

# SUMMARY

## Contextual Factors Associated with Learning and Teaching in Health and Physical Education at Year 4 and 8 Findings from the 2022 National Monitoring Study of Student Achievement (NMSSA)

# NMSSA

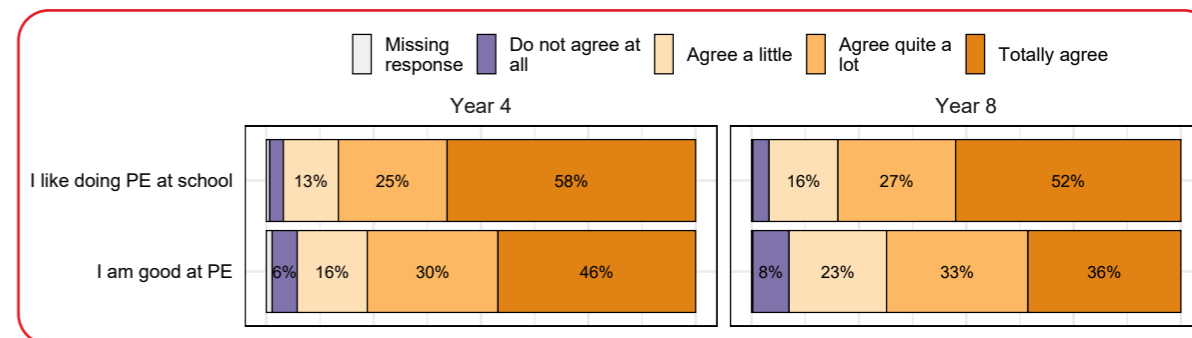
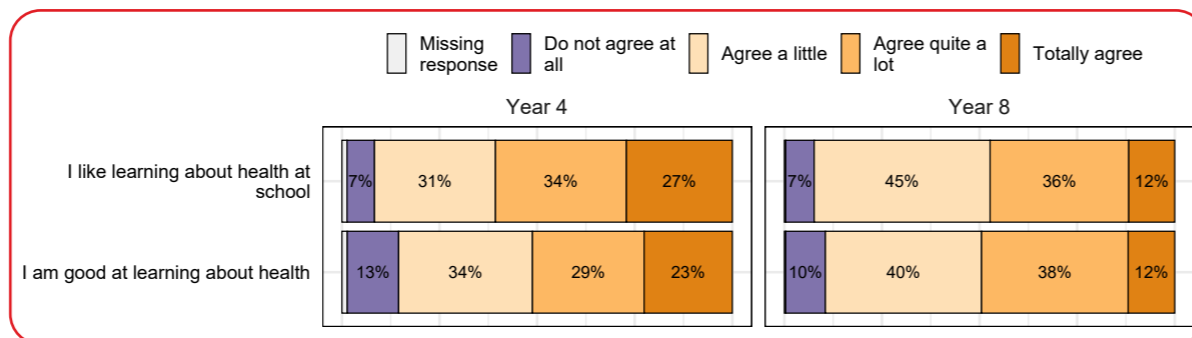
Wānangatia te Putanga Taurira  
National Monitoring Study  
of Student Achievement

### The 2022 study

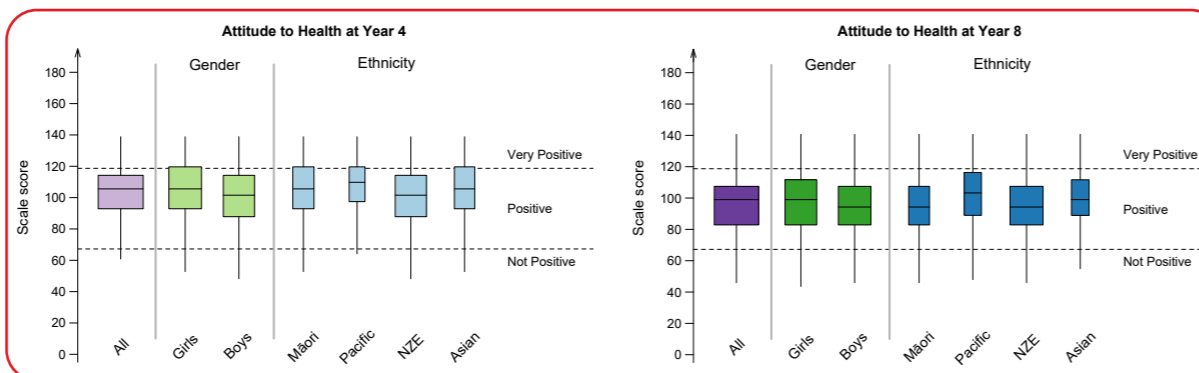
In 2022, NMSSA explored contextual factors associated with the learning and teaching of health and PE at Year 4 and Year 8. About 2000 students, 200 teachers, and 100 principals from 100 English-medium state and state-integrated schools responded to questionnaires at each year level. This summary provides some key findings from the study. More detailed information can be found in the 2022 NMSSA Contextual Findings report for HPE and on the NMSSA HPE data window (see [www.nmssa.org.nz](http://www.nmssa.org.nz)).

