

A new feature in National Monitoring since 1999 has been the commitment to look directly at the achievement of Pacific students in New Zealand primary and intermediate schools. These students were among the samples in NEMP assessments between 1995 and 1998, but not in sufficient numbers to allow their results to be reported separately. At the request of the Ministry of Education, NEMP now selects special additional samples of 120 year 4 students and 120 year 8 students to allow the achievement of Pacific students to be assessed and reported. The augmented samples are too small, however, to allow separate reporting on students from different Pacific nations (such as Samoa, Tonga and Fiji).

The augmented samples are drawn from schools with at least 15 percent Pacific students. Schools in this category comprise about 10 percent of New Zealand schools and include about 15 percent of all students. About 75 percent of Pacific students attend such schools.

All schools in the main NEMP year 8 sample that had 15 percent or more Pacific students (as classified in school records) were selected. All other schools nationally with at least 12 year 8 students and at least 15 percent Pacific students in their total roll were identified, and an additional random sample of 10 schools drawn from this list. A similar procedure was followed at year 4 level, except that schools already chosen at year 8 level were excluded from the sampling list. From each specially sampled

school, 12 students (in 3 groups of 4) were sampled, confirmed and assessed using exactly the same procedures as in the main sample. The students' performances were also scored in the same manner as the performances of students in the main sample.

The results for Pacific, Māori and other students in the schools with more than 15 percent Pacific students were then compared. Because all of the schools chosen for these analyses have at least 15 percent Pacific students, the results only apply to students at schools like these.

Differences among the three ethnic groups of students were checked for statistical significance using one way analysis of variance on the overall scores for each task attempted by individual students (team tasks were excluded). Each analysis compared the performance of about 50 Pacific students, 30 Māori students and 30 other students. The critical level for statistical significance was set at $p = .05$ (so that differences this large or larger among the subgroups would not be expected by chance in more than five percent of cases). Where statistical significance occurred, Tukey tests were used to identify which groups differed significantly.

The mean scores for each group on each task are presented in the tables following, together with the standard deviations for all students in this sample. Statistically significant differences are clearly indicated.



YEAR 4

Average (mean) marks for year 4 students, attending schools enrolling at least fifteen percent Pacific students, who are classified as Pacific students, Māori students or other students.

	Pacific mean	Māori mean	Other mean	Overall std. dev.
Equal and Different	1.4	1.2	2.5	1.5
Leaders	1.8	1.7	2.6	1.6
Group Leaders	0.6	0.6	1.2	0.8
A Good Team Member	3.8	4.0	5.2	1.9
Link Task 1	3.1	2.0	3.8	1.8
Link Task 2	3.5	3.3	4.3	1.9
Treaty	1.5	2.3	2.5	1.3
Aotearoa	0.5	0.9	0.7	0.8
Marae Meeting	1.3	1.5	0.6	1.2
Special Days	0.9	0.5	1.2	0.8
Symbols of New Zealand	2.5	3.4	3.5	1.8
Mere's Family	2.1	2.3	2.3	1.0
Link Task 6	3.7	4.6	4.0	2.2
Link Task 7	10.7	11.8	9.5	4.1
Link Task 8	0.3	0.3	0.4	0.6
Samoan Family	3.6	4.8	3.9	3.2
Knowing NZ	2.9	3.3	3.3	1.6
New Zealand's Shape	0.5	0.9	1.2	1.5
A Place to Live	1.8	2.8	2.1	1.8
Where in the World Are We?	0.9	0.4	1.1	1.2
Link Task 11	2.8	2.7	3.1	1.4
Link Task 12	2.1	3.0	3.3	2.2
Link Task 13	1.5	1.5	2.2	2.0
Link Task 14	1.8	1.4	1.6	1.4
Time Line	3.7	3.4	3.8	1.8
Famous New Zealanders	0.9	1.1	1.5	1.0
Rivers	3.3	3.3	4.0	1.4
NZ Tourist Pamphlet	0.5	0.5	0.9	1.2
Link Task 17	0.3	0.3	0.4	0.5
Link Task 18	1.6	1.5	2.6	1.7

Statistically significant ($p < .05$) differences among the means are shown thus: significantly **lower** or **higher**.

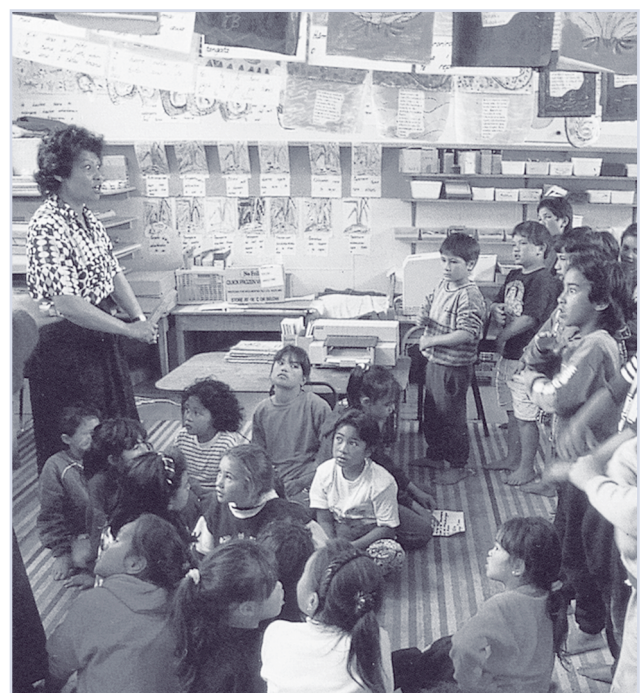
For year 4 students, there were statistically significant differences in performance among the three groups on 10 of the 30 tasks:

- on 3 tasks both Pacific and Māori students scored lower than “other” students;
- on 3 tasks only Pacific students scored lower than “other” students;
- on 2 tasks only Māori students scored lower than “other” students;
- on 1 task Pacific students scored lower than Māori students;
- on 1 task “other” students scored lower than both Pacific and Māori students.

