

Whakahou Taketake Vital Update

TAURANGA

2023

Rangahau Oranga Tamariki | Child Wellbeing Study



Photo credit: Tauranga STEM Festival (STEMFest)

He mihi

Acknowledgement

Whakahou Taketake Vital Update – Tauranga has, once again, helped give a voice to our diverse community, some of whom we don't hear from often enough. For this, we are grateful.

Thank you for sharing your voice

First of all, we would like to thank all of the children who participated in this survey for taking the time to share your experiences and aspirations, and for doing it with honesty and a willingness to promote positive change.

Contributing sponsors and organisations

The support of our sponsors is fundamental to the success of this project. Thank you to the Acorn Foundation, BayTrust, TECT and Tauranga City Council.

We would also like to acknowledge the support of Ngairo Eruera in ensuring that our research material and reporting reflects a bilingual approach and acknowledges the importance of mana whenua in Tauranga Moana.

This research would not have been completed without the following groups:

- Arataki School
- Graeme Dingle Foundation
- Greenpark School
- Ōtūmoetai Primary School
- Pillans Point School
- Tauranga Intermediate School
- Te Manawa ō Pāpāmoa School
- Te Ranga School

Thanks to their help, we have achieved a rich diversity of responses from children, reflecting the unique and varied population of Tauranga.

A special mention also goes to Ruth Hungerford of Momentum Research & Evaluation Limited whose skills and expertise ensured that this project was developed and delivered in alignment with best practice standards and with all relevant local and national strategic documents.

Kia mātau ki ngā hāpori – kia whai take mō ngā rā kei te heke mai

Knowing our community – to inform our future

Rārangi take

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Tēnā koutou katoa

*Tērā koia te tautara ki Maunganui,
te rūpeketanga a nunui, a roroa ki te pō.
Okioki atu rā koutou ki te pō nui,
Takoto atu rā koutou ki te pō roa,
Tēnei te pō, nau mai e te ao.
E ngā rauru o Tauranga moana,
E ngā kārure o Tauranga tangata,
Whītiki, maranga!*

*Tēnei te pou, te pou nō Rongo,
Te Pou Taketake e rāhiri nei,
haere mai, nau mai, tautī mai rā.*



Photo credit: Nikora Smith

He kupu whakataki

Introduction

Whakahou Taketake Vital Update – Tauranga is a research project that looks at the geographic communities in Tauranga: who makes them up, and what their needs, wants and aspirations are for their neighbourhoods and the wider city.

Acorn Foundation, BayTrust, TECT and Tauranga City Council partnered to complete this research in 2020, and again in 2023, because we recognise that our communities and the city are evolving. We believe that by listening to our diverse communities, we can better understand how to plan and prioritise future work, and create a vision for Tauranga's tomorrow; inclusive, empowering and connected.

The first iteration of Vital Update in 2020 focused on hearing from residents aged 16 years and over. This left an information gap regarding our younger Tauranga residents, which was partially addressed by including 13- to 15-year-olds in Vital Update 2023. The most vulnerable members of our community are even younger and a dedicated approach for this group was required.

In 2023, children were identified as a priority group to hear from. Using age-appropriate research methodologies, we were able to gather, for the first time, the views of over 1,000 children on their social and cultural wellbeing and aspirations for Tauranga. They are the key to the future of this city, as our future leaders, employees and economic contributors. As citizens of Tauranga, we all have a responsibility to ensure the wellbeing of children now, so they might enjoy more positive life pathways and greater community wellbeing.

There are many organisations, including council, who provide services that our children and young people use and rely on. From the provision of pools, sports fields and libraries to the way in which they are accessed, childrens' experiences are impacted by the decisions we all make, often without their input. The Child Wellbeing Study, in addition to promoting children and young people's engagement with local democracy, has gathered information from children and young people directly about their experiences.

A separate dashboard on www.tauranga.govt.nz/vitalupdate2023 has been developed to include all the data collected from this priority group, which can be extracted in meaningful ways to suit the needs of those who require it.

We are truly grateful to everyone who participated in this project. Your input will be used to inform and influence future projects and plans – it will help shape your city's future.

Ma te mōhio ki a tātou o āiane i ka whakatata mai te pae tawhiti

Knowing who we are today makes the distant horizon within our reach

Tauranga

Demographic profile

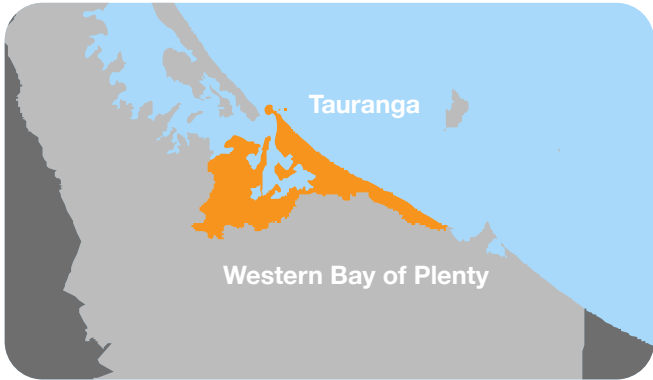


Photo credit: Jamie Troughton

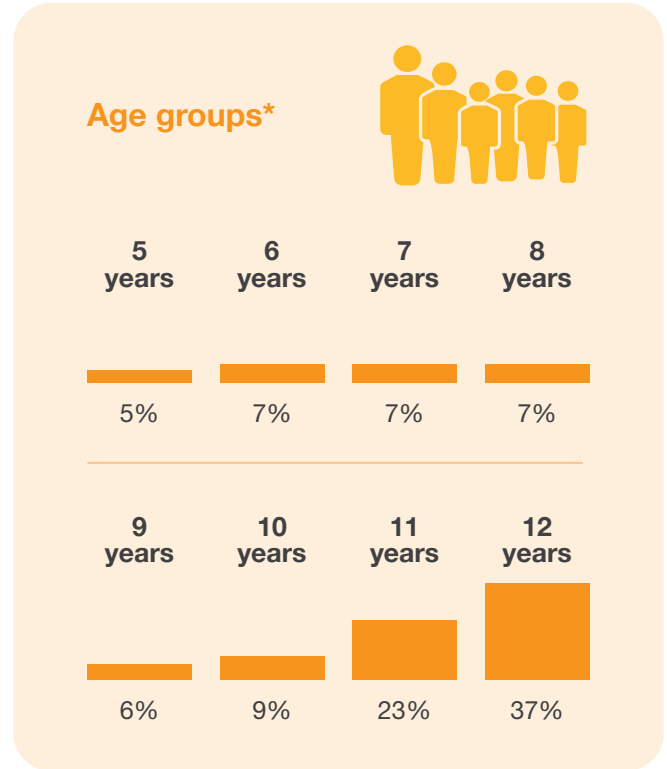
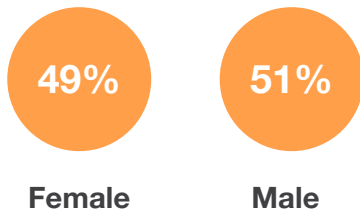
Ko wai i whakautu i te uiui?
Who responded to the survey?

Snapshot of Children

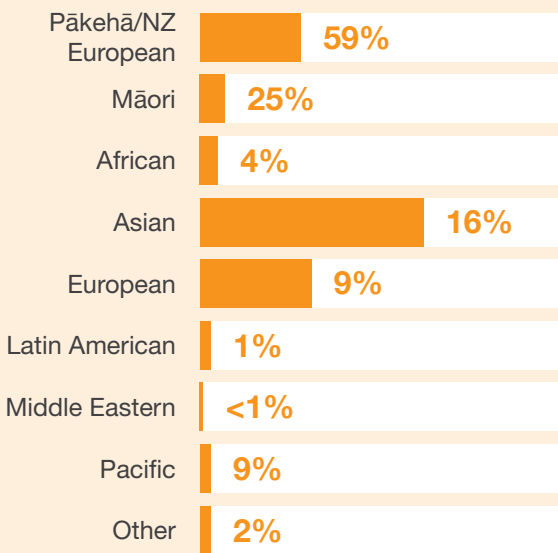
This page represents the demographics of the 1,162 children who participated in the Child Wellbeing Study.



