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'Out and About' - A Survey of Teachers' Usage

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Abstract

The Federal Office of Road Safety have produced a pre-primary and primary schools version of the road safety education resource material 'Out and About'. This report details the evaluative research undertaken amongst primary school teachers to establish the way in which the materials were used once received by schools. Use of the materials ranged from superficial to a high level of involvement where the material was seen as part of something wider and the teachers spent time thinking, collecting and organising relevant items around the 'Out and About' theme.

Keywords

Teachers, pupils, Level 1, Level 2, children, Teachers' Guide, Workbooks. Parents' Guide, theme activity, materials, outdoor, classroom, bicycle, posters.

NOTES:

- (1) FORS Research reports are disseminated in the interests of information exchange.
- (2) The views expressed are those of the author(s) and do not necessarily represent those of the Commonwealth Government.
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 - (a) reports generated as a result of research done within the FORS are published in the OR series;
 - (b) reports of research conducted by other organisations on behalf of the FORS are published in the CR series.
 - (c) reports based on analyses of FORS: statistical data bases are published in the SR series.

'Out and About' A Survey of Teachers' Usage

A research report

prepared for:

Federal Office of Road Safety
Department of Transport and Road Safety
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Executive Summary

The sample for this study consisted of a random selection of primary schools from all States and Territories. A letter and two questionnaires were sent to the Principals of the selected schools, explaining the purpose of the research and inviting schools to participate in the project. In each school two teachers who had used the 'Out and About' material requested to complete the questionnaires and ring a toll-free 008 number within two weeks of receipt of the survey form to give a response to the questions. Over a period of one month letters were sent and telephone calls made to those reminder schools who had not responded. Responses were received from 145 teachers and these form the basis of this report.

The respondent teachers had used the 'Out and About' materials in a number of ways: that is, the materials had been used as the basis for a road safety theme (41%), as a resource for road safety as a separate subject (35%), and as well had been integrated into other lessons (37%).

Usage of all the components was widespread ranging from 98% of teachers wholly or partly using the Children's Book to 70% total or partial use of the Parents' Guide.

Usage of the Teachers' Guide was also high at 93% total or partial use. This 93% was broken into 39% total use and 54% partial use, indicating that the majority of teachers are using it as a guide, rather than a blue-print.

Time spent on using the material ranged widely. In terms of total hours spent, time ranged from less than 3 hours, up to 12. However the percentage of teachers at the low end (10% who spent 3 hours or less) is half that of those teachers at the other extreme (20% who spent 10-12 hours) with the rest concentrated in the mid-ranges. That is, hours spent tends to be more rather than less.

This pattern is also followed when looking at the time period over which the material was presented. Teachers' use over time ranged from less than one week up to 11 weeks, again with those at the low end (3% took less than one week) far outnumbered by those at the other extreme (28% took 8-11 weeks). Thus the material's life cycle, both in time spent and total hours spent, tends to be towards heavy rather than light usage.

A wide range of preparatory activities were undertaken by teachers. These ranged from thinking of ways to actually present the materials:

- planning themes/programs
- * integrating into other lessons/areas
- integrating with other road safety material,

to physically making or collecting relevant things such as photos, songs, games, models, or to organising visits to the school by relevant speakers.

The main preparatory activity mentioned by respondents was reading the material, and then working out the preferred way of presenting it. The numbers of teachers collecting, doing or organising things were somewhat smaller but provided a rich view of the possibilities for 'Out and About' activities.

Teachers carried out a wide range of specific activities, from the children working on their book to excursions outside of the school.

The activities fell into eight broad categories:

* other classroom activities:

	games, songs etc	71%
*	working through the book	69%
*	discussion on specific topics	54%
	outdoor activities	50%
	bicycle activities	43%
*	general class discussion	30%
R	watching the video	22%
*	working with the mosters	19%

The time spent on the various activities fell as the activities moved away from the classroom, as would be expected for most topics covered in the health/social studies area. The average time spent on the types of activities in the kit was (as a percent of total time spent):

*	children's	activity	book	48%
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* other classroom activities 30%

schoolyard/outside school
activities

The outdoor activities (that is, schoolyard and outside school) accounted for 22% of the time spent, nevertheless over three quarters of teachers did include some outdoor activity. These activities were widespread and included walks, watching traffic, visits to danger spots, practicing road crossing, travelling on buses or trains, and visiting a traffic school.