Thus Pacific students scored lower than “other” students on 20 percent of the tasks and Māori students scored lower than “other” students on 17 percent of the tasks. Pacific students scored lower than Māori students on 3 percent of the tasks.

Both Pacific and Māori students scored higher than “other” students on 3 percent of the tasks.

On the *Year 4 Social Studies Survey* (p60), there were statistically significant differences on 4 of the 21 rating items. The “other” students were more positive than the Pacific students on question 1 (how much they like doing social studies at school) and question 5 (how they feel about learning or doing social studies as they get older). Both “other” and Māori students thought their class did more really good things in social studies (question 4), compared to Pacific students. Māori students also thought they had more opportunities to learn about why people have different ideas (question 18), compared to Pacific students.



YEAR 8

Average (mean) marks for year 8 students, attending schools enrolling at least fifteen percent Pacific students, who are classified as Pacific students, Māori students or other students.

	Pacific mean	Māori mean	Other mean	Overall std. dev.
Equal and Different	2.6	2.8	3.3	1.4
Leaders	3.9	4.3	4.1	1.9
Group Leaders	1.3	1.3	1.4	0.8
A Good Team Member	5.4	5.5	5.6	1.9
A New Law	1.0	1.0	1.0	0.9
MP	1.7	2.4	3.0	2.0
Link Task 1	5.0	4.3	4.9	2.4
Link Task 2	4.6	5.4	5.6	1.9
Link Task 4	7.4	6.2	8.7	4.5
Treaty	5.1	4.7	5.2	2.7
Aotearoa	1.3	1.4	1.3	1.4
Marae Meeting	2.3	2.3	1.2	1.5
Special Days	2.0	2.0	2.6	1.2
Symbols of New Zealand	5.1	6.1	6.3	2.2
Mere's Whakapapa	6.6	6.5	6.5	2.5
Mrs Chia and Eileen	1.7	2.4	2.8	1.8
Link Task 6	5.1	6.1	5.4	1.9
Link Task 7	12.5	14.0	11.2	3.9
Link Task 8	1.4	1.5	2.4	1.5
Samoan Family	6.0	6.3	4.9	3.8
Knowing NZ	4.9	5.2	5.8	2.2
New Zealand's Shape	1.1	1.5	1.9	1.1
A Place to Live	3.2	3.7	3.3	1.9
Where in the World Are We?	1.8	1.8	2.9	2.2
Link Task 11	4.1	4.2	4.8	1.4
Link Task 12	4.8	6.0	5.9	2.4
Link Task 13	3.7	3.3	4.1	2.1
Time Line	11.9	13.3	14.3	3.9
Famous New Zealanders	1.7	2.1	2.2	1.1
Early New Zealanders	2.3	2.4	2.6	1.7
Rivers	4.3	3.9	4.5	1.3
NZ Tourist Pamphlet	3.3	2.6	2.4	2.6
Link Task 17	0.8	1.2	1.5	0.9
Link Task 18	2.8	2.4	3.3	1.8

Statistically significant ($p < .05$) differences among the means are shown thus: significantly **lower** or **higher**.

For year 8 students, there were statistically significant differences in performance among the three groups on 7 of the 35 tasks:

- on 5 tasks only Pacific students scored lower than “other” students;
- on 1 task “other” students scored lower than both Pacific and Māori students;
- on 1 task “other” students scored lower than Māori students.

Thus Pacific students scored lower than “other” students on 14 percent of the tasks, Māori students scored higher than “other” students on 6 percent of tasks and Pacific students scored higher than “other” students on 3 percent of the tasks.

On the *Year 8 Social Studies Survey* (p60), there were statistically significant differences on 7 of the 21 rating items. Both “other” and Māori students were more positive than Pacific students on question 4 (how often their class does really good things in social studies) and question 10 (how much they like learning about why people have different ideas). Māori students were more positive than Pacific students on question 5 (how they feel about learning or doing social studies as they get older). “Other” students were more positive than Pacific students on four questions: question 6 (how much they like learning about the way people work together and do things in groups), question 14 (how often they learn about the way people work together and do things in groups), question 16 (how often they learn about other places in New Zealand and how people live there) and question 17 (how often they learn about the work people do and how they make a living).



Summary

Pacific students scored lower than “other” students on 20 percent of the tasks at year 4 level and 14 percent of the tasks at year 8 level, but higher than “other” students on 1 task (3 percent of tasks) at both levels. Year 4 and year 8 Pacific students performed very similarly to Māori students. It is noteworthy that in the *Social Studies Survey*, Pacific students were less positive than Māori or “other” students on four rating items at year 4 level and seven rating items at year 8 level.