Gender

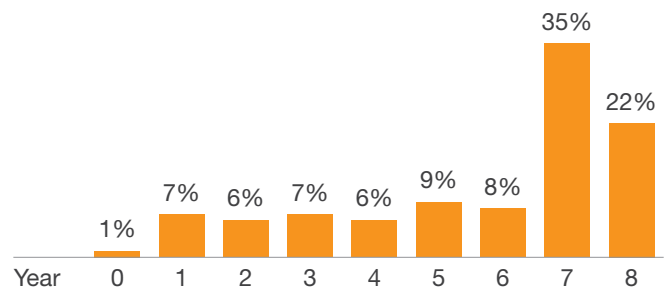


Ethnicity

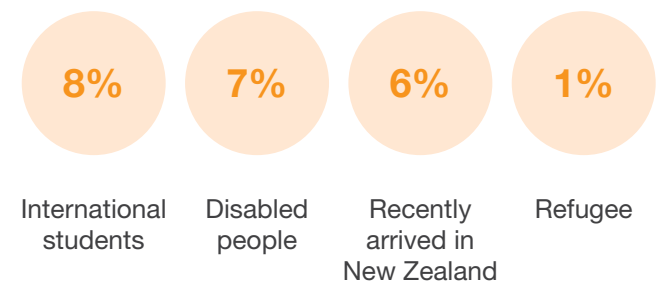


254 out of 1,162 respondents identified as belonging to more than one ethnic group.
 As this was a multiple-choice question, the total percentages will not add up to 100.

Year of study



Within Children respondents



NOTES:

- 1. Sample: n=1,162.
- * See 'Appendix 2. About the people' for a more detailed demographic profile of the respondents.
- * You may notice that a set of percentages don't add up to exactly 100%. This is an expected result of rounding to the nearest whole number.

What languages do we speak?

What have we learnt?

- 1 90% of the Children surveyed speak English at home. Below we show other languages that were mentioned.
- 2 A variety of languages were spoken by survey participants and while each is less than 1% of the total, together they make up 8% of responses. These languages include:
 - Arabic
 - Bangla
 - Bengali
 - Brazilian
 - Cambodian
 - Cantonese
 - Dutch
 - Fijian
 - Gilbertese
 - Gujarati
 - Hungarian
 - Japanese
 - Khmer
 - Kiribati
 - Laos
 - Malay
 - Moldavian
 - Nepalese
 - Niuean
 - Norwegian
 - Portuguese
 - Romanian
 - Russian
 - Slovak
 - Telugu
 - Thai
 - Tuvaluan
 - Ukrainian
 - Urdu
 - Vietnamese
 - Welsh
 - Yoruba
- 3 Almost all Children (93%) feel comfortable speaking their native language outside their home at least sometimes. This is fairly consistent across all languages spoken.
- 4 12% of Children speak te reo Māori at home. Out of all Children surveyed, 28% have at least one person in their house who regularly use te reo Māori.

Languages spoken

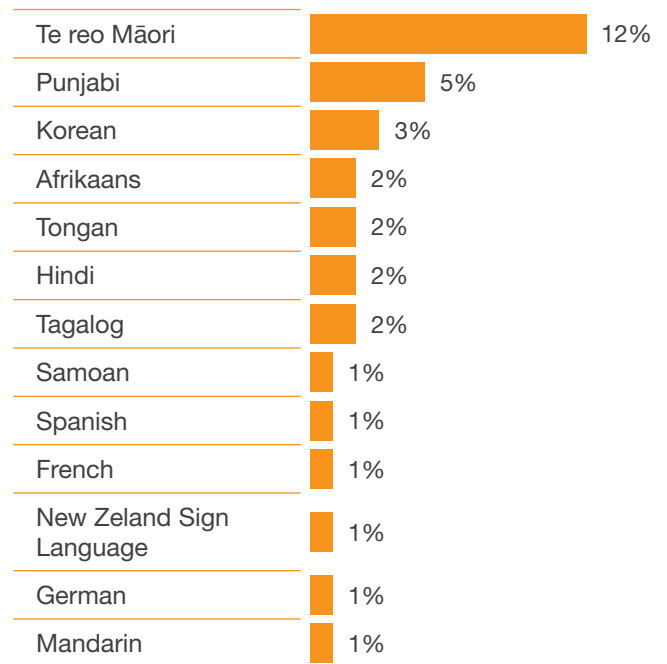


Photo credit: Hunter Studios

NOTES:

1. What languages do you speak at home? n=1161
2. Do you feel comfortable speaking your native language outside of your home? n=852
3. Does anyone in your house regularly use te reo Māori? n=849

Wawatanga o Tauranga Whānui

Aspirations for Tauranga



Photo credit: Alan Gibson

He aha ā tātou tino mahi?

What are our favourite things to do?

A total of 292 Children from Years 0-4 have shared their favourite things to do.

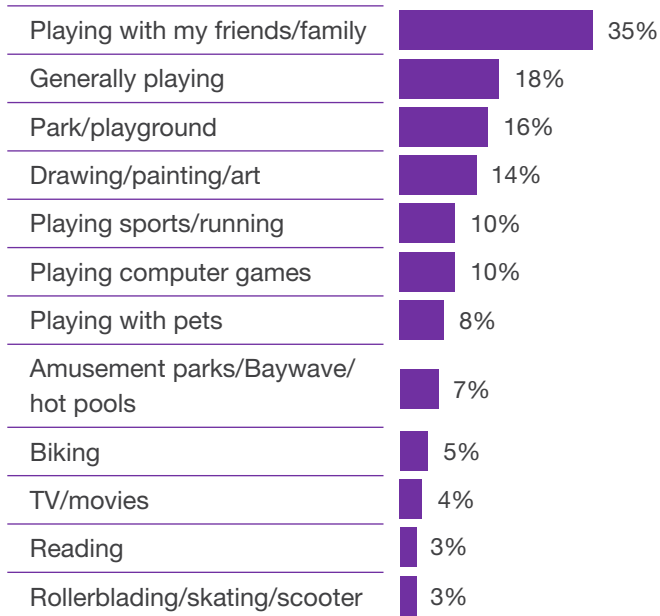


Photo credit: Loni Thompson

NOTES:

1. What are your favourite things to do? n=292

“

Lego, 'Colour in like Picasso'. My favourite thing to do is go on the iPad. Scooter around the block or random games we make up. Skipping and throwing the frisbee around.

Following dogs whenever I see one.

Playing with my friends outside in the playground.

I used to play soccer. I do whatever I like. On Saturdays my mum goes to the toy library for a walk and dad goes to football while we are there.

Go to Mount Hot Pools.

Play Roblox with my friends.

To go to Chipmunks for birthdays, to concerts for tumble time, going to the beach and the mountains. Going to the park and going on bike rides with my family.

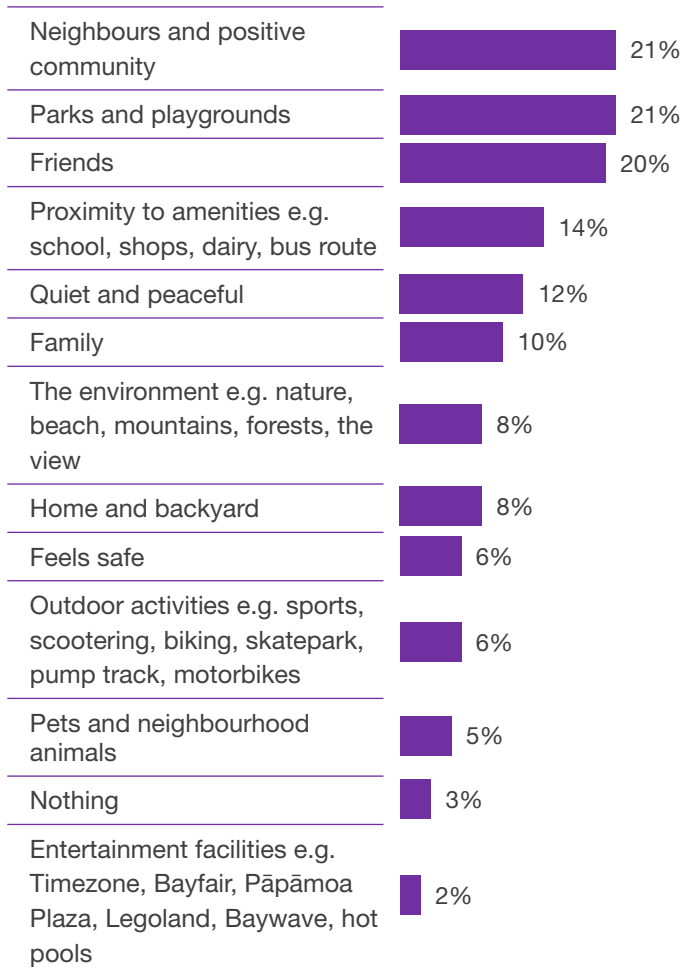
Go to the parks and go to the beach with my family and watch movies together.

