

SUMMARY

The 2022 study

In 2022, NMSSA assessed achievement in health and physical education (HPE) at Year 4 and 8. About 1800 students from 100 English-medium state and state-integrated schools were involved at each year level. NMSSA has previously assessed HPE in 2013 and 2017.

All students in the study completed an assessment focused on critical thinking in HPE, the Critical Thinking (CT) assessment. About one third of the students also completed a series of learning through movement (LTM) tasks. Trained teachers administered the programme as part of a two-and-a-half-day visit to each school in Term 3 of 2022.

This summary provides the key achievement findings from the study. More detailed information can be found in the 2022 NMSSA Achievement report for HPE and on the HPE data window. Both are available on the NMSSA website (www.nmssa.otago.ac.nz).

Trends over time

How has achievement changed?

Achievement against the curriculum

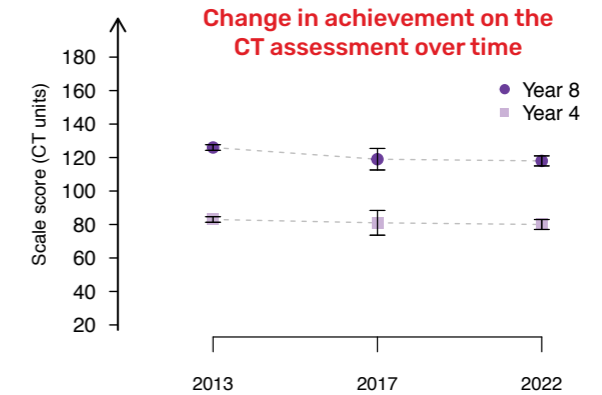
What proportion of students were meeting curriculum expectations?

Group differences in achievement

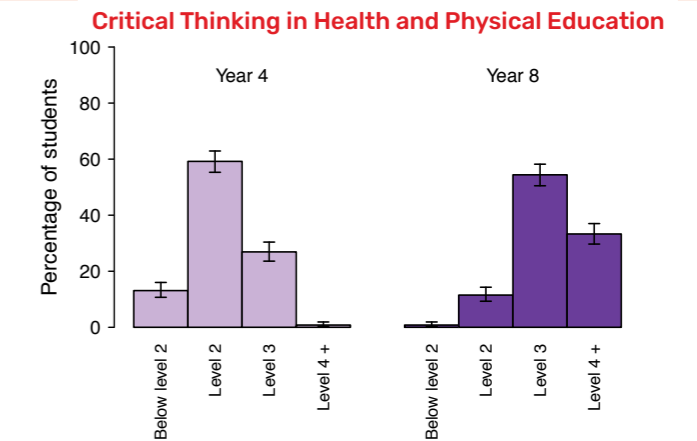
How equitable is achievement in HPE?

- Overall, achievement in 2022 on the health and physical education Critical Thinking (CT) assessment was similar to achievement recorded in 2017. Between 2013 and 2017, there had been a statistically significant decline in the average scale score for students in Year 8.
- There was little change in achievement across the Learning Through Movement (LTM) tasks that were used in both 2017 and 2022.

KEY FINDINGS



- A smaller proportion of Year 8 students (33%) were meeting curriculum expectations on the CT assessment compared with Year 4 students (87%). The curriculum expectation is that most students are meeting the demands of level 2 by the end of Year 4 and level 4 by the end of Year 8.



- There were differences in achievement on the CT assessment across ethnic groups. These favoured non-Māori and non-Pacific students.
- Girls scored higher than boys, on average, on the CT assessment.

- School decile was strongly correlated with CT scores – students from high decile schools scored higher, on average, than those attending mid and low decile schools.

