NATIONAL EDUCATION MONITORING PROJECT

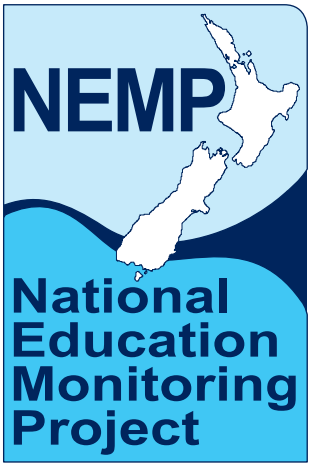
Health and Physical Education

Assessment Results 2006

Lester Flockton, Terry Crooks
Educational Assessment Research Unit

HEALTH & PHYSICAL EDUCATION ASSESSMENT RESULTS 2006

NEMP Report 40



NEW ZEALAND

Health and Physical Education

Assessment Results

2006

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NATIONAL EDUCATION MONITORING
Report 40

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

NEMP REPORTS

CYCLE 1

1995	1	Science
	2	Art
	3	Graphs, Tables and Maps
1996	4	Music
	5	Aspects of Technology
	6	Reading and Speaking
1997	7	Information Skills
	8	Social Studies
	9	Mathematics
1998	10	Listening and Viewing
	11	Health and Physical Education
	12	Writing

CYCLE 2

1999	13	Science
	14	Art
	15	Graphs, Tables and Maps
	16	Māori Students' Results
2000	17	Music
	18	Aspects of Technology
	19	Reading and Speaking
	20	Māori Students' Results
2001	21	Information Skills
	22	Social Studies
	23	Mathematics
	24	Māori Students' Results
2002	25	Listening and Viewing
	26	Health and Physical Education
	27	Writing
	28	Māori Students' Results

CYCLE 3

2003	29	Science
	30	Visual Arts
	31	Graphs, Tables and Maps
2004	32	Music
	33	Aspects of Technology
	34	Reading and Speaking
2005	35	Information Skills
	36	Social Studies
	37	Mathematics
	38	Māori Students' Results
2006	39	Listening and Viewing
	40	Health and Physical Education
	41	Writing

Note that reports are published the year after the research is undertaken i.e. reports for 2007 will not be available until 2008.

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- members of the Project's Health and Physical Education Advisory Panel
- principals and children of the schools where tasks were trialled
- principals, staff and Board of Trustee members of the 255 schools included in the 2006 sample
- the 2878 children who participated in the assessments and their parents
- the 96 teachers who administered the assessments to the children
- the 46 senior tertiary students who assisted with the marking process
- the 205 teachers who assisted with the marking of tasks early in 2007.

Summary

New Zealand's National Education Monitoring Project (NEMP) commenced in 1993, with the task of assessing and reporting on the achievement of New Zealand primary school children in all areas of the school curriculum. Children are assessed at two class levels: year 4 (halfway through primary education) and year 8 (at the end of primary education). Different curriculum areas and skills are assessed each year, over a four-year cycle. The main goal of national monitoring is to provide detailed information about what children can do so that patterns of performance can be recognised, successes celebrated, and desirable changes to educational practices and resources identified and implemented.

Each year, small random samples of children are selected nationally, then assessed in their own schools by teachers specially seconded and trained for this work. Task instructions are given orally by teachers, through video presentations, or in writing. Many of the assessment tasks involve the children in the use of equipment and supplies. Their responses are presented orally, by demonstration, in writing, or through submission of other physical products. Many of the responses are recorded on videotape for subsequent analysis.

In 2006, the fourth year of the third cycle of national monitoring, two areas were assessed: health and physical education, and the writing, listening and viewing components of the English curriculum. This report presents details and results of the assessments of students' skills, knowledge, perceptions and attitudes relating to health and physical education.

ASSESSING HEALTH AND PHYSICAL EDUCATION

Chapter 2 presents the NEMP framework for health and physical education. It has as its central organising theme personal and community well-being through enhancing health practices and physical education. Three areas of knowledge and understandings are identified, together with three clusters of skills, and students' attitudes and involvement.

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT

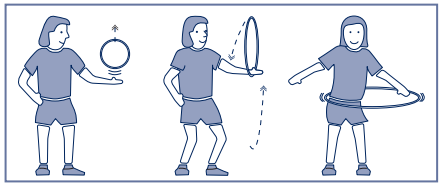
Chapter 3 presents the results that students achieved on 22 tasks relating to personal health and physical development. Averaged across 170 task components administered to both year 4 and year 8 students, nine percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 78 percent of the components. Trend analyses showed no meaningful change since 2002 for year 4 or year 8 students. Averaged across 42 task components attempted by year 4 students in both years, two percent more students succeeded in 2006 than in 2002. At year 8 level, with 79 task components included in the analysis, one percent more students on average succeeded with the task components in 2006 than in 2002.

Students' responses suggested quite strong awareness of some health and safety issues and messages. What was also evident, however, was that this awareness was often rather one-dimensional: having identified one or two key points, students had little to say about other important points. For instance, they emphasised physical heath and largely ignored social, emotional and spiritual health. Similarly, a major focus as a cause of infection was sharing drink bottles, with less focus on transfer through other body contact.

MOVEMENT CONCEPTS AND MOTOR SKILLS

Chapter 4 reports the results achieved on 25 tasks involving movement concepts and motor skills. The activities often involved the use of equipment, such as balls, bats and skipping ropes, in addition to physical coordination. Averaged across 124 task components administered to both year 4 and year 8 students, 14 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 90 percent of the components. The smallest differences generally occurred on task components that focused on technique, with the largest differences on task components that emphasised speed and precision.

Trend analyses showed no meaningful change since 2002 for year 4 or year 8 students. Averaged across 39 task components attempted by year 4 students in both years, two percent more students succeeded in 2006 than in 2002. At year 8 level, with 47 task components included in the analysis, two percent more students on average succeeded with the task components in 2006 than in 2002.



RELATIONSHIPS WITH OTHER PEOPLE

Chapter 5 presents the results for 11 tasks about relationships with other people. Students were asked to show what they understood about how the attitudes, values, actions and needs of people interact, and to suggest strategies for dealing with relationship problems. Many of the tasks were marked both descriptively and evaluatively. Descriptive components explored students' ideas about issues and their possible solutions, while the evaluative components were ratings of the overall merit of the students' responses.

Averaged across 66 task components administered to both year 4 and year 8 students, seven percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 80 percent of the components. Trend analyses showed no meaningful change since 2002 for year 4 students, but a modest improvement for year 8 students. Averaged across 14 task components attempted by year 4 students in both years, two percent more students succeeded in 2006 than in 2002. At year 8 level, with 21 task components included in the analysis, five percent more students on average succeeded with the task components in 2006 than in 2002.

HEALTHY COMMUNITIES AND ENVIRONMENTS

Chapter 6 presents the results for six tasks relating to healthy communities and environments. The stated aim of this strand of the curriculum is for students to participate in creating healthy communities and environments by taking responsible and critical action. This is not an easy area in which to create assessment tasks that can stand by themselves, separate from class programmes and activities and children's life experiences.

Averaged across 66 task components administered to both year 4 and year 8 students, seven percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 77 percent of the components. Trend analyses showed no meaningful change since 2002 for either year 4 or year 8 students. Averaged across 22 task components attempted by year 4 students in both years, one percent more students succeeded in 2006 than in 2002. At year 8 level, with the same 22 task components included in the analysis, one percent more students on average succeeded with the task components in 2006 than in 2002.

HEALTH AND PHYSICAL EDUCATION SURVEYS

Chapter 7 reports the results of surveys of students' attitudes about and involvement in health and physical education activities. Physical education was the favourite of 14 curriculum areas for year 8 students, and the second most popular (after art) for year 4 students. Health was last in popularity at both year levels, yet less than 20 percent of students at both levels expressed negative attitudes towards studying it, and students also continue to be very positive about the usefulness of learning about health. Only 39 percent of year 4 students and 33 percent of year 8 students believed their class did things that helped them learn about health "lots" or "quite a lot". These figures were essentially unchanged between 1998 and 2006.

When asked to write down three really important things they had learned in physical education, the overwhelming response of students at both year levels related to the rules, techniques or skills of particular sports or activities. The need for good sportsmanship came next, mentioned by about one third of the students at both year levels. Year 8 students placed similar emphasis on the need for positive attitudes and effort and on cooperation with others. Ideas mentioned less frequently included the importance of fitness, warm-ups or stretches, having fun, and training or practising. These patterns changed very little from 2002 to 2006.

The percentage of students who indicated that they didn't know how good their teacher thought they were

at physical education has decreased by about 10 percent at both year levels since the 2002 survey, and at year 8 level has decreased by 17 percent from the 1998 survey. That was very different from the picture in the health education survey, where quite high percentages of year 4 students and very high percentages of year 8 students said they did not know how good their teacher or family thought they were in health education.

Year 8 students reported a little more vigorous physical activity than year 4 students in the 24 hours preceding the survey. Reported activity levels have not changed substantially between 1998 and 2006.

PERFORMANCE OF SUBGROUPS

Chapter 8 reports the results of analyses that compared the performances of different demographic subgroups. School type (full primary, intermediate, or year 7 to 13 high school), school size, community size and geographic zone were not important factors predicting achievement on the health or PE tasks at either year level. The same was true for the 2002 and 1998 assessments.

There were statistically significant differences in the performance of students from low, medium and high decile schools on 41 percent of the health tasks at year 4 level (compared to 32 percent in 2002 and 44 percent in 1998), and 44 percent of the health tasks at year 8 level (compared to 44 percent in 2002 and 38 percent in 1998). For the PE tasks, there were differences on 26 percent of the tasks at year 4 level (compared to five percent in 2002 and 17 percent in 1998), and 33 percent of the tasks at year 8 level (compared to eight percent in 2002 and 17 percent in 1998).

For the comparisons of boys with girls, Pakeha with Māori, Pakeha with Pasifika students, and students for whom the predominant language at home was English with those for whom it was not, effect sizes were used. Effect size is the difference in mean (average) performance of the two groups, divided by the pooled standard deviation of the scores on the particular task. For this summary, these effect sizes were averaged across all tasks.

Year 4 girls averaged slightly higher than boys on health tasks, with a mean effect size of 0.09 (exactly the same as in 2002). Year 8 girls averaged moderately higher than boys on health tasks, with a mean effect size of 0.20 (little different from 0.17 in 2002). On the PE tasks, year 4 boys averaged a little higher than girls, with a mean effect size of 0.10 (slightly reduced from 0.15 in 2002). Year 8 boys also averaged slightly higher than girls on PE tasks, with a mean effect size of 0.10 (exactly the same as in 2002). Boys did better on tasks that involved physical strength or kicking, hitting, catching or throwing balls, while girls did better on some of the other tasks.

Pakeha students averaged moderately higher than Māori students on the health tasks, with mean effect sizes of 0.25 for year 4 students (slightly increased from 0.20 in 2002) and 0.23 for year 8 students (exactly the same as in 2002). On the PE tasks, however, Māori students scored slightly higher than Pakeha students at both year levels. The mean effect size for year 4 students was 0.09 (slightly reduced from 0.14 in 2002), while for year 8 students the mean effect size was 0.06 (also slightly reduced from 0.10 in 2002).

Pakeha students averaged moderately higher than Pasifika students on the health tasks, with mean effect sizes of 0.26 for year 4 students and 0.32 for year 8 students (revealing substantially reduced disparities of performance compared to 2002, when the two effect sizes were 0.40 and 0.45). On the PE tasks, Pasifika students averaged a little higher than Pakeha students at year 4 level (mean effect size of 0.09, reduced from 0.17 in 2002), but the converse was true at year 8 level (mean effect size of 0.10 favouring Pakeha students, increased from 0.00 in 2002).

Compared to students for whom the predominant language at home was not English, students from homes where English predominated averaged slightly higher at year 4 level (mean effect size 0.08 for both health and physical education tasks) and on year 8 level physical education tasks (mean effect size of 0.03) Their advantage was greater on year 8 health tasks (mean effect size of 0.20). Comparative figures are not available for the assessents in 2002.

The National Education Monitoring Project 1

This chapter presents a concise outline of the rationale and operating procedures for national monitoring, together with some information about the reactions of participants in the 2006 assessments. Detailed information about the sample of students and schools is available in the Appendix.

Purpose of National Monitoring

The New Zealand Curriculum Framework (1993, p26) states that the purpose of national monitoring is *to provide information on how well overall national standards are being maintained, and where improvements might be needed.*

The focus of the National Education Monitoring Project (NEMP) is on the educational achievements and attitudes of New Zealand primary and intermediate school children. NEMP provides a national "snapshot" of children's knowledge, skills and motivation, and a way to identify which aspects are improving, staying constant or declining. This information allows successes to be celebrated and priorities for curriculum change and teacher development to be debated more effectively, with the goal of helping to improve the education which children receive.

Assessment and reporting procedures are designed to provide a rich picture of what children can do and thus to optimise value to the educational community. The result is a detailed national picture of student achievement. It is neither feasible nor appropriate, given the purpose and the approach used, to release information about individual students or schools.

Monitoring at Two Class Levels

National monitoring assesses and reports what children know and can do at two levels in primary and intermediate schools: year 4 (ages 8-9) and year 8 (ages 12-13).

National Samples of Students

National monitoring information is gathered using carefully selected random samples of students, rather than all year 4 and year 8 students. This enables a relatively extensive exploration of students' achievement, far more detailed than would be possible if all students were to be assessed. The main national samples of 1440 year 4 children and 1440 year 8 children represent about 2.5 percent of the children at those levels in New Zealand schools, large enough samples to give a trustworthy national picture.

Three Sets of Tasks at Each Level

So that a considerable amount of information can be gathered without placing too many demands on individual students, different students attempt different tasks. The 1440 students selected in the main sample at each year level are divided into three groups of 480 students, comprising four students from each of 120 schools. Each group attempts one third of the tasks.

Timing of Assessments

The assessments take place in the second half of the school year, between August and November. The year 8 assessments occur first, over a five-week period. The year 4 assessments follow, over a similar period. Each student participates in about four hours of assessment activities spread over one week.

	YEAR	NEW ZEALAND CURRICULUM		
1	2003 (1999) (1995)	Science Visual Arts Information Skills: *graphs, tables, maps, charts & diagrams*	Communication skills Problem-solving skills Self-management and competitive skills Social and cooperative skills Work and study skills	Attitudes
2	2004 (2000) (1996)	Language: *reading and speaking* Aspects of Technology Music		
3	2005 (2001) (1997)	Mathematics: *numeracy skills* Social Studies Information Skills: *library, research*		
4	2006 (2002) (1998)	Language: *writing, listening, viewing* Health and Physical Education		

Specially Trained Teacher Administrators

The assessments are conducted by experienced teachers, usually working in their own region of New Zealand. They are selected from a national pool of applicants, attend a week of specialist training in Wellington led by senior Project staff and then work in pairs to conduct assessments of 60 children over five weeks. Their employing school is fully funded by the Project to employ a relief teacher during their secondment.

Four-Year Assessment Cycle

Each year, the assessments cover about one quarter of the areas within the national curriculum for primary schools. The New Zealand Curriculum Framework is the blueprint for the school curriculum. It places emphasis on seven essential learning areas, eight essential skills and a variety of attitudes and values. National monitoring aims to address all of these areas, rather than restrict itself to pre-selected priority areas.

The first four-year cycle of assessments began in 1995 and was completed in 1998. The second cycle ran from 1999 to 2002. The third cycle began in 2003 and finished in 2006. The areas covered each year and the reports produced are listed opposite the contents page of this report.

Approximately 45 percent of the tasks are kept constant from one cycle to the next. This re-use of tasks allows trends in achievement across a four-year interval to be observed and reported.

Important Learning Outcomes Assessed

The assessment tasks emphasise aspects of the curriculum which are particularly important to life in our community, and which are likely to be of enduring importance to students. Care is taken to achieve balanced coverage of important skills, knowledge and understandings within the various curriculum strands, but without attempting to follow slavishly the finer details of current curriculum statements. Such details change from time to time, whereas national monitoring needs to take a long-term perspective if it is to achieve its goals.

Wide Range of Task Difficulty

National monitoring aims to show what students know and can do. Because children at any particular class level vary greatly in educational development, tasks spanning multiple levels of the curriculum need to be included if all children are to enjoy some success and all children are to experience some challenge. Many tasks include several aspects, progressing from aspects most children can handle well to aspects that are less straightforward.

Engaging Task Approaches

Special care is taken to use tasks and approaches that interest students and stimulate them to do their best. Students' individual efforts are not reported and have no obvious consequences for them. This means that worthwhile and engaging tasks are needed to ensure that students' results represent their capabilities rather than their level of motivation. One helpful factor is that extensive use is made of equipment and supplies which allow students to be involved in hands-on

activities. Presenting some of the tasks on video or computer also allows the use of richer stimulus material, and standardises the presentation of those tasks.

Positive Student Reactions to Tasks

At the conclusion of each assessment session, students completed evaluation forms in which they identified tasks that they particularly enjoyed, tasks they felt relatively neutral about and tasks that did not appeal. Averaged across all tasks in the 2006 assessments, 75 percent of year 4 students indicated that they particularly enjoyed the tasks. The range across the 120 tasks was from 98 percent down to 50 percent. As usual, year 8 students were more demanding. On average, 60 percent of them indicated that they particularly enjoyed the tasks, with a range across 132 tasks from 95 percent down to 31 percent. No task was more disliked than liked.

Appropriate Support for Students

A key goal in Project planning is to minimise the extent to which student strengths or weaknesses in one area of the curriculum might unduly influence their assessed performance in other areas. For instance, skills in reading and writing often play a key role in success or failure in paper-and-pencil tests in areas such as science, social studies, or even mathematics. In national monitoring, a majority of tasks are presented orally by teachers, on video, or on computer, and most answers are given orally or by demonstration rather than in writing. Where reading or writing skills are required to perform tasks in areas other than reading and writing, teachers are happy to help students to understand these tasks or to communicate their responses. Teachers are working with no more than four students at a time, so are readily available to help individuals.

To free teachers further to concentrate on providing appropriate guidance and help to students, so that the students achieve as well as they can, teachers are not asked to record judgements on the work the students are doing. All marking and analysis is done later, when the students' work has reached the Project office in Dunedin. Some of the work comes on paper, but much of it arrives recorded on videotape. In 2006, about two thirds of the students' work

came in that form, on a total of about 4300 videotapes. The video recordings give a detailed picture of what students and teachers did and said, allowing rich analysis of both process and task achievement.

Four Task Approaches Used

In 2006, four task approaches were used. Each student was expected to spend about an hour working in each format. The four approaches were:

- *One-to-one interview*
  Each student worked individually with a teacher, with the whole session recorded on videotape.
- *Stations*
  Four students, working independently, moved around a series of stations where tasks had been set up. This session was not videotaped.
- *Team and Independent*
  Four students worked collaboratively, supervised by a teacher, on some tasks. This was recorded on videotape. The students then worked individually on some paper-and-pencil tasks.
- *Open space*
  Four students, supervised by two teachers, attempted a series of physical skills tasks, with the whole session recorded on videotape.

Professional Development Benefits for Teacher Administrators

The teacher administrators reported that they found their training and assessment work very stimulating and professionally enriching. Working so closely with interesting tasks administered to 60 children in at least five schools offered valuable insights. Some teachers have reported major changes in their teaching and assessment practices as a result of their experiences working with the Project. Given that 96 teachers served as teacher administrators in 2006, or about half a percent of all primary teachers, the Project is making a major contribution to the professional development of teachers in assessment knowledge and skills. This contribution will steadily grow, since preference for appointment each year is given to teachers who have not previously served as teacher administrators. The total after 12 years is 1155 different teachers, 52 of whom have served more than once.

Marking Arrangements

The marking and analysis of the students' work occurs in Dunedin. The marking process includes extensive discussion of initial examples and careful checks of the consistency of marking by different markers.

Tasks which can be marked objectively or with modest amounts of professional experience usually are marked by senior tertiary students, most of whom have completed two or three years of pre-service preparation for primary school teaching. Forty-six student markers worked on the 2006 tasks, employed five hours per day for about five weeks.

The tasks that require higher levels of professional judgement are marked by teachers, selected from throughout New Zealand. In 2006, 205 teachers were appointed as markers. Most teachers worked either mornings or afternoons for one week. Teacher professional development through participation in the marking process is another substantial benefit from national monitoring.

In evaluations of their experiences on a four-point scale ("dissatisfied" to "highly satisfied"), 67 to 94 percent of the teachers who marked student work in 2006 chose "highly satisfied" in response to questions about:

- the instructions and guidance given during marking sessions
- the degree to which marking was professionally satisfying and interesting
- its contribution to their professional development in the area of assessment
- the overall experience.

Analysis of Results

The results are analysed and reported task by task. Most task reports include a total score, created by adding scores for appropriate task components. Details of how the total score has been constructed for particular assessment tasks can be obtained from the NEMP office (earu@otago.ac.nz).

Although the emphasis is on the overall national picture, some attention is also given to possible differences in performance patterns for different demographic groups and categories of school. The variables considered are:

- *Student gender:*
  – male
  – female
- *Student ethnicity:*
  – Māori
  – Pasifika
  – Pakeha (includes all other students)
- *Home language:*
  (predominant language spoken at home)
  – English
  – any other language
- *Geographical zone:*
  – Greater Auckland
  – other North Island
  – South Island
- *Size of community:*
  – main centre over 100,000
  – provincial city of 10,000 to 100,000
  – rural area or town of less than 10,000
- *Socio-economic index for the school:*
  – lowest three deciles
  – middle four deciles
  – highest three deciles
- *Size of school:*
  YEAR 4 SCHOOLS
  – less than 25 year-4 students
  – 25 to 60 year-4 students
  – more than 60 year-4 students

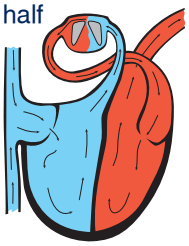
  YEAR 8 SCHOOLS
  – less than 35 year-8 students
  – 35 to 150 year-8 students
  – more than 150 year-8 students
- *Type of school*: (for year 8 sample only)
  – full primary school
  – intermediate school
  – year 7–13 high school
  (some students were in other types of schools, but too few to allow separate analysis).

Categories containing fewer children, such as Asian students or female Māori students, were not used because the resulting statistics would be based on the performance of less than 70 children, and would therefore be unreliable.

An exception to this guideline was made for Pasifika children and children whose home language was not English because of the agreed importance of gaining some information about their performance.

Funding Arrangements

National monitoring is funded by the Ministry of Education, and organised by the Educational Assessment Research Unit at the University of Otago, under the direction of Professor Terry Crooks and Lester Flockton. The current contract runs until 2007. The cost is about $2.6 million per year, less than one tenth of a percent of the budget allocation for primary and secondary education. Almost half of the funding is used to pay for the time and expenses of the teachers who assist with the assessments as task developers, teacher administrators or markers.



Reviews by International Scholars

In June 1996, three scholars from the United States and England, with distinguished international reputations in the field of educational assessment, accepted an invitation from the Project directors to visit the Project. They conducted a thorough review of the progress of the Project, with particular attention to the procedures and tasks used in 1995 and the results emerging. At the end of their review, they prepared a report which concluded as follows:

> *The National Education Monitoring Project is well conceived and admirably implemented. Decisions about design, task development, scoring and reporting have been made thoughtfully. The work is of exceptionally high quality and displays considerable originality. We believe that the project has considerable potential for advancing the understanding of and public debate about the educational achievement of New Zealand students. It may also serve as a model for national and/or state monitoring in other countries.*
>
> *(Professors Paul Black, Michael Kane & Robert Linn, 1996)*

A further review was conducted late in 1998 by another distinguished panel (Professors Elliot Eisner, Caroline Gipps and Wynne Harlen). Amid very helpful suggestions for further refinements and investigations, they commented that:

> *We want to acknowledge publicly that the overall design of NEMP is very well thought through… The vast majority of tasks are well designed, engaging to students and consistent with good assessment principles in making clear to students what is expected of them.*

Further Information

A more extended description of national monitoring, including detailed information about task development procedures, is available in:

Flockton, L. (1999). *School-wide Assessment: National Education Monitoring Project.* Wellington: New Zealand Council for Educational Research.

Assessing Health and Physical Education 2

Health is a state of physical, mental, social, emotional and spiritual well-being, and physical education is that part of education which promotes well-being through movement. Within the school curriculum health and physical education are strongly interrelated in their purpose of developing understandings, skills, attitudes and motivation to act in ways that benefit personal health and the health of others.

> *This area of learning enables students to learn about and develop confidence in themselves and their abilities, and to approach learning with energy and application. It helps them to take responsibility for their own health and physical fitness and to acknowledge their part in ensuring the well-being and safety of others.*
> *(The New Zealand Curriculum Framework)*

Aims of New Zealand's Health and Physical Education Curriculum

The health and physical education curriculum for New Zealand students comprises four major aims and related areas of content concerned with personal health, motor skills, relationships with others, and healthy communities.

A. Personal health and physical development

The aim is that students develop the knowledge, understandings, skills and attitudes needed to maintain and enhance personal health and physical development.

The focus of learning is on personal health and physical development, and includes understandings about personal identity and self-worth. Students are expected to develop their abilities to meet their health and physical activity needs, now and in the future. They should learn about influences on their well-being and develop self-management skills that enhance their health. They are also encouraged to take increasing responsibility for the changing patterns in their life, work, relaxation and recreation.

B. Movement concepts and motor skills

The aim is that students develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity.

The focus is on the development of personal movement skills appropriate to a range of situations and environments. Through participating in spontaneous play, informal games, cultural activities, creative movement, dance, sport and other forms of activity, students' awareness of their personal identity is strengthened, they can experience satisfaction and develop an awareness and appreciation of the diverse nature of movement.

C. Relationships with other people

The aim is that students develop understandings, skills and attitudes that enhance interactions and relationships with other people.

Effective relationships in classrooms, schools, whanau and the wider community during play, recreation, sport, work and cultural activities are examined. Students are helped to consider how they themselves influence the well-being of other people and how the attitudes, values, actions and needs of other people influence them. They are helped to develop skills and attitudes that enable them to interact sensitively with other people, and to evaluate the impacts social and cultural factors have on relationships. They are also helped to know about effects of stereotyping and of discrimination against others on the basis of gender, age, ethnicity, economic background, sexual orientation, cultural beliefs or differing abilities.

D. Healthy communities and environments

The aim is that students participate in creating healthy communities and environments by taking responsible and critical action.

The focus is on the interdependence of students, their communities, society and the environment. Physical and social influences in the classroom, the school, the family and society that promote individual, group and community well-being are identified. Students are helped to understand their responsibilities to their communities and come to recognise the benefits that they can experience from participating as community members. They are encouraged to help develop healthy communities and environments by identifying inequities, making changes, and contributing positively through individual and collective action.

Frameworks for National Monitoring Assessment

National monitoring task frameworks are developed with the Project's curriculum advisory panels. These frameworks have two key purposes. They provide a valuable guideline structure for the development and selection of tasks, and they bring into focus those important dimensions of learning which are arguably the basis for valid analyses of students' skills, knowledge and understandings.

The assessment frameworks are organising tools that interrelate understandings with skills and processes. They are intended to be flexible and broad enough to encourage and allow the development of tasks that lead to meaningful descriptions of what students know and can do. They are also designed to help ensure a balanced representation of important learning outcomes.

The framework for health and physical education has a central organising theme supported by three major aspects: knowledge, skills and attitudes. The *knowledge* aspect is organised into three sections: personal, interacting with others and creating healthy communities. The *skills* aspect focuses on communicating and cooperating, problem-solving and decision-making, and moving. The *attitudes* aspect identifies important features related to motivation and involvement in health and physical education learning.

The most important message emerging from the use of the framework is the pervasive interrelatedness that exists across health and physical education knowledge, skills and attitudes. To regard each as a separate section of learning, whether for teaching or assessment purposes, assumes clear-cut boundaries that frequently do not exist. For purposes of reporting assessment information, tasks have been grouped according to the general structure of the health and physical education curriculum. This is reflected in the choice and arrangement of chapter headings in this report.

The Choice of Tasks for National Monitoring

The choice of tasks for national monitoring is guided by a number of educational and practical considerations. Uppermost in any decisions relating to the choice or administration of a task is the central consideration of validity and the effect that a whole range of decisions can have on this key attribute. Tasks are chosen because they provide a good representation of important knowledge and skills, but also because they meet a number of requirements to do with their administration and presentation. For example:

- Each task with its associated materials needs to be structured to ensure a high level of consistency in the way it is presented by specially-trained teacher administrators to students of wide-ranging backgrounds and abilities, and in diverse settings throughout New Zealand.
- Tasks need to span the expected range of capabilities of year 4 and 8 students and to allow the most able students to show the extent of their abilities while also giving the least able the opportunity to show what they can do.
- Materials for tasks need to be sufficiently portable, economical, safe and within the handling capabilities of students. Task materials also need to have meaning for students.
- The time needed for completing an individual task has to be balanced against the total time available for all of the assessment tasks, without denying students sufficient opportunity to demonstrate their capabilities.
- Each task needs to be capable of sustaining the attention and effort of students if they are to produce responses that truly indicate what they know and can do. Since neither the student nor the school receives immediate or specific feedback on performance, the motivational potential of the assessment is critical.
- Tasks need to avoid unnecessary bias on the grounds of gender, culture or social background while accepting that it is appropriate to have tasks that reflect the interests of particular groups within the community.