Go to different countries to see different things and going to skate park.

”

He aha ā tātou tino āhuatanga o te kāinga noho? What do we love most about where we live?

We asked all Children about what they love most about where they live. Their comments showed great diversity. Our future generation did not always think about only their own lives, but also thought about the wider community that they are a part of.



Children from different suburbs feel differently about what they like doing.

Respondents from the Avenues and Brookfield were considerably happier with their proximity to amenities (35% and 40% respectively compared with 14% overall). Others loved how quiet and peaceful their surroundings were (17% of Children from Welcome Bay compared with 12% overall and just 3% of those living in Greerton).

While younger children (Years 0-4) are less focused on things outside their house, those in Years 5-8 are conscious about their surroundings. 27% of the latter love their neighbours and positive community, compared to just 5% of Children in Years 0-4.

NOTES:

1. What do you love the most about where you live? n=1,110.

“

I live close to my friend's house and near a playground with a cool spinning thing.

When I'm allowed to go to the library and Pāpāmoa Plaza.

That I have next-door neighbours that are my age and that are free all the time.

The kind neighbours and the view. Also, the field outside my neighbourhood.

It's safe and fun. My nanny and grandad also live there.

I live by a farm. It is so fun. I play with my cat called Cookie. She is so cute when I teach her a new trick. My sisters are so fun.

It is peaceful and I have a lot of people that I can play with.

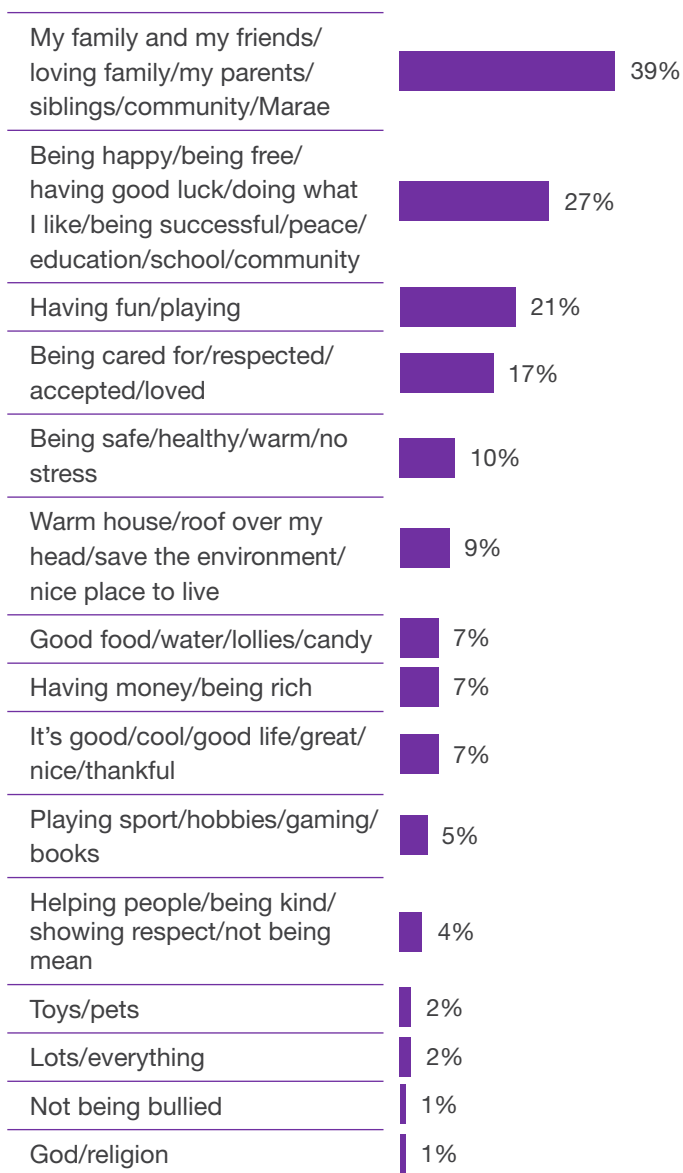
I have a lot of paper. I get nice stuff and I really love my family. My sister and my brother are annoying.

”

He aha te oranga pai? What is a good life?

Asking adults what a good life means to them is a tough question and would result in a variety of responses. Because we all value things differently, we'd anticipate responses would range from material possessions, personal and societal wellbeing to simplifying everyday challenges.

We asked that exact question of children in primary and intermediate schools. These children proved how open-minded they are with their responses and offers a valuable insight into how Children place value on needs and possessions.



NOTES:
1. What is a good life? n=1,104.



He aha ā tātou hiahia whakahoutanga ki te kāinga noho? What would we change about where we live?

Asking children about something they wished to change about where they live was, in some cases, a challenge. Some of them needed to believe that the change was possible, almost like a magic wish. When they got to believe in the possibility of change, the answers did not disappoint.

While some of the answers were quite personal and reflected their own individual lives, many children were thinking about the community they live in, people they interact with and everyday experiences they have when they leave their homes.

26%

of Children are happy with what they have, what their neighbourhood and house are like, and wouldn't change anything.

For others:

- More fun/games/water park/playground/skatepark/ bike tracks (15%)
- No arguing/not loud/noisy neighbours and animals/ drugs/gangs (10%)
- Less traffic/traffic noise/no car crashes/easier to cross the road/road works/parking (9%)
- More friends/family together (8%)
- Bigger house/two-storey/better houses (4%)
- Closer to shops/remove vape shops (4%)
- Sports fields/basketball courts/sports facilities (3%)
- Move to another country/move to another area (3%)
- Feel safe/safety/being scared (2%)
- Clean roads/clean streets/clean front yards/littering (2%)
- More gardens (2%)
- Steep hills (1%)
- My room (1%)
- More pets (1%)

While Children in Years 2, 3 and 4 were interested in having a 'bigger and better house' (11% compared with 4% overall), Year 7 and 8 students wanted to see 'no arguing/not loud/noisy neighbours and animals/drugs/gangs' (14% compared to 10% overall).

NOTES:

1. What's one thing would you change about where you live? n=1,075.

“

Change my outside. Could make it into a park outside my house. Toys come alive at night.

House, my own house so I can have a puppy. Change my table because it is wiggly. I want a tent.

No horrible people allowed or speeding.

I would change that I had to move out because my mum and dad fight. I wanted to stay with both my mum and dad.

The roadworks that are close to our house.

I wish we had more kids in our neighbourhood.

Sometimes at night there is this one family that is so loud and my family can't get to sleep some nights.

Nothing, my neighborhood is just perfect the way it is.

The fact that people are getting robbed a lot and cars are getting stolen.

”

Oranga hāpori

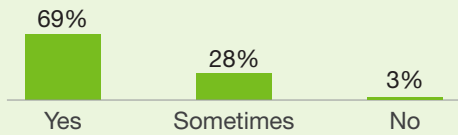
Social wellbeing



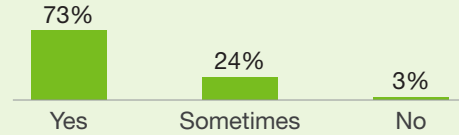
Kei te pēhea ō tātou piropiro ki te kāinga noho?
How do we feel about our home?