22%

A number of teachers felt that more outdoor activities would improve the efficacy of 'Out and About', since 15% said they would allocate more time to outside activities next time they used the kits.

Approximately 7 out of 10 teachers sent the Parents' Guide home to parents. However, only a small number (14%) of parents were involved in helping with classroom activities.

Responses to questions about the possibility of charging for the 'Out and About' materials suggest that this is likely to result in decreased usage. Even at \$10.00, 18% report being unlikely to purchase while at \$25.00 this rises to 66%. At \$10.00, 61% say they are very likely to buy, at \$15.00, only 36% are very likely to buy. Therefore price will be a sensitive issue and full costs recovery may not be possible if wide coverage of schools with 'Out and About' is desired.

1. Introduction

'Out and About' was developed by the Federal Office of Road Safety (FORS) after extensive research into child road safety problems and the type of resource materials of most use to teachers. Comprehensive kits of 'Out and About' materials have been made available to schools, free of charge from FORS, since February 1986.

The 'Out and About' kit consists of:

- * Pre-school materials for 4-5 year old children in a formal teaching environment
- Level One material for 6-7 year olds or children in their second year at school
- * Level Two material for 8-9 year olds or children in their fourth year at school

Each level of material includes children's activity books and support activities, a Teachers' Handbook and Parents' Guide. A video featuring the 'Out and About' characters and developed to support the Level 1 material is also made available for schools on request.

The 'Out and About' materials were thoroughly researched during the developmental stages: this research concentrated on ensuring that the materials were suitable for the teachers, children and parents at whom they were targeted. Reports of the initial research of the pre-school and primary school kits are available from FORS (CR63 and CR66).

In the period since its development, the materials have been requested by approximately 1,500 schools, nationwide. However, little was known about the way in which the materials were used, once received by the schools.

It was of interest to FORS to explore this use, since doing so would assist in determining the contribution which 'Out and About' has made in influencing the inclusion of road safety in the school curriculum. An understanding of the end-use of the materials would also influence the future direction of the 'Out and About' campaign.

It is for this reason that a pilot study of the use of the materials was undertaken in 1988, by FORS. This provided an initial investigation of the issues to be covered by a more comprehensive investigation into the Level One and Level Two materials (ie. primary schools material), now the subject of the following report.

2. Research Objectives

The stated objective of the 'Out and About' research (1989) was to:

"elicit information from teachers on the way in which they implemented the 'Out and About' material in their classes".

This objective was arrived at after considering the following rationale:

- Research must determine the contribution which 'Out and About' makes to the decision to include road safety in the school curriculum.
- 2. Research must also explore any aspects of the end-use of the material which may have bearing on the future direction of the 'Out and About' campaign

3. Research Methodology

The methodology of the pilot study undertaken by the Federal Office of Road Safety was replicated in this project. Sampling of the schools was undertaken by selecting every 3rd school from the list of 1,500 schools provided to AXIA by FORS, using a randomly selected school (the lists were numbered to facilitate this) as a start-point. Listed schools in NSW, Queensland, Victoria and South Australia had actually requested the 'Out and About' material from FORS whereas it was unknown as to whether their counterparts in the other states and territories had done this.

The following stages were included in the conduct of the main survey.

- i) A letter was sent to the Principal of each selected school, explaining the purpose of the research and requesting the school's participation in the survey.
- ii) Two questionnaires, one for each of the two levels of the 'Out and About' materials, were included in the letter to Principals. The questionnaires incorporated the questioning used in the pilot study but also included further open-ended and more indepth questions. The questionnaires are included in Appendix A.
- iii) The Principals were asked to identify two teachers who had used the material and to request them to participate in the survey.
- iv) Participants were asked to ring a 008 toll-free number within two weeks of receipt of the survey form to give a response to the questions. An AXIA interviewer received these calls at the company's Sydney office.

- v) Those schools which had not responded within the allotted two weeks were sent a reminder letter.
- vi) After a further two weeks had elapsed, those schools where teachers had still not responded were telephoned. This sometimes necessitated up to 3 calls, but eventually all unresponsive schools were contacted at least twice, in an attempt to elicit a completed questionnaire.
- vii) Once the fieldwork time was concluded, the questionnaires were edited and post-coded for data
 processing. Cross tabulations were prepared, and
 it is on these that this report is based.

Note: The mailing of the initial letter and survey forms for the Tasmanian segment of the sample was handled by the Road Safety Division of the Tasmanian Department of Transport. This was done at the commencement of the school holidays, and very few Tasmanian teachers were able to participate in the survey.