NEMP HEALTH AND PHYSICAL EDUCATION FRAMEWORK

Personal and community well-being through enhancing health practices and physical education

KNOWLEDGE AND UNDERSTANDINGS

PERSONAL

Human Development

- **Body systems** – form, function
- **Maturation** – growth, pubertal change, etc

Staying Healthy

- **Food and nutrition** – healthy choices
- **Body care**
- **Benefits of physical activity** – spiritual, mental and emotional, social, physical
- **Benefits of rest and relaxation**
- **Prevention and management of illness, infection and injury**
- **Personal safety** – abuse, drugs
- **Environmental safety** – sun, land/transport, water, fire, food
- **Expressing and managing feelings**
- **Managing change, challenges and risks** – physical challenge, grief, loss, stress
- **Identity and self-worth** – knowing strengths/limitations, accepting similarities/differences

Movement Education

- **Motor skills** – range of movements, and movement patterns
- **Movement concepts** – spatial awareness, games strategies, creative and expressive processes, aesthetics

INTERACTING WITH OTHERS

Relationships

- **Family relationships** – roles, responsibilities, changes in family structures
- **Friendships** – qualities, making, supporting, maintaining, moving on
- **Expression and communication** – feelings, listening, assertiveness
- **Conflict management** – peer pressure, mediation, bullying

Leading, Supporting and Valuing

- **Leadership and teamwork** – qualities, attributes, styles, benefits, inclusiveness
- **Supporting others** – in times of adversity and joy; team/group games, new kids on the block
- **Respecting and valuing others** – cultural, gender, age, ability, social and family differences

Competing and Cooperating

- **Competition** – meeting challenges, striving towards goals, accepting disappointment, respecting opponents
- **Fair play** – making and accepting rules, decisions, tolerance, non-discimination, cooperation
- **Social effects of games** – shared enjoyment, making friends, peer pressure, influences, role models
- **Seeking help**

CREATING HEALTHY COMMUNITIES

Societal Influences and Expectations

- **Social, cultural and behavioural factors** – norm, stereotypes, rituals, current topics
- **Economic and environmental factors**
- **Media and peer influences**

Rules, Resources and Services

- **Knowing/accessing community resources and services** – clubs, environments, agencies
- **Rights and responsibilities, laws and regulations** – school/local, regional, national

Community Involvement

- **Provision and management of the care of others**
- **Organisation and benefits of communal events**

Environment

- **Actions to protect and develop a sustainable physical environment** – land, air, water, food
- **Creating caring, emotionally and physically safe, positive environments**

SKILLS

Communicating and Cooperating

- **Listening** – seeking and valuing others' views/ideas; empathy and sympathy
- **Assertiveness** – stating ideas and beliefs with conviction
- **Leadership** – organising, supervising, inspiring others
- **Interpersonal** – getting on with others, accepting their strengths and limitations, giving/receiving feedback

Problem Solving and Decision Making

- Critical and analytic thinking
- Creative thinking
- Goal setting
- Negotiating and mediating
- Identifying options
- Considering consequences and making choices
- Coping with successes and disappointments

Moving

- **Motor skills** – creating, coordinating, sequencing and controlling (fine, gross, manipulative, locomotor, non-locomotor)
- **Coordinated action** – teamwork, ensemble

ATTITUDES

Valuing of self

- Perseverance in facing challenges
- Respect for diversity – tolerance, open mindedness
- Concern for others' rights and well-being

Confidence to participate

MOTIVATION

Feeling positive

- Involvement – for further learning
- Involvement – in personal and community action.
- Commitment to physical activity

Collaboration

INVOLVEMENT

Health and Physical Education Assessment Tasks

Sixty-three health and physical education tasks were administered using four different approaches. Twenty-four were administered in one-to-one interview settings where students used materials and visual information, and responded orally. Six tasks were presented in team situations involving small groups of students working together. Ten tasks were attempted in a stations arrangement where students worked independently on a series of tasks and recorded their responses on paper. The remaining 23 tasks all involved open space physical activities which were attempted by students individually.

Fifty-three of the 63 tasks were the same or substantially the same for both year 4 and year 8. Another task followed the same procedures for year 4 and year 8 versions but excluded some of the task components for year 4 students. Three tasks were administered only to year 4 students and six tasks only to year 8 students.

Trend Tasks

Twenty-nine of the tasks were used previously in the 2002 health and physical education assessments. These were called link tasks in the 2002 report, but were not described in detail to avoid any distortions in the 2006 results that might have occurred if the tasks had been widely available for use in schools since 2002. In the current report, these tasks are called trend tasks, and are used to examine trends in student performance: whether they have improved, stayed constant or declined over the four-year period since the 2002 assessments.

Link Tasks

To allow similar comparisons between the 2006 and 2010 assessments, 28 of the tasks used for the first time in 2006 have been designated link tasks. Results of student performance on these tasks are presented in this report, but the tasks are described only in general terms because they will be used again in 2010.

Marking Methods

The students' responses were assessed using specially designed marking procedures. The marking criteria used had been developed in advance by Project staff, but were sometimes modified as a result of issues raised during the marking. Tasks that required marker judgement and were common to year 4 and year 8 were intermingled during marking sessions, with the goal of ensuring that the same scoring standards and procedures were used for both. Similarly, where the marking of trend tasks required substantial marker judgement, specially selected representative samples of the 2002 performances were re-marked and intermingled with the 2006 performances. This helped to ensure that the trend information would be trustworthy and unaffected by changes in marking standards between 2002 and 2006.

Task-by-Task Reporting

National monitoring assessment is reported task by task so that results can be understood in relation to what the students were asked to do.

Access Tasks

Teachers and principals have expressed considerable interest in access to NEMP task materials and marking instructions, so that they can use them within their own schools. Some are interested in comparing the performance of their own students to national results on some aspects of the curriculum, while others want to use tasks as models of good practice. Some would like to modify tasks to suit their own purposes, while others want to follow the original procedures as closely as possible. There is obvious merit in making available carefully developed tasks that are seen to be highly valid and useful for assessing student learning.

Some of the tasks in this report cannot be made available in this way. Link tasks must be saved for use in four years' time, and other tasks use copyright or expensive resources that cannot be duplicated by NEMP and provided economically to schools. There are also limitations on how precisely a school's administration and marking of tasks can mirror the ways that they are administered and marked by the Project. Nevertheless, a substantial number of tasks are suitable to duplicate for teachers and schools. In this report, these access tasks are identified with the symbol above, and can be purchased in a kit from the New Zealand Council for Educational Research (P.O. Box 3237, Wellington 6140, New Zealand).

Teachers are also encouraged to use the NEMP website to access tasks and results (http://nemp.otago.ac.nz).

How to Read the Tasks and Results

The content, instructions and key resources are shown for each task, as they were presented to the students. Bold, blue text is an instruction to the teacher administrator. The students' results are shown in red.

ABOUT THE TASK

WHAT THE STUDENTS READ OR HEARD (BLUE)
MARKING CRITERIA (RED)

PERFORMANCE PATTERNS

Trend Task: Octopus

Approach: Station
Year: 4 & 8
Focus: Completing a story
Resources: Pictures in recording book

Questions / instructions:

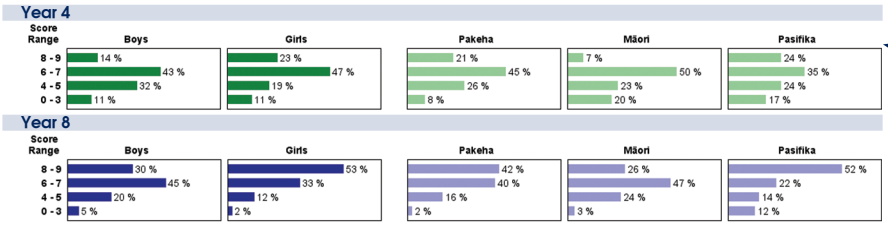
The pictures on the next pages show the story of a family at the beach. They are collecting mussels.

First, have a look at each part of the story.

Tell the story by writing in the speech bubbles what the people are saying.

		% response 2006 ('02) year 4	year 8
How many individual speeches fitted with pictures? *(11 in total)*			
	all or most	85 (84)	95 (93)
	about half of them	12 (12)	5 (6)
	few or none	3 (4)	0 (1)
Extent to which series of speeches told the story:	very well	32 (13)	47 (39)
	quite well	50 (52)	45 (48)
	slightly	16 (33)	8 (12)
	not at all	2 (2)	0 (1)
Extent to which series of speeches sounded like an interactive conversation:	high	60 (36)	73 (57)
	moderate	33 (50)	25 (35)
	low	7 (14)	2 (8)
Writing conventions followed:	consistently	8 (0)	23 (23)
	about half of time	25 (22)	37 (30)
	rarely or never	67 (78)	40 (47)
Total score:	8–9	18 (5)	40 (34)
	6–7	45 (36)	40 (36)
	4–5	26 (42)	17 (23)
	0–3	11 (17)	3 (7)

Sub-group Analyses:



Commentary:

Most students met the core expressive requirements of this task very well or quite well but fewer followed writing conventions well. There was substantial improvement from 2002 to 2006 for year 4 students and a little improvement for year 8 students. Girls and Pasifika students were prominent among the high scores, especially at year 8 level. Pasifika students had a wide range of performance.

Students did this task on their own at a "station", writing their own answers. See page 7 for descriptions of all four approaches used.

What this task was aiming to evaluate.

The resources used in this task.

- 50% of the year 4 students in 2006 told the story quite well in their series of speeches.
- 52% of the year 4 students in 2002 told the story quite well in their series of speeches.
- 45% of the year 8 students in 2006 told the story quite well in their series of speeches.
- 48% of the year 8 students in 2002 told the story quite well in their series of speeches.

The total score is created by adding those marking criteria that seem to capture best the overall task performance. For some tasks this is all of the criteria but for others, it is just one or two of the criteria.

Performance patterns for boys and girls; Māori, Pasifika and Pakeha students, based on their total scores on the task. Note that Pakeha is defined as everyone not included in Māori or Pasifika.

Comments that assist with interpreting the results.

3 Personal Health and Physical Development

The focus of this chapter is on personal health and physical development, and includes understandings about personal identity and self-worth. Students are expected to be developing their abilities to meet their health and physical activity needs, and learning about influences on their well-being and strategies for safe and healthy living.

Sixteen tasks were identical for year 4 and year 8 students, one was administered in different forms to students in both years, one was administered only to year 4 students and three were administered only to year 8 students. Ten are trend tasks (fully described with data for both 2002 and 2006), three are released tasks (fully described with data for 2006 only) and nine are link tasks (to be used again in 2010, so only partially described here).

The tasks are presented in the three sections: trend tasks, then released tasks and finally link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 4 students and then tasks administered only to year 8 students.

Averaged across 170 task components administered to both year 4 and year 8 students, nine percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 78 percent of the components.

Trend analyses showed no meaningful change since 2002 for year 4 or year 8 students. Averaged across 42 task components attempted by year 4 students in both years, two percent more students succeeded in 2006 than in 2002. Gains occurred on 17 components and losses on 20 components, with no change on five components. At year 8 level, with 79 task components included in the analysis, one percent more students on average succeeded with the task components in 2006 than in 2002. Gains occurred on 35 components, with losses on 35 components and no change on nine components.

Students' responses suggested quite strong awareness of some health and safety issues and messages. What was also evident, however, was that this awareness was often rather one-dimensional: having identified one or two key points, students had little to say about other important points. For instance, they emphasised physical heath and largely ignored social, emotional and spiritual health. Similarly, a major focus as a cause of infection was sharing drink bottles, with less focus on transfer through other body contact. More than half of year 4 students thought students in wheelchairs should have their own schools.

Trend Task: Smoke Free

Approach:	One to one	Year:	4 & 8
Focus:	Smoking		
Resources:	Picture		

Questions / instructions:

Show picture.

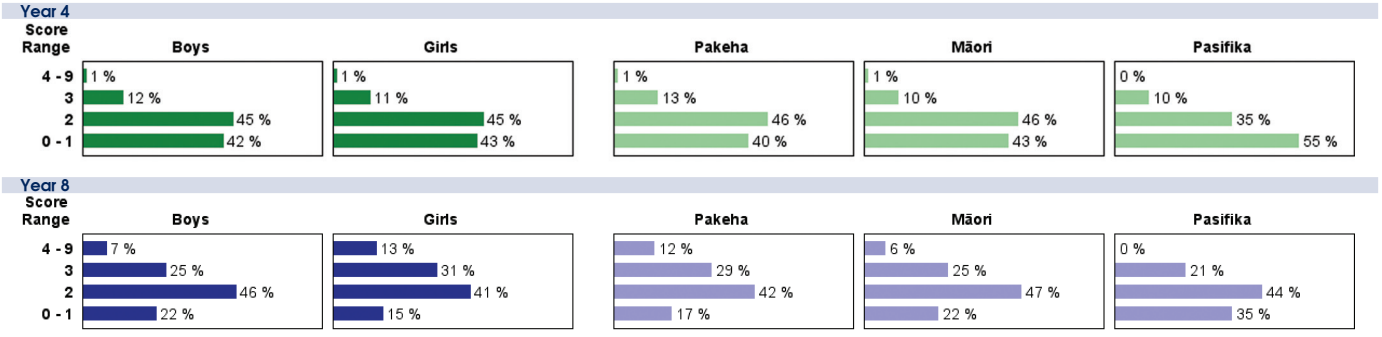
These people don't smoke.

They say they're never going to smoke.

1. Why do you think they have decided it's better to be smoke free?

		% response 2006 ('02) year 4	year 8
Health:			
long term smoking dangerous to health *(e.g. cancer, organ damage, death)*		87 (89)	89 (90)
other health consequences *(e.g. coughing, wheezing, stained teeth/fingers)*		50 (23)	61 (34)
dangerous to others *(e.g. passive smoking)*		20 (25)	24 (22)
smoking leads to addiction/ loss of control		3 (10)	13 (13)
Lifestyle:			
expensive, takes money from other activites		2 (4)	20 (13)
annoying to others		2 (3)	7 (7)
often leads to social isolation		1 (1)	2 (4)
smoking often takes time, disrupts other activities		1 (1)	4 (4)
positive role models to be smokefree/ smoking seen as stupid/dumb		3 (4)	10 (16)
Total score:	4–9	1 (2)	10 (9)
	3	12 (11)	28 (18)
	2	45 (35)	43 (41)
	0–1	42 (52)	19 (32)

Subgroup Analyses:



Commentary:

Most students have some understanding of the physical risks associated with smoking but few are as aware of the possible negative lifestyle consequences. There was a small improvement at both year levels from 2002 to 2006.

Trend Task: Being Healthy

Approach:	One to one
Focus:	Understanding health
Resources:	Recording book
Year:	4 & 8

Questions / instructions:

People often talk about being healthy and having good health or hauora pai.

1. What do you think makes a person healthy? Think of as many things as you can and I will write them down for you.

   Record answers then read back to student when recorded.

2. Is there anything you would like to add to or change on your list?

   Make any changes as requested.

		% response 2006 ('02) year 4	year 8
Food and diet:	3 or more ideas	50 (66)	47 (27)
	2 ideas	32 (25)	31 (31)
	1 idea	17 (9)	21 (41)
Physical activity:	2 or more ideas	39 (25)	37 (21)
	1 idea	38 (42)	58 (61)
Personal hygiene:	1 or more ideas	7 (26)	18 (47)
Accident/illness prevention:	1 or more ideas	8 (16)	12 (18)
Socialisation and relationships:	1 or more ideas	2 (6)	10 (16)
Intellectual/emotional/ spiritual needs:	1 or more ideas	2 (7)	12 (27)
Balanced lifestyle: *(balance of sleep/work/leisure, etc.)*	1 or more ideas	9 (20)	24 (29)
Drugs/alcohol/tobacco abuse:	1 or more ideas	3 (7)	12 (26)

		% response 2006 ('02) year 4	year 8
Captured the needs of a healthy person:	very well	1 (3)	4 (13)
	well	12 (21)	33 (38)
	moderately well	70 (57)	56 (46)
	poorly	17 (19)	7 (3)

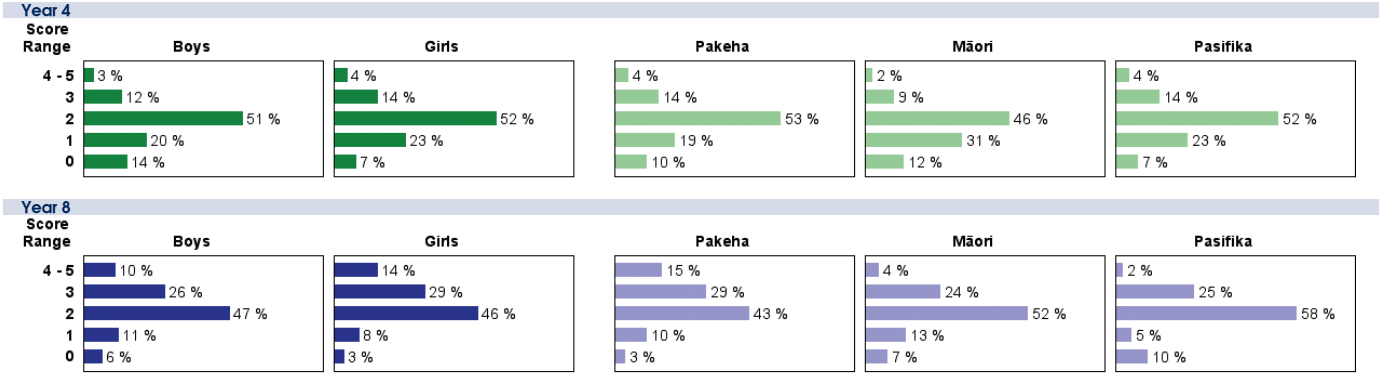
3. Which of these things is probably the most important?

	food and diet	77 (68)	66 (46)
	physical activity	17 (9)	24 (15)
	personal hygiene	1 (2)	3 (13)
	accident/illness prevention	1 (6)	0 (3)
	socialisation and relationships	0 (1)	1 (1)
	intellectual/emotional/ spiritual needs	0 (1)	2 (8)
	balanced lifestyle	1 (8)	1 (7)
	drugs, alcohol, tobacco abuse	1 (2)	1 (7)
	any other response	2 (3)	1 (0)

4. Why do you think that is probably the most important?

Strength of justification:	strong	7 (4)	15 (12)
	moderate	67 (62)	71 (76)
	weak	26 (34)	14 (12)
Total score:	4–5	4 (5)	12 (17)
	3	13 (16)	27 (29)
	2	51 (45)	47 (46)
	1	22 (19)	9 (6)
	0	10 (15)	5 (2)

Subgroup Analyses:



Commentary:

Most students associated health with nutrition choices and physical activity, with much less attention to social, emotional or spiritual issues. There were only slight differences between boys, girls, Pakeha, Māori and Pasifika students. There was little change from 2002 to 2006.

NEMP Access Task

Approach:	One to one
Focus:	Injury management
Resources:	3 pictures (2 only for year 4)
Year:	4 & 8

Questions / instructions:

In this activity you will be thinking about helping people who have had accidents, and who might need first aid.

I am going to read some accidents that could happen. Think about how the person can be helped, then tell me what first aid that person needs.

Show picture 1

Tori is rollerblading on the footpaths. She doesn't see the piece of wood lying in her way, until it is too late. She falls over and cuts her knees. They are bleeding and grazed.

1. What would you do to help Tori? Explain exactly what you would do.

If student replies "Tell an adult", ask "what should the adult do?"

	% response 2006 ('02) year 4	year 8
comfort her *(verbal and/or physical)*	27 (38)	45 (46)
clean, wash, remove debris	34 (33)	66 (61)
apply ointment/antiseptic	16 (24)	27 (38)
apply plaster/bandage	88 (85)	81 (89)
appropriate care in handling blood	1 (1)	9 (1)
Overall rating: strong	3 (3)	15 (13)
moderate	32 (33)	48 (56)
weak	65 (64)	37 (31)

Show picture 2

Matiu takes his skateboard to the skateboard park. He tries some new skateboard tricks. He jumps too soon on the board, falls off and lands hard on his back. He says he can't move his legs.

2. What would you do to help Matiu?

	% response 2006 ('02) year 4	year 8
comfort him *(verbal or gentle touch)*	18 (17)	35 (36)
do not move him *(try to keep him still)*	2 (4)	25 (35)
make sure he is not moved until professional help arrives	0 (1)	6 (8)
call for adult help	41 (26)	33 (34)
make sure professional help is obtained	65 (72)	79 (83)
keep warm until professional help arrives	0 (0)	7 (4)
Overall rating: strong	1 (0)	5 (10)
moderate	10 (4)	29 (37)
weak	89 (96)	66 (53)

YEAR 8 ONLY:

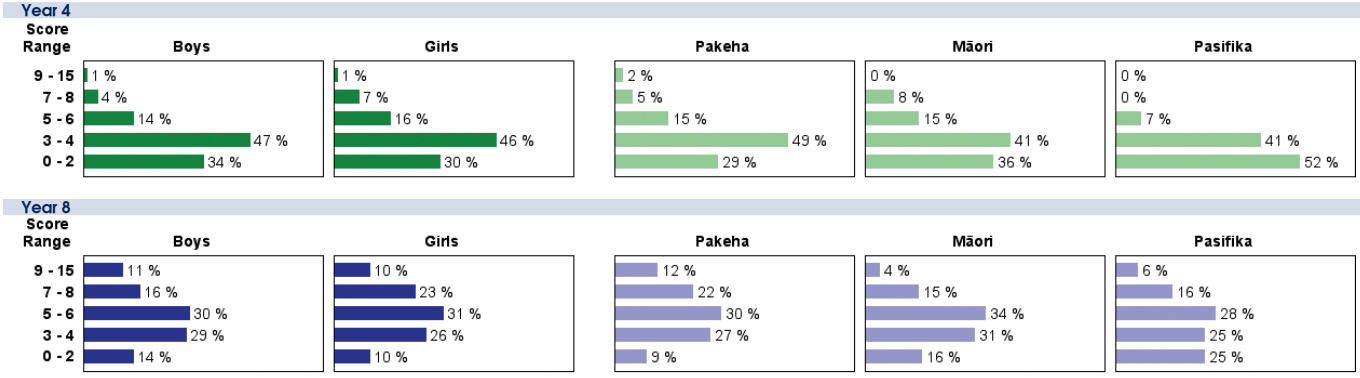
Show picture 3.

Tane likes playing in the adventure playground with his friends. As he jumps over the tyres, he lands on his hands. Some broken glass on the ground cuts into his hand. His hand is bleeding badly. Some glass can be seen inside the cut.

3. What would you do to help Tane?

	% response 2006 ('02) year 4	year 8
not marked		•
Total score: 9–15	1 (0)	10 (8)
7–8	6 (5)	20 (18)
5–6	14 (21)	30 (24)
3–4	47 (42)	28 (26)
0–2	32 (32)	12 (24)

Subgroup Analyses:



Commentary:

Most students were not aware of the precautions to be taken with a suspected spinal injury. Overall, year 8 students scored substantially higher than year 4 students. There was little change from 2002 to 2006. Question 3 was not marked because the treatment options were judged to be too complex for year 8 students. Getting adult help was the clear priority.

Trend Task: School Lunches

NEMP Access Task

Approach:	One to one
Focus:	Nutrition
Resources:	Menu, recording book
Year:	4 & 8

Questions / instructions:

Sunny buys lunch most days, so it's important that he buys healthy food.

Show menu.

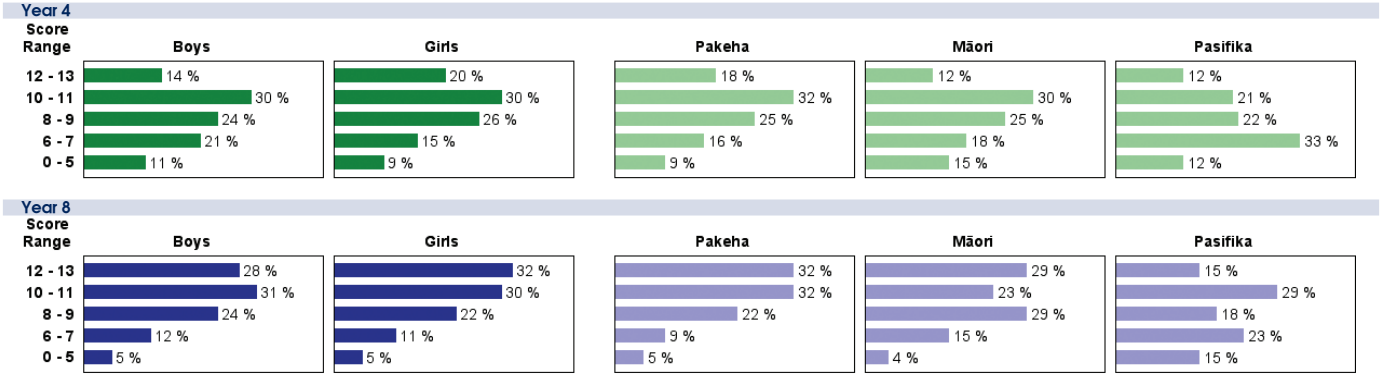
This list shows all the foods available at lunchtimes.

Marking Criteria

Most healthy list: (most often)	*Least healthy list: (least often)*
Yoghurt	*Potato crisps*
Sandwiches	*Biscuits*
Filled rolls (salad)	*Cakes*
Fruit	*Hot chips*
Sushi	*Sausage rolls*
Nuts and Raisins	*Icecreams*
	Chocolate bars

		% response 2006 ('02) year 4	year 8
1. Which foods would give Sunny a healthy lunch?			
Number of foods mentioned from "most healthy" list:	6	30 (7)	44 (36)
	5	27 (26)	30 (29)
	4	26 (33)	15 (17)
	3	13 (24)	8 (15)
	0–2	4 (10)	3 (3)
Number of foods mentioned from "least healthy" list:	0	81 (61)	88 (82)
	1	17 (29)	11 (17)
	2–7	2 (10)	1 (1)
2. Why do you say that?	not marked	•	•
3. Which foods shouldn't Sunny buy too often because they are not so healthy?			
Number of foods mentioned from "least healthy" list:	7	15 (10)	25 (11)
	6	22 (12)	20 (21)
	5	21 (20)	19 (25)
	4	22 (25)	19 (14)
	3	11 (21)	10 (16)
	0–2	9 (12)	7 (13)
Number of foods mentioned from "most healthy" list:	0	78 (72)	93 (91)
	1	17 (21)	6 (9)
	2–7	5 (7)	1 (0)
4. Why do you say that?	not marked	•	•
5. You've told me which foods would give Sunny a healthy lunch, but are they your favourite foods on the list?	not marked	•	•
6. If you were given a free choice to buy whatever you like, what would you buy?	not marked	•	•
Total score:	12–13	17 (7)	30 (16)
	10–11	30 (14)	30 (31)
	8–9	25 (26)	23 (29)
	6–7	18 (30)	12 (16)
	0–5	10 (23)	5 (8)

Subgroup Analyses:



Commentary:

Most students scored well on this task. Muesli bars and fruit juice were often put in the most healthy list, while attention to fat content had many students putting hot dogs, hamburgers and pizza slices into the least healthy list. Year 8 Pasifika students scored distinctly lower than other year 8 groups. There was a marked improvement from 2002 to 2006, especially for year 4 students.

Approach:	One to one	Year:	4 & 8
Focus:	Food		
Resources:	Picture montage		

Questions / instructions:

Show picture montage.

Here are some pictures of people enjoying eating food together. Eating food is a very important part of our lives because it helps us to live and grow. But food is also important for other reasons.

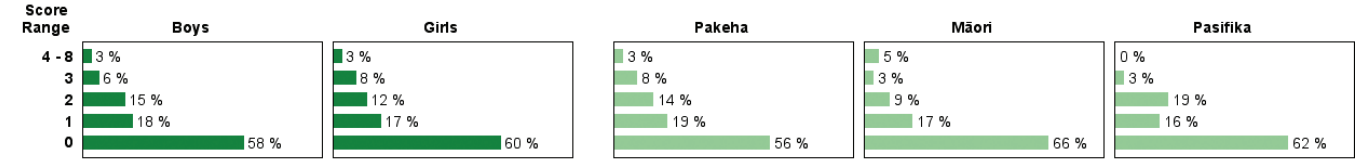
1. For what other reasons is eating food important, apart from living and growing? Tell me as many reasons as you can think of.

	% response 2006 ('02) year 4	year 8
personal enjoyment *(of tastes, sights, smells involved in eating)*	16 (17)	27 (33)
important time for <u>being</u> with family/friends	13 (15)	43 (22)
important time for <u>talking</u>/sharing information and ideas	5 (5)	20 (6)
often an opportunity to meet and share with <u>new</u> people	1 (2)	7 (1)
part of important regular rituals/patterns	13 (12)	24 (21)
part of occasional special celebrations	12 (13)	23 (20)
creative opportunity *(preparation and presentation)*	1 (0)	2 (2)
many people enjoy <u>talking</u> about food, recipes	1 (0)	2 (1)

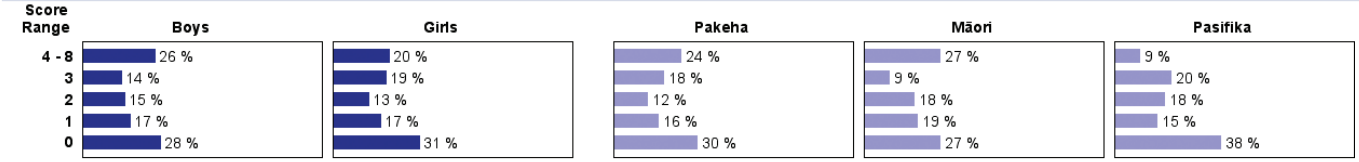
		% response 2006 ('02) year 4	year 8
Overall quality of ideas:			
very good/excellent		0 (0)	1 (2)
good		2 (1)	14 (10)
moderately good		12 (9)	27 (12)
poor		86 (90)	58 (76)
Total score:	4–8	3 (2)	23 (15)
	3	7 (6)	16 (8)
	2	13 (15)	14 (11)
	1	18 (17)	17 (27)
	0	59 (60)	30 (39)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Most year 4 students showed little awareness of the non-nutritional values of food and eating, with substantially higher scores, on average, for year 8 students. There was improvement at year 8 level from 2002 to 2006.

Trend Task: Why Play?