In my home (Year 0-8)

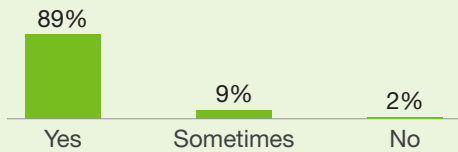
It is fun



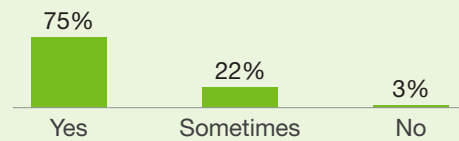
People are helpful



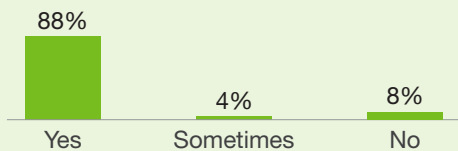
It is safe



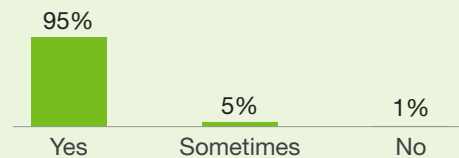
It is warm and dry



We have our own beds

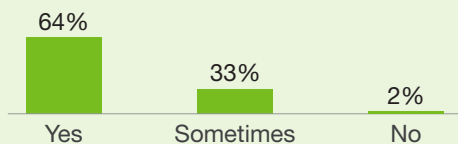


We have food

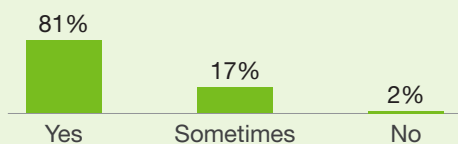


In my home (Year 5-8)*

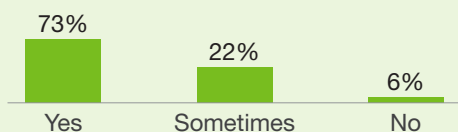
Our family spends time together



People are accepted and included



People know if you don't come home on time



What have we learnt?

- 1 Over nine in ten Children answered 'yes' or 'sometimes' to all statements.
- 2 However, there is a difference in responses from those in Years 0-4 and those in Years 5-8. Some of the differences include:
 - More Children in Years 0-4 said 'no' to 'people are helpful' than those in Years 5-8, respectively 5% and 1%.
 - More Children in Years 0-4 said 'no' to 'it is safe' than those in Years 5-8, respectively 4% and 1%.
 - More Children in Years 0-4 said 'no' to 'it is warm and dry' than those in Years 5-8, respectively 5% and 2%.
- 3 Cultural differences become more apparent when we look at the statement 'We have our own beds'. 17% of Children who identify as Asian and 19% of those who identify as Pacific have answered 'no'. This is compared to 8% overall.

NOTES:

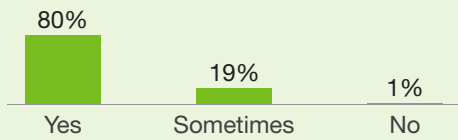
1. In my home... n=1,161.

* Please note that the last three statements were only asked of Year 5-8.

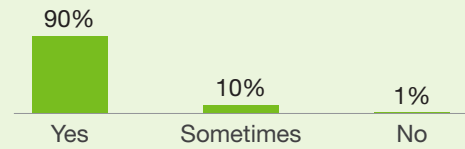
E tutuki ana ngā matea?
Are our needs met?

In my family (Year 5-8)

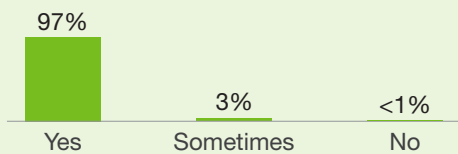
There is money for school trips, sports and hobbies



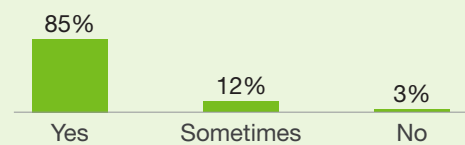
There is money for clothes



There are household items like electricity, water and heating



We can go to the doctor if we are sick



What have we learnt?

- 1 97% of Children have access to electricity, water and heating, with a further 3% replying they 'sometimes' have access to these amenities. 90% have the clothes they need with further 10% replying that there is money for clothes 'sometimes'.
- 2 'Going to the doctor if we are sick' was the statement with the highest proportion of Children answering 'no' (3%). This proportion is especially high among Year 6 students (8%).
- 3 80% of Children reportedly have money for school trips, sports and hobbies with further 19% replying 'sometimes'. 1% have answered 'no'.
- 4 58% of Children in Years 5-8 worry about how much money their family has at least 'sometimes'.

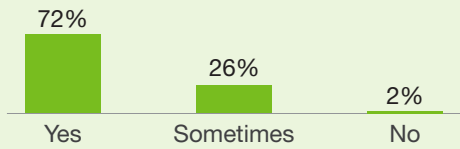
NOTES:

- 1. In my family... n=849.
- 2. Do you worry about how much money your family has? n=850.

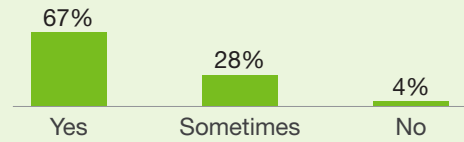
Kei te pēhea ō tātou piropiro ki ngā hoa?
How do we feel about our friends?

My friends (Year 0-8)

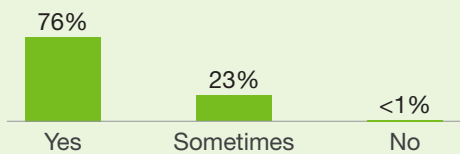
Are kind



Are helpful



Play together



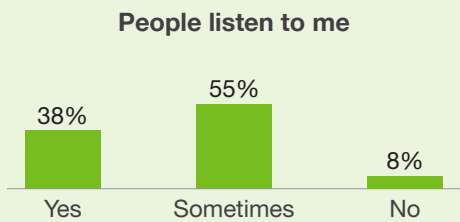
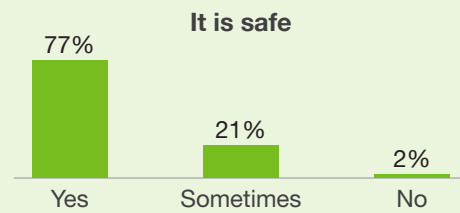
What have we learnt?

- 97% of Children in Years 5-8 reported that they have friends.
- Year 4 students have the highest proportion of Children who do not consider their friends kind (6%).
- Older children, in Years 5-8, have a stronger connection with their friends when compared to the younger age group in Years 0-4. Some of the differences include:
 - More Children in Years 0-4 said 'no' to 'are kind' about their friends than those in Years 5-8, respectively 4% and 1%.
 - More Children in Years 0-4 said 'no' to 'are helpful' about their friends than those in Years 5-8, respectively 7% and 4%.
 - More Children in Years 0-4 said 'no' to 'play together' about their friends than those in Years 5-8, respectively 2% and 0%.

NOTES:
 1. My friends... n=1136
 2. Do you have friends? n=853

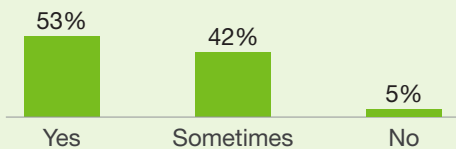
Kei te pēhea ō tātou piropiro ki te kura?
How do we feel about our school?

In my school (Year 0-8)



In my school (Year 5-8)

People are accepted and included



What have we learnt?

- Over nine in ten Children answered 'yes' or 'sometimes' to all statements.
- Some of the differences in year groups include:
 - More Children in Years 0-4 said 'yes' to 'it is fun' than those in Years 5-8, respectively 77% and 33%.
 - More Children in Years 0-4 said 'yes' to 'it is safe' than those in Years 5-8, respectively 87% and 73%.
 - More Children in Years 0-4 said 'yes' to 'people listen to me' than those in Years 5-8, respectively 42% and 36%.
- Safety has been rated the lowest among Children from Year 7 (69%) and Year 8 (71%) who answered 'yes'. This is compared to 92% for Years 0-1 and 86% for Year 2 Children.
- 91% of our youngest respondents (Years 0-1) answered 'yes' to school being fun. This is the highest proportion among all ages and decreases with the time spent at school – 74% for Year 3 students, 43% for Year 5 students, 31% for Year 7 students.



Photo credit: Jamie Troughton Dscribe Media

NOTES:

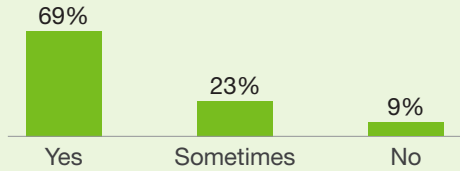
1. In my school... n=1156

* Please note that the last statement was only asked of Year 5-8.

Kei te pēhea ō tātou piropiro ki te wāhi noho? How do we feel about our neighbourhood?

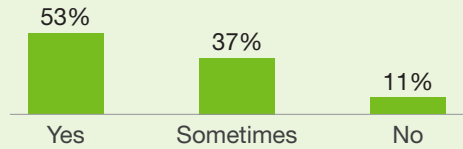
In my neighbourhood (Year 0-8)

There are places to play and have fun



In my neighbourhood (Year 5-8)*

There are people who will help you



What have we learnt?