The initial letters to all other schools were mailed by AXIA on May 1st 1989 and the final reminder calls were concluded on June 20th, 1989.

4. Summary of reminder calls

The number of post-mail reminder telephone calls necessary to contact the schools in the survey is described below:

	NO. (OF CALLS	MADE 3	No answer/ Unlisted/ Out of	School rang 008 no need	Total Schools Surveyed
				order	to contact	
NSW	67	33		10	37	147
VIC	41	20	3	2	16	82
QLD	20	10	_	5	5	40
SA	29	15	_	2	12	58
WA	17	6	1	1	13	38
TAS	35	13	-	2	8	58
ACT	12	4	_	2	7	25
NT	28	6	-	6	11	51
Total	249	107	4	30	109	499

5. The Sample

A total of 499 schools, each of which had been posted the 'Out and About' materials at some time since their development, comprised the sample for this survey.

After final contact with these schools the breakdown of their responses was as follows:

	Total	STATE							
n=	(499)	NSW (147)	VIC (82)	QLD (40)	WA (38)	SA (58)	TAS (58)	ACT (25)	NT (51)
Not used 'O&A' yet	37	34	29	40	21	33	55	24	57
Not received 'O&A'/DK if received	6	5	7	5	13	-	5	8	8
Teachers that had used left	3	2	2	5 .	8	2	2	8	2
Haven't rec'd questionnaire/ Don't know if rec'd q'naire	10	8	12	7	10	10	21	_	2
No contact made/phone not answered/ not listed/ out of order	6	7	2	12	3	3	3	8	12
Interview completed	29	37	32	23	42	28	9	48	14
Refused	10	8	15	7	3	24	5	4	6
Total	101	101	99	99	100	100	100	100	101

The final sample therefore consisted of 145 interviews, the characteristics of which are as follows:

	Total	NSW	VIC	ÖLD	WA	TN\A8	TAS	ACT
n=	(145) No.	(54) No.	(26) No.	(9) No.	(16) No.	(23) No.	(5) No.	(12) No.
Location								
Capital city	51	4	13	1	10	8	3	12
Other urban	35	18	6	3	3	4	1	-
Country town	46	27	7	4	2	5	1	-
Rural	13	5	-	1	1	6	-	-
Type of school								
Government	115	50	20	7	10	19	2	7
Non-government	30	4	6	2	6	4	3	5
No. of classes								
1 to 5	28	7	5	-	2	11	2	1
6 to 9	35	13	6	3	4	7	_	2
10 to 12	33	16	7	_	7	4	1	ı
13 to 16	23	7	3	3	4	1	-	5
17 or more	20	9	5	3	2	-	-	3
No information	6	2	-	-	2	-	2	-
No. of pupils								
1 to 50	13	2	1	1	-	8	1	-
51 to 100	13	5	2	-	2	3	1	-
101 to 200	17	7	4	2	1	3	-	-
201 to 300	34	10	10	-	4	8	-	2
301 to 400	22	10	2	2	6	-	1	1
401 to 500	17	9	1	-	1	1	-	5
over 500 No information	17 12	6	5 1	3 1	2	_	2	3 1
.io Infolmacion	12		-	*	L		4	-
Year began usin	ā							
'Out & About'		[
1985/1986	9	3	-	~	1	4	-	1
1987	22	11	3	2	1	3	1	1
1988	60	20	11	3	6	11	3	6
1989	53	20	12	4	7	5	1	4
No information	1	-	-	-	1	-	-	-

6. The Response Rate

The response rate is important to any survey as the higher the response the more confidence one has that the survey results reflect the true situation rather than the possible biases of those who bothered to respond.

Gauging the response rate of this survey is not straightforward. As is seen from the table on page 9, not all schools in the sample could eventually be treated as relevant to the sample.

A relevant potential respondent would be defined as a school that:

- * had received the 'Out and About kit
- * had teachers at the school at the time of the survey, who had administered the kit
- * had received the survey questionnaires
- could be contacted by telephone

The preceding table shows that in fact a large number did not fulfill these criteria.

Those schools which had not received the kit, had not used the kit (or had used but not with current teachers) or couldn't be contacted to find out where they stood were then treated as non-response schools. There was a total of 258 such schools.