Approach:	Station
Focus:	Staying healthy
Resources:	Picture montage

Year: 4 & 8

Questions / instructions:

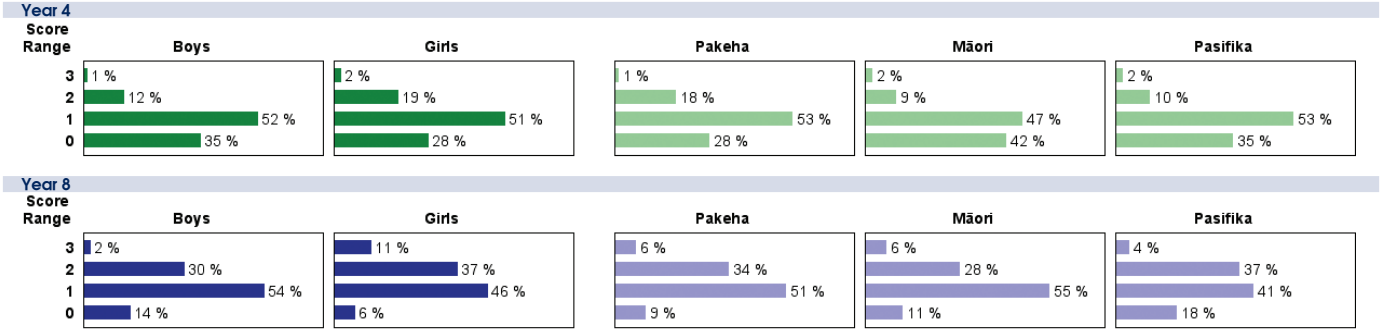
Look at the pictures of children playing and doing different activities.

Try to think of **three** good reasons why it is good for young people to take part in activities like these.

Write **each reason** in a box.

		% response 2006 ('02) year 4	year 8
general health benefits *(exercise, fitness, energy, concentration)*		112 (78)	110 (94)
social benefits *(enjoying doing things with others, learning how to relate/work with others, learning how to win/lose, team building)*		18 (24)	53 (50)
fun/enjoyment		71 (69)	62 (65)
learning new skills/trying new things		39 (63)	42 (57)
Strength of reasons:	very strong	1 (1)	6 (7)
	strong	16 (18)	33 (50)
	moderately strong	52 (51)	51 (34)
	weak	31 (30)	10 (9)
Total score:	3	1 (1)	6 (7)
	2	16 (18)	33 (50)
	1	52 (51)	51 (34)
	0	31 (30)	10 (9)

Subgroup Analyses:

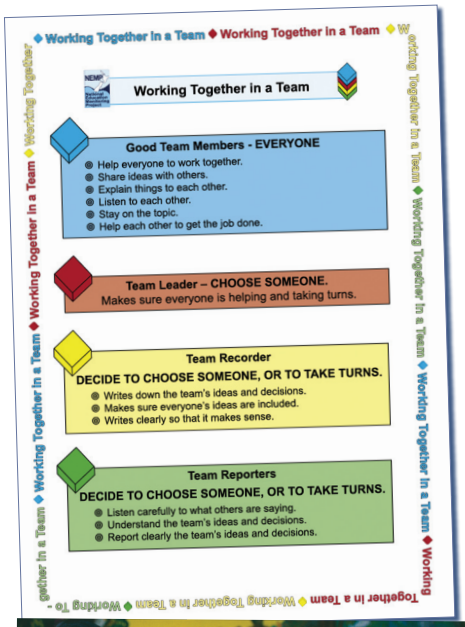


Commentary:

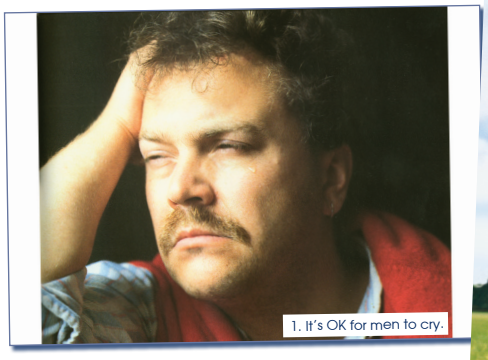
The "Why Play" percentages are accumulations across three student responses. Percentages higher than 100 indicate that the total of the three percentages for that category of response exceeded 100. Year 8 students were much more aware than year 4 students of the social benefits of play. There were only minor differences between Pakeha, Māori and Pasifika students. There was a small decline in performance for year 8 students between 2002 and 2006.

Trend Task: **Agree or Disagree? (Y4)**

Approach:	Team	**Year:**	4
Focus:	Stereotypes		
Resources:	5 picture cards with statements, "Agree/Don't Agree" chart, teacher recording sheet, "Working Together" card		




8. All New Zealanders should learn to speak Māori.


1. It's OK for men to cry.


2. Girls can be as good as boys at playing rugby.


3. Women rather than men should do the cooking and housework.


4. Children in wheelchairs should have their own schools.

Questions / instructions:

Show and explain *Working Together* card.

Place pile of cards, upside down, on the table, with "Agree/Don't Agree" chart.

For this activity, we have five cards. Each card says something that you may or may not agree with. We'll look at one card at a time.

Show card number 8.

Here is the first one. It says *"All New Zealanders should learn to speak Māori."* Now (Student 1's name), tell us if you agree or disagree with what this card says and try to tell us why you agree or disagree.

Repeat last statement for Student 2 to Student 4, so all students state their views.

I've listened to what each of you has said. Now it's my turn to make up my mind. I agree that all New Zealanders should learn to speak Māori. I'll put the card on the chart to show that I agree.

Place card on "Agree" side of chart.

Now I'll tell you why I agree. I agree because Māori is a language that is special to New Zealand, so I think that we should all learn to use it.

** Now it is (Student 1's name) turn to take a card from the top of the pile. Tell all of us what is on the card, and show us the picture.

Student 1 reads card and shows picture.

Taking turns, each person is to say whether they agree or disagree. They also try to tell us why they agree or disagree.

Students 2 to 4 make their statements.

Now it is (Student 1's name) turn to decide. Tell us if you agree or disagree, and put the card on the chart.

Student responds.

Now tell us why you agree or disagree.

Repeat the above steps (from **) with students 2, 3 and 4.

Record final placement of cards.

[continued over page]

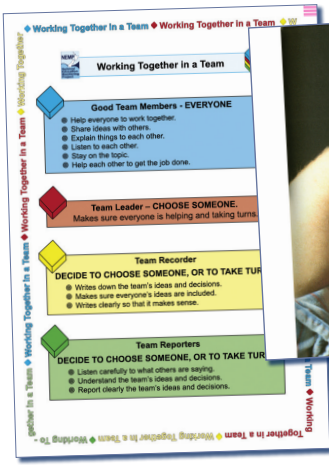
		% response 2006 ('02) year 4
Card 1: It's OK for men to cry		
Final decision:	agree	96 (90)
	disagree	3 (10)
	neither agree nor disagree	1 (0)
How well was the case for that decision made?		
	extremely/very well	0 (2)
	well	13 (14)
	moderately well	58 (51)
	poorly	29 (33)
Card 2: Girls can be as good as boys at playing rugby		
Final decision:	agree	90 (81)
	disagree	8 (16)
	neither agree nor disagree	2 (3)
How well was the case for that decision made?		
	extremely/very well	2 (2)
	well	20 (13)
	moderately well	41 (47)
	poorly	37 (38)

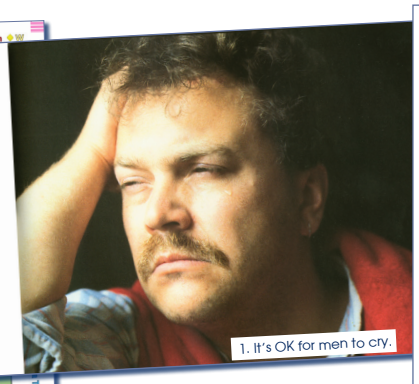
		% response 2006 ('02) year 4
Card 3: Women rather than men should do the cooking and housework		
Final decision:	agree	21 (31)
	disagree	74 (67)
	neither agree nor disagree	5 (2)
How well was the case for that decision made?		
	extremely/very well	0 (2)
	well	18 (7)
	moderately well	39 (63)
	poorly	43 (28)
Card 4: Children in wheelchairs should have their own schools		
Final decision:	agree	51 (59)
	disagree	46 (36)
	neither agree nor disagree	3 (5)
How well was the case for that decision made?		
	extremely/very well	4 (2)
	well	19 (14)
	moderately well	52 (50)
	poorly	25 (34)
Total score:	8–12	6 (6)
	6–7	15 (6)
	4–5	27 (30)
	2–3	35 (42)
	0–1	17 (16)

Commentary:

This task was an abbreviated version of the year 8 task (pp23-24). The total score was based on the reasons for choices, not the choices themselves. It is noteworthy that more than half of the year 4 students thought children in wheelchairs should have their own schools. Responses to the other questions showed reduced gender stereotyping between 2002 and 2006. Subgroup graphs are not included because this was a team task.

Approach:	Team	Year:	8
Focus:	Steroetypes		
Resources:	8 picture cards with statements, “Agree/Disagree” chart, 4 prompt cards, recording sheet, “Working Together” card		

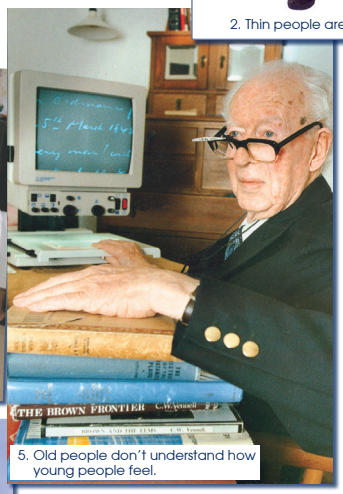



1. It's OK for men to cry.


2. Thin people are fitter than fat people.

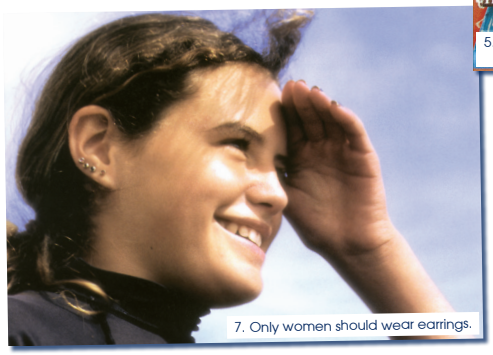

3. Girls can be as good as boys at playing rugby.


4. Women rather than men should do the cooking and housework.



5. Old people don't understand how young people feel.


6. Children in wheelchairs should have their own schools.


7. Only women should wear earrings.


8. All New Zealanders should learn to speak Māori.

Questions / instructions:

Show and explain *Working Together* card.

Place pile of cards, upside down, on table.

For this activity, we have eight cards. Each card says something that you may or may not agree with. Let's see which you agree with and which you do not agree with. We'll look at one card at a time.

The first person (Student 1) will take a card from the top of the pile, and then read what is on it to the others. They'll also show the others the picture.

Each of the other people, in turn, will say if they agree or do not agree with the statement and give their reasons.

After everyone has done this, the person who read out the statement will decide whether to agree or disagree with the statement. They'll put the card on this chart, to show what they have decided.

Place *Agree/Don't Agree* chart in front of team.

When the person has put the card on the chart, he or she explains their reasons to the others.

The next person in the team then picks up another card, and the process is repeated until all the cards have been discussed and placed on the chart.

Here is a prompt card to remind you what to do.

Hand out prompt cards to each student.

Let's start with (Student 1's name).

Record final placement of cards.

[continued over page]

Prompt Card

I agree because .....

I do not agree because .....

		% response 2006 ('02) year 8
Card 1: It's OK for men to cry.		
Final decision:	agree	94 (98)
	disagree	5 (2)
	neither agree nor disagree	1 (0)
How well was the case for that decision made?	extremely/very well	3 (2)
	well	13 (28)
	moderately well	58 (56)
	poorly	26 (14)
Card 2: Thin people are fitter than fat people.		
Final decision:	agree	26 (30)
	disagree	71 (68)
	neither agree nor disagree	3 (2)
How well was the case for that decision made?	extremely/very well	9 (4)
	well	18 (14)
	moderately well	38 (57)
	poorly	35 (25)
Card 3: Girls can be as good as boys at playing rugby.		
Final decision:	agree	87 (79)
	disagree	11 (19)
	neither agree nor disagree	2 (2)
How well was the case for that decision made?	extremely/very well	3 (3)
	well	21 (23)
	moderately well	49 (51)
	poorly	27 (23)
Card 4: Women rather than men should do the cooking and housework.		
Final decision:	agree	16 (9)
	disagree	82 (89)
	neither agree nor disagree	2 (2)
How well was the case for that decision made?	extremely/very well	4 (2)
	well	23 (25)
	moderately well	50 (53)
	poorly	23 (20)
Card 5 :Old people don't understand how young people feel.		
Final decision:	agree	28 (32)
	disagree	70 (63)
	neither agree nor disagree	2 (5)
How well was the case for that decision made?	extremely/very well	4 (0)
	well	17 (16)
	moderately well	55 (67)
	poorly	24 (17)

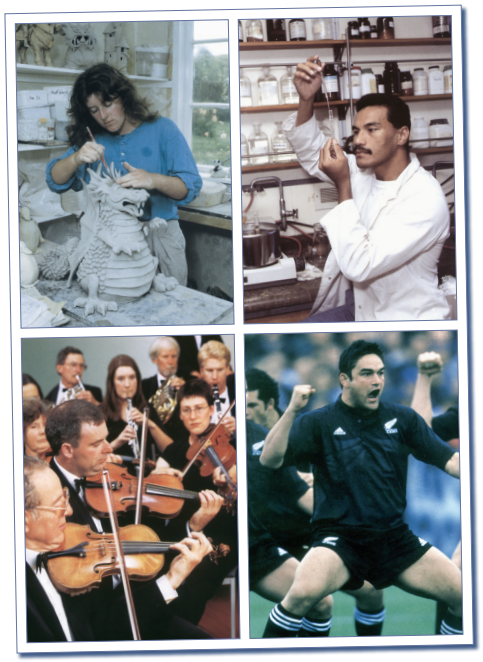
		% response 2006 ('02) year 8
Card 6: Children in wheelchairs should have their own schools.		
Final decision:	agree	24 (21)
	disagree	74 (79)
	neither agree nor disagree	2 (0)
How well was the case for that decision made?	extremely/very well	11 (10)
	well	28 (29)
	moderately well	52 (54)
	poorly	9 (7)
Card 7 :Only women should wear earrings.		
Final decision:	agree	8 (12)
	disagree	92 (88)
	neither agree nor disagree	0 (0)
How well was the case for that decision made?	extremely/very well	4 (4)
	well	23 (10)
	moderately well	47 (63)
	poorly	26 (23)
Card 8: All New Zealanders should learn to speak Māori		
Final decision:	agree	24 (18)
	disagree	71 (79)
	neither agree nor disagree	5 (3)
How well was the case for that decision made?	extremely/very well	6 (4)
	well	29 (28)
	moderately well	52 (51)
	poorly	13 (17)
Total score:	15–24	11 (7)
	12–14	16 (16)
	9–11	19 (25)
	6–8	28 (38)
	0–5	26 (14)

Commentary:

The total score was based on the reasons for choices, not the choices themselves. Subgroup graphs are not included because this was a team task. There was a slightly greater spread of performance in 2006 than 2002, with more high and low scores.

Approach:	One to one	Year:	8
Focus:	Competition		
Resources:	Picture montage		

Questions / instructions:



Show picture montage.

Here are some pictures of people who are at the top. They are excellent at what they do.

Point to each picture and say:

This is an artist.

This is a scientist.

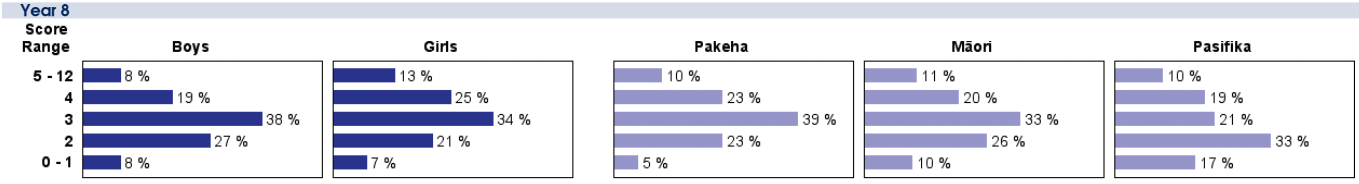
These are musicians.

This is a sports person.

Although these people are excellent at different things, they all would have done some things the same to get to the top.

	% response 2006 ('02) year 8
1. What are some of the things that all of these people have done to be excellent at what they do?	
commitment/drive/ambition *(mental)*/ doing their best/striving	36 (37)
sought out good teaching/coaching	55 (59)
practise /persevere/play lots	77 (60)
self assessment/monitoring *(taking responsibility)*	4 (0)
accepting guidance	3 (2)
give up/control competing activities	1 (3)
2. What sort of help might these people have needed?	
financial help/sponsorship *(general)*	4 (7)
provision of good equipment	6 (4)
practical help *(e.g. transport to/from activites)*	2 (2)
release from other commitments	1 (0)
coaching/teaching	77 (70)
encouragement /family	39 (39)
3. If you could choose anything to be really good at, what would you choose?	
not marked	•
4. What things would you have to give up so you would get time to be really good at that?	
not marked	•
Total score: 5–12	11 (6)
4	21 (22)
3	37 (35)
2	24 (26)
0–1	7 (11)

Subgroup Analyses:



Commentary:

The year 8 students generally had a fairly narrow view of the requirements for achieving excellence. There was little change between 2002 and 2006 and only minor differernces between the five subgroups.

Trend Task: Alcohol

Approach:	Station	Year:	8
Focus:	Personal safety		
Resources:	Picture		

Questions / instructions:

The picture shows an ad for alcoholic drinks.

1. Why do some people drink alcohol?

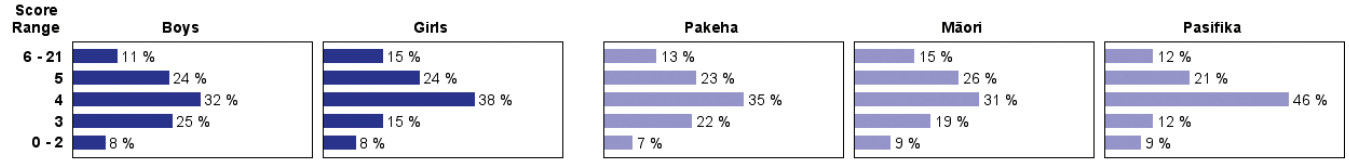
	% response 2006 ('02) year 8
addiction	14 (18)
enjoyment *(to feel good, like it, want to, tastes good)*	66 (71)
relaxation *(to feel more relaxed, to help you relax, relieve stress)*	24 (16)
to perform better socially	6 (13)
social pressures/patterns	32 (38)
escape/oblivion *(to blot out unpleasant feelings/thoughts, to get drunk/wasted/out of it)*	24 (18)

2. Write down the **risks or dangers** from drinking **too much** alcohol.

		% response 2006 ('02) year 8
Short-term to person:		
drunk *(loss of control e.g. fighting)*		42 (39)
hangover		13 (9)
vomiting		13 (9)
doing "silly" things *(embarrassment at what is said or done, shamed by peers, not serious, life-threatening behaviour)*		23 (21)
Long-term to person:		
damage to body organs, memory loss, alcoholic poisoning, unconsciousness		48 (41)
addiction/alcoholism		9 (8)
damaged relationships, family rows		2 (2)
injury/death		40 (41)
legal consequences, police contact		7 (8)
loss of income/employment		1 (2)
Consequences for other people/society:		
physical injury of other people, violence, killing someone, spiking drinks, non-specific abuse, harm to unborn child		23 (24)
emotional hurt of other people		3 (5)
property damage		0 (1)
drink-driving *(not specific)* – car crash, no injury to others		30 (48)
sexual activity		1 (2)
Total score:	6–21	13 (20)
	5	24 (22)
	4	35 (29)
	3	20 (21)
	0–2	8 (8)

Subgroup Analyses:

Year 8



Commentary:

Year 8 students generally showed very limited awareness of the negative social consequences associated with drinking too much alcohol. There were no significant subgroup differences and little change from 2002 to 2006.

Task: Infections

Approach:	One to one
Focus:	Prevention of illness and infection
Resources:	None
Year:	4 & 8

Questions / instructions:

Infections like meningitis and flu can cause some people to get very sick.

1. What are some ways that infections get spread from one person to another?

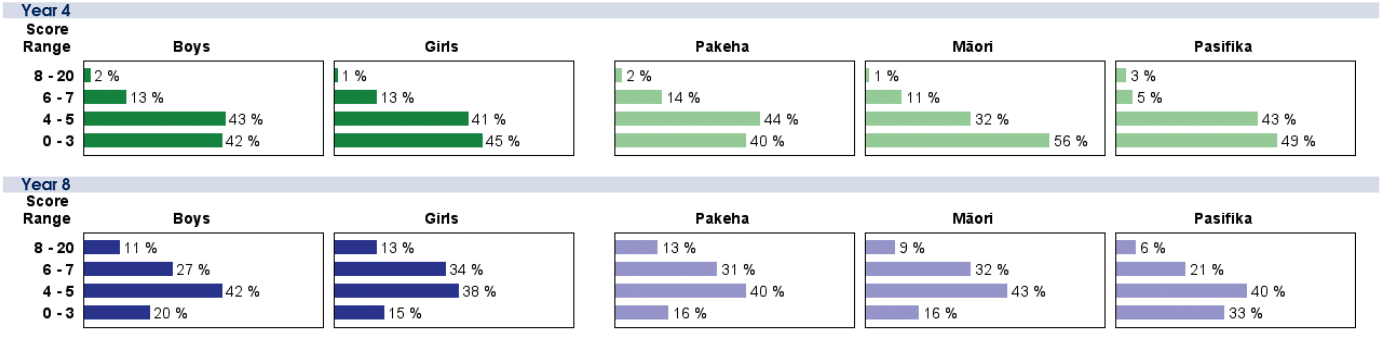
	% responses y4	% responses y8
transfer from one part of body to another *(e.g. not washing hands after going to toilet)*	10	18
direct physical contact *(e.g. from hand to hand between people)*	27	24
indirect physical transfer through touching an object previously contaminated *(including needles)*	19	30
fluid transfer through direct contact *(e.g. kissing)*	21	34
fluid contact through intermediate object *(e.g. drink bottle)*	21	55
through consuming infected food or drink	16	26
through airborne means *(coughing, sneezing)*	65	75
through contact with infected animals or insects *(including bites from infected animals)*	4	4
through crowding together of infected and uninfected people	30	22

2. What can we do to help stop the spread of infections?

	% responses y4	% responses y8
stay away from healthy people	39	36
be careful not to infect objects/food/drink other people might have contact with	21	49
use handkerchief, elbow or hand to reduce airborne spread when sneezing, coughing, or blowing nose	40	46
clean up after you	6	16
do not touch face with unwashed hands	1	1
do not touch food or drink with unwashed hands	2	4
wash hands after using toilet	12	27
use a mask if you need to be near a person who could infect you	7	15
protect yourself from insects or animals that might be infected	2	2
get immunised, where appropriate	18	16

Total score:			
	8–20	2	12
	6–7	12	30
	4–5	42	40
	0–3	44	18

Subgroup Analyses:



Commentary:

Students placed a great deal of attention on airborne transfer and fluid transfer from sharing drink containers but less on other means of transmission of infection (notably transfer by touching objects or people).

Task: Clean Hands (Y4)

NEMP Access Task

Approach:	One to one
Focus:	Prevention of illness and infection
Resources:	Sticker
Year:	4

Questions / instructions:

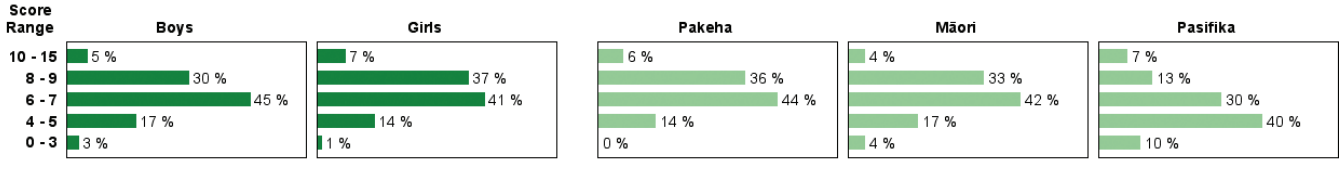
Hand sticker to student.

Look at this sticker. It gives a special message about the importance of washing your hands.

	% responses y4
1. Tell me all of the times when it is important to wash your hands.	
before eating	78
before/after preparing food	22
after going to the toilet	75
before brushing your teeth	0
after coughing/sneezing/blowing nose	8
before dealing with a wound	3
after getting them dirty *(general)*	81
2. Explain why it is important to wash your hands.	
stop spread of infection/get rid of germs	81
protect your health	49
protect other people's health	12
avoid making a mess	3
3. If you were going to teach a young child **how** to wash and clean their hands really well, what would you tell them to do? Tell me all the things you need to do to clean your hands really well.	
use soap/detergent	97
use warm or hot water, if available	11
wash thoroughly	70
rinse thoroughly	45
dry with clean towel, hot air, etc. before touching anything else	68
Total score: 10–15	6
8–9	33
6–7	43
4–5	16
0–3	2

Subgroup Analyses:

Year 8



Commentary:

Most students were well aware of the need to wash hands after going to the toilet or before eating but paid much less attention to other risks. Pasifika students scored markedly lower than the other subgroups.

Task: Listen to your Heart!

NEMP Access Task

Approach:	One to one	**Year:**	8
Focus:	Understanding body systems		
Resources:	Video recording on laptop computer, heart diagram		

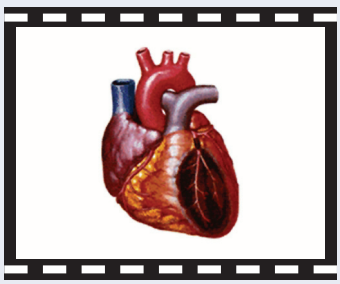
Questions / instructions:

This activity uses the computer.

You are going to listen to some information about the human heart. Listen carefully to the information. Afterwards, I will ask you some questions about the heart.

Click the *Listen to Your Heart!* button.

VIDEO VOICEOVER:



Your heart is one of the most important organs in your body. It is really nothing more than a pump. It is made up of muscle which pumps blood throughout the whole body. The shape of your heart is like an upside-down pear. It is near the middle of your chest, just more to the left than to the right.

The heart has two separate pumps, one pump on the right, and one pump on the left. Each pump has two chambers, one on the top and one on the bottom of the heart. Chambers are like pockets. They fill up with blood, then the blood is pumped out of them again. The top chambers are called atria, and the bottom chambers are called ventricles.

There are tubes called blood vessels leading into and out of your heart. Nearly every part of your body has blood vessels. The blood vessels that take blood from your body back to your heart are called veins. The blood vessels that carry blood from your heart to your lungs then to the different parts of your body are called arteries.

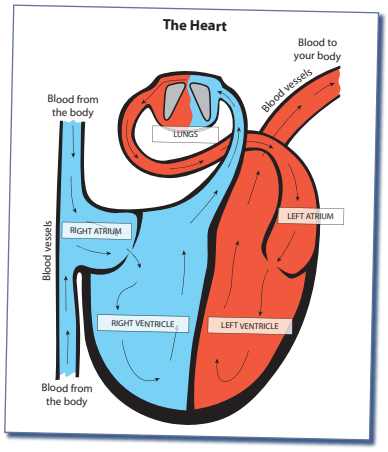
Now remember, the heart has two separate pumps, one on the left and one on the right. Each pump deals with different blood. The right side pump deals with blood that is coming back from around the body. This blood needs fresh oxygen and nutrients. It comes back to the heart from around the body in blood vessels called veins, and then the heart pumps it up to the lungs. As the blood passes through the lungs it gets fresh oxygen and nutrients, then it goes back through the chambers on the left side of the heart. From these chambers the blood with fresh oxygen and nutrients is pumped back around the body in blood vessels called arteries.

Day and night the muscles of your heart pump blood through your body. It beats, or "pumps", about 72 times per minute. Your heart never stops pumping right throughout your whole lifetime.

Here is a diagram of the heart.

Give student the heart diagram.

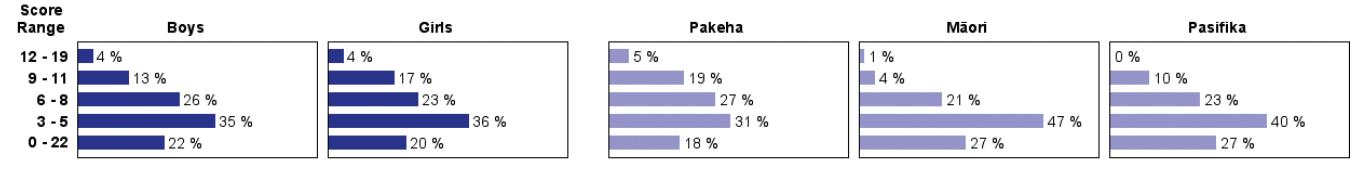
Tell me all about how the heart works. You can use the diagram to help you with your explanation.



Included:	% responses y8
Heart is a muscle that pumps blood:	
both muscle and pump mentioned	10
either muscle or pump mentioned	46
heart has two separate pumps	25
one *(pump)* on left, one on right	34
Each (pump) has two chambers/pockets:	
both atrium and ventricle named	11
mentions that there are two chambers	21
heart receives blood from throughout body	44
blood comes to heart in vessels called veins	30
heart pumps blood to lungs	33
the flow from heart to lungs occurs in vessels called arteries *(a vessel called an artery)*	21
blood gets oxygen and nutrients in lungs	42
blood comes back to heart from lungs	14
heart pumps that blood to rest of body	53
heart pumps about 72 times a minute *(on average)*	22
heart will not stop beating while alive	38
Quality of explanation: very good/excellent	2
good	13
moderately good	38
poor	47
Total score: 12–19	4
9–11	14
6–8	26
3–5	35
0–2	21

Subgroup Analyses:

Year 8



Commentary:

Year 8 students generally gave quite limited accounts of the functioning of the heart and blood circulation, even though it was explained to them.