- 1 When we asked whether there are people who will help them in the neighbourhood, 53% of those in Years 5-8 said 'yes'.
- 2 The least fun neighbourhoods for Children were Ōropi and Poike, with 45% and 38% of Children respectively saying that there are no places to have fun.
- 3 Those in Years 0-4 are considerably more likely to consider their neighbourhood being fun when compared to those in Years 5-8. Just 2% of the younger age group reported that their neighbourhood is not fun, compared to 11% of the older age group. This feeling of the neighbourhood not being fun is especially strong among Year 8 students (15% have answered 'no').



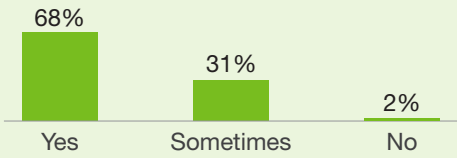
NOTES:

1. In my neighbourhood... n=1154
- * This statement was only asked of participants in Years 5-8.

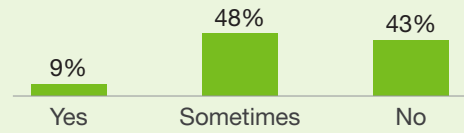
Kei te pēhea ō tātou piropiro ki a tātou anō?
How do we feel about ourselves?

In my life (Year 5-8)

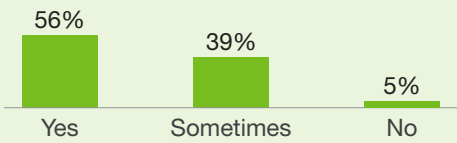
I can make some decisions for myself



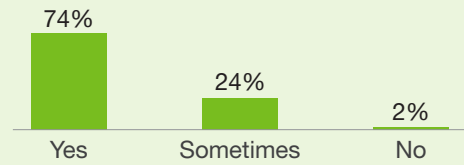
I feel lonely



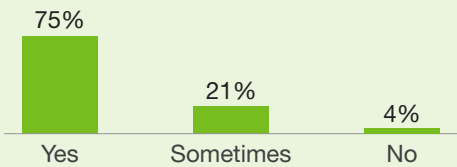
I feel fit and healthy



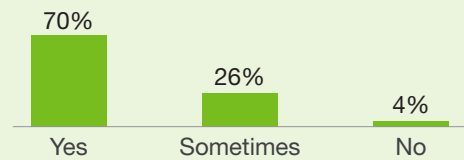
I feel respected and loved



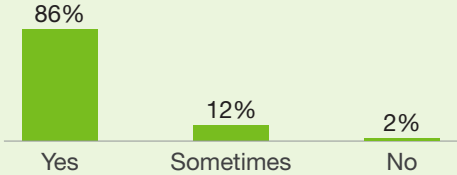
I have a good life



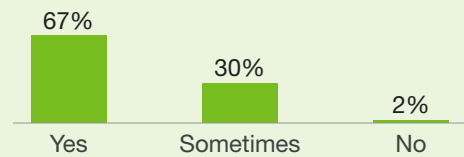
I am proud of who I am



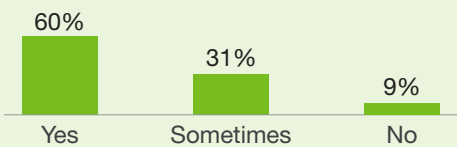
I am proud of my culture



I get to do fun activities



I have opportunities to participate in my culture and language



NOTES:

1. In my life ... n=855.

* You may notice that a set of percentages don't add up to exactly 100%. This is an expected result of rounding to the nearest whole number.

What have we learnt?

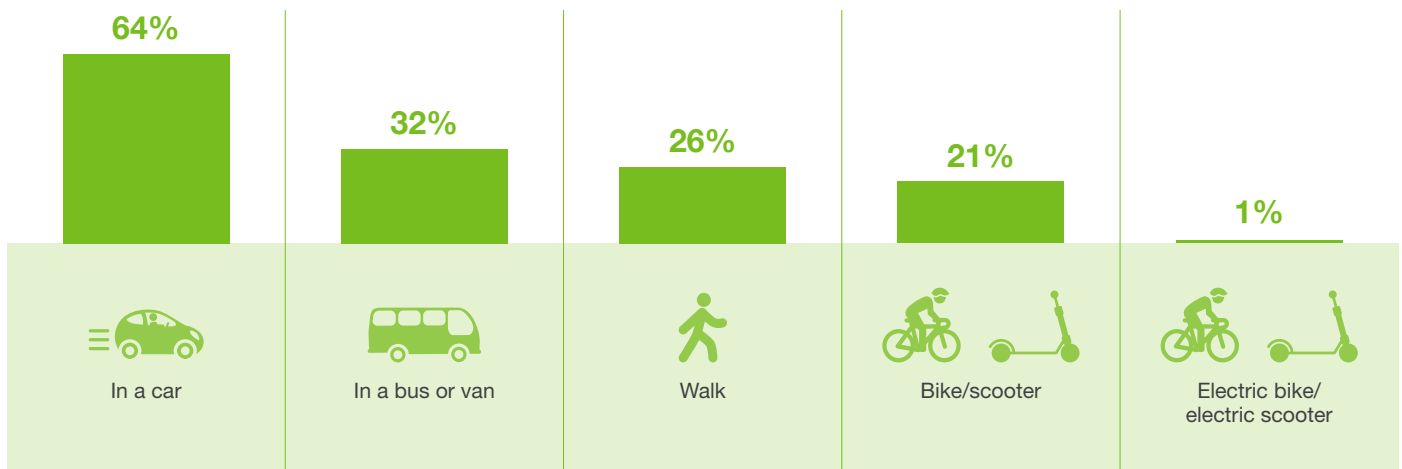
- 1** 98% of Children in Years 5-8 believe that they can make decisions for themselves at least 'sometimes'. Confidence and independence increases with age. While just 57% in Year 5 and Year 6 answered 'yes', the proportion of those in Year 8 who answered 'yes' is 75%.
- 2** 57% of Children (ages 9-12) feel lonely at least sometimes. This is significantly higher than Tauranga as a whole (36%), but consistent with 55% of those aged 13-18.
- 3** Some of the measures are consistent with results recorded among older residents in Tauranga (showing 'yes'):
 - Feel fit and healthy: 56% Children vs 61% Tauranga as a whole
 - Feel respected and loved: 74% Children vs 75% Tauranga as a whole
 - Have a good life: 75% Children vs 79% Tauranga as a whole
 - I am proud of who I am: 70% Children vs 78% Tauranga overall



Photo credit: Simon Dawson

Mā hea tātou nekeneke haere ai? How do we move around?

✓ Transport to school



What have we learnt?

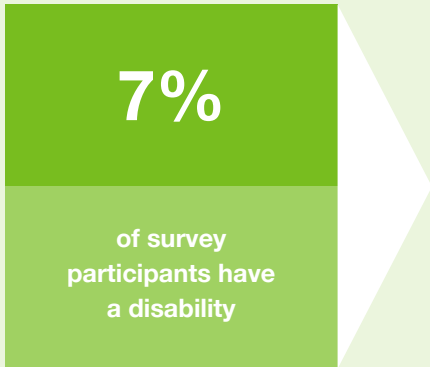
- 1** The most popular way to commute to school is in a car (64%), or in a bus or van (32%). This is consistent across all ages but the percentages for using the car are especially high among younger Children (80% of those in Years 0-4).
- 2** Around a third of all Children surveyed (32%) use public transport to get to school, with 3% of those in Years 0-4 using buses. This is much lower than the 43% of Children in Years 5-8 who take a bus to school.
- 3** Similar proportions walk to school or go by bike/scooter (26% and 21% respectively).
- 4** 1% of respondents use an electric bike or electric scooter to get to school.



NOTES:

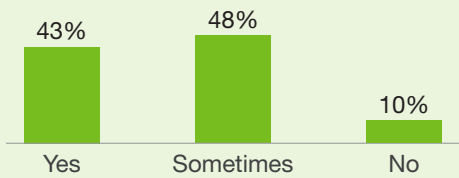
1. How do you usually get to school? Please select all that apply. n=1,149.

Ahakoia e 'whai kaha' ana, ka āhei tonu ki te uru ki ngā hiahia?
If we have a disability, can we join in the things we want to?