The 48 schools who either hadn't received the questionnaire or had received it but had misplaced it in transit from the secretary to the Principal to the teachers, fall into an uncertain area. Some should probably be regarded as non-responses, however a proportion have been assumed to be genuine "didn't receivers".

Further, of these 48 (if they follow the same ratio as exhibited within the schools where kits were received) about half would fall in the "never received kit/never used" category.

Thus, the response rate cannot be exactly calculated but estimated between an upper and lower limit.

Upper limit

The upper limit of the response rate is if one considers the 48 "not received questionnaire" schools as invalidating those schools as part of the sample.

This gives:

Not received kit/not used kit	=	25 8
Not received questionnaire	=	48
Total non-valid respondents	=	306
Original sample	=	499
Valid sample	=	193
Total interviews	*	145
Response rate	=	75%

Lower limit

The lower limit is reached by considering the 48 "not received questionnaire" school as being non-responses.

Response rate	=	60%
Valid sample		241
Original sample	=	499
Total non-valid responses	=	258

Most likely response rate

Taking into account that roughly 1 in 2 of the schools had not received or not used the kit, it seems reasonable to expect the 48 schools in doubt to also fall into this ratio.

Therefore if one considered half of them as being valid sample members, the estimated response rate then becomes:

Response rate	=	67%
Total interviews	= 	145
Total valid sample	=	217

That is, we believe that the response rate for this survey falls between 60 and 75 per cent, but is most likely around the 67 per cent mark. For a mail survey this is in fact a good response rate and we can be relatively confident that the results of this survey generally reflect the real nature of the attitudes to and use of 'Out and About'.

Further, since these results reflect results gained in earlier research work on the 'Out and About' materials, the research team is satisfied that teacher comments within this report are an indication of the general climate of opinion.

Nevertheless, although tabulations include results by a number of sub-groups, this report has been considered in the light of the total sample only. The relatively small size of the sub-groups means that differences that occur between them are likely to be a result of the sample size, rather than of real differences between groups.



1. Level of Materials Used by Respondents

Q.3 "Which level material did you use?"

Of the 145 respondents, Level One materials were used by seventy-six (76) teachers and Level Two, by fifty (50). As well, eighteen (18) teachers used both levels of material.

						Total	Sample
				n	= (1		145)
						No.	*
Total	used	Level	1			94	65
Total	used	Level	2			68	47
No in	Cormat	tion				. 1	1

2. Classes With Which the Materials Were Used

Q.4 "Which class did you use it with?"

Use of the 'Out and About' materials had been spread across a number of classes from prep/kindergarten to, in one case, Year 7. However, most of the teachers using the materials had been involved with Years 1, 2 or 3 and further, the majority of teachers had used 'Out and About' with more than one level. This can be seen in the table below:

			Total	Şample
	n	=	(1	45)
			No.	*
Prep/kindergarten			18	12
Year 1			49	34
Year 2			55	38
Composite 1&2			3	2
Year 3			41	28
Year 4			25	17
Year 5			15	10
Year 6			7	5
Year 7			1	1
Composites 3&4, 5&6	,		1	1
Composites 2-7, 4-7	-		2	1
No information			2	1

Prep/kindergarten, Year 1 and Year 2 classes used Level 1 materials predominantly (83%, 80% and 80% respectively), although some teachers reported using Level 2 or both levels with these classes.

The reverse was true for Year 4 and above, that is, teachers used Level 2 material for these classes in most cases.

For Year 3, 66% used Level 2 material and 34% used Level 1 or both levels.

3. Age of the Pupils Exposed to 'Out and About'

Q.5 "How old were most of the children in this class?"

The pupils with whom the respondent teachers had used 'Out and About' ranged from 5 years to 9 years old, according to responses on the questionnaire. Since teachers had used the material in a number of classes, it followed that they had also used it with a range of ages and again, the table below indicates this.

		Total	Sample
	n =	(1	.45)
		No.	*
5 to 6 years		34	23
6 to 7 years		63	44
7 to 8 years		41	28
8 to 9 years		46	32
Other		6	4
No information		1	1

4. Components of the Kit Used by the Respondent Teachers

Q.6 "Which components did you use?"

The respondents were asked to record which components of the 'Out and About' materials they had used, and to what degree, that is, whether they used all or part of the Children's Book, the Teachers' Guide, the Parents' Guide and other materials.