LINK TASK: 1		% responses y4	% responses y8
Approach:	One to one		
Year:	4 & 8		
Focus:	Digestion		
Total score:	5–6	4	18
	4	13	22
	3	25	33
	2	31	18
	0–1	27	9

LINK TASK: 2			
Approach:	One to one		
Year:	4 & 8		
Focus:	Preparation for playing sports		
Total score:	9–10	2	9
	7–8	6	26
	5–6	26	36
	3–4	44	22
	0–2	22	7

LINK TASK: 3			
Approach:	One to one		
Year:	4 & 8		
Focus:	Body systems – form and function		
Total score:	7–10	1	11
	5–6	22	38
	4	30	30
	3	23	14
	0–2	24	7

LINK TASK: 4			
Approach:	One to one		
Year:	4 & 8		
Focus:	Safety in the sun		
Total score:	9–18	6	15
	7–8	30	44
	5–6	47	29
	0–4	17	12

LINK TASK: 5			
Approach:	One to one		
Year:	4 & 8		
Focus:	Nutrition		
Total score:	10–21	2	11
	8–9	10	18
	6–7	26	36
	4–5	33	24
	0–3	29	11

LINK TASK: 6		% responses y4	% responses y8
Approach:	Stations		
Year:	4 & 8		
Focus:	Personal safety – rules for medicine use and storage		
Total score:	5–13	0	11
	4	6	25
	3	22	33
	2	41	24
	0–1	31	7

LINK TASK: 7			
Approach:	Stations		
Year:	4 & 8		
Focus:	Nutrition – healthy eating		
Total score:	21–22	3	10
	19–20	35	56
	17–18	36	23
	15–16	15	5
	0–14	11	6

LINK TASK: 8			
Approach:	Stations		
Year:	4 & 8		
Focus:	Prevention of illness – food safety		
Total score:	5–10	4	28
	4	12	32
	3	23	22
	2	27	12
	0–1	34	6

LINK TASK: 9			
Approach:	Stations		
Year:	4 & 8		
Focus:	Caring for teeth		
Total score:	6–18	5	20
	5	11	21
	4	21	25
	3	30	20
	0–2	33	14

Movement Concepts and Motor Skills 4

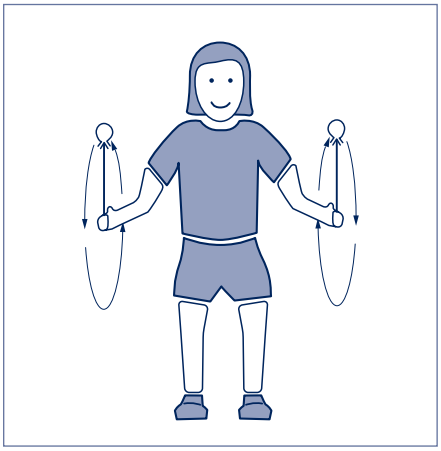
The assessments included 25 tasks in which students were asked to display their personal movement skills, appropriate to a range of situations and environments. These activities often involved the use of equipment, such as balls, bats and skipping ropes, in addition to physical coordination.

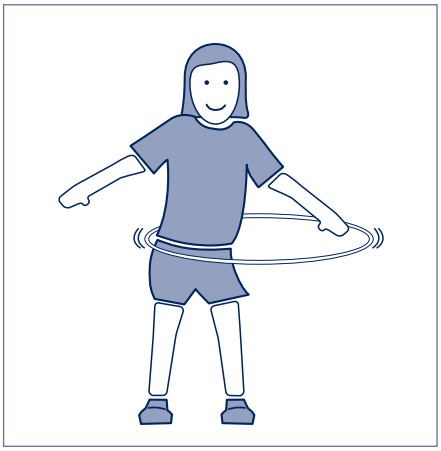
Twenty-two tasks were identical for year 4 and year 8 students, one was administered to both years but with some components deleted for year 4 students and one was administered only to year 8 students. Twelve are trend tasks (fully described with data for both 2002 and 2006), two are released tasks (fully described with data for 2006 only) and eleven are link tasks (to be used again in 2010, so only partially described here).

The tasks are presented in the three sections: trend tasks, then released tasks and finally link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 4 students and then tasks administered only to year 8 students.

Averaged across 124 task components administered to both year 4 and year 8 students, 14 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 90 percent of the components. The smallest differences generally occurred on task components that focused on technique, with the largest differences on task components that emphasised speed and precision.

Trend analyses showed no meaningful change since 2002 for year 4 or year 8 students. Averaged across 39 task components attempted by year 4 students in both years, two percent more students succeeded in 2006 than in 2002. Gains occurred on 23 components and losses on 14 components, with no change on two components. At year 8 level, with 47 task components included in the analysis, two percent more students on average succeeded with the task components in 2006 than in 2002. Gains occurred on 31 components, with losses on 13 components and no change on three components.





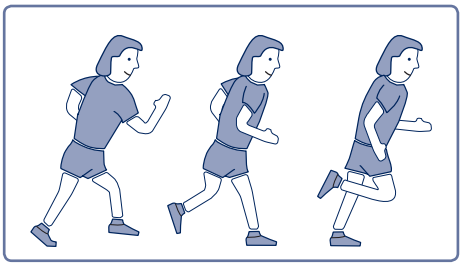
Trend Task: Run

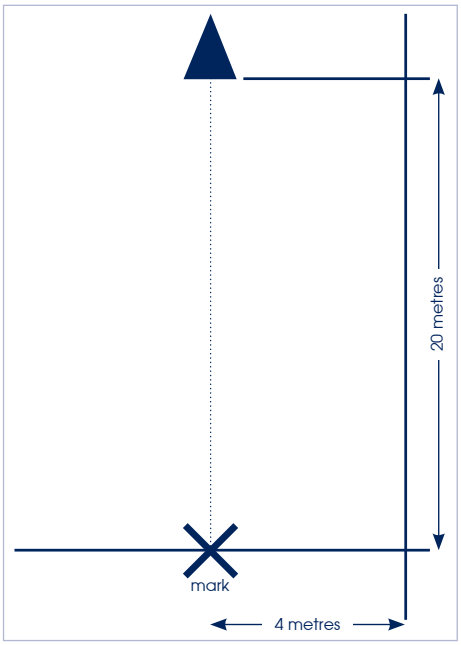
NEMP Access Task

Approach:	Open space
Focus:	Running
Resources:	Cone at 20 metre mark, floor plan as below

Year: 4 & 8

Questions / instructions:





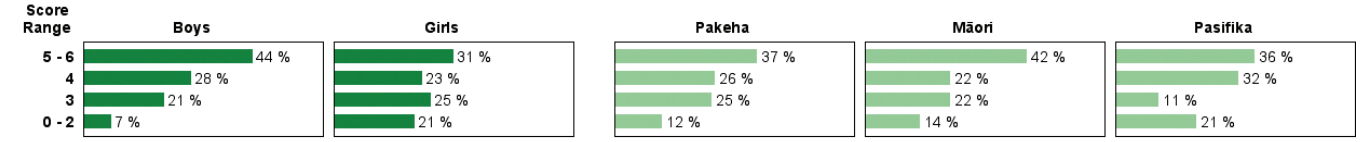
Run as **fast** as you can from the start line to the cone marker and back again.

- Have **two** goes - the first is a practise run.

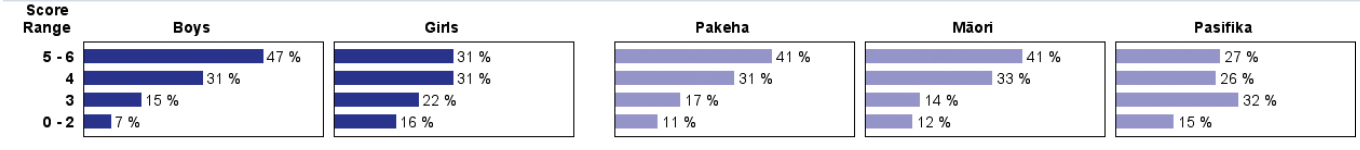
	% response 2006 ('02) year 4	year 8
knees bent *(90+ degrees)* during recovery	61 (49)	59 (55)
arms bent, moved in opposition to legs	80 (85)	85 (78)
slight forward lean, landed on balls of feet	54 (56)	53 (57)
Time taken to complete run:		
less than 8.0 secs	2 (3)	6 (4)
8.0 -12.0 secs	88 (85)	87 (91)
12.1 - 16.0 secs	10 (12)	6 (5)
longer, or not completed	0 (0)	1 (0)
Total score: 5–6	38 (35)	40 (37)
4	26 (25)	31 (25)
3	22 (28)	18 (26)
0–2	14 (12)	11 (12)

Subgroup Analyses:

Year 4



Year 8



Commentary:

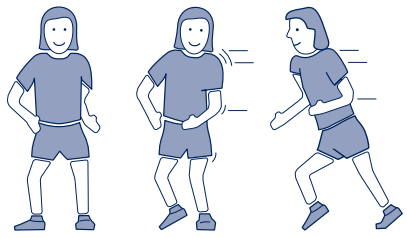
Most students ran competently and quite quickly. There was little difference between year 4 and year 8 students. Boys scored higher than girls but there were only very small ethnic differences. There was little change from 2002 to 2006.

Trend Task: **Dodge**

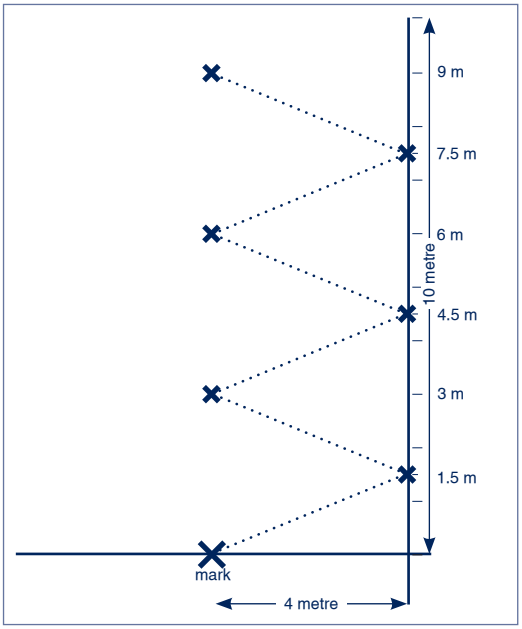
Approach:	Open space
Focus:	Running, changing direction
Resources:	Floor plan as below

Year: 4 & 8

Questions / instructions:



Explain the layout of the marks and starting mark before the students commence.



Start at the first mark.

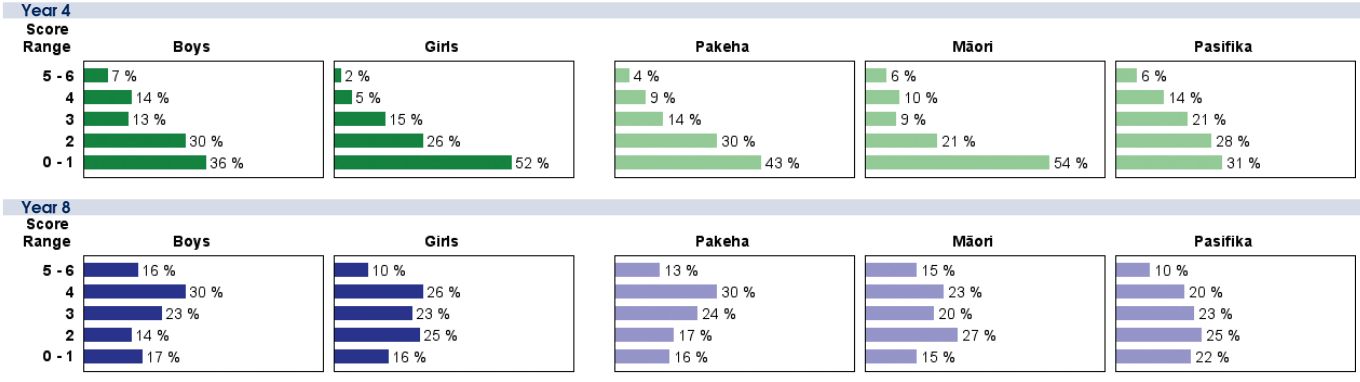
Run as fast as you can, dodging from one mark to the next.

Make sure your toe touches each mark.

Dodge back to the start.

	% response 2006 ('02) year 4	year 8
direction changed by pushing off outside foot	39 (44)	67 (68)
body lowered during change of direction	8 (10)	18 (17)
change of direction occurred in one step	29 (36)	58 (59)
Time taken to complete run:		
less than 16.0 secs	0 (0)	0 (0)
16.0 -22.0 secs	28 (32)	61 (67)
22.1 - 28.0 secs	58 (51)	33 (29)
longer, or not completed	14 (17)	6 (4)
Total score: 5–6	5 (5)	13 (14)
4	9 (13)	28 (34)
3	14 (20)	23 (21)
2	28 (21)	19 (13)
0–1	44 (41)	17 (18)

Subgroup Analyses:



Commentary:

Year 4 students were generally less efficient than year 8 students in changing direction and year 4 girls scored lower than year 4 boys. There were only minor ethnic differences for year 8 students but Pasifika students scored highest at year 4 level. There was little change from 2002 to 2006.

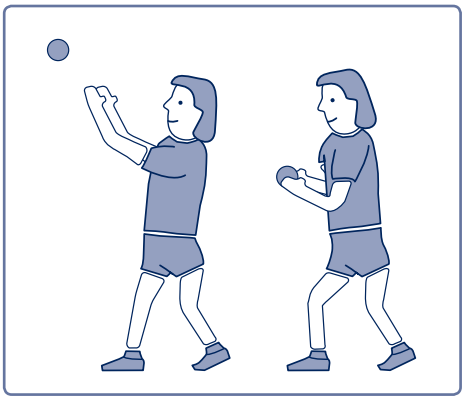
Trend Task: Small Ball Catch

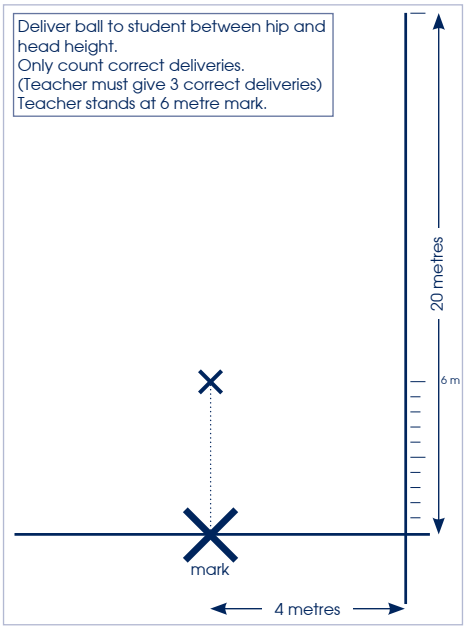
NEMP Access Task

Approach:	Open space
Focus:	Catching
Resources:	3 small balls, tray, floor plan as below

Year: 4 & 8

Questions / instructions:





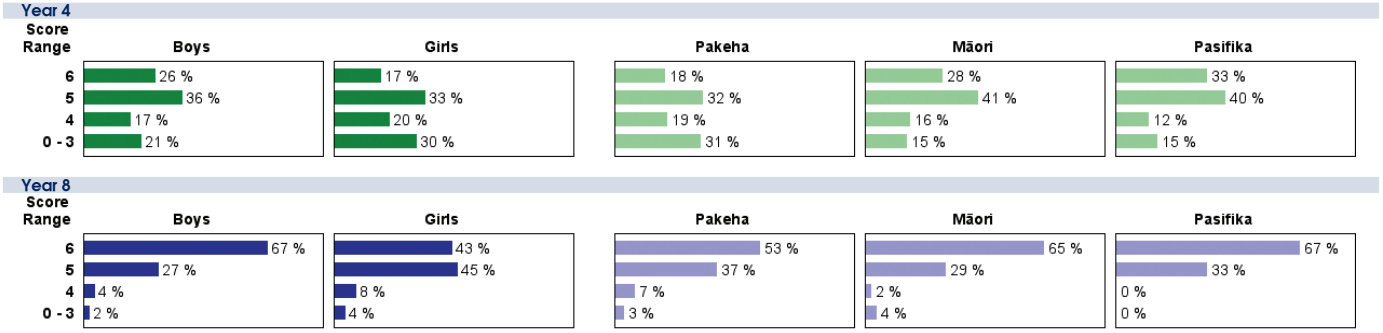
Stand on the mark facing the teacher.

Catch the ball that is thrown to you. You can move towards the ball as you catch it.

Have **three** goes - the first is a practise catch.

		% response 2006 ('02) year 4	year 8
Number of properly thrown balls caught:	3	62 (56)	94 (89)
	2	27 (24)	6 (9)
	1	9 (16)	0 (1)
	0	2 (4)	0 (1)
Catching Technique: *(eyes on ball throughout; body movement if necessary to catching position; hands moved to meet ball; hands and fingers positioned correctly; caught and controlled ball with hands only; elbows bent to absorb force of ball.)*			
	very good/excellent	22 (19)	57 (49)
	good	47 (39)	37 (45)
	fair	25 (30)	6 (5)
	poor	6 (12)	0 (1)
Total score:	6	22 (19)	56 (48)
	5	34 (27)	35 (40)
	4	18 (20)	6 (7)
	0–3	26 (34)	3 (5)

Subgroup Analyses:



Commentary:

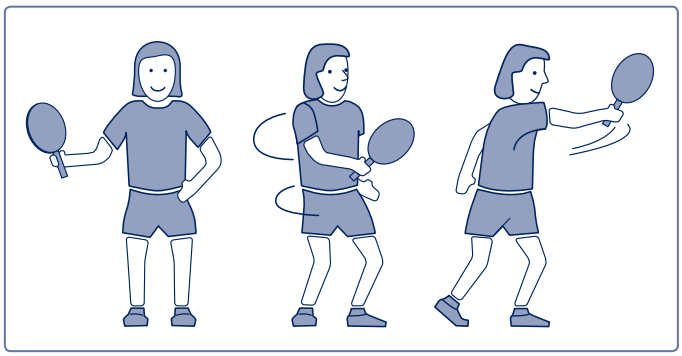
Most year 8 students were very competent at catching. About one third of year 4 students dropped at least one ball. Māori and Pasifika students did particularly well. There was a small improvement for year 4 students between 2002 and 2006.

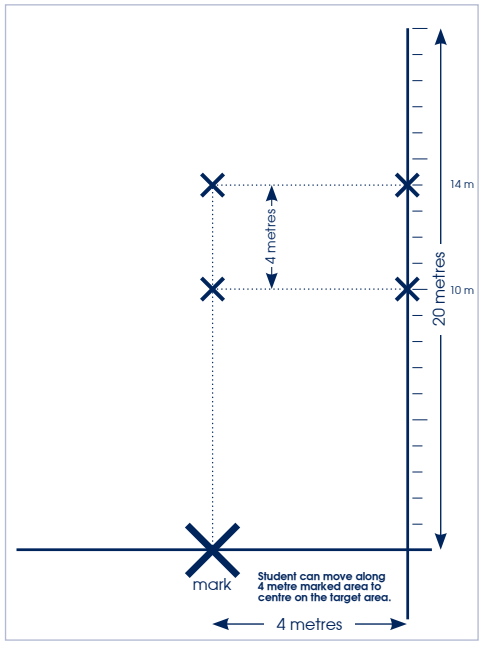
NEMP Access Task

Approach:	Open space
Focus:	Hitting
Resources:	4 cones, tennis racquet, floor plan as below

Year: 4 & 8

Questions / instructions:



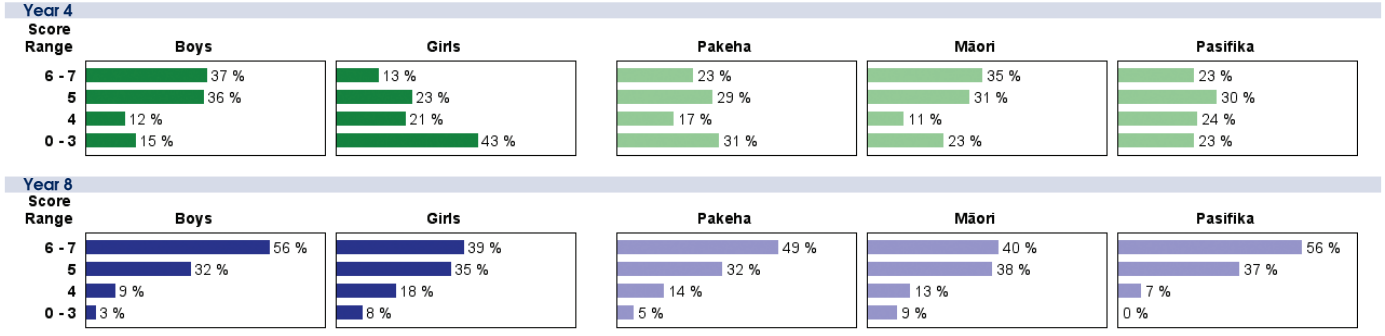


Start at the mark, side-on to the target area.

1. Bounce the ball and hit it with the tennis racquet.
   - Try to hit into the target area.
   - Have **three** goes - the first is a practise hit.
2. Throw the ball into the air then hit it with the tennis racquet.
   - Try to hit into the target area.
   - Have **three** goes - the first is a practise hit.

		% response 2006 ('02) year 4	year 8
Bounce ball, then hit:			
Number of firm or strong hits –	2	61 (66)	86 (82)
	1	28 (21)	12 (14)
	0	11 (13)	2 (4)
Technique – *(stood facing perpendicular to target direction; backswing to opposite direction from target; foot opposite striking arm stepped towards target; marked sequential hip to shoulder rotation during strike; ball contact opposite body with straight racquet arm; followed through towards target then around body.)*			
	very good/excellent	3 (4)	6 (5)
	good	33 (34)	48 (41)
	fair	50 (47)	44 (51)
	poor	14 (15)	2 (3)
Throw ball up (or out), then hit:			
Number of firm or strong hits –	2	64 (66)	87 (83)
	1	25 (21)	11 (13)
	0	11 (13)	2 (4)
Total score:	6–7	25 (30)	48 (41)
	5	30 (25)	34 (36)
	4	17 (15)	13 (13)
	0–3	28 (30)	5 (10)

Subgroup Analyses:



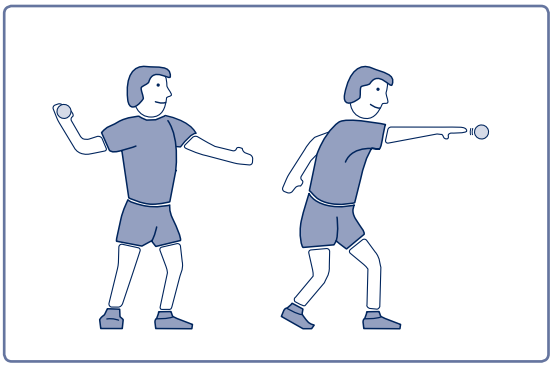
Commentary:

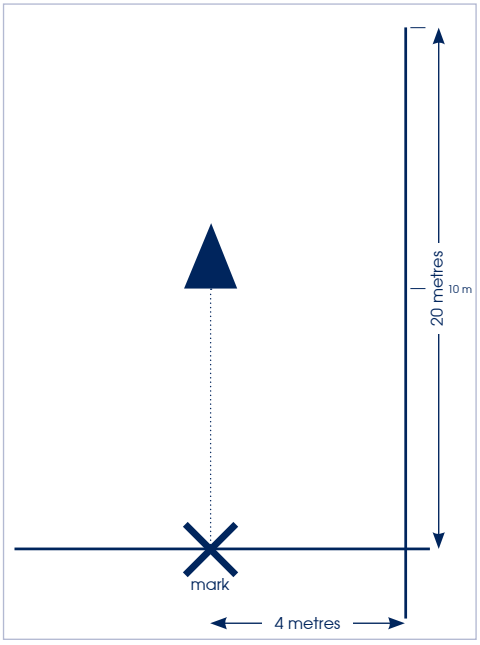
About 85 percent of year 8 students and 60 percent of year 4 students hit balls reliably but only about one third of year 4 students and half of the year 8 students were judged to have good technique. Boys scored markedly higher than girls. There was little change at either year level between 2002 and 2006.

Trend Task: Distance Throw

Approach:	Open space	Year:	4 & 8
Focus:	Throwing		
Resources:	3 small balls, cone, floor plan as below		

Questions / instructions:





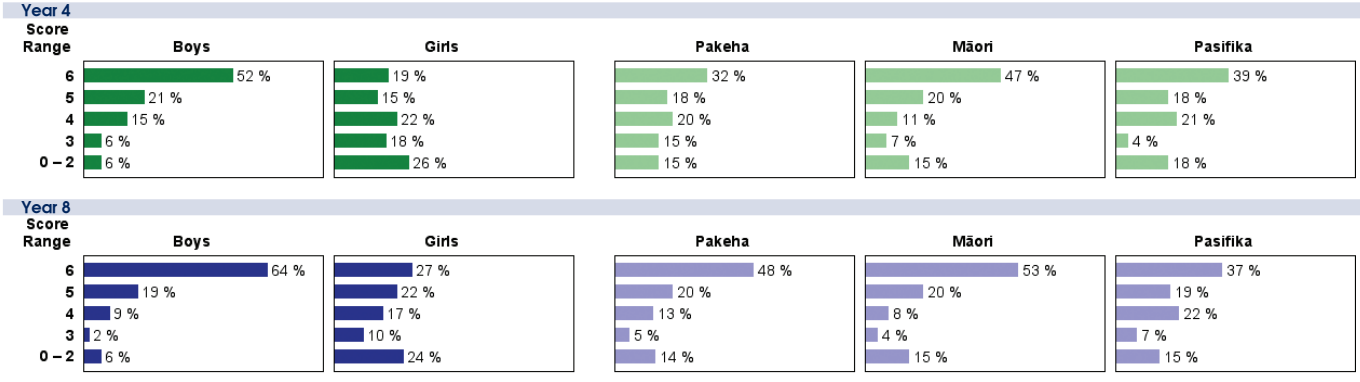
Stand on the mark.

Try to throw the ball as far as you can, over the cone.

Have **three** throws - the first one is a practise throw.

		% response 2006 ('02) year 4	year 8
faced side-on to target area at start of throw		69 (66)	76 (68)
throwing arm behind body in lead up to throw		86 (80)	87 (93)
other arm aimed towards target before throw		73 (62)	70 (64)
weight transfer		69 (61)	80 (71)
marked sequential hip to shoulder rotation		58 (46)	71 (62)
throwing arm followed through down and across body		86 (84)	87 (86)
Total score:	6	36 (26)	48 (34)
	5	18 (21)	20 (24)
	4	18 (15)	13 (14)
	3	12 (17)	5 (12)
	0–2	16 (21)	14 (16)

Subgroup Analyses:



Commentary:

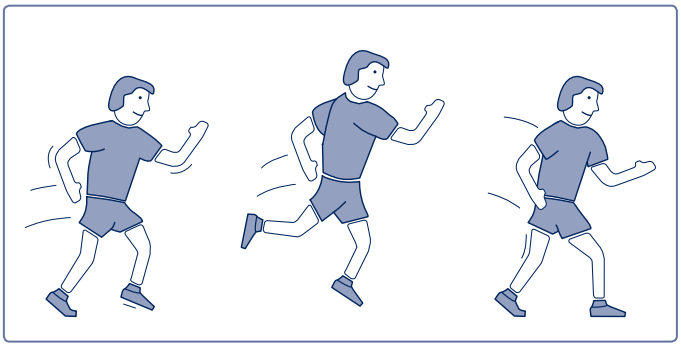
Boys scored much higher than girls on throwing technique. There was moderate improvement at both year levels from 2002 to 2006.

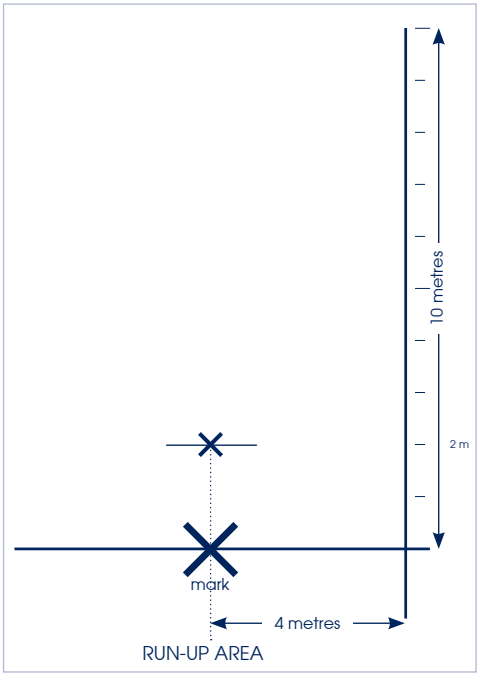
Trend Task: Leap

NEMP Access Task

Approach:	Open space
Focus:	Jumping
Resources:	Floor plan as below
Year:	4 & 8

Questions / instructions:





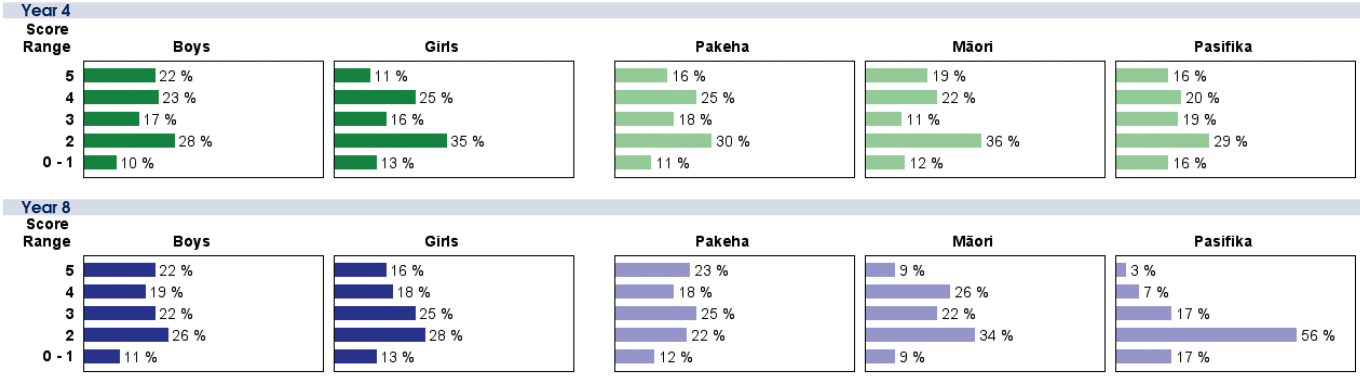
YEAR 4:
Try to leap over the **1.5 metre** mark.