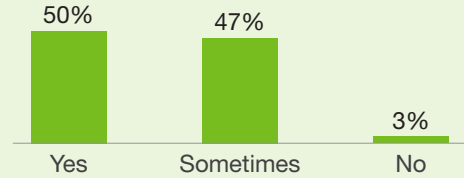


Learning	27%
ADHD	20%
Autism	18%
Hearing	13%
Intellectual	7%
Dyslexia	7%
Visual/eyesight	5%
Physical	5%
Asthma	5%
Brain injury	2%

I can participate in everything at home that I want to



I can participate in everything provided at school that I want to



What have we learnt?

1 7% of our survey participants identified as having a disability.

2 While 91% of Children who indicated they have a disability can participate in everything at home they want to at least 'sometimes', a larger proportion can do so at school. 97% identified they can participate in everything at school they want to at least 'sometimes'.

NOTES:

1. Do you have a disability? n=854.
2. What type of disability do you have? n=60.
3. I can participate in everything at home that I want to n=61.
4. I can participate in everything provided at school that I want to n=61.

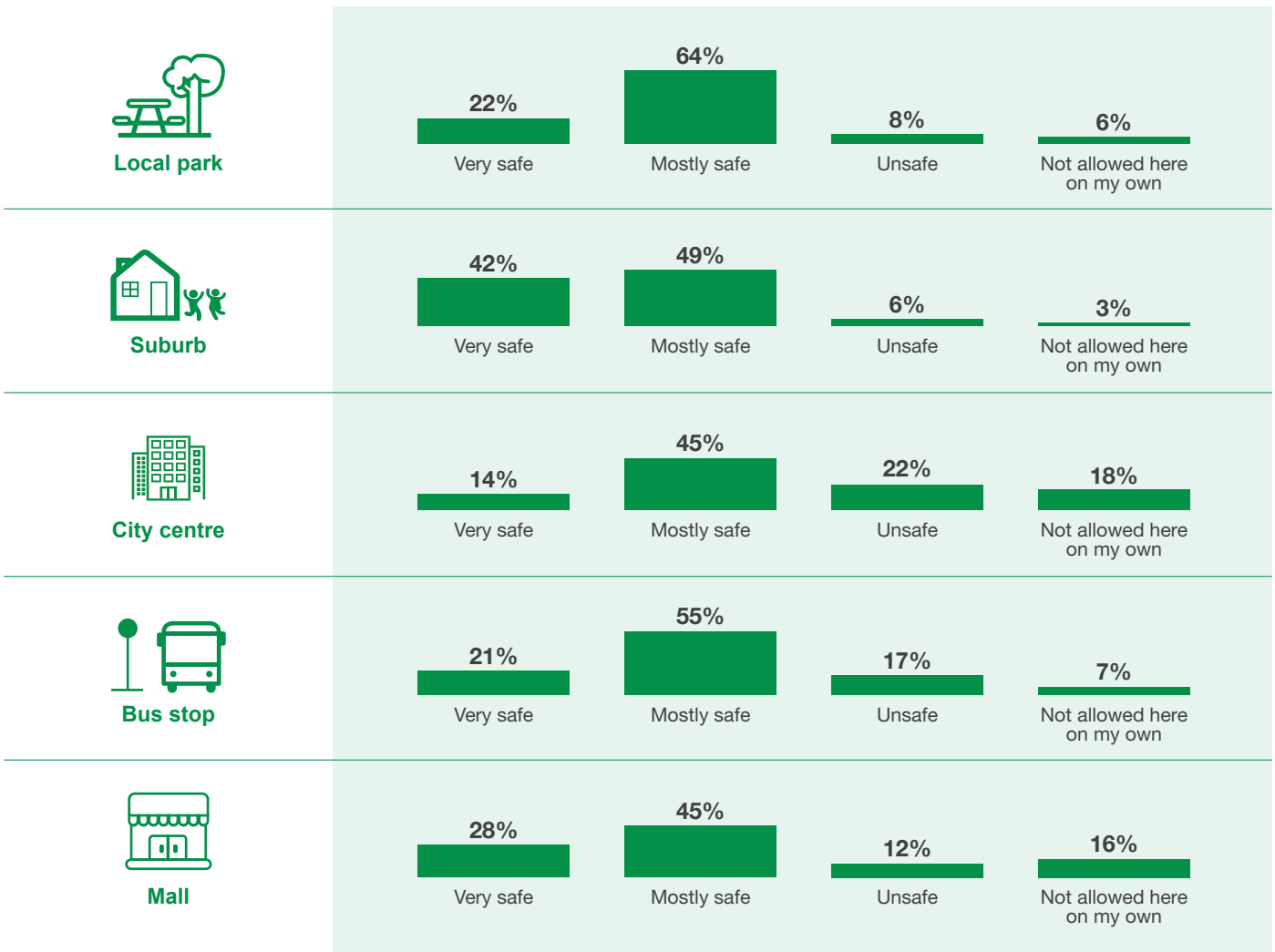
* Please note these questions were only asked of participants in Years 5-8.

Haumarutanga

Safety



E haumarū ana te noho takitahi?
Where are we safe on our own?



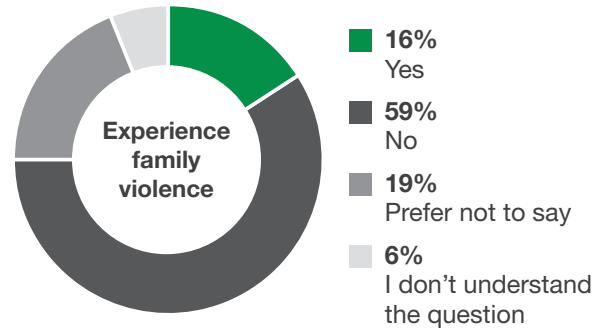
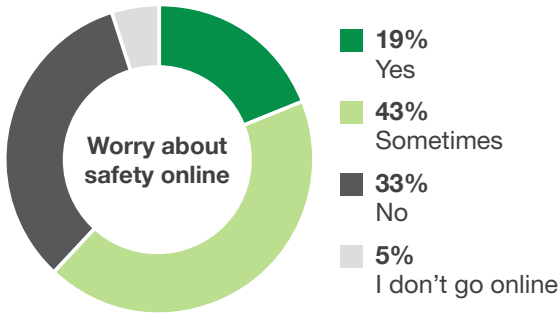
What have we learnt?

- 1 Those surveyed feel the safest in their neighbourhood/suburb (91%) and local park (86%).
- 2 Survey participants feel most unsafe in the city centre (22%) and at a bus stop (17%).

NOTES:

1. How safe do you think it is for children your age to be on their own, in the following places? n=851.

Me aha i te haumarutanga ā-ipurangi, i te kai pūroi, i te whakarekerekere tara ā-whare hoki?
What about safety online, substance consumption and family violence?



Substance consumption



Alcohol

Never	65%
One time	22%
Lots of times	6%
Prefer not to say	7%



Cigarettes

Never	94%
One time	1%
Lots of times	<1%
Prefer not to say	4%



Vape

Never	84%
One time	7%
Lots of times	4%
Prefer not to say	5%



Drugs

Never	94%
One time	1%
Lots of times	1%
Prefer not to say	4%

What have we learnt?

- 5% of Children in Years 5-8 do not go online. However, 62% worry about safety online at least sometimes. Year 8 students have the highest proportion of those who do not worry about safety online (42%).
- 94% of Children in Years 5-8 have never tried drugs or alcohol.
- 16% reported that they have experienced family violence, with a further 19% indicating that they preferred not to answer the question. These proportions are similar to the 16% for Tauranga as a whole, which includes survey participants aged over 13 years.

NOTES:

- Do you worry about your safety online? n=851.
- Have you tried any of these? n=849.
- Has anyone in your family experienced family violence? n=845.

* Please note these questions were only asked of participants in Years 5-8.

