you need)	A sports team or group, A cultural group, e.g. kapa haka, A diversity group that supports sexuality and gender diverse youth, gay/straight alliance, or rainbow group, Another type of group or club, e.g. music, drama, gaming; None
<i>Belongs to sports team or group</i>	Which of the following groups, clubs or teams do you belong to? This could be at school or somewhere else. (You may choose as many as you need)	A sports team or group
<i>Belongs to a cultural group</i>	Which of the following groups, clubs or teams do you belong to? This could be at school or somewhere else. (You may choose as many as you need)	A cultural group, e.g. kapa haka
<i>Belongs to group that supports sexuality and gender diverse youth</i>	Which of the following groups, clubs or teams do you belong to? This could be at school or somewhere else. (You may choose as many as you need)	A diversity group that supports sexuality and gender diverse youth, gay/straight alliance, or rainbow group
<i>Belongs to another type of group or club, e.g. music, drama, gaming</i>	Which of the following groups, clubs or teams do you belong to? This could be at school or somewhere else. (You may choose as many as you need)	Another type of group or club, e.g. music, drama, gaming
<i>Has helped others in school or community</i>	Do you give your time to help others in your school or community (e.g. as a peer supporter at school, help out on the Marae or church, help coach a team or belong to a volunteer organisation)?	Yes - within the last 12 Months, Yes - but not within the last 12 months; No, Don't Know
<i>Always feel safe in their neighbourhood</i>	Do you feel safe in your neighbourhood?	All the time; Sometimes, Not often, Never

School Engagement, Environment and Bullying

Variable	Survey Question	Variable Categories
<i>School belonging</i>	Do you feel like you are part of your school, alternative education or course?	Yes; No
<i>Somewhat or very important to students that they attend school</i>	How important is it to you to be at school/course every day?	Very important, Somewhat important; Not important
<i>Has been absent due to truancy for a whole day in last 12 months</i>	In the last 12 months, have you wagged or skipped school/course for a full day or more without an excuse?	Yes; No
<i>Feels that teachers/tutors care about student</i>	Do you feel that teachers/tutors care about you?	Yes; No, Doesn't apply to me
<i>Teachers treat students fairly most/all the time</i>	How often do the teachers/tutors treat students fairly?	All the time, Most of the time; Sometimes, Hardly ever
<i>Teachers/tutors expect student to do well with studies</i>	Do teachers/tutors expect you to do well with your studies?	Yes; No
<i>School is supportive of people who are or might be sexuality diverse or gender diverse</i>	My school or course is supportive of: (You may choose as many as you need)	People who are or might be sexuality diverse (e.g. lesbian, gay or bisexual) or gender diverse
<i>Bullied weekly or more often in past year</i>	In the last 12 months how often have you been bullied in school/course?	About once a week or more; It has happened once or twice, I haven't been bullied in the past year
<i>Bullied because of sexuality or gender Identity in the past year</i>	What was the reason you were bullied? (You may choose as many as you need)	I was bullied because I am lesbian, gay, bisexual or gender diverse, or because people thought I was
<i>Student plans to stay at school until Year 13</i>	What do you think will be the last year at secondary school for you?	Year 13; Year 9, Year 10, Year 11, Year 12
<i>Student plans to get more training or education</i>	What do you plan to do when you leave secondary school?	Get more training or education
<i>Student plans to start work or look for a job</i>	What do you plan to do when you leave secondary school?	Start work or look for a job
<i>Student has other plans, such as starting a family, or has no plans</i>	What do you plan to do when you leave secondary school?	Start a family, Go back to my country of birth, Do nothing, I don't know, I have no plans

Violence

Variable	Survey Question	Variable Categories
<i>Physically hit or harmed by someone in past year</i>	During the last 12 months how many times have you been hit or physically harmed on purpose by a boyfriend or girlfriend, sibling(s), other young person, parent, other adult:	At least once to any of: Boyfriend or girlfriend, Sibling(s), Other young person, Parent, Other adult
<i>Ever been touched in a sexual way or made to do unwanted sexual things</i>	Have you ever been touched in a sexual way or made to do sexual things that you didn't want to do? (including sexual abuse or rape)	Yes, Not sure; No

Sexual activity

Variable	Survey Question	Variable Categories
<i>Ever had sex</i>	Have you ever had sex? (by this we mean sexual intercourse). Only include sex that you wanted, or consented to.	Yes; No
<i>Currently sexual active</i>	Have you had sex in the last 3 months?	Yes; No, or Never had sex

Health and Wellbeing, Emotional Wellbeing, Suicidality, Substance Use

Variable	Survey Question	Variable Categories
Good to excellent perceived general health	In general, how would you say your health is?	Good, Very good, Excellent; Poor, Fair
Has long-term health condition	Do you have any long-term health problems or conditions (lasting 6 months or more) (e.g., asthma, diabetes, depression)?	Yes; No (NB: Don't Know responses treated as N/A)
Has long-term disability	Do you have any long-term health problems or conditions (lasting 6 months or more) (e.g., asthma, diabetes, depression)?	Yes; No; (NB: Don't Know responses treated as N/A)
Has long-term pain	Do you have any long-term pain (lasting 6 months or more) e.g. headaches, tummy pain, arms or leg pain conditions (lasting 6 months or more)	Yes; No