YEAR 8:
Try to leap over the **2 metre** mark.

- Run up to the mark.
- Take off on one foot and land on the other.
- Stop and stand still when you have landed.
- Have **three** goes - the first is a practise leap.

	% response 2006 ('02) year 4	year 8
took off from one foot, landed on other	88 (70)	88 (84)
good distance *(e.g. cleared second line)*	49 (50)	46 (46)
Technique: *(legs straightened during flight; arms moved in opposition to legs; controlled landing without loss of balance.)*		
very good/excellent	18 (9)	20 (20)
good	34 (38)	36 (37)
fair	40 (36)	32 (32)
poor	8 (17)	12 (11)
Total score: 5	17 (10)	19 (20)
4	24 (22)	19 (16)
3	16 (21)	23 (24)
2	31 (26)	27 (26)
0–1	12 (21)	12 (14)

Subgroup Analyses:



Commentary:

Note that the target distance was 1.5 metres for year 4 students and 2.0 metres for year 8 students, so progress from year 4 to year 8 can only be measured fairly for technique. Pasifika students scored lower than the other groups at year 8 level. There was little change between 2002 and 2006.

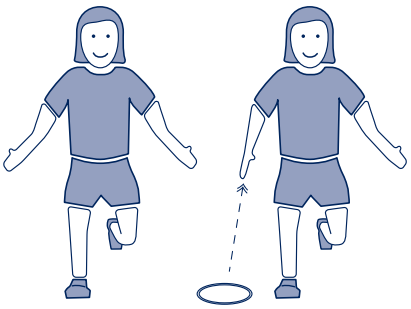
Trend Task: Foot Balance

NEMP Access Task

Approach:	Open space
Focus:	Balance
Resources:	Small hoop

Year: 4 & 8

Questions / instructions:



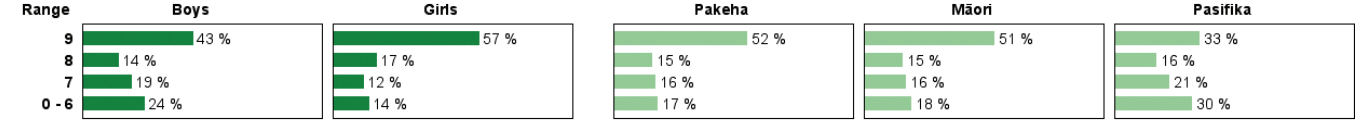
Time student for first balance task of 10 seconds each, counting from 1–10.
In second task, place hoop on ground 30 cm in front of student's grounded foot.

1. Balance on **left** foot for **10 seconds**.
2. Balance on **right** foot for **10 seconds**.
3. Balance on one foot then
   - bend down and pick up the hoop
   - straighten up
   - hold your balance for **five seconds.**

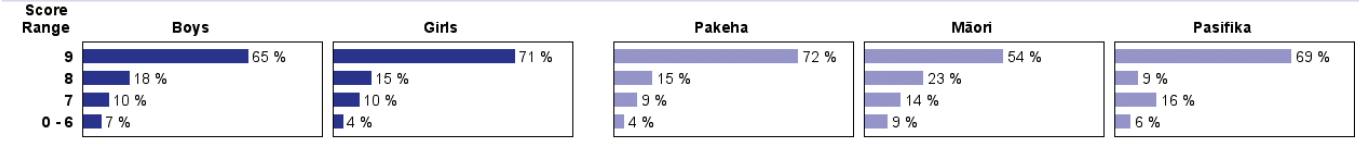
		% response 2006 ('02) year 4	year 8
Left foot balance:	full period, steady	76 (81)	90 (90)
	full period, unsteady	11 (12)	7 (6)
	other foot down once	11 (7)	3 (1)
	less control	2 (0)	0 (3)
Right foot balance:	full period, steady	78 (80)	89 (89)
	full period, unsteady	14 (14)	6 (6)
	other foot down once	6 (6)	5 (3)
	less control	2 (0)	0 (2)
Balance and pick up hoop:			
	completed, very steady	65 (60)	79 (82)
	completed, unsteady	21 (20)	16 (12)
	other foot or hand down once	12 (16)	5 (3)
	less control	2 (4)	0 (3)
Total score:	9	50 (49)	68 (75)
	8	16 (16)	16 (9)
	7	15 (17)	10 (7)
	0–6	19 (18)	6 (9)

Subgroup Analyses:

Year 4



Year 8



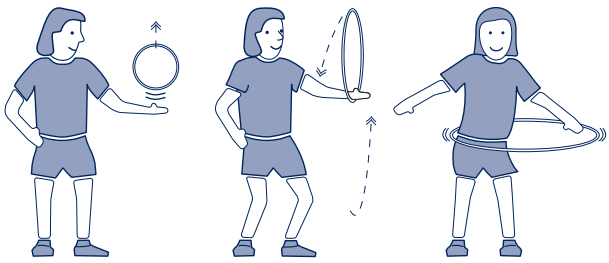
Commentary:

Most students performed well on this task, with little change from 2002 to 2006.

NEMP Access Task

Approach:	Open space
Focus:	Throwing, catching, spinning
Resources:	1 small hoop, 1 large hoop
Year:	4 & 8

Questions / instructions:



Count the number of times aloud as student does the task.
Suggest that students do not throw the hoop too high above their heads.

Using the **small** hoop:

1. **Throw** the hoop above your head with your **right** hand, then catch it. Have **three** goes.
2. **Throw** the hoop above your head with your **left** hand, then catch it. Have **three** goes.
3. **Throw** the hoop above your head with one hand, then catch with the other hand. Have **three** goes.

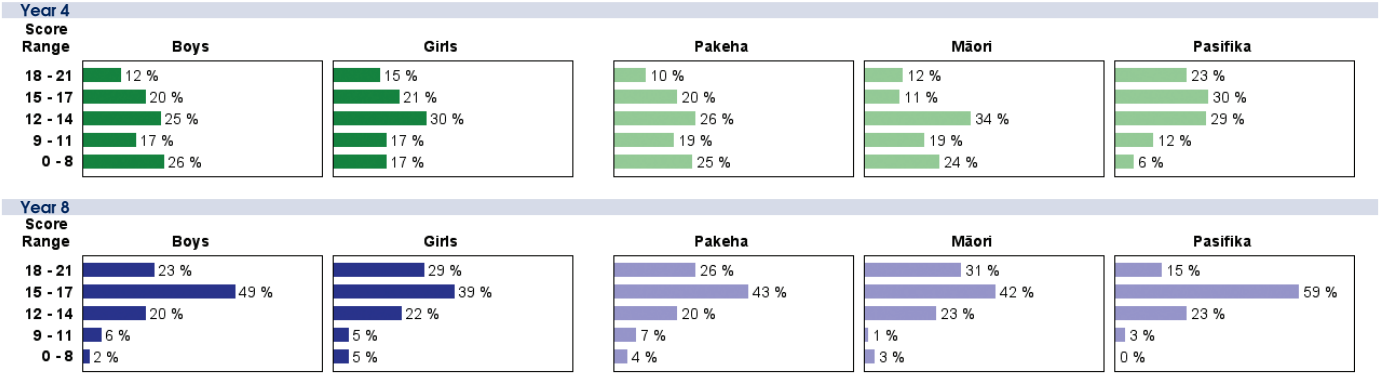
Using the **large** hoop:

1. Swing the hoop on your **right** arm **five** times.
2. Swing the hoop on your **left** arm **five** times.
3. Stand **inside** the hoop and hula or **turn** the hoop using your hips. Do **10** turns of the hoop.

Small Hoop:		% response 2006 ('02) year 4	year 8
Right hand – throws caught:	3	44 (42)	80 (78)
	2	32 (33)	14 (18)
	1	16 (16)	5 (2)
	0	8 (9)	1 (2)
Left hand – throws caught:	3	38 (41)	72 (71)
	2	35 (29)	23 (21)
	1	17 (19)	3 (7)
	0	10 (11)	2 (1)
Opposite hands – throws caught:	3	43 (37)	74 (72)
	2	30 (37)	20 (22)
	1	18 (18)	5 (3)
	0	9 (8)	1 (3)
Style for all small hoop options: *(height, control, ease of movement)*			
	strong	18 (20)	59 (50)
	moderate	58 (58)	39 (46)
	weak	24 (22)	2 (4)

Large Hoop:		% response 2006 ('02) year 4	year 8
Right arm swings – 5 turns:			
	completed smoothly	59 (57)	82 (75)
	completed, but irregular	22 (21)	13 (18)
	any other response	19 (22)	5 (7)
Left arm swings – 5 turns:			
	completed smoothly	46 (40)	68 (63)
	completed, but irregular	24 (29)	23 (26)
	any other response	30 (31)	9 (11)
Hula movement – 10 turns:			
	completed smoothly	20 (12)	17 (17)
	completed, but irregular	5 (7)	6 (4)
	completed, one restart	28 (13)	21 (18)
	completed, two restarts	19 (18)	19 (26)
	any other response	28 (50)	37 (35)
Style for all large hoop options: *(height, control, ease of movement)*	strong	18 (14)	24 (18)
	moderate	57 (46)	65 (66)
	weak	25 (40)	11 (16)
Total score:	18–21	13 (7)	26 (19)
	15–17	21 (17)	44 (40)
	12–14	28 (28)	21 (29)
	9–11	17 (21)	6 (8)
	0–8	21 (27)	3 (4)

Subgroup Analyses:



Commentary:

Year 4 students managed the hula hoop technique a little better than year 8 students. There was a small improvement overall at both year levels between 2002 and 2006.

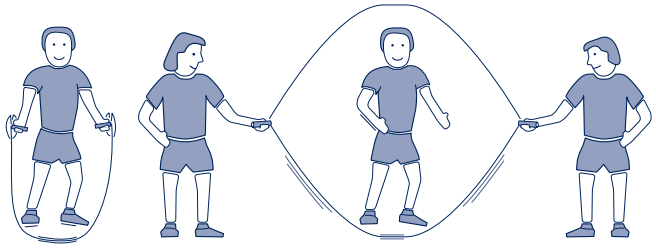
Trend Task: Skipping Ropes

NEMP Access Task

Approach:	Open space
Focus:	Skipping
Resources:	Single skipping rope, 1 long skipping rope

Year: 4 & 8

Questions / instructions:



Teacher swings and turns rope with one of the students. Swap student when it is their turn. Swing rope slowly from side to side, so that it brushes the ground. Count 1–10 as student jumps the rope. Turn rope towards the student. Adapt rope turn to student's skipping speed. One student at a time for each skipping activity, apart from number 1 (practice session).

Using the **short** skipping ropes:

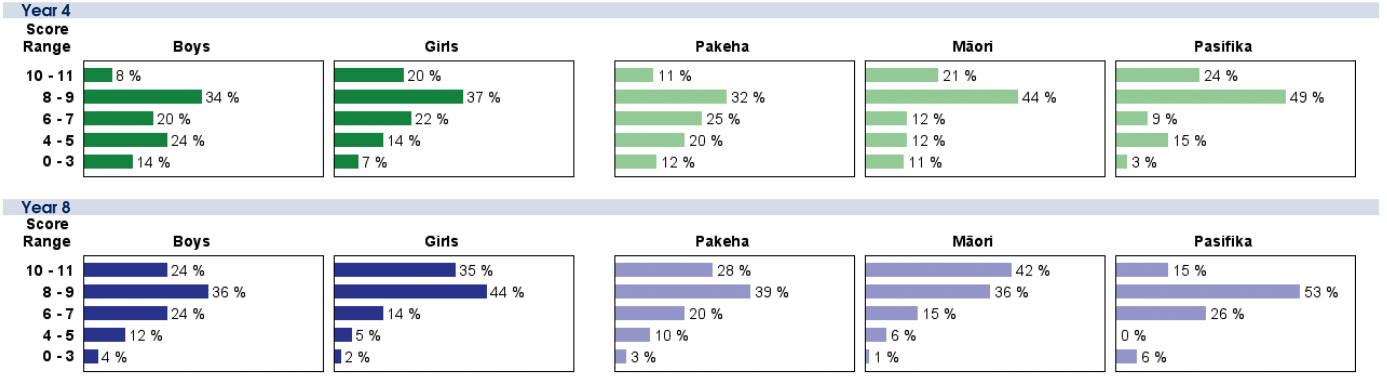
1. Everyone practise skipping on your own. (Allow 1 minute)
2. (One at a time) Show all the types of skipping you can do. (Allow 1 minute)

Using the **large** skipping rope:

3. Jump for **10** counts from side to side as the rope swings.
4. Skip inside the rope for **10** counts. Stand beside the rope to begin, or you can run in.

		% response 2006 ('02) year 4	year 8
Short Rope:			
Overall performance: *(variety, skilfulness, fluency)*			
	very good/excellent	11 (9)	24 (23)
	good	26 (22)	33 (36)
	fair	43 (40)	33 (28)
	poor	20 (29)	10 (13)
Long Rope:			
Ten jumps –	continuous and fluent	65 (55)	78 (77)
	continuous but not fluent	10 (16)	8 (8)
	completed - one restart needed	14 (13)	11 (11)
	any other response	11 (16)	3 (4)
Ten skips –	continuous and fluent	64 (59)	76 (77)
	continuous but not fluent	1 (4)	4 (5)
	completed - one restart needed	17 (19)	14 (13)
	any other response	18 (18)	6 (5)
	run-in start to long rope task	22 (22)	38 (35)
Total score:	10–11	14 (11)	30 (25)
	8–9	36 (29)	39 (47)
	6–7	20 (24)	20 (18)
	4–5	19 (22)	8 (7)
	0–3	11 (14)	3 (3)

Subgroup Analyses:



Commentary:

Many students managed skipping better with the long rope than with the short rope. Girls performed markedly better than boys, on average. There was little change between 2002 and 2006.

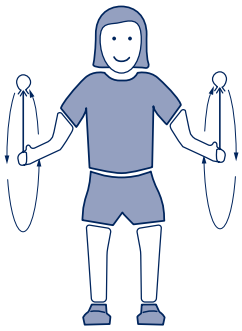
Trend Task: NEMP Access Task

Poi Swings (Y4)

Approach:	Open space
Focus:	Swinging
Resources:	2 poi

Year: 4

Questions / instructions:



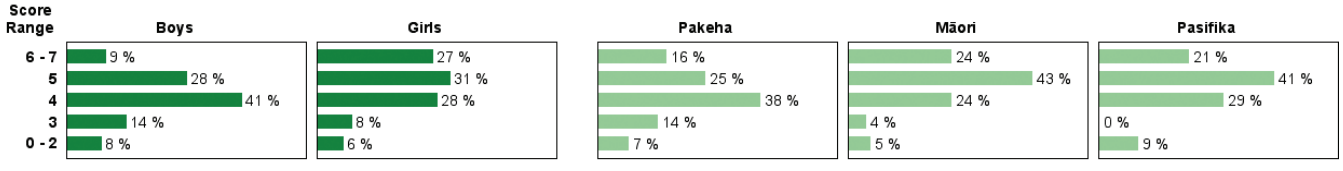
Apart from the practice session, students do the task one at a time.

1. Practise swinging the poi on your own. (Allow up to 2 minutes)
2. Hold a poi in each hand. Swing them forwards at the sides of your body. Count **10** swings.
3. Now show anything else that you can do with the poi. (Allow up to 1 minute)

		% response 2006 ('02) year 4
Ten swings to sides of body:		
achieved fluently		45 (45)
achieved, not fluently		46 (30)
achieved with one restart		4 (14)
any other response		5 (11)
attempted anything else		98 (91)
Overall performance:		
very good/excellent		5 (5)
good		23 (22)
fair		51 (62)
poor		21 (11)
Total score:	6–7	18 (19)
	5	30 (29)
	4	34 (24)
	3	11 (13)
	0–2	7 (15)

Subgroup Analyses:

Year 8



Commentary:

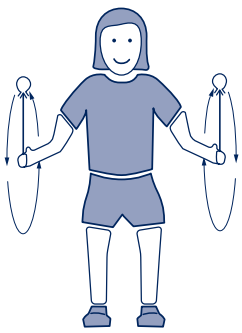
Year 4 girls scored higher than boys, and Māori and Pasifika students than Pakeha students. There were fewer low performances in 2006 than in 2002.

Trend Task: Poi Swings (Y8)

NEMP Access Task

Approach:	Open space	Year:	8
Focus:	Swinging		
Resources:	2 poi		

Questions / instructions:



Apart from the practice session, students do the task one at a time.

1. Practise swinging the poi on your own. (Allow up to 2 minutes)
2. Hold a poi in each hand.
   Swing them forwards at the sides of your body. Count **10** swings.

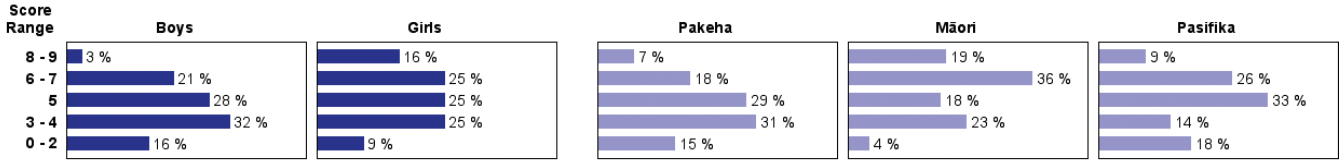
   Then keep swinging the poi as you move your hands together in front of you.

   Try to put the poi together in one hand while still swinging them.
3. Now show anything else that you can do with the poi. (Allow up to 1 minute)

		% response 2006 ('02) year 8
Ten swings to sides of body:		
achieved fluently		60 (61)
achieved, not fluently		25 (20)
achieved with one restart		9 (10)
any other response		6 (9)
Moving poi to one hand:		
kept swinging as hands brought together		37 (35)
kept swinging in transfer to one hand		12 (7)
attempted anything else		80 (78)
Overall performance:		
very good/excellent		6 (3)
good		23 (25)
fair		54 (49)
poor		17 (23)
Total score:	8–9	10 (5)
	6–7	22 (29)
	5	27 (21)
	3–4	28 (31)
	0-2	13 (14)

Subgroup Analyses:

Year 8



Commentary:

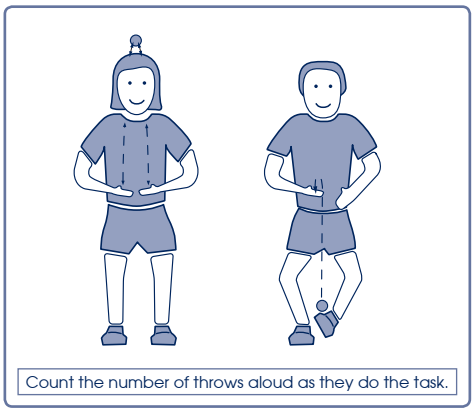
There were more year 8 girls than boys among the very high performers and Māori students scored higher than the other ethnic groups. There was little change between 2002 and 2006.

Trend Task: NEMP Access Task **Beanies**

Approach:	Open space
Focus:	Throwing, catching, flicking
Resources:	Bean bag

Year: 8

Questions / instructions:



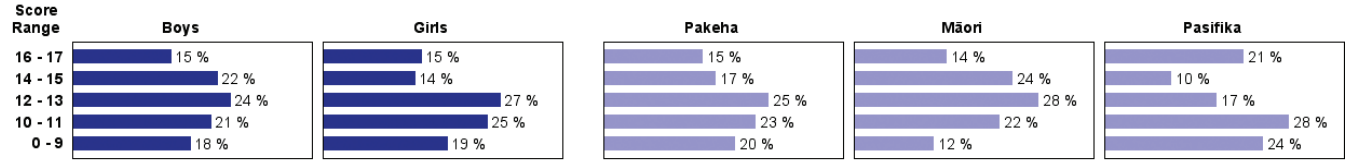
Count the number of throws aloud as they do the task.

1. Throw the bean bag above your head from one hand to the other, **three** times.
2. Throw the bean bag into the air. Turn a **half turn** and catch the bean bag. Have **three** goes.
3. Throw the bean bag into the air. Turn a **full turn** and catch the bean bag. Have **three** goes.
4. Put the bean bag on the top of your **left** foot, then stand up straight. Flick the bean bag up into the air with your foot and catch it in your hands. Have **three** goes.
5. Put the bean bag on the top of your **right** foot, then stand up straight. Flick the bean bag up into the air with your foot and catch it in your hands. Have **three** goes.

		% response 2006 ('02) year 8
One hand to other – number caught:	3	88 (87)
	2	8 (9)
	1	2 (4)
	0	2 (0)
Half turn – number caught:	3	58 (62)
	2	25 (25)
	1	11 (8)
	0	6 (5)
Full turn – number caught:	3	17 (15)
	2	26 (29)
	1	22 (24)
	0	35 (32)
Left foot to hands – number caught:	3	40 (41)
	2	33 (26)
	1	17 (19)
	0	10 (14)
Right foot to hands – number caught:	3	55 (52)
	2	26 (27)
	1	14 (13)
	0	5 (8)
Overall style: *(height, control, fluency)*	strong	31 (26)
	moderate	61 (66)
	weak	8 (8)
Total score:	16–17	15 (9)
	14–15	18 (21)
	12–13	25 (30)
	10–11	23 (19)
	0–9	19 (21)

Subgroup Analyses:

Year 8



Commentary:

Most year 8 students succeeded with the simplest component but less than half managed two or three catches after completing 360 degree rotations. There was no meaningful change in performance between 2002 and 2006.

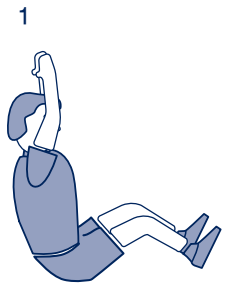
Task: Bottom Balance

NEMP Access Task

Approach:	Open space
Focus:	Balancing
Resources:	Mat

Year: 4 & 8

Questions / instructions:



Reach to one side.

Reach to other side.

Sit on the mark.

Sit down with your knees bent in front of you and your feet off the floor.

Keeping your bottom on the floor:

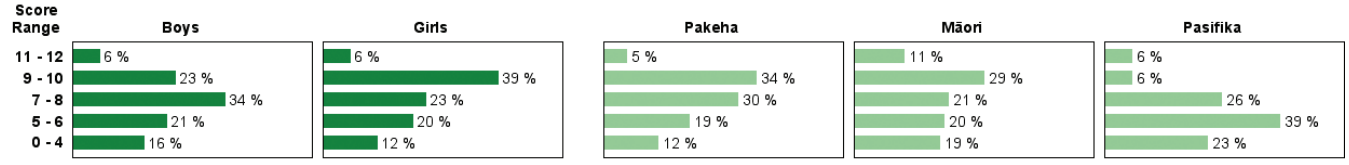
1. Reach upwards as far as you can with every part of your body. Hold to a count of **5** and then return to sitting position.
2. Reach to one side as far as you can with every part of your body. Hold to a count of **5** and then return to sitting position.
3. Reach to the other side as far as you can with every part of your body. Hold to a count of **5** and then return to sitting position.

	% responses y4	% responses y8
Reaching upwards:		
Position achieved: *(Arms upstretched, body nearly upright, feet well off ground in front of face)*		
very good/excellent	47	48
good	36	38
moderately good	15	12
poor	2	2
held for count of 5	85	87
Reaching to one side:		
Position achieved: *(Body nearly upright, arms and legs well off ground and all stretched to one side of body)*		
very good/excellent	7	7
good *(one aspect not right)*	41	47
moderately good	35	36
poor	17	10
held for count of 5	80	87

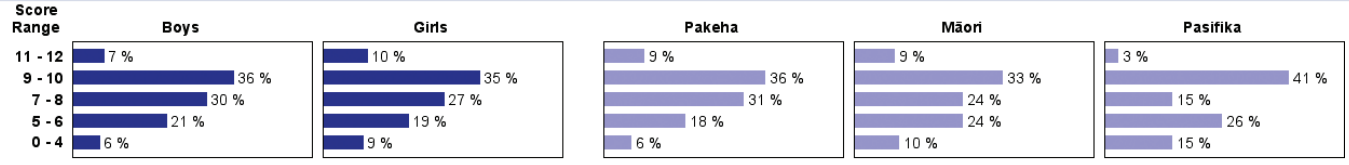
		% responses y4	% responses y8
Reaching on other side:			
Position achieved *(Body nearly upright, arms and legs well off ground and all stretched to other side of body)*			
very good/excellent		5	8
good *(one aspect not right)*		36	37
moderately good		36	42
poor		23	13
held for count of 5		79	86
Total score:	11–12	6	8
	9–10	31	36
	7–8	29	28
	5–6	20	20
	0–4	14	8

Subgroup Analyses:

Year 4



Year 8



Commentary:

Year 4 students scored almost as well as year 8 students. Year 4 Pasifika students had quite low success but that was not true for year 8 Pasifika students.

Task: Ladder Ins and Outs

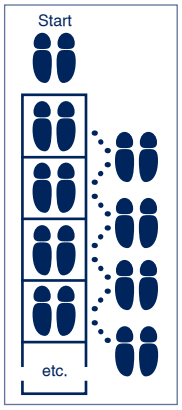
Approach:	Open space
Focus:	Jumping
Resources:	Ladder (10 rungs)

Year: 4 & 8

Questions / instructions:

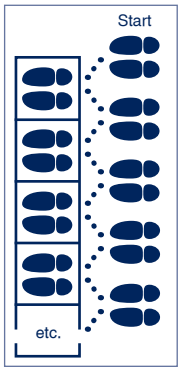
1. In - Out **- Slow.**
   Start outside ladder - face ladder- feet together.
   Jump feet together **in** the square.
   Jump feet together **out** of the square.

2. In - Out **- Fast.**
   Start outside the ladder - face ladder - feet together.
   Jump feet together **in** the square.
   Jump feet together **out** of the square.



3. Side Jump **- Slow.**
   Start beside the ladder - feet together.
   Jump feet together into the square.
   Jump feet together out of the square.

4. Side Jump **- Fast.**
   Start beside the ladder - feet together.
   Jump feet together into the square.
   Jump feet together out of the square.

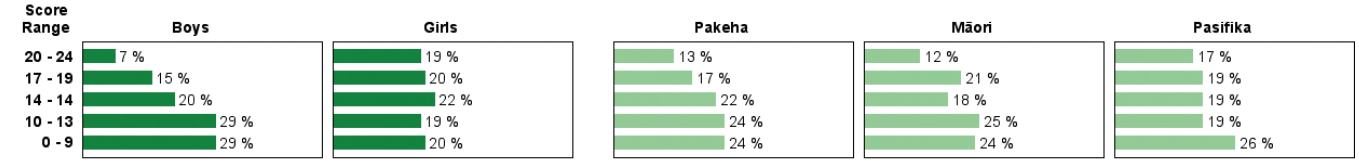


		% responses y4	y8
In and Out Slow:			
Accuracy:	always	26	39
	mostly	36	33
	sometimes	23	19
	wrong pattern/no pattern	15	9
Body control/fluency/style:			
	very good/excellent	23	35
	good	41	39
	moderately good	31	20
	poor/not done	5	6

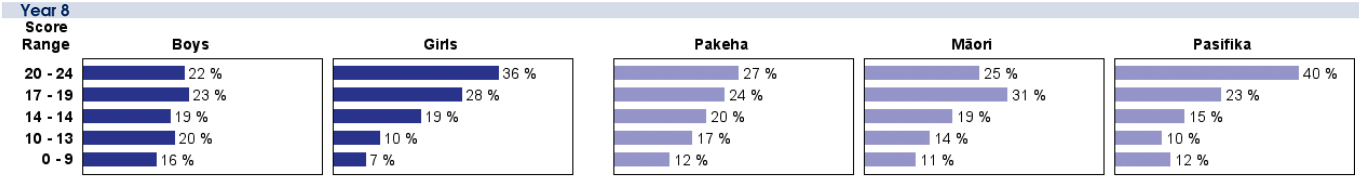
		% responses y4	y8
In and Out Fast:			
Accuracy:	always	11	27
	mostly	38	39
	sometimes	34	28
	wrong pattern/no pattern	17	6
Body control/fluency/style:			
	very good/excellent	12	31
	good	37	35
	moderately good	39	27
	poor/not done	12	7
Side Jump Slow:			
Accuracy:	always	35	47
	mostly	35	34
	sometimes	17	10
	wrong pattern/no pattern	13	9
Body control/fluency/style:			
	very good/excellent	19	34
	good	44	43
	moderately good	33	20
	poor/not done	4	3
Side Jump Fast:			
Accuracy:	always	23	37
	mostly	41	39
	sometimes	24	16
	wrong pattern/no pattern	12	8
Body control/fluency/style:			
	very good/excellent	15	34
	good	38	41
	moderately good	38	22
	poor/not done	9	3
Total score:	20–24	13	22
	17–19	18	31
	14–16	21	19
	10–13	24	16
	0–9	24	12

Subgroup Analyses:

Year 4



Year 8



Commentary:

Girls at both year levels performed better than boys and Pasifika students did particularly well at year 8 level.