	Wheth Used all	er Used and Partly used	Degree Didn't use	•
	No. *	No. 🐐	No. 🕏	No. 🕏
Children's Book	109 75	34 23	2 1	
Stickers etc.	82 57	31 21	23 16	9 6
Parents' Guide	73 50	29 20	34 23	96
Teachers' Guide	57 39	79 54	4 3	5 3

From the responses, it appears that the Children's Book was regarded as the central component of the kit. It was heavily used by over three out of four of the respondents, and 'partly' used by another 23 per cent. Only 2 of the 145 respondents said they did not use the Children's Book.

The Parents' Guide was apparently regarded as the most dispensable resource within the kit, with almost one-quarter of the sample not using it and 2 out of 10 only 'partly' using it. However, half of the teachers said they 'used all' of the Parents' Guide.

The Teachers' Guide was comprehensively used by 4 out of 10 of the respondents and 'partly used' by just over half (54 per cent). Only 3 per cent claimed not to have used the Teachers' Guide at all. The use of the stickers, milk carton wraps etc. was fairly comprehensive with nearly 6 out of 10 saying that they had used all of these resources and a further 2 out of 10 'partly' using them. Only 23 teachers (16 per cent) said that they did not use the stickers or milk carton wraps at all.

However, all of the materials within the kit have been used at least partially, by 70 per cent of the teachers responding to this survey. Overall 'wastage' was restricted to around 20 per cent of the Parents' Guide, and of the stickers and wraps.

5. Manner in Which Materials Were Used

Q.7 "How did you use 'Out and About'?"

We were interested to know whether or not the teachers used 'Out and About' to teach road safety as a separate subject or whether they integrated its use into other subjects or lessons. As it turned out, the materials were used in more than one way by a number of the teachers, with nearly 4 out of 10 integrating it into other lessons, 4 out of 10 using it as part of a theme and nearly as many using 'Out and About' as a separate road safety lesson. This is shown in the following table:

		He	OW
		'Out a	nd About'
		Us	be
	n	= (1	45)
		No.	*
Integrated with other subjects		54	37
As part of a theme		60	41
As a separate subject		51	35

6. Preparation Prior to Using 'Out and About'

Q.7b) "How much preparation did you have to do, before using 'Out and About'?" (Please explain as fully as possible)

Sixty two per cent of respondents said they read through the kit prior to using it. It is possible that a number of other respondents also did this, but did not consider this as being the 'preparation' referred to in the questioning.

A number of teachers recorded quite a lot of preparatory work undertaken prior to using 'Out and About' in the classroom. Some of these other activities involved discussions with peers, a search for extra resource materials from the school library, extra preparation of lessons by making roadways, or setting discussion topics, preparing games or reward systems. Some teachers organised visits from local police or visits to local amenities or made decisions about integrating 'Out and About' into existing lessons.

These and other preparations for the use of 'Out and About' are shown below:

3110WII	n =	Prepara for to of (14)	Use O&A'
		No.	*
*	tried to integrate with other road		
	safety materials	18	12
×	selected what was appropriate from kit	14	10
Ħ	collected milk cartons	13	9
A	gathered information from school library	7 12	8
*	found photos/posters/maps	9	6
×	tried to integrate with social		
	studies/health	9	6
*	organised talk by traffic authority	9	6
*	planned a theme/program	8	6
*	prepared discussion questions	8	6 5 2 2 2
*	made roadways/models	7	5
*	found songs/cassettes	1	3
*	<pre>got paint/paper/stencils</pre>	3	2
*	prepared games/award systems	3	2
*	visited a road safety centre	3	2
*	did bike education course	2	1
k	All other preparation	15	10

Thus, there appeared to be four major areas of preparation undertaken by the respondent teachers:

- i) integration of the kit into a wider scheme of things ie. how to fit it into the class-room activities or other lessons
- ii) physical collection of other materials relevant to the planned activities
- iii) making things relevant to the planned
 activities
- iv) going outside the school to organise a relevant activity.