Āpitihanga

Appendices



Photo credit: Hunter Studios

TOTAL RESPONDENTS

1,162

AGE

5 years	5%
6 years	7%
7 years	7%
8 years	7%
9 years	6%
10 years	9%
11 years	23%
12 years	37%

SUBURB

Mt Maunganui, Omanu	2%
Arataki (Bayfair), Matapihi	8%
Pāpāmoa Beach, Wairākei (Pāpāmoa East), Te Tumu	12%
Kairua, Pāpāmoa Hills (Waitao), Mangatawa	<1%
Welcome Bay, Hairini, Maungatapu	16%
Poike, Oropi, Greerton, Ohauti	19%
Gate Pā, Merivale (Parkvale)	7%
Pyes Pā, Omanawa, Tauriko, The Lakes	14%
Bethlehem	1%
Brookfield, Judea	2%
Bellevue, Otūmoetai, Matua	9%
Tauranga South, City Centre, Avenues, Sulphur Point	4%
Other	6%

GENDER

Girl	49%
Boy	51%

YEAR

Year 0	1%
Year 1	7%
Year 2	6%
Year 3	7%
Year 4	6%
Year 5	9%
Year 6	8%
Year 7	35%
Year 8	22%

ETHNICITY (MULTIPLE CHOICE)

Pākehā/NZ European	59%
Māori	25%
African	4%
Asian	16%
European	9%
Latin American	1%
Middle Eastern	<1%
Pacific	9%
Other	2%

STATUS

I was a refugee	1%
I have recently arrived in Tauranga	7%
I have recently arrived in New Zealand	6%
None of the above	88%

DISABLED

Disabled people	7%
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INTERNATIONAL STUDENTS

International students	8%
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* The numbers represent the unweighted percentages of respondents among Children aged 5-12 years.

Method (Overview)

- The Child Wellbeing Survey methodology differs from the Vital Update survey for Tauranga residents aged 13 years and over.
- Quantitative research to ensure that the communities' voice is heard regarding their needs and aspirations.
- Data collection took place from 24 July 2023 to 17 August 2023.
- In total 1,162 responses were collected from five primary and intermediate schools within Tauranga. The sample of n=1,162 is statistically robust and yields a small margin of error of $\pm 2.73\%$ at the 95% confidence interval.
- As this is a pilot wellbeing study, we have contacted schools to represent different geographic locations. Five schools have volunteered their time to participate in the study. A team of researchers have visited each school and conducted one-on-one interviews with Children who are in Year 0-2 (5- to 7-year-olds), and a class survey with Children Year 3-8 (8- to 12-year-olds).
- This study did not target every school in Tauranga, as this is the first time the quantitative survey has been conducted among the youngest residents in Tauranga.
- Please refer to 'Appendix 3. About the research' for more details about the study, including design process.

Analysis

- Where the report presents data on ethnicity, please note that respondents were able to respond with affiliation to more than one ethnicity. Therefore, the data does not always add up to 100%.
- More detailed information on overall data, the geographic communities as well as the other priority groups is available from separate reports and dashboards (links are provided after 'appendices' section).
- We thought that people might not be able to choose an answer from the suggested options for some of the questions. We added 'Other' throughout the survey so people could tell us exactly what their situation was. Sometimes 'Other' would make up a large proportion of the responses and sometimes it was very small. If you see 'Other' on the charts, we have explained what people have mentioned in there.
- Sometimes 'Other' is a higher proportion than some of the responses and a lot of people wrote similar answers. When this occurred, we included this in the report. If the proportion of responses under 'Other' is very small, you will be able to find some details in our footnotes.

About the research

- In 2020, Tauranga City Council with the support of the Acorn Foundation, BayTrust and TECT launched 'Whakahou Taketake Vital Update – Tauranga', to better understand the needs, wants and aspirations of the people of Tauranga. The information collected has been used to inform council projects, work programmes and plans, as well as to support and inform the work done by our many community organisations.
- For us, collectively, to build a city that grows with the needs and aspirations of the people who live, work, learn and play in it, we need to check in regularly. Vital Update – Tauranga 2023 gave us the opportunity to hear from the unique and important communities that make up our city, so we can ensure that the building blocks we put in place today reflect and respect our people, our diversity and cultures, our history, and our aspirations.
- The first iteration of Vital Update in 2020 focused on hearing from residents aged 16 years and over. This left an information gap regarding our younger Tauranga residents, which was partially addressed by including 13- to 15-year-olds in Vital Update 2023. However, the most vulnerable members of our community are even younger and a dedicated approach to this part of our community was required.

Child Wellbeing Research

- Tauranga City Council has a responsibility under the Local Government (Community Wellbeing) Amendment Act (2019) and the Tauranga City Council Vision, Strategic Framework, Tauranga Mātaraunui – Inclusive City Strategy, and Long-term Plan, to actively improve community wellbeing and engage and consult with the community, including children and young people.
- Tauranga City Council with the support and partnership from Acorn Foundation, BayTrust and TECT decided to 'lead the way' with Vital Update and the Child Wellbeing Study. This is why we have expanded the age range for Vital Update from 16 years, to 13 years and older, and to include children (5-12 years).

Purpose and objectives

Main purpose: To understand the experiences, needs, wants and aspirations of the children of Tauranga to inform their future and that of Tauranga City.

Several objectives included:

- To understand what is important for our children on neighbourhood and citywide levels.
- To understand the experiences and wellbeing of children in Tauranga City.
- To ensure that children's voices inform and are reflected in Tauranga City planning and work programmes.
- To facilitate children's voices to inform, enable and create opportunities to co-design systems, spaces, actions, policies, strategies, and processes targeted at increasing the wellbeing of children in Tauranga City.
- To identify and inform areas that may require further engagement and priority for Tauranga City and our people.
- To provide citywide data that is useful and accessible to the wider community.

Development

Extensive planning and development took place from May 2022 through to April 2023 prior to the survey launch.

Phase 1 Scoping included:

- Literature scan of relevant strategies, research projects, documents, websites and reports.
- Scoping meeting with key national and local level government and non-government organisations.
- Preparation of a background document, the Vital Update Tauranga Child and Youth Wellbeing Research: Stage One Scoping Document, (June 2022).

Phase 2 Planning included:

- Two planning workshops with TCC Community Development Advisors to further refine scope, purpose, objectives, inquiry areas and key considerations for the Child Wellbeing Study.
- Planning meeting with expert advisors to inform questions of sensitivity e.g., family harm, gender identity.
- Preparing the first draft of survey questions based on the workshops, hui, Vital Update 2020 and exemplar questions from national and international research with children.
- Several one-on-one planning meetings with organisations who work with children with high and complex needs to ensure survey questions contained appropriate language, and appropriate procedures were planned for implementation phases.
- An open workshop to all Tauranga based community organisations with an emphasis on those who serve the identified priority groups of the TCC Community Development Team, e.g., Youth, Māori, Pacific communities, Ethnic communities, Ageing population, People experiencing homelessness, the Rainbow community, and Disabled people and their carers.
- One workshop and several hui with TCC Impact and Insights Specialist, external stakeholders and expert advisors to review and gather feedback on key inquiry areas and draft survey questions.
- Reviewing and developing the final sets of draft questions for children (5-12 years) and parents and caregivers of dependent children.
- Preparation of the document, the Vital Update Tauranga Child Wellbeing Study: Research Plan (Working Document), (November 2022).

Phase 3 Testing and piloting included:

- Two local primary schools (English medium) supported with testing for the Child Wellbeing Study. This included the parental consent process, as well as a tailor-made data collection approach and questionnaire to ensure that all questions were perceived well and were easily understood by children of various demographic backgrounds and literacy levels.
- Review of safety plans with participating schools to ensure adherence with all relevant policies and procedures to ensure children were protected and supported through any disclosures or feelings of discomfort.

Phase 4 Further development included:

- Adjusting questionnaire design, online survey design and approach based on the testing.

Phase 5 Data collection:

- Recruiting local schools to participate in the survey.
- Data collection.

Survey design

- For children under 13 years specific question sets were developed and the survey design (i.e. format, approach and methodology) was tailored specifically to literacy, development level and comprehension abilities.
- The older children in Years 5-8 at school (e.g. 10-12-year-olds) were able to manage a self-completion survey with some assistance, whilst the younger age group in Years 0-4 at school (e.g. 5-9-year-olds) required an approach that included more assistance from researchers in Years 0-2 (ages 5-7-year-olds) completing the surveys one-on-one with the interviewers.