<i>Place usually goes for healthcare</i>	Where do you usually go for health care?	Family doctor, medical centre or GP clinic; School health clinic An after-hours or 24-hour accident and medical centre; The hospital accident and emergency; Youth centre/youth one stop shop, Other; I don't go anywhere for healthcare
<i>Unable to access health care provider in past year when wanted or needed</i>	In the last 12 months, has there been any time when you wanted or needed to see a doctor or nurse (or other health care worker) about your health, but you weren't able to?	Yes; No
<i>Reasons for not accessing healthcare when needed at any time</i>	Here are some reasons people don't get health care even though they need to. Have any of these ever applied to you? (You may choose as many as you need)	I didn't know how to (e.g., you didn't know where to go or who to call for help or advice); I had no transport to get there; I couldn't get an appointment (e.g., the appointment times or service opening hours were not convenient); I couldn't get in touch with the health professional or the person I usually see; I didn't want to make a fuss; I didn't feel comfortable with the person; I was too scared; I was too embarrassed; I was hoping that the problem would go away by itself or get better with time; I was worried it wouldn't be kept private; I had no-one else to go with; It cost too much
<i>Positive psychological wellbeing in past 2 weeks (WHO-5)</i>	WHO-5 Well-being Index (I have felt cheerful and in good spirits; I have felt calm and relaxed; I have felt active and vigorous; I woke up feeling fresh and rested; My daily life has been filled with things that interest me)	Score of 13 or higher on scale – indicating good, very good or excellent psychological wellbeing (mental and emotional health)
<i>Significant depressive symptoms</i>	Reynolds Adolescent Depression Scale – Short Form (RADS-SF) – how generally feel	RADS-SF score signaling significant depressive symptoms requiring mental health assessment and intervention
<i>Felt depressed for 2 weeks in a row</i>	During the past 12 months, was there ever a time where you felt sad, blue or depressed for two weeks or more in a row?	Yes; No
<i>Deliberate self-harm</i>	During the last 12 months have you deliberately hurt yourself or done anything you knew might harm you (but not kill you)?	Yes - once or twice, Yes - three or more times; No - never

Seriously thought about attempting suicide in past year	During the last 12 months, have you seriously thought about killing yourself (attempting suicide)?	Yes; No
Has made a plan about how would kill self (attempt suicide) in past year	During the last 12 months, have you made a plan about how you would kill yourself (attempt suicide)?	Yes; No
Has attempted suicide in past year	During the last 12 months, have you tried to kill yourself (attempted suicide)?	Yes; No
Attempted suicide requiring treatment by doctor or nurse	Did this ever result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?	Yes; No
Have ever drunk alcohol	We would like to now ask some questions about alcohol. By this we mean beer, wine, spirits, pre-mixed drinks. Have you ever drunk alcohol (not counting a few sips)?	Yes; No
Currently drink Alcohol (in past 4 weeks)	During the past 4 weeks, about how often did you drink alcohol?	Once in the last 4 weeks, Two or three times in the last 4 weeks, About once a week, Several times a week, Most days; Not in the last 4 weeks, Not at all - I don't drink alcohol now, or Never tried alcohol
Drink alcohol at least once a week	During the past 4 weeks, about how often did you drink alcohol?	About once a week, Several times a week, Most days; Once in the last 4 weeks, Two or three times in the last 4 weeks, Not in the last 4 weeks, Not at all - I don't drink alcohol now, or Never tried alcohol
Binge drank in the past 4 weeks	In the past 4 weeks, how many times did you have 5 or more alcoholic drinks in one session?	Once in the past 4 weeks, Two or three times in the past 4 weeks, Every week, Several times a week; None at all, or Not a current drinker, or Have never drank alcohol

Ever smoked a whole cigarette	We would now like to ask some questions about smoking cigarettes (not including e-cigarettes, vaping or marijuana). Have you ever smoked a whole cigarette?	Yes; No
Current cigarette use	How often do you smoke cigarettes now?	Occasionally, Once or twice a month, Once or twice a week, Most days, Daily; Never – I don't smoke now, or Never Smoked
Daily cigarette use	How often do you smoke cigarettes now?	Daily; Never Smoked, or Never – I don't smoke now, or Smoked Occasionally, Once or twice a month, Once or twice a week, Most days
Weekly or more often cigarette use	How often do you smoke cigarettes now?	Daily, Most days, Once or twice a week; Never Smoked, or Never – I don't smoke now, or Smoked Occasionally, Once or twice a month
Monthly or more often cigarette use	How often do you smoke cigarettes now?	Daily, Most days, Once or twice a week, Once or twice a month; Never smoked, or Never - I don't smoke now, or Occasionally
Ever Vaped	Have you ever vaped or used an e- cigarette?	Yes; No
Current vape use	How often do you vape or use e-cigarettes now?	Occasionally, Once or twice a month, Once or twice a week, More than twice a week; Never, or Never vaped
Weekly or more often vape use	How often do you vape or use e-cigarettes now?	Once or twice a week, More than twice a week; Once or twice a month, Occasionally, Never, or Never vaped
Monthly or more often vape use	How often do you vape or use e-cigarettes now?	Once or twice a month, Once or twice a week, More than twice a week; Occasionally, Never, or Never vaped
Ever used or smoked Marijuana	Now there are some questions about marijuana. You don't have to answer if you don't want to. Remember there is no way to identify you from your answers. Have you ever used or smoked marijuana?	Yes; No
Current Marijuana use	In the last 4 weeks, about how often did you use marijuana?	Several times a day, Every day, Several times a week, About once a week, One to three times in the last 4 weeks; None in the last 4 weeks, Not at all - I don't use marijuana anymore, or Never used marijuana

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