### Attitudes to and confidence in health and physical education

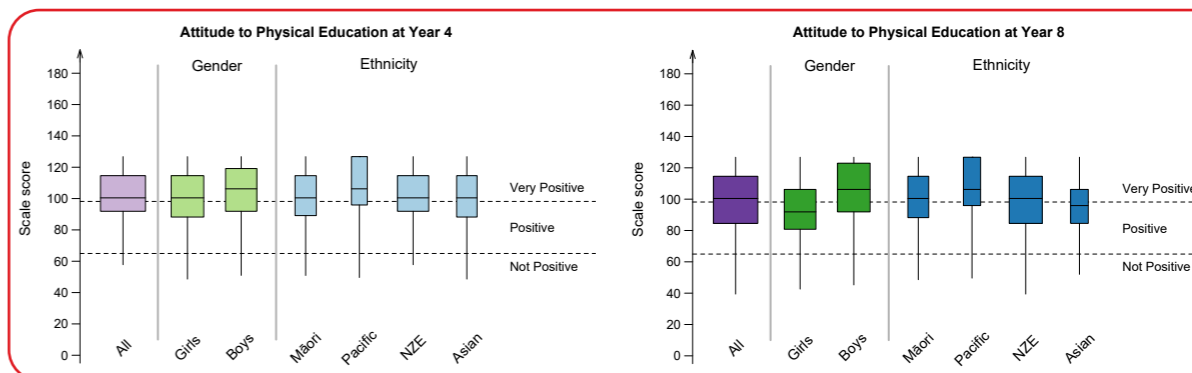
Students were more positive about doing PE than learning about health, and they rated their ability in PE higher than in health. Most teachers enjoyed teaching health and PE and were confident in teaching both.



- Year 4 students **liked learning about health** more than Year 8 students.
- About half of the students at both Year 4 and Year 8 'agreed quite a lot' or 'totally agreed' that they were **good at learning about health**.
- There were no notable gender differences in ratings of 'being good at learning about health' by students in Year 4 or Year 8.
- Around 80 percent of students at both year levels agreed 'quite a lot' or 'totally' that they **liked doing PE**.
- Upwards of 68 percent of Year 4 and Year 8 students agreed 'quite a lot' or 'totally' that they **were good at PE**.
- Boys generally rated their ability in PE more positively than girls.



- Girls were more positive about learning health than boys.
- Pacific students indicated more positive attitudes to health than non-Pacific students.



- Boys were more positive about PE than girls.
- Pacific students indicated more positive attitudes to PE than non-Pacific students.

Year 8 teachers tended to be more confident in teaching health and PE than Year 4 teachers. When asked about their confidence in teaching the key areas of learning, teachers reported most confidence overall in teaching food and nutrition; body care and physical safety; and physical activity; and less confidence in teaching in the areas of mental health and sexuality education.

When asked about their teaching of health and PE, teachers reported most confidence overall in 'making adaptations to health and PE activities so that they were inclusive for all'. They reported much less confidence in 'embedding mātauranga Māori in their health and PE teaching' and 'assessing students' progress and achievement', particularly in health.

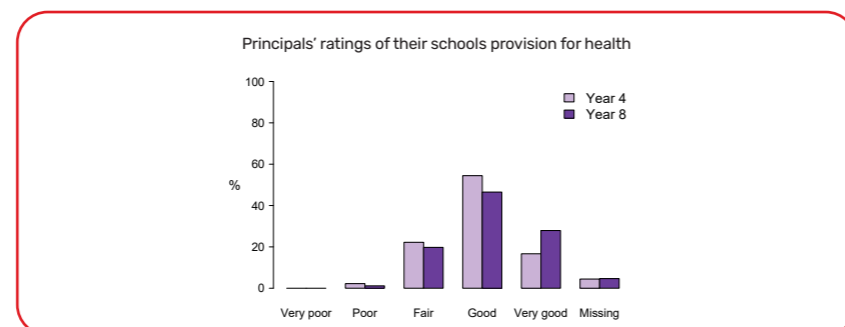
### Learning and teaching opportunities in health and physical education

Teachers provided a wide range of opportunities for students to learn in both health and PE.

Three most frequent opportunities to learn in health	Often/Very often		Three least frequent opportunities to learn in health	Often/Very often	
	Year 4	Year 8		Year 4	Year 8
Learn ways to make friends and get on well with other people	89%	80%	Get feedback from you about their learning in health	30%	41%
Learn ways to share and manage their feelings (like what to do if they get angry)	88%	82%	Share their ideas about health issues in the community	22%	39%
Learn about who they are and what's important to them	79%	81%	Talk about the meanings of hidden health messages (e.g. like on TV or Tik Tok)	21%	42%

- Teachers continue to focus on supporting students to develop skills, strategies and understandings based on the students themselves, with less of a focus on exploring health contexts and ideas related to family, community, and wider society.
- Teachers in low decile schools reported more frequent provision of opportunities for students to learn games or movement activities from Māori and Pacific cultures, than was offered by teachers from higher decile schools.

Three most frequent opportunities to learn in PE	Often/Very often		Three least frequent opportunities to learn in PE	Often/Very often	
	Year 4	Year 8		Year 4	Year 8
Learn how to include other people in team games	82%	84%	Share the things that family or whanau do to be active	41%	33%
Learn new skills and ways to be active	72%	84%	Learn games or movement activities from other cultures (like Māori or Pacific)	33%	41%
Talk about and try ideas to make games better	63%	77%	Plan ways to keep your class or school community active	33%	35%



- Principals were reasonably confident about the learning opportunities in health and PE provided at their schools.
- They rated the provision for learning in PE higher than for health, and for both health and PE the provision at Year 8 was rated better than for Year 4.
- About 90 percent of principals reported that they used external providers to support teaching and learning in health and PE in their schools.