Key Inquiry Areas

INQUIRY AREA	Tauranga Child Wellbeing research data	
	YEARS 0-4 CHILDREN (5-9-YEAR-OLDS)	YEARS 5-8 CHILDREN (10-12-YEAR-OLDS)
Demographics	<ul style="list-style-type: none"> • Age • Year group at school • School • Ethnicity • Languages spoken • Gender • Neighbourhood 	<ul style="list-style-type: none"> • Age • Year group at school • School • International student • Ethnicity • Languages • Gender • Residency • Disability • Neighbourhood
Housing and standards of living	<ul style="list-style-type: none"> • Material wellbeing • Healthy home (warm/dry) • Wellbeing (kai, leisure, bed) 	<ul style="list-style-type: none"> • Family financial security • Material wellbeing • Healthy home (warm/dry) • Wellbeing (kai, leisure, medical, bed)
Social and mental wellbeing	<ul style="list-style-type: none"> • Acceptance (home, school) • Connection • Wellbeing (good life) • Green spaces (play places) • Transportation (to school) 	<ul style="list-style-type: none"> • Loneliness • Acceptance (home, school, community) • Connection • Wellbeing (good life) • Green spaces (play places) • Culture • Expression of cultural identity • Transportation (to school)
Safety	<ul style="list-style-type: none"> • At home • At school 	<ul style="list-style-type: none"> • Public spaces • Neighbourhood • Online • At home • At school • Alcohol/illicit drugs (use) • Tobacco/vape (use) • Family harm (exposure)

Ethics and consent

The research approach ensured informed consent (parent and child) for all participants aged under 16 years, voluntary participation, right to withdraw at any time, support to complete the survey (researchers and teachers), post-analysis feedback to the schools about the research findings, use of koha, training for researchers and police vetting.

Risk mitigation

A full risk assessment was completed and covered the following:

- Strategies to ensure completion rates and sample numbers meet the required threshold (e.g., extending the time frame, engagement plan, design and distribution of data collection tools).
- Strategies related to consent and ethical procedures and processes (e.g., training, police vetting, consent processes, managing delays).
- Strategies to manage communication risks (e.g., adverse publicity, timeliness of communications, social media platforms for maximum reach).

Acknowledgement

A significant amount of technical knowledge and expertise was required to ensure that the research plan for this project was developed and delivered in alignment not only with best practice standards and all relevant strategic documents, but also national and local support. The contribution of Ruth Hungerford of Momentum Research & Evaluation Limited cannot be understated. We wish to acknowledge and thank Ruth for her work in this project.

Literature types and examples

STRATEGIES/PLANS/LEGISLATION

Legislation, international agreements and related documents	<ul style="list-style-type: none"> • Local Government (Community Well-being) Amendment Act 2019 • The Future for Local Government Review • Taituarā: Critical transitions report 2021 • UN Convention on the Rights of the Child • OECD 2021: <i>Measuring What Matters for Child Well-being and Policies</i>
National strategies and supporting documents	<ul style="list-style-type: none"> • Child Youth and Wellbeing Strategy • Living Standards Framework • He Ara Waiora
Local government and NGO child and/or youth strategies and supporting documents	<ul style="list-style-type: none"> • <i>The Wairarapa Rangatahi Development Strategy 2016-2021</i> • <i>I am Auckland 2018-2020</i> • <i>Wellington Children and Young People Strategy 2021</i> • NZ Red Cross: <i>Youth Engagement Strategy 2020-2030</i> • Porirua City: <i>At the Heart of Our City 2018-2021</i>
Tauranga City Council strategies and plans	<ul style="list-style-type: none"> • TCC: Long-term Plan (LTP) 2021-2031, Community Outcomes • TCC: City Vision and Strategic Framework (in development) • TCC: Draft Community Wellbeing Strategic Plan 2018-2021 • TCC: Te Whare Hāpori - Community Development Intent (2020) • TCC: Tauranga Mātaraunui: Inclusive city 2022-2032

Literature types and examples

RESEARCH	
Pre-strategy development consultation and engagement research	<ul style="list-style-type: none"> Wellington City Council: Child and youth strategy pre-engagement research and consultation OCC and NZSTA's <i>Education matters to me</i> consultation NZ Red Cross <i>Youth Engagement Strategy research</i>
Wellbeing research with children/youth	<ul style="list-style-type: none"> OCC's <i>What Makes a Good Life?</i> research OCC <i>Our Kind of School</i> research (n=250+ children; 70 adults) OCC and STA <i>Education Matters</i> research (n=1678) Curative NZ's <i>DMs insight gathering and youth wellbeing</i> research Te Ahi o Ngā Rangatahi: <i>What's Next for Mental Wellbeing?</i> Toi Āria: <i>Thriving in Murihiku</i> rangatahi engagement research (n=46) Oranga Tamariki: <i>Te Mātātaki 2021</i> - survey with children in care
New Zealand large-scale research surveys with children and/or youth and/or parents	<ul style="list-style-type: none"> Growing Up in New Zealand (n=6000+) Tertiary Education Commission's <i>Drawing the Future</i> (n=7241) <i>What About Me?</i> National youth survey (n= approx. 7000) <i>Pacific Islands Families Study</i> (n=1398)
International wellbeing surveys with children and/or youth and/or parents	<ul style="list-style-type: none"> <i>The Australian Child Wellbeing Project</i> (n=5400+) <i>Health Behaviour in School-aged Children (HBSC) Project</i> <i>Young Lives Study</i> <i>Children's Worlds: International Survey of Children's Wellbeing</i> (n= 128,000+)
Academic research with children and/or youth	<ul style="list-style-type: none"> Clark (2005); Clark et al. (2003): Listening, consulting, involving children Graham-Bermann, S. (1996): Family harm Habicht et al, (2021): Optimism in children Tagomori, (2022): Youth, loneliness, coping Lyndon, H. (2012): Action research with children
Other NZ research with children and/or youth	<ul style="list-style-type: none"> Cooper et al., (2004): Longitudinal study, kōhanga reo and kura kaupapa Māori students (n=111) Radford Poupard (2021): Survey research (n=482) <i>Experiences of COVID-19 for takatāpui, queer, gender diverse and intersex young people aged 16-24</i>

Literature types and examples

RESEARCH (CONTINUED)

Research methodology documents and guidelines	<ul style="list-style-type: none">• Auckland University of Technology - Guidelines for research with children• Growing Up in NZ - Privacy and data.• Hong, B (2021): <i>Scoping paper: Initial specifications for a short form wellbeing outcomes survey</i>• Malatest International (2021) - Ethical considerations• OCC Engagement methods; planning guide; consent and ethical considerations• Te Hiringa Hauora: 2020 Health and Lifestyles Survey
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Research websites	<ul style="list-style-type: none">• Youth Participation Action Research Hub• Young Lives• What About Me.NZ• Children's World: International Survey of Children's Wellbeing
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OTHER

Other resources	<ul style="list-style-type: none">• Victoria University of Wellington Infant and Child Cognition Lab• Inspiring the Future• The Auckland Co-design Lab• The Southern Initiative• Toi Āria• Waikato Wellbeing Project• NZ General Social Survey
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You can find more information about individual suburbs by reading the full reports at www.tauranga.govt.nz/vitalupdate2023 or click on the links below:

[Mount Maunganui, Omanu](#)

[Arataki \(Bayfair\), Matapihi](#)

[Pāpāmoa Beach, Wairākei \(Pāpāmoa East\), Te Tumu](#)

[Kairua, Pāpāmoa Hills \(Waitao\)](#)

[Welcome Bay, Hairini, Maungatapu](#)

[Poike, Oropi, Greerton, Ohauiti](#)

[Gate Pā, Merivale \(Parkvale\)](#)

[Pyes Pā, Omanawa, Tauriko, The Lakes](#)

[Bethlehem](#)

[Brookfield, Judea](#)

[Bellevue, Otūmoetai, Matua](#)

[Tauranga South, City Centre, Avenues, Sulphur Point](#)

You can find more information about our priority groups by reading the full reports at www.tauranga.govt.nz/vitalupdate2023 or click on the links below:

[Rangatahi – Youth \(13-24 years\)](#)

[Taupori pakeke haeretanga – Ageing population \(65+ years\)](#)

[Tangata whai kaha – Disabled people \(including carers\)](#)

[Māori](#)

[Ngā mātāwaka – Ethnic communities](#)

[Hāpori nui ā-Kiwa – Pacific communities](#)

[Ranga Āniwaniwa – Rainbow community](#)

[Ngā tāngata noho kāinga kore – People experiencing homelessness](#)

[Ngā mātua me ngā kaitiaki – Parents & caregivers](#)

[Rangahau Oranga Tamariki – Child Wellbeing Survey](#)

The full Vital Update - Tauranga report is available here:

[Pūrongo Matua - Main report](#)

If you have any questions or concerns, please reach out. We are happy to help:

Acorn Foundation: info@acornfoundation.org.nz

Key Research NZ Ltd: info@keyresearch.co.nz

Tauranga City Council (Community Development): comdev@tauranga.govt.nz

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WhakahouTaketake
VitalUpdate
TAURANGA
2023

