

**Table 1:** Independent, dependent and grouping variables.

Independent variables	
<b>Ethnicity</b>	Students reported their ethnicity at level 4 of the Statistics New Zealand classification <sup>28</sup> (question: which ethnic group do you belong to?) and were able to choose as many ethnicities as applied to them. All options for level 4 reporting were provided.
<b>Family socio-economic status (SES)</b>	Assessed by the questions: Do your parents, or the people who act as your parents, ever worry about not having enough money to buy food? (often or all the time) AND For some families, it is hard to find a house that they can afford, or that has enough space for everyone to have their own bed. In the last 12 months, have you had to sleep in any of the following because it was hard for your family to afford or get a home, or there was not enough space? (do not include holidays or sleepovers for fun). <sup>29</sup>
<b>Community level SES</b>	<b>School decile:</b> Based on New Zealand census data of five SES indicators (household income, proportion of parents on income support benefits, household crowding, parental educational qualifications, and occupational skill level of employed parents). Students from lower decile schools are generally from households that are more socioeconomically disadvantaged. <b>Neighbourhood decile:</b> Based on New Zealand Deprivation Index, with decile 1 representing areas of least deprivation and decile 10 the most deprived. For data analyses, students were grouped into one of three neighbourhood decile bands indicating lower deprivation (deciles 1–3), medium deprivation (deciles 4–7) and higher deprivation (deciles 8–10) levels.
<b>Family and friend support</b>	<b>Perceived support from family</b> was assessed by the questions: There is someone in my family/whānau who I can talk with about things that are worrying me (agree or strongly agree); I feel like I get enough quality time with my family/whānau (agree or strongly agree). <b>Perceived support from friends</b> was assessed by the question: I have at least one friend who I can talk with about things that are worrying me (agree or strongly agree).
<b>Community level support and safety</b>	<b>Perceived school support and safety</b> was assessed by the questions: Do you feel like you are part of your school? (yes); How often do the teachers/tutors treat students fairly? (most or all the time); In the last 12 months how often have you been bullied in school/course? (about once a week or more). <b>Perceived community support and safety</b> was assessed by the questions: There is an adult outside of my family/whānau who I can talk with about things that are worrying me (agree or strongly agree); Do you feel safe in your neighbourhood? (all the time). <b>Experience of discrimination based on ethnicity by health service provider</b> was assessed by the question: Have you ever been treated unfairly (e.g. treated differently, kept waiting) by a health professional (e.g. doctor, nurse, dentist etc.) because of your ethnicity or ethnic group? (yes, within the past 12 months or yes, more than 12 months ago).
Dependent variable	
<b>Forgone health-care</b>	Assessed by question: 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?

**Table 1:** Independent, dependent and grouping variables (continued).

<b>Grouping variable<sup>1</sup></b>	
<b>Asian students</b>	Identified based on Statistics New Zealand's definition. <sup>28</sup>
<b>East Asian</b>	Based on the World Bank definitions of East Asia, ethnicities with origins from Brunei, Cambodia, China, Hong Kong, Indonesia, Japan, North Korea, South Korea, Laos, Macao, Malaysia, Mongolia, Myanmar, Philippines, Singapore, Taiwan, Thailand, and Vietnam were included. <sup>30</sup>
<b>South Asian</b>	Based on the World Bank definitions of East Asia, ethnicities with origins from Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka were included. <sup>30</sup>
<b>Chinese</b>	Identified based on Statistics New Zealand's definition. <sup>28</sup>
<b>Indian</b>	Identified based on Statistics New Zealand's definition. <sup>28</sup>
<b>Pākehā</b>	Pākehā students were identified using Statistics New Zealand's ethnic prioritisation method where each respondent is allocated to a single ethnic group based on a pre-determined hierarchy. <sup>28</sup> This ensured that students identifying with both an Asian and Pākehā ethnicity were excluded from the Pākehā reference group. Pākehā ethnic grouping includes students identifying as New Zealand Pākehā or any other Pākehā ethnicity.

<sup>1</sup>For Asian ethnic groups, Statistics New Zealand's total response reporting was used where any participant who reported more than one ethnic group is included in all the groups they reported.