LINK TASK: 10		% responses y4	% responses y8
Approach:	Open space		
Year:	4 & 8		
Focus:	Rolling, throwing, batting		
Total score:	11–15	2	17
	9–10	14	26
	7–8	24	31
	5–6	34	18
	0–4	26	8

LINK TASK: 11			
Approach:	Open space		
Year:	4 & 8		
Focus:	Kicking		
Total score:	9–10	9	15
	7–8	35	50
	5–6	33	29
	0–4	23	6

LINK TASK: 12			
Approach:	Open space		
Year:	4 & 8		
Focus:	Balancing in stretches		
Total score:	15–18	11	20
	13–14	24	24
	11–12	30	24
	9–10	22	19
	0–8	13	13

LINK TASK: 13			
Approach:	Open space		
Year:	4 & 8		
Focus:	Jumping		
Total score:	6	9	8
	5	17	18
	4	31	34
	3	24	19
	0–2	19	21

LINK TASK: 14			
Approach:	Open space		
Year:	4 & 8		
Focus:	Problem solving, developing strategies, team work, cooperation, effective communication		
Total score:	4–6	9	9
	3	12	15
	2	22	29
	1	32	27
	0	25	20

LINK TASK: 15		% responses y4	% responses y8
Approach:	Open space		
Year:	4 & 8		
Focus:	Catching, passing		
Total score:	27	21	54
	26	21	23
	24–25	32	18
	22–23	13	3
	0–21	13	2

LINK TASK: 16			
Approach:	Open space		
Year:	4 & 8		
Focus:	Jog and bounce ball, balance ball		
Total score:	14–15	3	44
	12–13	9	28
	9–11	30	19
	6–8	33	6
	0–5	25	3

LINK TASK: 17			
Approach:	Open space		
Year:	4 & 8		
Focus:	Jumping, hopping		
Total score:	17–18	12	27
	15–16	19	23
	12–14	31	29
	9–11	23	13
	0–8	15	8

LINK TASK: 18			
Approach:	Open space		
Year:	4 & 8		
Focus:	Throw bean bag		
Total score:	32–38	8	28
	28–31	22	37
	24–27	28	23
	20–23	24	10
	0–19	18	2

LINK TASK: 19			
Approach:	Open space		
Year:	4 & 8		
Focus:	Hitting		
Total score:	7–8	6	14
	5–6	17	24
	3–4	32	33
	0–2	45	29

LINK TASK: 20			
Approach:	One to one		
Year:	4 & 8		
Focus:	Analysing and improving technique		
Total score:	4–14	5	22
	3	13	23
	2	26	28
	1	31	19
	0	25	8

5 Relationships With Other People

The focus of this chapter is on relationships with other people, and includes assessment tasks dealing with relationships in classrooms, schools, families and the wider community. Students were asked to show what they understood about how the attitudes, values, actions and needs of people interact, and the influence of social and cultural factors.

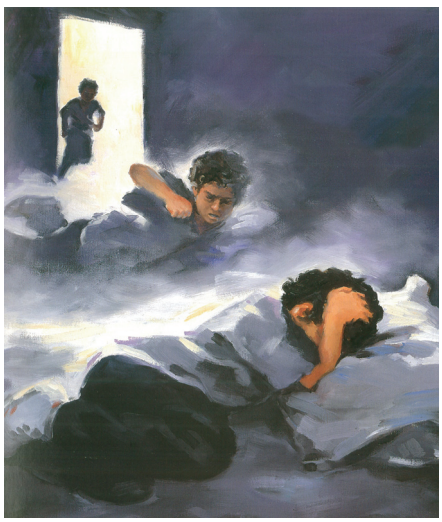
Eight tasks were identical for year 4 and year 8 students, one was administered to both years but with minor changes of procedure for year 4 students, one was administered only to year 4 students and one only to year 8 students. Five are trend tasks (fully described with data for both 2002 and 2006), one is a released task (fully described with data for 2006 only) and five are link tasks (to be used again in 2010, so only partially described here).

The tasks are presented in the three sections: trend tasks, then released tasks and finally link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 4 students and then tasks administered only to year 8 students.

Many of the tasks were marked both descriptively and evaluatively. Descriptive components explored students' ideas about issues and their possible solutions, while the evaluative components were ratings of the overall merit of the students' responses. For some of the tasks, only the evaluative components are included in the comparisons below.

Averaged across 66 task components administered to both year 4 and year 8 students, seven percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 80 percent of the components.

Trend analyses showed no meaningful change since 2002 for year 4 students, but a modest improvement for year 8 students. Averaged across 14 task components attempted by year 4 students in both years, two percent more students succeeded in 2006 than in 2002. Gains occurred on nine components and losses on five components. At year 8 level, with 21 task components included in the analysis, five percent more students on average succeeded with the task components in 2006 than in 2002. Gains occurred on 17 components, with losses on two components and no change on two components.



Trend Task: What Do You Think?

Approach:	One to one	Year:	4 & 8
Focus:	Relationships		
Resources:	3 pictures, recording book		

Questions / instructions:

In this activity I am going to show you some pictures of different types of bullying and read some problems that go with each picture.

Try to think about how the bullying could be stopped and who could help the people involved.

Here is the first picture and problem.

Show picture 1.

Read problem 1 to the student.

Problem 1:
Some people in Leah's class call her names. They yell out "Scaredy Cat" and "Cry Baby" at her in the playground. They call Leah names because she is scared of heights and doesn't like climbing the school's playground equipment. The name calling really hurts Leah's feelings but she doesn't know what to do about it.

1. Tell me all the things that Leah could do to stop the bullying.

	% response 2006 ('02) year 4	year 8
tell/get help from teacher	81 (87)	83 (73)
tell/get help from other adult, including parent	35 (33)	63 (39)
tell/get help from peers	16 (15)	25 (19)
explain to bullies how you feel and ask them to stop/negotiate	57 (42)	51 (47)
yell nasty comments back to bullies	4 (6)	5 (4)
physical aggression	1 (0)	0 (3)
ignore	36 (33)	34 (39)
avoid situation	20 (23)	28 (33)

Show picture 2.

Read problem 2 to the student.

Problem 2:
Ryan is always taking Joe's things. Yesterday he grabbed Joe's school bag and pushed Joe about. Joe's arm is still hurting from Ryan grabbing his bag. Joe is really scared of Ryan and doesn't know what to do about it.

2. Tell me all the things that Joe could do to stop the bullying.

	% response 2006 ('02) year 4	year 8
tell/get help from teacher	66 (70)	78 (75)
tell/get help from other adult, including parent	45 (39)	64 (54)
tell/get help from peers	12 (9)	21 (12)
explain to bullies how you feel and ask them to stop/negotiate	57 (58)	57 (57)
yell nasty comments back to bullies	2 (3)	2 (0)
physical aggression	12 (9)	8 (10)
ignore	13 (14)	13 (14)
avoid situation	19 (20)	27 (22)

Show picture 3.

Read problem 3 to the student.

Problem 3:
Rita is feeling terrible. Everyone else in her group is going to the movies after school, but they deliberately didn't ask her. They keep giggling and whispering when they look at her. Rita doesn't know what to do about it.

3. Tell me all the things that Rita could do about the others being mean to her.

	% response 2006 ('02) year 4	year 8
tell/get help from teacher	52 (53)	39 (31)
tell/get help from other adult, including parent	34 (31)	31 (17)
tell/get help from peers	12 (14)	32 (29)
explain to bullies how you feel and ask them to stop/negotiate	54 (41)	52 (54)
yell nasty comments back to bullies	3 (6)	4 (2)
physical aggression	1 (2)	0 (0)
ignore	31 (37)	45 (42)
avoid situation	11 (10)	17 (22)

Think about children like Leah, Joe and Rita who get bullied.

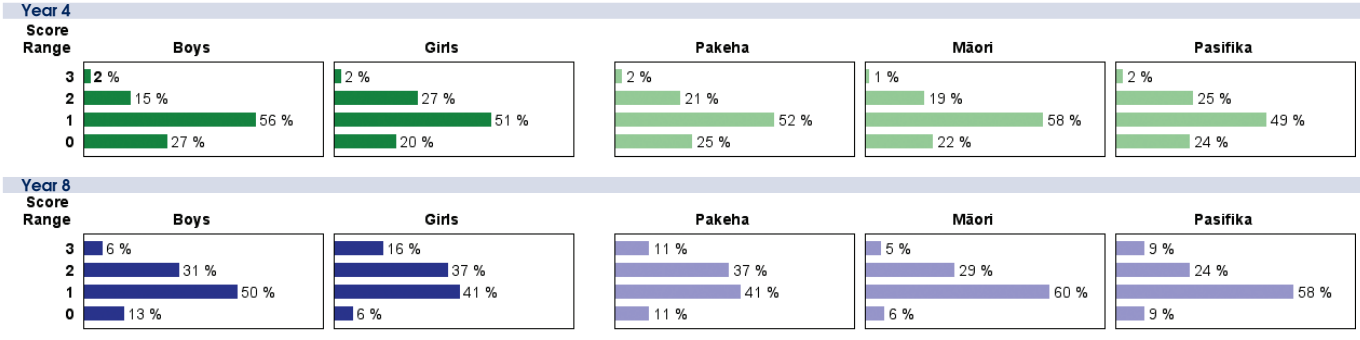
4. Who do you think could help children like them?

	% response 2006 ('02) year 4	year 8
school staff	97 (92)	94 (86)
parents	84 (79)	90 (81)
siblings	30 (29)	32 (22)
other family members	27 (24)	26 (19)
families of bullies	5 (4)	6 (3)
peers	67 (58)	77 (64)
outside professionals	10 (11)	46 (32)

Overall quality of how to stop bullying:

		% response 2006 ('02) year 4	year 8
excellent/very good		2 (1)	10 (3)
good		21 (19)	34 (30)
moderate		53 (54)	46 (54)
poor		24 (26)	10 (13)
Total score:	3	2 (1)	10 (3)
	2	21 (19)	34 (30)
	1	53 (54)	46 (54)
	0	24 (26)	10 (13)

Subgroup Analyses:



Commentary:

Year 8 students adapted their responses more for the different situations described. About 20 percent more year 8 than year 4 students were judged to have good understanding of how to deal with bullying. Girls scored a little better than boys, with minor differences among the ethnic groups.

Trend Task: Suzy

Approach:	One to one
Focus:	Relationships
Resources:	Picture
Year:	4 & 8

Questions / instructions:

Show picture.

Here is a picture of Suzy. Suzy isn't feeling too good. She often gets angry with others – she gets into lots of bad moods, and she's got a really bad temper sometimes. Suzy wishes she didn't get so angry and that she could control her temper.

1. What are some things Suzy could do when she feels that she is going to lose her temper or get into a bad mood with people?

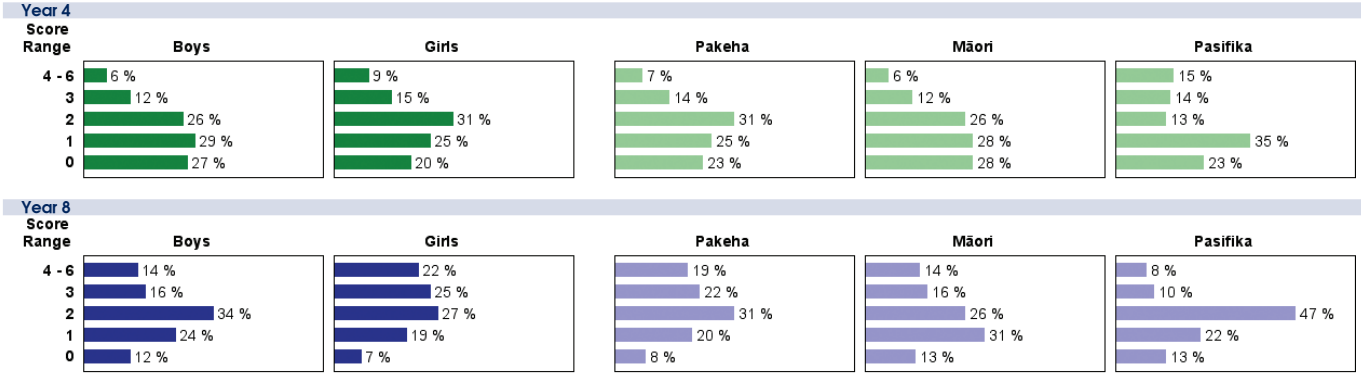
	% response 2006 ('02) year 4	year 8
avoidance/escape *(walking away)*	53 (63)	71 (61)
self control approaches	72 (53)	79 (65)
explaining what/how she's thinking/ feeling to people she is angry with	12 (10)	14 (11)
asking others *(3rd party)* for help	17 (23)	23 (21)
Overall quality and mix of ideas:		
excellent/very good	2 (1)	7 (0)
good	20 (18)	32 (20)
moderate	43 (43)	45 (50)
very limited	35 (38)	16 (30)

Suzy has just thrown a big wobbly with her friend. She needs to do something about it.

2. What do you think Suzy should do?

	% response 2006 ('02) year 4	year 8
getting outside help to improve relationship	9 (6)	7 (7)
unspecific mention of talking to friend	4 (3)	5 (2)
Dealing with the past:		
(what has happened) ignoring it	6 (5)	3 (7)
trying to understand why it happened *(self analysis)*	6 (5)	8 (5)
apologising	77 (72)	87 (76)
explaining to friend why she got angry	17 (14)	28 (34)
Addressing the future:		
being extra nice to friend	19 (9)	17 (10)
learning how to control anger	7 (0)	8 (9)
sorting out with friend how to deal with disagreements	5 (2)	10 (6)
Overall quality and mix of ideas:		
excellent/very good	1 (0)	1 (1)
good	12 (3)	19 (13)
moderate	40 (31)	48 (42)
very limited	47 (66)	32 (44)
Total score: 4–6	8 (3)	17 (7)
3	13 (7)	20 (16)
2	28 (26)	31 (29)
1	27 (31)	23 (26)
0	24 (33)	9 (22)

Subgroup Analyses:



Commentary:

Many students had helpful ideas about how to deal with Suzy's unhappiness but, overall, almost half of the year 4 students and one third of the year 8 students were judged to have very limited strategies. There was a small improvement at both year levels between 2002 and 2006.

Approach:	One to one
Focus:	Relationships
Resources:	Picture, recording book
Year:	4 & 8

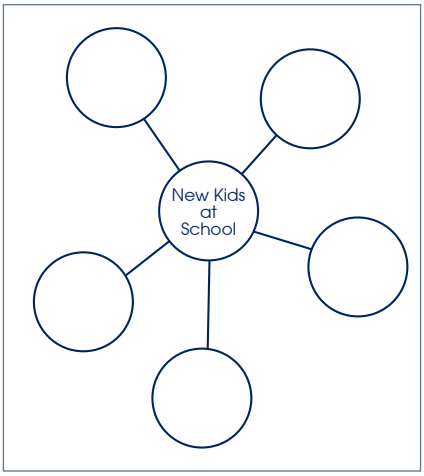
Questions / instructions:

Show picture.

Imagine that the people in this picture are going to join your class. They have just moved to your town and they don't know anyone at your school.

What kinds of things could you do to help make them feel welcome in their first few weeks at school? Think about it for a minute then I'll ask you to tell me five important things you could do to help these new people in your class.

Allow time.



1. What are some of the important things you could do to help new class mates feel welcome?	% response 2006 ('02) year 4	year 8
Top left circle:		
clearly important thing to help	96 (99)	95 (95)
Top right circle:		
clearly important thing to help	94 (97)	97 (92)
Bottom right circle:		
clearly important thing to help	89 (90)	93 (88)
Bottom centre circle:		
clearly important thing to help	88 (84)	90 (89)
Bottom left circle:		
clearly important thing to help	91 (89)	90 (88)

Record answers, abbreviating where appropriate. Read aloud while recording. Where two or more ideas are given together, suggest that they be written separately.

2. Now decide what you think is the most important thing on your list and I'll put a tick beside it.	% response 2006 ('02) year 4	year 8
Most important thing:		
offer practical information/directions etc.	26 (25)	14 (7)
help them with class routines/class work	7 (3)	3 (1)
offer involvement in play/sport activities with you at school	14 (12)	20 (14)
do things with you outside of school	1 (0)	0 (0)
talk to them *(about each other)*	4 (1)	10 (7)
introduce them to others	10 (9)	18 (19)
be nice/kind/friendly/help them *(general thing)*	33 (40)	31 (48)
any other response	5 (10)	4 (4)
3. Why do you think that is the most important thing? not marked	•	•
Total score: 5	71 (67)	74 (68)
4	20 (25)	18 (20)
3	5 (7)	7 (10)
0–2	4 (1)	1 (2)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
5	72 %	70 %	72 %	71 %	70 %
4	20 %	20 %	20 %	15 %	24 %
3	5 %	5 %	5 %	5 %	6 %
0 - 2	3 %	5 %	3 %	9 %	0 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
5	76 %	73 %	75 %	73 %	76 %
4	16 %	19 %	17 %	18 %	18 %
3	7 %	8 %	8 %	7 %	6 %
0 - 2	1 %	0 %	0 %	2 %	0 %

Commentary:

Students enjoyed very high levels of success with this task, with only minor differences between year 4 and year 8 students.

Trend Task: Disappointment

NEMP Access Task

Approach:	Team
Focus:	Interpersonal skills
Resources:	Video recording on laptop computer, team recording sheet

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

We'll start this activity by watching a video about a kapa haka group. They really wanted to win the competition that they have just been in, but they missed out. In the video, their leader tells how hard they worked. We'll watch the video now.

Click the *Disappointment* button, to play the video.

VIDEO VOICEOVER:

Kapa haka group seen performing item.

Voiceover: Te Koru Puawai is a new Kapa Haka group. They've been practising really hard for the competitions and they expected to get a place. But they missed out....

Kapa Haka group sitting behind leader, who speaks to camera.

Leader: It just feels really hard....we put heaps of hours into our practices - every lunchtime and after school too.

Our tutors really pushed us to do our best... and all our whānau have been helping out, making costumes, fundraising, coming along to watch us practise....

We thought we had a chance of getting a place; but we didn't come anywhere. After all the hard work, it's just so disappointing.

The team worked really hard but they did not win the competition. They are feeling very disappointed.

YEAR 4:

1. What things could be done to help the team feel better? Talk about this in your group and decide on **three** helpful ideas, then I will write your ideas down for you.

Allow time.

Tell me your **three** ideas to help the team feel better.

Record answers. Leave recording sheet in middle of table for students to see.

2. Now talk about how **each** idea could help the team feel better. Talk about this in your group then I will write down your answers.

Ensure discussion relates to recorded ideas.

Record answers.

Now as a group talk about who could help the team with those things and then I'll write down your answers.

Point to each recorded idea.

Allow time.

3. Who could help the team with **each** of your ideas?

YEAR 8:

What things could be done to help the team feel better? Talk about this in your group and decide on **three** helpful ideas. Discuss how your ideas could help them. Also think about who could help the team.

Write your answers on this sheet.

Hand out team answer sheet.

When you have finished I'll ask you to tell me what you decided. Each person can have a turn at telling me about what you have written down.

Allow time.

Now it's time to tell me what you have decided. Remember each person can have a turn at telling me about what you have written down.

1. What things could be done to help the team feel better?
2. How could those things help the team?
3. Who could help the team with those things?

		% response 2006 ('02) year 4	year 8
Idea 1:			
How helpful was the idea likely to be:	very helpful	9 (7)	8 (7)
	helpful	28 (31)	34 (30)
	moderately helpful	37 (40)	43 (43)
	not helpful	26 (22)	15 (20)
Quality of explanation:	strong	18 (15)	26 (22)
	moderate	56 (60)	53 (59)
	weak	26 (25)	21 (19)
Idea 2:			
How helpful was the idea likely to be:	very helpful	4 (2)	6 (7)
	helpful	28 (23)	27 (32)
	moderately helpful	37 (37)	45 (34)
	not helpful	31 (38)	22 (27)
Quality of explanation:	strong	19 (17)	24 (20)
	moderate	48 (51)	48 (57)
	weak	33 (32)	28 (23)
Idea 3:			
How helpful was the idea likely to be:	very helpful	5 (2)	7 (6)
	helpful	32 (32)	35 (18)
	moderately helpful	39 (39)	41 (48)
	not helpful	24 (27)	17 (28)
Quality of explanation:	strong	18 (23)	23 (9)
	moderate	50 (51)	52 (63)
	weak	32 (26)	25 (28)
Total score:	10–15	13 (14)	19 (15)
	8–9	20 (16)	22 (18)
	6–7	24 (24)	20 (25)
	4–5	20 (21)	27 (32)
	0–3	23 (25)	12 (10)

Commentary:

There were only small differences between year 4 and year 8 students on this task. Because it was a team task, there are no graphs of subgroup performance. There was little change at either year level between 2002 and 2006.

Approach:	One to one
Focus:	Identity and respect
Resources:	Picture
Year:	8

Questions / instructions:

Here is a picture of Manu and Zac.

Show picture.

Manu is Zac's big brother. Zac is very proud of his big brother. People say that Manu is a great role model for him.

1. What is a role model?

2. What kind of person would you need to be, to be a good role model?

	% response 2006 ('02) year 8
good at doing things	15 (15)
has achieved a lot/is well known	8 (11)
is hard working/motivated	8 (6)
is responsible/trustworthy/reliable/upright	88 (83)
is helpful/looks after others *(cares for)*	36 (33)
is friendly/nice/loving to others/kind	54 (49)
Overall strength of response:	
very strong	2 (1)
quite strong	33 (26)
moderately strong	48 (47)
weak	17 (26)

A good role model is a person you want to be like – you like what they do, how they do things and the sort of person they are.

3. Have you got a role model? yes — 68 (51)

Don't ask the following questions if the student says no.

4. Who is your role model?

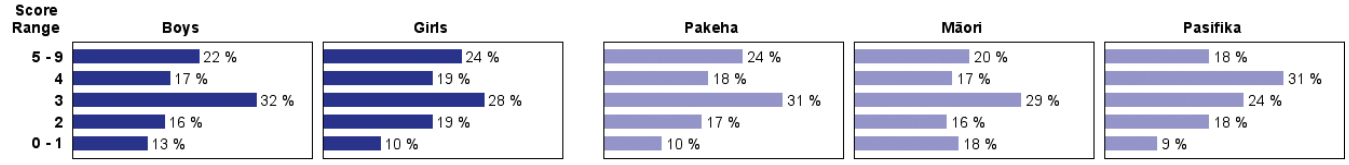
	% response 2006 ('02) year 8
parent	31 (15)
other adult relative	6 (2)
sibling	11 (14)
teacher	1 (1)
other adult in community *(e.g. coach, kaumatua)*	0 (0)
well-known person elsewhere	14 (8)
friends	3 (7)
other - undefined or not classifiable	2 (2)
does not have a role model	32 (51)

5. What do you especially like about your role model? not marked •

		% response 2006 ('02) year 8
Total score:	5–9	23 (15)
	4	18 (16)
	3	30 (39)
	2	17 (12)
	0–1	12 (18)

Subgroup Analyses:

Year 8



Commentary:

There were only minor differences between subgroups on this task and little change from 2002 to 2006. Students like role models to be responsible, friendly and helpful.

Task: Jamie

Approach:	One to one
Focus:	Conflicting emotions
Resources:	Video recording on laptop computer
Year:	4 & 8

Questions / instructions:

This activity uses the computer. We are going to watch a video about a boy named Jamie. **Click the *Jamie* button.**

VIDEO VOICEOVER: [George Vlamakis (2003); *What About Me?: Michelle Anderson Publishing Pty Ltd*; Melbourne; Australia]

(Jamie in corner)
Jamie was angry. It was the second night in a row that he was not going to see his mum. She was at the hospital AGAIN, looking after his sick sister Susie. Staying at home with Dad was OK, but Jamie missed his Mum. Dad's cooking tasted funny, and he missed not having his Mum read a book to him at bedtime. Jamie spent most of his day in his own room feeling upset and sad.

(Jamie looking in to room)
Susie's room was next to Jamie's but he didn't like going into her room any more. It was filled with presents and Get Well cards. Everyone was always thinking about his sister because she was sick, and she was getting all the attention. Jamie was worried about his sister too, but he also felt fed up with everyone fussing over Susie all the time, whilst he felt left out.

(Jamie with Dad in kitchen)
"Do you want to play?" Jamie asked his Dad.
"No Jamie, I'm busy!" answered Dad. "I'm making some chocolate crackles to give to Susie in hospital tomorrow."

(Jamie running to room and punching pillow etc.)
"Nobody cares about me!" Jamie shouted. Tears started to well up in Jamie's eyes. He ran to his room, punched the pillow and started to cry.

(Jamie on computer)
Jamie spent the next two days in his room, playing computer games by himself and feeling miserable. Dad knew that something was wrong.

1. Why is Jamie feeling so miserable? Tell me all the reasons that you can think of.

	% responses y4	% responses y8
his mum was in hospital looking after his sister	31	30
he wasn't going to see his mum/ he missed his mum	48	49
his mum couldn't read to him at bedtime	17	13
dad's cooking tasted funny	15	22
his sister was getting all the attention/he felt left out	85	94
his sister was sick/he worried about his sister	20	23

Jamie is having a really hard time because his sister is so sick. When people are having a difficult time they often have lots of different feelings and emotions.

2. What feelings and emotions do you think Jamie might be having? Tell me as many as you can think of.

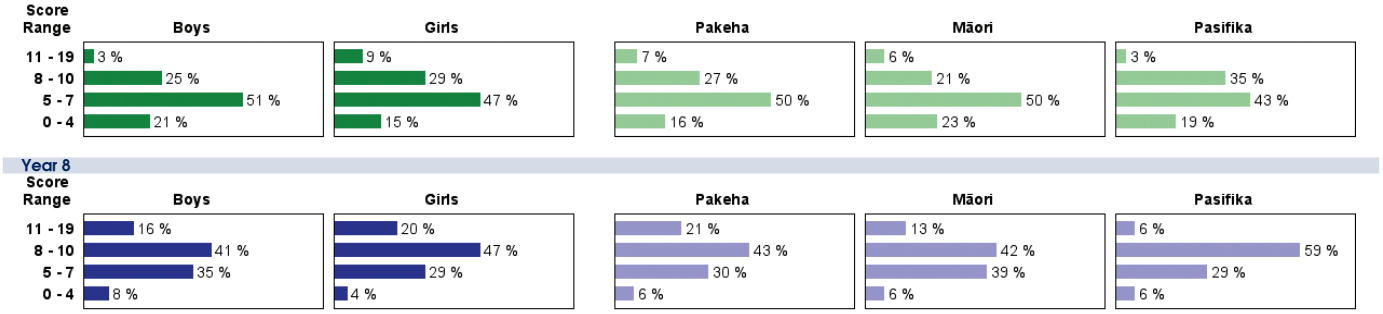
concern/worry for his sister	13	27
jealous of sister and the attention she was getting	11	29
sad/upset/teary/miserable	90	91
left out/lonely/unimportant	33	49
angry, fed up with fussing/situations	73	84

Overall understanding of Jamie's situation:		% responses y4	% responses y8
very good/excellent		6	19
good		33	48
moderately good		43	29
poor		18	4

3. Jamie is really unhappy. What could Jamie do to help himself feel better? Tell me all the ways that you can think of.

talk about the situations and his feelings to other people *(parents, teacher, friends)*		21	32
do something to help/cheer sister		29	49
try to understand/accept why Suzy needs extra attention at present, and that it doesn't mean he is not cared about		4	12
go to hospital to see Mum		33	38
Total score:	11–19	6	18
	8–10	27	44
	5–7	49	32
	0–4	18	6

Subgroup Analyses:



Commentary:

Year 8 students scored substantially higher than year 4 students on understanding Jamie's situation.

		% responses y4	y8
LINK TASK:	**21**		
Approach:	One to one		
Year:	4 & 8		
Focus:	Fair play, team work, cooperating and competing		
Total score:	4–8	6	15
	3	19	30
	2	37	35
	1	30	18
	0	8	2
LINK TASK:	**22**		
Approach:	One to one		
Year:	4 & 8		
Focus:	Conflict management		
Total score:	6–10	8	9
	5	13	18
	4	26	27
	3	30	24
	0–2	23	22
LINK TASK:	**23**		
Approach:	Stations		
Year:	4 & 8		
Focus:	Qualities of sport team leadership		
Total score:	10–19	3	25
	6–9	22	44
	3–5	36	23
	0–2	39	8
LINK TASK:	**24**		
Approach:	Team		
Year:	4 & 8		
Focus:	Coping with loss and grief		
Total score:	13–17	21	12
	11–12	17	20
	9–10	28	21
	7–8	23	28
	0–6	11	19
LINK TASK:	**25**		
Approach:	Team		
Year:	4		
Focus:	Bullying		
Total score:	7–10	20	
	6	21	
	5	28	
	4	18	
	0–3	13	

6 Healthy Communities and Environments

The focus in this fourth strand of the health and physical education curriculum is on the interdependence of students, their communities and the environment. The stated aim is for students to participate in creating healthy communities and environments by taking responsible and critical action.

This is not an easy area in which to create assessment tasks that can stand by themselves, separate from class programmes and activities and children's life experiences. Six tasks were used in 2006. All of these were identical for year 4 and year 8 students. Three are trend tasks (fully described with data for both 2002 and 2006) and three are link tasks (to be used again in 2010, so only partially described here). The tasks are presented in two sections: trend tasks and then link tasks.

Averaged across 66 task components administered to both year 4 and year 8 students, seven percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 77 percent of the components.

Trend analyses showed no meaningful change since 2002 for either year 4 or year 8 students. Averaged across 22 task components attempted by year 4 students in both years, one percent more students succeeded in 2006 than in 2002. Gains occurred on 12 components and losses on 8 components, with no change on two components. At year 8 level, with the same 22 task components included in the analysis, one percent more students on average succeeded with the task components in 2006 than in 2002. Gains occurred on 11 components, with losses on 10 components and no change on one component.

Approach:	One to one
Focus:	Caring for other people
Resources:	Picture
Year:	4 & 8

Questions / instructions:

In this activity you will be thinking about what it means to be a good neighbour.

Show picture.

This is Mrs Jackson. She's 82 years old. Mrs Jackson has just moved into a new neighbourhood. She is hoping that she will have good neighbours because she lives on her own.

1. What kinds of help might Mrs Jackson need so that she is happy living in her neighbourhood?

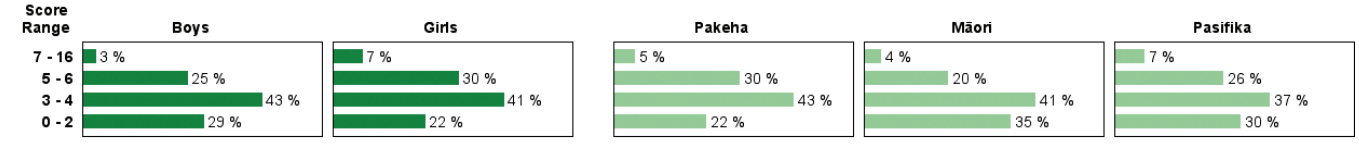
	% response 2006 ('02) year 4	year 8
Practical help:		
helping her move in and around house	19 (20)	14 (20)
helping move property into/around house	8 (3)	8 (8)
transport to shops/events	10 (19)	11 (10)
doing shopping/other errands for her	17 (19)	23 (29)
cooking	22 (28)	20 (26)
cleaning/washing	14 (20)	17 (19)
gardening/mowing etc.	16 (12)	28 (27)
carpentry/painting etc.	2 (1)	1 (2)
help with personal hygiene, health problems, fitness issues	18 (20)	17 (18)
Social help:		
people visiting her, listening to her, having fun with her etc.	56 (49)	59 (68)
people helping her to join other social groups	2 (0)	4 (3)
people welcoming her into their homes and their activities *(e.g. watching TV together, walking together, playing games)*	15 (14)	15 (17)
people becoming close friends	23 (22)	15 (13)

2. If you lived next to Mrs Jackson, what could you do to be a good neighbour? See if you can think of **three** things.

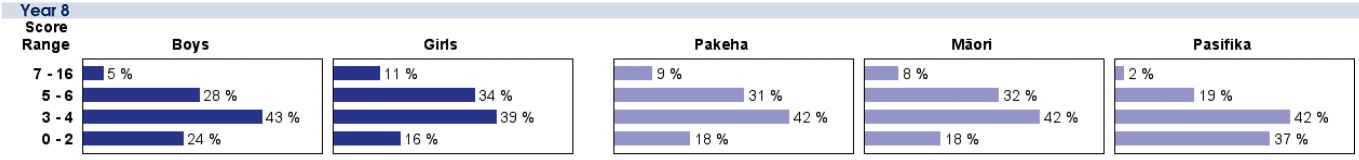
		% response 2006 ('02) year 4	year 8
Categories included:			
Practical help –			
helping her move in and around house		22 (12)	19 (19)
helping move property into/around house		3 (1)	4 (3)
transport to shops/events		8 (9)	8 (6)
doing shopping/other errands for her		23 (26)	36 (32)
cooking		27 (26)	22 (27)
cleaning/washing		16 (24)	17 (19)
gardening/mowing/home maintenance/carpentry		19 (19)	36 (37)
help with personal hygiene, health problems, fitness issues		8 (6)	4 (1)
Social help –			
people visiting her, listening to her, having fun with her		48 (39)	56 (56)
people helping her to join other social groups		2 (2)	1 (0)
people welcoming her into their homes and their activities		13 (10)	12 (8)
people becoming close friends		6 (10)	6 (3)
presents/gifts/flowers		18 (11)	8 (13)
Overall rating: *(understanding of needs and ways to help)*			
excellent/very good		12 (8)	14 (18)
good		38 (28)	44 (49)
moderately good		39 (45)	32 (26)
poor		11 (19)	10 (7)
Total score:	7–16	5 (6)	8 (9)
	5–6	28 (21)	30 (39)
	3–4	42 (46)	42 (43)
	0–2	25 (27)	20 (9)

Subgroup Analyses:

Year 4



Year 8



Commentary:

There were only minor differences between year 4 and year 8 students on this task. Year 8 Pasifika students scored distinctly lower than the other groups. There was little change at either year level between 2002 and 2006.

Trend Task: Playground Rules

NEMP Access Task

Approach:	Station
Focus:	Community rules
Resources:	Picture

Year: 4 & 8

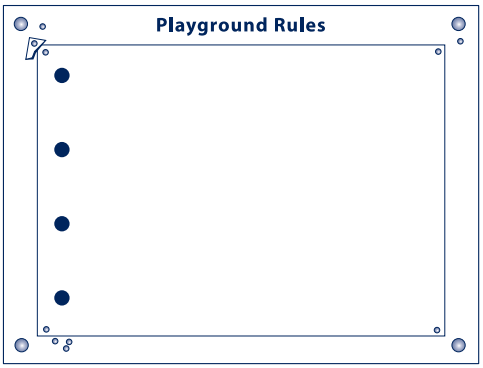
Questions / instructions:

The picture shows a school playground.

The school wants some rules for the playground.

It is important that the rules help to make the playground a safe and happy place.

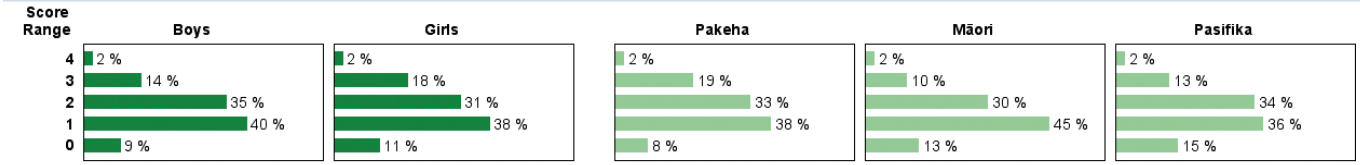
Write **four** playground rules on the noticeboard.



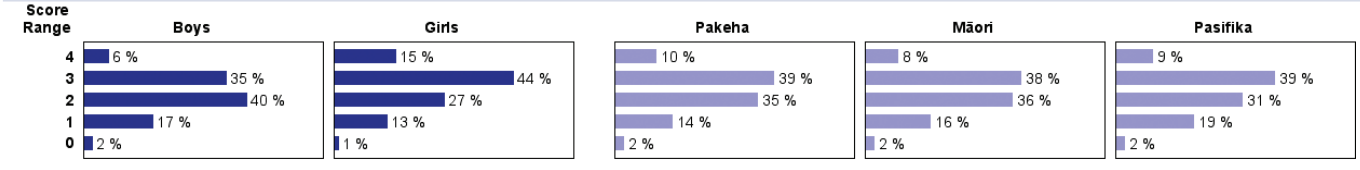
	% response 2006 ('02) year 4	year 8
How many of the rules focused predominantly on social/emotional well-being, rather than physical well-being?		
4	0 (0)	0 (0)
3	1 (2)	2 (1)
2	9 (7)	13 (15)
1	25 (35)	30 (25)
0	65 (56)	55 (59)
Overall merit of the set of rules for making the playground a safe and happy place:		
excellent *(four strong rules)*	2 (5)	10 (3)
very good	16 (8)	38 (20)
good	33 (34)	35 (31)
fair	39 (38)	15 (38)
poor	10 (15)	2 (8)
Total score: 4	2 (5)	10 (3)
3	16 (8)	38 (20)
2	33 (34)	35 (31)
1	39 (38)	15 (38)
0	10 (15)	2 (8)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Most of the rules at both year levels focused on physical well-being, rather than social and emotional well-being. Year 8 students averaged substantially higher than year 4 students.

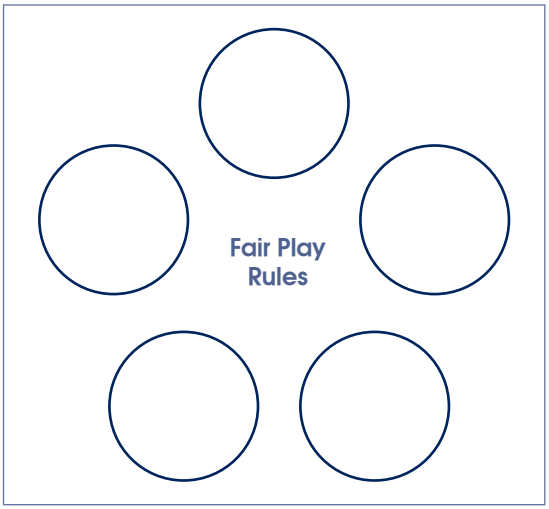
Trend Task: Fair Play

Approach:	Station
Focus:	Relationships
Resources:	Highlighter pen
Year:	4 & 8

Questions / instructions:

We should all try to show fair play when we are playing games.

In each circle below write a **rule** for fair play in games.

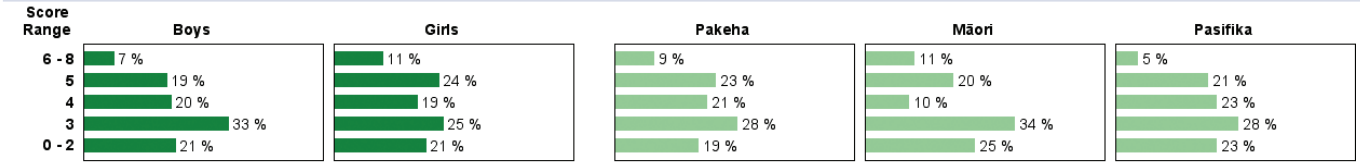


Using the highlighter pen, **highlight** the things that you think you do really well.

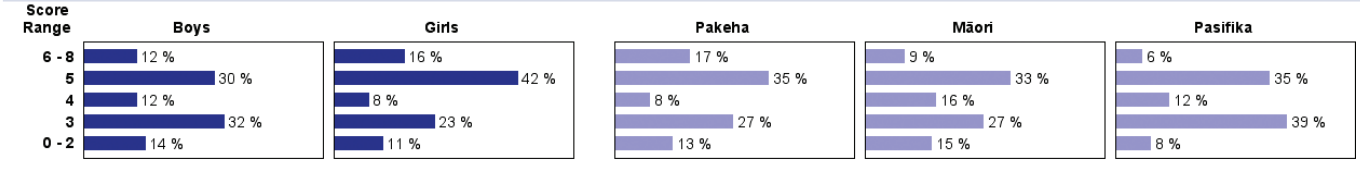
Rules included:	% response 2006 ('02) year 4	year 8
obeying rules/don't cheat	43 (43)	56 (49)
respecting officials/coaches/listening	9 (9)	19 (17)
helping/encouraging/being kind/cooperate	62 (60)	67 (60)
not being physically/verbally rude/nasty to opponents	53 (56)	55 (64)
accepting outcome appropriately	15 (22)	27 (20)
giving everyone a chance	43 (31)	33 (29)
Overall strength of set of rules:		
very strong *(5 different rules)*	2 (0)	3 (5)
quite strong *(3-4 different rules)*	37 (38)	49 (39)
fairly weak *(1-2 different rules)*	52 (52)	44 (49)
little or no understanding shown	9 (10)	4 (7)
Total score: 6–8	9 (9)	14 (14)
5	22 (21)	35 (23)
4	19 (15)	10 (15)
3	29 (31)	28 (29)
0–2	21 (24)	13 (19)

Subgroup Analyses:

Year 4



Year 8



Commentary:

About half of the year 8 students and 40 percent of the year 4 students generated three or more rules judged to be good and different. There were only minor differences between the subgroups and little change between 2002 and 2006.

		% responses y4	% responses y8
LINK TASK:	**26**		
Approach:	One to one		
Year:	4 & 8		
Focus:	Impact of health issues on the community		
Total score:	9–31	3	22
	7–8	12	27
	5–6	27	28
	3–4	35	18
	0–2	23	5
LINK TASK:	**27**		
Approach:	Stations		
Year:	4 & 8		
Focus:	Writing a sign to inform swimmers of pool rules		
Total score:	6–9	5	15
	5	12	24
	4	31	32
	3	32	21
	0–2	20	8
LINK TASK:	**28**		
Approach:	Team		
Year:	4 & 8		
Focus:	Internet and cellphone safety		
Total score:	5–24	1	12
	4	6	15
	3	21	34
	2	45	29
	0–1	27	10

Health and Physical Education Surveys 7

ATTITUDES AND MOTIVATION

The national monitoring assessment programme recognises the impact of attitudinal and motivational factors on student achievement in individual assessment tasks. Students' attitudes, interests and liking for a subject have a strong bearing on progress and learning outcomes. Students are influenced and shaped by the quality and style of curriculum delivery, the choice of content and the suitability of resources. Other important factors influencing students' achievements are the expectations and support of significant people in their lives, the opportunities and experiences they have in and out of school, and the extent to which they have feelings of personal success and capability.

HEALTH AND PHYSICAL EDUCATION SURVEYS

The national monitoring health and physical education surveys sought information from students about their curriculum preferences and their perceptions of their achievement. Students were also asked about their involvement in health and physical education activities within school and beyond. The surveys were administered to both year 4 and year 8 students in groups of four students, with most questions requiring short written answers and others a written response. Teacher help with reading or writing was provided where requested.

There are numerous research questions that could be asked when investigating student attitudes and engagement. In national monitoring it has been necessary to focus on a few key questions that give an overall impression of how students view health and physical education as school, home and community activities.

HEALTH SURVEY

The health survey included an item which asked students to indicate preferred subjects at school, an item which asked them to indicate preferred and disliked health activities at school, seven items which invited students to record a rating response and one item which sought open-ended responses (and is not reported here).

The students were first asked to select their three favourite school subjects from a list of 12 subjects. The results are shown in the table adjacent, together with the corresponding figures from 2002 and 1998. Physical education was the most popular option for year 8 students and the second most popular option for year 4 students. Health was last equal for year 4 students and last for year 8 students. Understandably, the addition of dance and drama for the 2006 survey appears to have resulted in slightly lower percentages for some other subjects, but the very high preference given to physical education and low preference for health has remained consistent. Students may not recognise some health activities because they are integrated with other subjects.

The students were presented with a list of 13 health activities and asked which they liked doing most at school. They were invited to tick up to three activities. They were also asked to indicate activities that they did not like doing at school, by putting crosses alongside up to three activities. Their responses are shown adjacent.

Many of the activities were viewed quite differently by year 4 and year 8 students. For instance, *How to care for others* and *Families* were popular with year 4 students, but much less popular with year 8 students. On the other hand, *Food and healthy eating, How to keep healthy, How to keep safe* and *How my body works and how to care* for it were distinctly more popular with year 8 than year 4 students. Both year levels agreed that activities about *Friendships* were particularly liked, while *My feelings and how to feel good about myself* was more disliked than liked. There has been little change between 2002 and 2006.

PERCENTAGES OF STUDENTS RATING SUBJECTS AMONG THEIR THREE FAVOURITES:

Subject –	year 4 2006 (02) [98]	year 8 2006 (02) [98]
art	66 (71) [72]	39 (49) [47]
physical education	60 (57) [67]	70 (62) [69]
mathematics	31 (36) [36]	26 (28) [30]
dance	22 (-) [-]	17 (-) [-]
reading	21 (29) [23]	16 (18) [15]
music	20 (26) [24]	18 (25) [19]
writing	19 (21) [16]	9 (7) [12]
science	18 (26) [20]	16 (21) [23]
drama	16 (-) [-]	20 (-) [-]
technology	11 (10) [15]	41 (48) [39]
Māori	5 (8) [10]	6 (6) [8]
speaking	3 (2) [5]	5 (10) [11]
social studies	2 (3) [5]	11 (10) [14]
health	2 (2) [2]	3 (6) [2]

HEALTH ACTIVITIES – LIKES AND DISLIKES:

Activity –	year 4 2006 (02) like	year 4 2006 (02) dislike	year 8 2006 (02) like	year 8 2006 (02) dislike
friendships	50 (50)	4 (8)	36 (45)	6 (8)
how to care for myself	36 (36)	10 (11)	29 (28)	10 (15)
how to care for others	34 (37)	5 (6)	14 (18)	10 (11)
families	31 (30)	5 (10)	20 (19)	12 (12)
food and healthy eating	28 (22)	11 (14)	43 (40)	10 (16)
how to keep healthy	24 (15)	7 (11)	37 (27)	9 (14)
how to keep safe	23 (23)	9 (12)	33 (33)	14 (16)
how to get on with others	15 (16)	10 (15)	14 (19)	14 (18)
how my body works and how to care for it	15 (16)	13 (18)	32 (30)	21 (18)
my feelings and how to feel good about myself	9 (9)	15 (20)	11 (16)	26 (29)

Responses to the seven rating items in the *Health Survey* are presented in separate tables for year 4 students and year 8 students on the adjacent page. Health education in school is liked by more than 80 percent of students at both year levels, and students also continue to be very positive about the usefulness of learning about health. The responses to question 7 indicated that only 39 percent of year 4 students and 33 percent of year 8 students believed their class did things that helped them learn about health "lots" or "quite a lot". These figures were essentially unchanged between 1998 and 2006. Questions 4, 5 and 6 were not included in the earlier surveys. Quite high percentages of year 4 students and very high percentages of year 8 students said they did not know how good their teacher or family thought they were in health education.

YEAR 4 – HEALTH SURVEY RESPONSES 2006 (2002) [1998]

					don't know
1. How much do you like doing health education at school?					
	39 (41) [51]	51 (43) [34]	8 (10) [9]	2 (6) [6]	
2. Do you think learning about health education is useful to you at school and out of school?					
	71 (67) [75]	22 (24) [17]	5 (5) [3]	2 (4) [5]	
3. How do you feel about learning or doing more health education as you get older?					
	61 (49) [61]	29 (37) [27]	8 (9) [7]	2 (5) [5]	
4. How good do you think you are at health education?					
	27	44	10	2	17
5. How good does your teacher think you are at health education?					
	26	29	7	1	37
6. How good does your family think you are at health education?					
	52	21	4	1	22
	lots	***quite a lot***	***sometimes***	***never***	
7. How often does your class do things that help you learn about health?					
	14 (18) [15]	25 (21) [25]	59 (56) [55]	2 (5) [5]	

YEAR 8 – HEALTH SURVEY RESPONSES 2006 (2002) [1998]

					don't know
1. How much do you like doing health education at school?					
	22 (22) [22]	61 (61) [58]	14 (15) [16]	3 (2) [6]	
2. Do you think learning about health education is useful to you at school and out of school?					
	60 (57) [64]	34 (36) [31]	5 (7) [4]	1 (0) [1]	
3. How do you feel about learning or doing more health education as you get older?					
	35 (28) [31]	52 (53) [51]	11 (16) [13]	2 (3) [5]	
4. How good do you think you are at health education?					
	14	55	11	1	19
5. How good does your teacher think you are at health education?					
	12	26	8	1	53
6. How good does your family think you are at health education?					
	23	29	5	1	42
	lots	***quite a lot***	***sometimes***	***never***	
7. How often does your class do things that help you learn about health?					
	4 (6) [9]	29 (27) [22]	63 (65) [66]	4 (2) [3]	

PHYSICAL EDUCATION SURVEY

The physical education survey included one item that invited students to indicate preferred physical education activities at school, another that asked about preferences for different approaches to physical education activities and nine items that invited them to record a rating response. There were also seven items that asked them to write open-ended responses. Only some of the open-ended items are analysed and reported here.

The students were presented with a list of seven activities that they might do in physical education at school, and were asked to tick up to three activities that they most like to do. The responses are shown above, ordered from most to least popular for year 4 students. The notable differences between year 4 and year 8 responses are the lower enthusiasm of year 8 students for swimming (particularly), gymnastics and dance, and their higher enthusiasm for ball activities. Over the four years from 2002 to 2006, ball activities and athletics have become more popular at both year levels, but not at the expense of other activities.

The students were then presented with a list of six ways of doing physical education activities, and were asked to tick up to three ways that they liked. The responses are shown adjacent, ordered from most to least popular for year 4 students. The patterns are similar for year 4 and year 8 students, with the exception that between 2002 and 2006 competitions gained in popularity for year 8 students but lost favour with year 4 students. There was little change for other approaches between 2002 and 2006.

PREFERRED PHYSICAL EDUCATION ACTIVITIES:		year 4 2006 (02) [98]	year 8 2006 (02) [98]
Activity –	ball activities	63 (57)	82 (70)
	swimming/aquatics	60 (62)	37 (34)
	athletics	42 (31)	49 (39)
	gymnastics	36 (40)	23 (24)
	dance	31 (31)	23 (21)
	fitness	28 (25)	30 (24)
	te reo kori (Māori activities)	6 (6)	5 (7)

PREFERRED WAY OF DOING PHYSICAL EDUCATION ACTIVITIES:		year 4 2006 (02) [98]	year 8 2006 (02) [98]
Approach –	class games	61 (56)	60 (64)
	doing things in teams	56 (51)	64 (55)
	playing for fun (not winning or losing)	56 (42)	52 (50)
	school sports days	50 (48)	46 (47)
	competitions (winning or losing)	34 (40)	52 (39)
	doing things on your own	16 (19)	9 (9)

When asked to write down up to three very important things a person needs to learn or do to be good in physical education, year 4 students overwhelmingly emphasised physical or game skills, with subsidiary emphasis on both good sportsmanship and being fit and healthy. Year 8 students gave more balanced responses, with fitness the most common choice, closely followed by physical or game skills, and then positive attitudes and effort, good sportsmanship, and cooperating with others. These patterns changed very little from 2002 to 2006.

When asked to write down three really important things they had learned in physical education, the overwhelming response of students at both year levels related to the rules, techniques or skills of particular sports or activities. The need for good sportsmanship came next, mentioned by about one third of the students at both year levels. Year 8 students placed similar emphasis on the need for positive attitudes and effort and on cooperation with others. Ideas mentioned less frequently included the importance of fitness, warm-ups or stretches, having fun, and training or practising. These patterns changed very little from 2002 to 2006.

When asked to list interesting things done in physical education in their own time, independent, non-ball activities were mentioned by 68 percent of year 4 students and 58 percent of year 8 students. Team ball activities were mentioned by 49 percent of year 4 students and 58 percent of year 8 students. Independent ball activities and team non-ball activities were much less common.

Responses to the nine rating items are presented in separate tables for year 4 students and year 8 students on the adjacent page. The results show that year 8 students were almost as enthusiastic as year 4 students about physical education. In most other curriculum areas assessed in NEMP, use of the most positive rating declines substantially from year 4 to year 8. Year 8 students were less positive (perhaps more realistic) than year 4 students about how good they were at physical education, and about how good others thought that they were. The percentage of students who indicated that they didn't know how good their teacher thought they were at physical education has declined about 10 percent at both year levels since the 2002 survey, and at year 8 level has declined 17 percent from the 1998 survey. Year 8 students reported a little more vigorous physical activity than year 4 students in the 24 hours preceding the survey. Reported activity levels have not changed substantially between 1998 and 2006.

YEAR 4 PHYSICAL EDUCATION SURVEY RESPONSES 2006 (2002) [1998]

					*don't know*	
1. How much do you like doing PE at school?						
	74 (72) [74]	20 (19) [21]	5 (7) [3]	1 (2) [2]		
2. How good do you think you are at PE?						
	56 (61) [55]	34 (28) [32]	4 (5) [4]	1 (0) [1]	5 (6) [8]	
3. How good does your teacher think you are at PE?						
	41 (38) [40]	33 (25) [23]	4 (4) [5]	1 (2) [1]	21 (31) [31]	
4. How good does your family think you are at PE?						
	73 (72) [73]	16 (13) [10]	3 (2) [2]	0 (2) [2]	8 (11) [13]	
5. How do you feel about doing things in PE you haven't tried before?						
	46 (53) [44]	38 (33) [40]	13 (10) [12]	3 (4) [4]		
6. How much do you like doing PE in you own time (not at school)?						
	65 (62) [64]	24 (23) [22]	8 (10) [7]	3 (5) [7]		
	more	***about the same***	***less***			
7. Would you like to do more PE or less PE at school?						
	73 (72) [71]	25 (23) [22]	2 (5) [7]			
	yes	***maybe/not sure***	***no***			
8. Do you want to keep learning PE when you are older?						
	68 (61) [58]	29 (34) [37]	3 (5) [5]			
	0	***1–15***	***16–30***	***31–45***	***46–60***	***>60***
9. How many minutes of vigorous physical activities have you done since this time yesterday?						
	16 (18) [15]	22 (27) [25]	27 (22) [21]	2 (3) [4]	15 (10) [17]	18 (20) [18]

YEAR 8 PHYSICAL EDUCATION SURVEY RESPONSES 2006 (2002) [1998]

					*don't know*	
1. How much do you like doing PE at school?						
	63 (59) [68]	27 (29) [25]	9 (11) [6]	1 (1) [1]		
2. How good do you think you are at PE?						
	39 (35) [31]	46 (46) [54]	8 (10) [7]	1 (3) [1]	6 (6) [7]	
3. How good does your teacher think you are at PE?						
	31 (23) [22]	41 (34) [33]	5 (9) [5]	1 (4) [1]	22 (30) [39]	
4. How good does your family think you are at PE?						
	50 (45) [46]	30 (32) [26]	5 (5) [5]	2 (2) [1]	13 (16) [22]	
5. How do you feel about doing things in PE you haven't tried before?						
	40 (45) [46]	47 (40) [43]	12 (13) [10]	1 (2) [1]		
6. How much do you like doing PE in you own time (not at school)?						
	54 (47) [54]	34 (35) [34]	10 (15) [10]	2 (3) [2]		
	more	***about the same***	***less***			
7. Would you like to do more PE or less PE at school?						
	70 (66) [65]	28 (30) [30]	2 (4) [5]			
	yes	***maybe/not sure***	***no***			
8. Do you want to keep learning P.E when you are older?						
	66 (62) [62]	32 (36) [35]	2 (2) [3]			
	0	***1–15***	***16–30***	***31–45***	***46–60***	***>60***
9. How many minutes of vigorous physical activities have you done since this time yesterday?						
	18 (19) [19]	7 (10) [15]	18 (14) [16]	7 (6) [8]	13 (14) [18]	37 (37) [24]

8 Performance of Subgroups

Although national monitoring has been designed primarily to present an overall national picture of student achievement, there is some provision for reporting on performance differences among subgroups of the sample. Eight demographic variables are available for creating subgroups, with students divided into subgroups on each variable, as detailed in Chapter 1 (p8).

Analyses of the relative performance of subgroups used the total score for each task, created as described in Chapter 1 (p8).

SCHOOL VARIABLES

Five of the demographic variables related to the schools the students attended. For these five variables, statistical significance testing was used to explore differences in task performance among the subgroups. Where only two subgroups were compared (for *School Type*), differences in task performance between the two subgroups were checked for statistical significance using t-tests. Where three subgroups were compared, one-way analysis of variance was used to check for statistically significant differences among the three subgroups.

Because the number of students included in each analysis was quite large (approximately 450), the statistical tests were quite sensitive to small differences. To reduce the likelihood of attention being drawn to unimportant differences, the critical level for statistical significance for tasks reporting results for individual students was set at $p = .01$ (so that differences this large or larger among the subgroups would not be expected by chance in more than one percent of cases). For tasks administered to teams or groups of students, $p = .05$ was used as the critical level, to compensate for the smaller numbers of cases in the subgroups.

For the first four of the five school variables, statistically significant differences among the subgroups were found for less than 17 percent of the tasks at both year levels. For the remaining variable, statistically significant differences were found on more than half of the tasks at both levels. In the detailed report below, all "differences" mentioned are statistically significant (to save space, the words "statistically significant" are omitted).

The performance patterns found were different for the movement skills tasks (Chapter 4) and the other tasks (Chapters 3, 5 and 6). In this chapter, the former are referred to as PE (physical education) tasks, the latter as health tasks but it should be noted that physical education involves more than movement skills.

School Type

Results were compared for year 8 students attending full primary and intermediate (or middle) schools. There were no differences between these two subgroups on any of the 36 health tasks, on any questions of the year 8 *Health Survey*, or on any questions of the year 8 *PE Survey*. There was a difference on just one of the 24 PE tasks, with students from intermediate schools scoring higher on *Ladder Ins and Outs* (p45).

There are now enough year 8 students attending year 7 to 13 high schools to permit comparisons between them and the students attending intermediate schools. There was a difference on one of the 36 health tasks, with students from year 7 to 13 high schools scoring higher on *Link Task 8* (p30). There was also a difference on one of the 24 PE tasks, with students from intermediate schools scoring higher on *Link Task 11* (p46). There were no differences on any questions of the year 8 *Health Survey* or year 8 *PE Survey*.

School Size

Results were compared from students in large, medium-sized and small schools. Exact definitions were given in Chapter 1 (p8).

For year 4 students, there were differences among the three subgroups on two of the 34 health tasks: *Link Task 1* (p30) and *Link Task 23* (p55). On both of these tasks, students from small schools scored lowest. There were no differences on any of the 23 PE tasks, on any questions of the year 4 *Health Survey*, or on any questions of the year 4 *PE Survey* .

For year 8 students, there were differences on two of the 24 PE tasks, with students from large schools scoring highest (and students from medium-sized schools lowest) on *Racquet Strike* (p35) and *Ladder Ins and Outs* (p45). There were no differences on any of the 36 health tasks, and any questions of the year 8 *Health Survey*, or on any questions of the year 8 *PE Survey*.

Community Size

Results were compared for students living in communities containing over 100,000 people (main centres), communities containing 10,000 to 100,000 people (provincial cities) and communities containing less than 10,000 people (rural areas).

For year 4 students, there were differences among the three subgroups on one of the 34 health tasks and one of the 23 PE tasks. Students from rural areas scored lowest on *Clean Hands* (p28) and students from provincial towns lowest on *Leap* (p37). There were no differences on any questions of the year 4 *Health Survey* or the year 4 *PE Survey*.

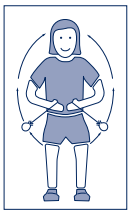
For year 8 students, there was a difference among the three subgroups on one of the 24 PE tasks, with students from provincial towns scoring highest and students from main centres lowest on *Beanies* (p43). There were no differences on any of the 36 health tasks, on any questions of the year 8 *Health Survey*, or on any questions of the year 8 *PE Survey*.

Zone

Results achieved by students from Auckland, the rest of the North Island and the South Island were compared.

For year 4 students, there were differences among the three subgroups on two of the 34 health tasks. Students from regions of the North Island other than Auckland scored highest on *Why Play?* (p20), while students from Auckland scored highest on *Link Task 23* (p55). There was also a difference on one of the 23 PE tasks, with students from the South Island scoring lowest on *Skipping Ropes* (p40). There were no differences on any questions of the year 4 *PE Survey*, but there was a difference on one question of the year 4 *Health Survey* (p63): students from the South Island indicated that their classes least often did things that helped them learn about health (question 7).

For year 8 students, there were differences among the three subgroups on five of the 36 health tasks, with students from the South Island highest on all five tasks: *Smoke Free* (p15), *Accidents* (p17), *School Lunches* (p18), *Agree or Disagree Y4* (p21), and *Role Models* (p53). There were also differences on four of the 24 PE tasks: students from the South Island scored lowest on *Racquet Strike* (p35) and *Poi Swings Y8* (p42), while students from Auckland scored lowest on *Beanies* (p43) and *Link Task 13* (p46). There were no differences on any questions of the year 8 *PE Survey*, but there was a difference on one question of the year 8 *Health Survey* (p63), with students from the South Island least positive about the value of learning about health (question 2).



Socio-Economic Index (SES)

Schools are categorised by the Ministry of Education based on census data for the census mesh blocks where children attending the schools live. The SES index takes into account household income levels and categories of employment. The SES index uses 10 subdivisions, each containing 10 percent of schools (deciles 1 to 10). For our purposes, the bottom three deciles (1-3) formed the low SES group, the middle four deciles (4-7) formed the medium SES group and the top three deciles (8-10) formed the high SES group. Results were compared for students attending schools in each of these three SES groups.

For year 4 students, there were differences among the three subgroups on 14 of the 34 health tasks. Students in high decile schools scored higher than students in low decile schools on all 14 tasks: *Accidents* (p17), *School Lunches* (p18), *Agree or Disagree Y4* (p21), *Infections* (p27), *Clean Hands* (p28), *Link Tasks 1, 2, 3, 4, 5* and *9* (p30), *Disappointment* (p52), *Playground Rules* (p58), and *Link Task 27* (p60). It is noteworthy that most of these tasks are in Chapter 3 (Personal Health). There were also differences on two questions of the year 4 *Health Survey* (p63), with students from low decile schools most positive about studying health at school (question 1) and reporting that their class more often did things that helped them learn about health (question 7).

There were differences on six of the 23 PE tasks: year 4 students from low decile schools scored highest on *Small Ball Catch* (p34), but lowest on *Foot Balance* (p38), *Bottom Balance* (p44), and *Link Tasks 12, 17* and *20* (p46). There was also a difference on one question of the year 4 *PE Survey* (p65), with students from medium decile schools thinking that their families were most positive about their capabilities in physical education.

For year 8 students, there were differences among the three subgroups on 16 of the 36 health tasks. Students in high decile schools performed better than students in low decile schools on all 16 tasks: *Smoke Free* (p15), *Being Healthy* (p16), *School Lunches* (p18), *Agree or Disagree Y8* (p23), *Infections* (p27), *Listen to Your Heart!* (p29), *Link Tasks 1, 2, 3, 4, 5, 6* and *9* (p30), *Good Neighbours* (p57), *Fair Play* (p59), and *Link Task 26* (p60). It is noteworthy that none of these tasks are in Chapter 5 (Relationships with Other People). There were differences on two questions of the year 8 *Health Survey* (p63), with students from low decile schools most positive about the value of learning about health (question 2) and about learning more health as they got older (question 6).

There were differences on eight of the 24 PE tasks, with year 8 students from low decile schools scoring lower than students from high decile schools on all 8 tasks: *Small Ball Catch* (p34), *Racquet Strike* (p35), *Leap* (p37), *Foot Balance* (p38), and *Link Tasks 12, 13, 17* and *20* (p46). There were no differences on any questions of the year 8 *PE Survey*.

STUDENT VARIABLES

Three demographic variables related to the students themselves:

- *Gender:* boys and girls
- *Ethnicity:* Māori, Pasifika and Pakeha (this term was used for all other students)
- *Language used predominantly at home:* English and other.

The analyses reported compare the performances of boys and girls, Pakeha and Māori students, Pakeha and Pasifika students, and students from predominantly English-speaking and non-English-speaking homes.

For each of these three comparisons, differences in task performance between the two subgroups are described using "effect sizes" and statistical significance.

For each task and each year level, the analyses began with a t-test comparing the performance of the two selected subgroups and checking for statistical significance of the differences. Then the mean score obtained by students in one subgroup was subtracted from the mean score obtained by students in the other subgroup, and the difference in means was divided by the pooled standard deviation of the scores obtained by the two groups of students. This computed effect size describes the magnitude of the difference between the two subgroups in a way that indicates the strength of the difference and is not affected by the sample size. An effect size of +.30, for instance, indicates that students in the first subgroup scored, on average, three tenths of a standard deviation higher than students in the second subgroup.

For each pair of subgroups at each year level, the effect sizes of all available tasks were averaged to produce a mean effect size for the curriculum area and year level, giving an overall indication of the typical performance difference between the two subgroups.

Gender

Results achieved by male and female students were compared using the effect-size procedures.

For year 4 students, the mean effect size across the 29 health tasks was 0.09 (girls averaged 0.09 standard deviations higher than boys). This indicates a small difference, on average. The mean effect size was very small (0.04) for Chapter 3 tasks, but larger (0.16) for tasks in Chapters 5 and 6. There were differences on five of the 29 tasks: boys scored higher on *Link Task 1* (p30), but girls scored higher on *What Do You Think?* (p48), *Jamie* (p54), *Link Task 22* (p55) and *Good Neighbours* (p57). There were no differences on any question of the year 4 *Health Survey*.

The mean effect size across the 22 PE tasks was 0.10 (year 4 boys averaged 0.10 standard deviations higher than girls). This indicates a small difference, on average. There were statistically significant differences on 15 of the 22 tasks. Boys scored higher on nine tasks: *Run* (p32), *Dodge* (p33), *Small Ball Catch* (p34), *Racquet Strike* (p35), *Distance Throw* (p36), *Leap* (p37), and *Link Tasks 10, 11* and *19* (p46). Girls scored higher on six tasks: *Foot Balance* (p38), *Skipping Ropes* (p40), *Poi Swings Y4* (p41), *Bottom Balance* (p44), *Ladder Ins and Outs* (p45) and *Link Task 17* (p46). There was also a difference on one question of the year 4 *PE Survey* (p65): boys reported a greater amount of physical exercise over the 24 hours before completing the survey (question 9).

For year 8 students, the mean effect size across the 32 health tasks was 0.20 (girls averaged 0.20 standard deviations higher than boys): a moderate difference. There were statistically significant differences favouring girls on 13 of the 32 tasks: *Smoke Free* (p15), *Why Play?* (p20), *Link Tasks 4, 6* and *9* (p30), *What Do You Think?* (p48), *Suzy* (p50), *Link Tasks 22* and *23* (p55), *Good Neighbours* (p57), *Playground Rules* (p58), *Fair Play* (p59) and *Link Task 27* (60). There were also differences on two questions of the year 8 *Health Survey* (p63). Girls thought that they were better at health (question 4) and were more positive about learning more about health as they got older (question 3).

The mean effect size across the 23 PE tasks was 0.10 (year 8 boys averaged 0.10 standard deviations higher than girls). This indicates a small difference, on average. There were statistically

significant differences on 11 of the 23 tasks. Boys scored higher on seven tasks: *Run* (p32), *Small Ball Catch* (p34), *Racquet Strike* (p35), *Distance Throw* (p36), and *Link Tasks 10, 11* and *16* (p46). Girls scored higher on four tasks: *Skipping Ropes* (p40), *Poi Swings Y8* (p42), *Ladder Ins and Outs* (p45) and *Link Task 17* (p46). There were also difference on three questions of the year 8 *PE Survey* (p65): boys were more positive about doing PE at school (question 1), how good they thought they were at PE (question 2) and wanting to do more PE (question 7).

Ethnicity

Results achieved by Māori, Pasifika and Pakeha (all other) students were compared using the effect-size procedures. First, the results for Pakeha students were compared to those for Māori students. Second, the results for Pakeha students were compared to those for Pasifika students.

Pakeha-Māori Comparisons

For year 4 students, the mean effect size across the 29 health tasks was 0.25 (Pakeha students averaged 0.25 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences ($p < .01$) on nine of the 29 tasks, with Pakeha students higher on all nine tasks: *Link Tasks 1, 2, 3, 4, 5* and *9* (p30), *Link Task 23* (p55), *Good Neighbours* (p57) and *Link Task 26* (p60). There was a difference on one question of the year 4 *Health Survey* (p63): Māori students reported that their class more often did things to help them learn about health (question 7).

The mean effect size across the 22 PE tasks was 0.09 (year 4 Māori students averaged 0.09 standard deviations higher than Pakeha students). This is a small difference. There were statistically significant differences, all favouring Māori students, on four of the 22 tasks: *Small Ball Catch* (p34) *Hoops* (p39), *Skipping Ropes* (p40) and *Poi Swings Y4* (p41). There were no differences on any questions of the year 4 *PE Survey*.

For year 8 students, the mean effect size across the 32 health tasks was 0.23 (Pakeha students averaged 0.23 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences ($p < .01$) on nine of the 32 tasks, with Pakeha students higher on all nine tasks: *Being Healthy* (p16), *Accidents* (p17), *Listen to Your Heart!* (p29), *Link Tasks 2, 4, 6* and *8* (p30), *Link Task 21* (p55) and *Link Task 26* (p60). There were no differences on questions of the year 8 *Health Survey*.

The mean effect size across the 23 PE tasks was 0.06 (year 8 Māori students averaged 0.06 standard deviations higher than Pakeha students). This is a small difference. There were statistically significant differences on six of the 23 tasks. Māori students scored higher on four tasks: *Skipping Ropes* (p40), *Poi Swings Y4* (p41) and *Link Tasks 10* and *15* (p46). Pakeha students scored higher on two tasks: *Foot Balance* (p38) and *Link Task 12* (p46). There were also differences on two questions of the year 8 *PE Survey* (p65). Māori students were more enthusiastic about doing additional PE (question 7) and about continuing to learn PE as they got older (question 8).

Pakeha-Pasifika Comparisons

Readers should note that only 30 to 50 Pasifika students were included in the analysis for each task. This is lower than normally preferred for NEMP subgroup analyses, but has been judged adequate for giving a useful indication, through the overall pattern of results, of the Pasifika students' performance. Because of the relatively small numbers of Pasifika students, $p = .05$ has been used here as the critical level for statistical significance.

For year 4 students, the mean effect size across the 29 health tasks was 0.26 (Pakeha students averaged 0.26 standard deviations higher than Pasifika students). This is a moderate difference. The difference was larger for personal health tasks (Chapter 3), where the mean effect size was 0.35, and smaller for the tasks of Chapters 5 and 6, where the mean effect size was 0.13. There were statistically significant differences on 10 of the 29 tasks, with Pakeha students higher on all 10 tasks: *Smoke Free* (p15), *Accidents* (p17), *School Lunches* (p18), *Clean Hands* (p28), *Link Tasks 1, 4, 5, 6,* and *9* (p30), and *Link Task 26* (p55). All except the last task were in Chapter 3 (Personal Health). There were also differences on four questions of the year 4 *Health Survey* (p63): Pasifika students were more positive about doing health at school (question 1), learning more about health as they got older (question 3), and reported that their class more often did things that helped them learn about health (question 7), but Pakeha students thought that learning about health was more useful to them (question 2).

The mean effect size across the 22 PE tasks was 0.09 (year 4 Pasifika students averaged 0.09 standard deviations higher than Pakeha students). This is a small difference. There were statistically significant differences on 10 of the 22 tasks. Pasifika students scored higher on seven tasks: *Small Ball Catch* (p34), *Hoops* (p39), *Skipping Ropes* (p40), and *Link Tasks 15, 16, 18* and *19* (p46). Pakeha students scored higher on three tasks: *Foot Balance* (p38), *Bottom Balance* (p44) and *Link Task 20* (p46). There were also differences

on two questions of the year 4 *PE Survey* (p65): Pasifika students were more positive about doing PE at school (question 1) and about doing additional PE (question 7).

For year 8 students, the mean effect size across the 32 health tasks was 0.32 (Pakeha students averaged 0.32 standard deviations higher than Pasifika students). This is a moderate difference. The difference was larger for personal health tasks (Chapter 3), where the mean effect size was 0.41, and smaller for the tasks of Chapters 5 and 6, where the mean effect size was 0.19. There were statistically significant differences ($p < .01$) on 19 of the 32 tasks, with Pakeha students higher on all 19 tasks: fifteen of the 19 tasks in Chapter 3, plus *Suzy* (p50), *Good Neighbours* (p57) and *Link Tasks 26* and *27 (*p60). There were no differences on questions of the year 8 *Health Survey*.

The mean effect size across the 23 PE tasks was 0.10 (year 8 Pakeha students averaged 0.10 standard deviations higher than Pasifika students). This is a small difference. There were statistically significant differences on six of the 23 tasks. Pasifika students scored higher on *Small Ball Catch* (p34), while Pakeha students scored higher on five tasks: *Leap* (p37), *Beanies* (p43), and *Link Tasks 12, 13,* and *20* (p46). There were also differences on two questions of the year 8 *PE Survey* (p65). Pasifika students thought that they were better at PE (question 2) and were more positive about trying things in PE that they hadn't done before (question 5).

Home Language

Results achieved by students who reported that English was the predominant language spoken at home were compared, using the effect-size procedures, with the results of students who reported predominant use of another language at home (most commonly an Asian or Pasifika language). Because of the relatively small numbers in the "other language" group (34 to 58), $p = .05$ has been used here as the critical level for statistical significance.

For year 4 students, the mean effect size across the 29 health tasks was 0.08 (students for whom English was the predominant language at home averaged 0.08 standard deviations

higher than the other students). This is a small difference. There were statistically significant differences on four of the 29 tasks. Students for whom English was the predominant language at home scored higher on *Smoke Free* (p15), *Accidents* (p17), *Clean Hands* (p28) and *Link Task 8* (p30). There were also differences on three questions of the year 4 *Health Survey* (p63). Students for whom the predominant language at home was not English were more positive about doing health at school (question 1) and learning more about health as they got older (question 3), and thought that their class more often did things that helped them learn about health (question 7).

The mean effect size across the 22 PE tasks was 0.08 (year 4 students for whom English was the predominant language at home averaged 0.08 standard deviations higher than the other students). This is a small difference. There were statistically significant differences on two of the 22 tasks. Students for whom English was the predominant language at home scored higher on *Ladder Ins and Outs* (p45) and *Link Task 18* (p46). There was also a difference on one question of the year 4 *PE Survey* (p65). Students for whom the predominant language at home was English reported doing a greater amount of vigorous physical exercise in the 24 hours before the survey (question 9).

For year 8 students, the mean effect size across the 32 health tasks was 0.20 (students for whom English was the predominant language at home averaged 0.20 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences on five of the 32 tasks. Students for whom English was the predominant language at home scored higher on *Accidents* (p17), *School Lunches* (p18), *Listen to Your Heart!* (p29), *Link Task 22* (p55) and *Link Task 27* (p60). There were no differences on any questions of the year 8 *Health Survey*.

The mean effect size across the 23 PE tasks was 0.03 (year 8 students for whom English was the predominant language at home averaged 0.03 standard deviations higher than the other students). This is a negligible difference. There was a statistically significant difference on one of the 23 tasks: students for whom English was the predominant language at home scored higher on *Leap* (p37). There were no differences on any question of the year 8 *PE Survey*.

Summary, with Comparisons to Previous Health and Physical Education Assessments

School type (full primary, intermediate, or year 7 to 13 high school), school size, community size and geographic zone were not important factors predicting achievement on the health or PE tasks at either year level. The same was true for the 2002 and 1998 assessments.

There were statistically significant differences in the performance of students from low, medium and high decile schools on 41 percent of the health tasks at year 4 level (compared to 32 percent in 2002 and 44 percent in 1998), and 44 percent of the health tasks at year 8 level (compared to 44 percent in 2002 and 38 percent in 1998). For the PE tasks, there were differences on 26 percent of the tasks at year 4 level (compared to five percent in 2002 and 17 percent in 1998), and 33 percent of the tasks at year 8 level (compared to eight percent in 2002 and 17 percent in 1998).

For the comparisons of boys with girls, Pakeha with Māori, Pakeha with Pasifika students, and students for whom the predominant language at home was English with those for whom it was not, effect sizes were used. Effect size is the difference in mean (average) performance of the two groups, divided by the pooled standard deviation of the scores on the particular task. For this summary, these effect sizes were averaged across all tasks.

Year 4 girls averaged slightly higher than boys on health tasks, with a mean effect size of 0.09 (exactly the same as in 2002). Year 8 girls averaged moderately higher than boys on health tasks, with a mean effect size of 0.20 (little different from 0.17 in 2002). On the PE tasks, year 4 boys averaged a little higher than girls, with a mean effect size of 0.10 (slightly reduced from 0.15 in 2002). Year 8 boys also averaged slightly higher than girls on PE tasks, with a mean effect size of 0.10 (exactly the same as in 2002). Boys did better on tasks that involved physical strength or kicking, hitting, catching or throwing balls, while girls did better on some of the other tasks (such as skipping, poi, balancing and patterned movement).

Pakeha students averaged moderately higher than Māori students on the health tasks, with mean effect sizes of 0.25 for year 4 students (slightly increased from 0.20 in 2002) and 0.23 for year 8 students (exactly the same as in 2002). On the PE tasks, however, Māori students scored slightly higher than Pakeha students at both year levels. The mean effect size for year 4 students was 0.09 (slightly reduced from 0.14 in 2002), while for year 8 students the mean effect size was 0.06 (also slightly reduced from 0.10 in 2002).

Pakeha students averaged moderately higher than Pasifika students on the health tasks, with mean effect sizes of 0.26 for year 4 students and 0.32 for year 8 students (revealing substantially reduced disparities of performance compared to 2002, when the two effect sizes were 0.40 and 0.45). On the PE tasks, Pasifika students averaged a little higher than Pakeha students at year 4 level (mean effect size of 0.09, reduced from 0.17 in 2002), but the converse was true at year 8 level (mean effect size of 0.10 favouring Pakeha students, increased from 0.00 in 2002).

Compared to students for whom the predominant language at home was not English, students from homes where English predominated averaged slightly higher at year 4 level (mean effect size 0.08 for both health and physical education tasks) and on year 8 level physical education tasks (mean effect size of 0.03) Their advantage was greater on year 8 health tasks (mean effect size of 0.20). Comparative figures are not available for the assessents in 2002.

Appendix : The Sample of Schools and Students in 2006

Year 4 and Year 8 Samples

In 2006, 2878 children from 255 schools were in the main samples to participate in national monitoring. Half were in year 4, the other half in year 8. At each level, 120 schools were selected randomly from national lists of state, integrated and private schools teaching at that level, with their probability of selection proportional to the number of students enrolled in the level. The process used ensured that each region was fairly represented. Schools with fewer than four students enrolled at the given level were excluded from these main samples, as were special schools and Māori immersion schools (such as Kura Kaupapa Māori).

In May 2006, the Ministry of Education provided computer files containing lists of eligible schools with year 4 and year 8 students, organised by region and district, including year 4 and year 8 roll numbers drawn from school statistical returns based on enrolments at 1 March 2006.

From these lists, we randomly selected 120 schools with year 4 students and 120 schools with year 8 students. Schools with four students in year 4 or 8 had about a one percent chance of being selected, while some of the largest intermediate (year 7 and 8) schools had a more than 90 percent chance of inclusion.

Pairing Small Schools

At the year 8 level, six of the 120 chosen schools in the main sample had fewer than 12 year 8 students. For each of these schools, we identified the nearest small school meeting our criteria to be paired with the first school. Wherever possible, schools with eight to 11 students were paired with schools with four to seven students and vice versa. However, the travelling distances between the schools were also taken into account.

Similar pairing procedures were followed at the year 4 level. Nine pairs of very small schools were included in the sample of 120 schools.

Contacting Schools

In late May, we attempted to telephone the principals or acting principals of all schools in the year 8 sample. In these calls, we briefly explained the purpose of national monitoring, the safeguards for schools and students, and the practical demands that participation would make on schools and students. We informed the principals about the materials which would be arriving in the school (a copy of a 20-minute NEMP videotape plus copies for all staff and trustees of the general NEMP brochure and the information booklet for sample schools). We asked the principals to consult with their staff and Board of Trustees and confirm their participation by the end of June.

A similar procedure was followed at the end of July with the principals of the schools selected in the year 4 samples, and they were asked to respond to the invitation by the end of August.

Response from Schools

Of the 126 schools originally invited to participate at year 8 level, 125 agreed. A large intermediate school asked to be replaced because it had major building work in progress and no possible space in or near the school for the NEMP assessments. It was replaced by a nearby large intermediate with the same decile rating. One very small school that was willing to participate no longer had four year 8 students, and we took additional students instead from the school that had been paired with it.

Of the 129 schools originally invited to participate at year 4 level, 125 agreed. Two schools of special character did not wish to participate. The third school was undergoing stressful changes and the fourth was expecting an ERO visit during the same period as the

assessments. All of these schools were replaced by nearby schools of similar size and decile rating. One very small school that was willing to participate now had less than four year 4 students and was replaced by a nearby small school. One school that participated no longer had 12 year 4 students, so also was paired with a nearby small school.

Sampling of Students

Each school sent a list of the names of all year 4 or year 8 students on their roll. Using computer-generated random numbers, we randomly selected the required number of students (12 or four plus eight in a pair of small schools), at the same time clustering them into random groups of four students. The schools were then sent a list of their selected students and invited to inform us if special care would be needed in assessing any of those children (e.g. children with disabilities or limited skills in English).

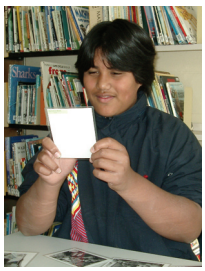
For the year 8 sample, we received 132 comments about particular students. In 63 cases, we randomly selected replacement students because the children initially selected had left the school between the time the roll was provided and the start of the assessment programme in the school, or were expected to be away or involved in special activities throughout the assessment week, or had been included in the roll by mistake. The remaining 69 comments concerned children with special needs. Each such child was discussed with the school and a decision agreed. Ten students were replaced because they were very recent immigrants or overseas students who had extremely limited English-language skills. Thirty-seven students were replaced because they had disabilities or other problems of such seriousness that it was agreed that the students would be placed at risk if they participated. Participation was agreed upon for the remaining 22 students, but a special note was prepared to give additional guidance to the teachers who would assess them.

For the year 4 sample, we received 100 comments about particular students. Forty-five students originally selected were replaced because a student had left the school or was expected to be away throughout the assessment week. Fourteen students were replaced because of their NESB (*Not from English-Speaking Background*) status and very limited English, six because they were in Māori immersion classes, three because of a wrong year level and one because of religious beliefs. Twenty-three students were replaced because they had disabilities or other problems of such seriousness the students appeared to be at risk if they participated. Special notes for the assessing teachers were made about eight children retained in the sample.

Communication with Parents

Following these discussions with the school, Project staff prepared letters to all of the parents, including a copy of the NEMP brochure, and asked the schools to address the letters and mail them. Parents were told they could obtain further information from Project staff (using an 0800 number) or their school principal and advised that they had the right to ask that their child be excluded from the assessment.

At the year 8 level, we received a number of phone calls including several from students or parents wanting more information about what would be involved. Nine children were replaced because they did not want to participate or their parents did not want them to.



At the year 4 level we also received several phone calls from parents. Some wanted details confirmed or explained (notably about reasons for selection). Six children were replaced at their parents' request.

Practical Arrangements with Schools

On the basis of preferences expressed by the schools, we then allocated each school to one of the five assessment weeks available and gave them contact information for the two teachers who would come to the school for a week to conduct the assessments. We also provided information about the assessment schedule and the space and furniture requirements, offering to pay for hire of a nearby facility if the school was too crowded to accommodate the assessment programme. This proved necessary in several cases.

Results of the Sampling Process

As a result of the considerable care taken, and the attractiveness of the assessment arrangements to schools and children, the attrition from the initial sample was quite low. Less than one percent of selected schools in the main samples did not participate, and less than three percent of the originally sampled children had to be replaced for reasons other than their transfer to another school or planned absence for the assessment week. The main samples can be regarded as very representative of the populations from which they were chosen (all children in New Zealand schools at the two class levels apart from the one to two percent who were in special schools, Māori immersion programmes, or schools with fewer than four year 4 or year 8 children).

Of course, not all the children in the samples actually could be assessed. One student place in the year 4 sample was not filled because insufficient students were available in that school. Ten year 8 students and 12 year 4 students left school at short notice and could not be replaced. Five year 8 students were overseas or on holiday for the week of the assessment. One year 8 and one year 4 student withdrew or were withdrawn by their parents too late to be replaced. Fourteen year 8 students and 14 year 4 students were absent from school throughout the assessment week. Some other students were absent from school for some of their assessment sessions and a small percentage of performances were lost because of malfunctions in the video recording process. Some of the students ran out of time to complete the schedules of tasks. Nevertheless, for almost all of the tasks over 90 percent of the sampled students were assessed. Given the complexity of the Project, this is a very acceptable level of participation.

Composition of the Sample

Because of the sampling approach used, regions were fairly represented in the sample, in approximate proportion to the number of school children in the regions.

REGION

PERCENTAGES OF STUDENTS FROM EACH REGION:		
REGION	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Northland	4.2	4.2
Auckland	33.3	33.3
Waikato	10.0	10.0
Bay of Plenty/Poverty Bay	8.3	8.3
Hawkes Bay	4.2	3.3
Taranaki	2.5	2.5
Wanganui/Manawatu	5.0	5.9
Wellington/Wairarapa	10.8	10.8
Nelson/Marlborough/West Coast	4.2	3.3
Canterbury	11.7	11.7
Otago	3.3	4.2
Southland	2.5	2.5

DEMOGRAPHY

DEMOGRAPHIC VARIABLES: PERCENTAGES OF STUDENTS IN EACH CATEGORY			
VARIABLE	CATEGORY	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Gender	Male	50	54
	Female	50	46
Ethnicity	Pakeha	70	71
	Māori	21	20
	Pasifika	9	9
Main Language at Home	English	89	91
	Other	11	9
Geographic Zone	Greater Auckland	30	33
	Other North Island	48	45
	South Island	22	22
Community Size	< 10,000	19	15
	10,000 – 100,000	23	25
	> 100,000	58	60
School SES Index	Bottom 30 percent	27	22
	Middle 40 percent	36	47
	Top 30 percent	37	31
Size of School	< 25 y4 students	19	
	25 – 60 y4 students	43	
	> 60 y4 students	38	
	<35 y8 students		21
	35 – 150 y8 students		33
	> 150 y8 students		46
Type of School	Full Primary		33
	Intermediate or Middle		49
	Year 7 to 13 High School		16
	Other *(not analysed)*		2

NEMP resources online

Teachers are encouraged to use the NEMP website: *http://nemp.otago.ac.nz.*

The site provides teachers with access to:

- **NEMP reports.** All of the NEMP reports since the project started in 1995, in both web and printable (high quality) PDF formats. Hard copies of reports can be ordered at:

  http://nemp.otago.ac.nz/order/index.htm

- **Forum Comments.** Each year, the assessment results are considered by a national forum of teachers, subject specialists, representatives of national organisations and government agencies. Their comments highlight what students are generally doing well, and those areas where improvements are desirable. The Forum Comment provides a summary of those comments.

- **Access Tasks.** In recent years, NEMP released tasks that could be used by teachers in the classroom. These tasks are available as packs for each curriculum area in each year. A comprehensive list of all access tasks is available at:

  http://nemp.otago.ac.nz/i_access.htm

  Hard copies can be ordered from:

  New Zealand Council of Educational Research.
  P.O. Box 3237,
  Wellington 6140,
  New Zealand

- **Probe Studies.** Other studies which further analyse NEMP data are also available online. While the reports contain a lot of information, there always remains substantial scope for more detailed analysis of student performance on individual tasks or clusters of tasks through probe studies. These studies are undertaken by NEMP staff or while under contract by educational researchers around New Zealand,

  Studies completed between 1995 and 2006 are currently available and can be accessed at *http://nemp.otago.ac.nz/i_probe.htm*.

Health is a state of physical, mental, social, emotional and spiritual well-being, and physical education is that part of education which promotes well-being through movement.

Within the school curriculum health and physical education are strongly interrelated in their purpose of developing understandings, skills, attitudes and motivation to act in ways that benefit personal health and the health of others.

National monitoring provides a "snapshot" of what New Zealand children can do at two levels, at the middle and end of primary education (year 4 and year 8).

The main purposes for national monitoring are:

- to meet public accountability and information requirements by identifying and reporting patterns and trends in educational performance
- to provide high quality, detailed information which policy makers, curriculum planners and educators can use to debate and review educational practices and resourcing.

NEMP National Education Monitoring Project

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

UNIVERSITY of OTAGO
Te Whare Wānanga o Otāgo

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