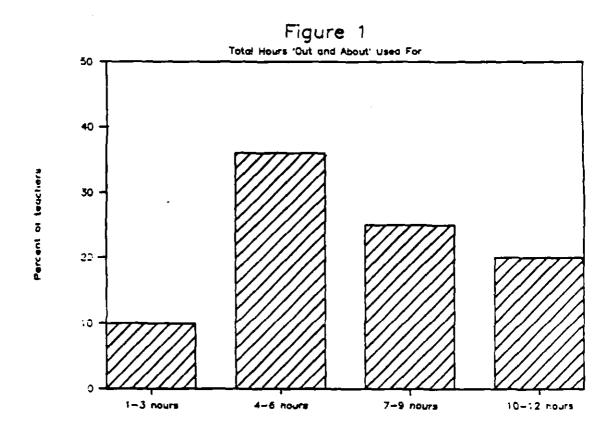
Whilst overall there was a diverse spread of pre-use preparations, the number of teachers undertaking any one of these activities is fairly small. It seems likely that a reasonable number of teachers have not gone very far beyond reading the material and this could attest to its' ability to be a useful resource even 'standing alone'. In fact, just on 1 in 4 (24 per cent) said little preparation was needed, prior to their use of 'Out and About'. Other comments were:

	n =	*	Sample 45)
		No.	*
*	very little preparation time needed	35	24
*	easy to use/clearly specified/well set out/excellent	20	14
*	just followed Teachers' Guide	11	8
*	no prep. needed, familiar with it	6	4
*	just followed children's book	5	3

- 7. Period Within Which 'Out and About' was Used: Number of Hours per Week, Number of Weeks Used and How Often 'Out and About' Timetabled for Use
 - Q.8 "How many hours altogether did you use the material?"
 - Q.9 "Over what periods of time did you use the material?"
 - Q.10 "How often did you timetable to use 'Out and About'?"

Number of hours used

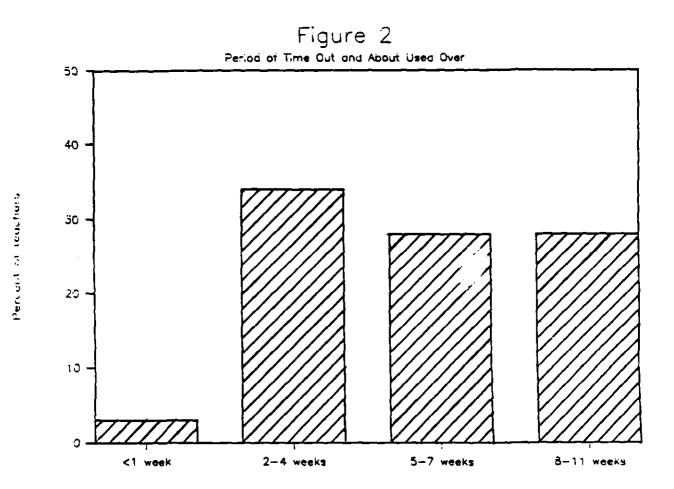
Figure 1 (below) shows that whilst approximately 1 in 3 teachers used the 'Out and About' materials for 4 to 6 hours, just over 4 out of 10 (45 per cent) used the resources for longer than this. Further, there is a solid 'tail' of 20 per cent who had used the material quite extensively, that is, for 10 to 12 hours. This figure is double that of those who had used the kit very briefly (1 to 3 hours). That is, the distribution of usage by time is skewed towards concentrated rather than cursory usage.



Time periods

When asked to record the period of time over which they had the 'Out and About' materials, just over half of teachers indicated that use had generally been extended beyond For instance, 28 per cent (41 teachers) had used 4 weeks. and About' for between 5 and 7 weeks and a similar numfor between 8 to 11 weeks. This compares with 34 percent ber, (50) who used it for between 2 and 4 weeks.

(See Figure 2)



Timetabling

There is a clear indication that the kit was most likely to be used on a weekly basis (two thirds of the 145 used it weekly) though there was a fairly large number of teachers (23, or 16 per cent) who used 'Out and About' on a daily basis. Results of this questioning are as follows:

					bling About'	
		n	£	(1	45)	
				No.	*	
*	Daily			23	16	
*	Weekly			95	66	
*	Fortnightly			5	3	
*	Other			22	15	

Some teachers had used 'Out and About' on an irregular basis, and were unable to say exactly what their use patterns had been. For instance, when integrated into other lessons, use could be several times a day in one week and then intermittent in other weeks. Thus, 22 of the 145 teachers had irregular timetables for using 'Out and About'.

Taken together, these results suggest the hypothetical 'average' user of the kit would be a teacher who used it on a weekly basis, over a 6 week period for a total of 7 hours ie. roughly one hour per week over 6 weeks.

8. The Division of Time for 'Out and About' Activities

Q.11 "The activities presented in the materials can be roughly divided into four types...when you used the materials, how did you divide the time between these activities?"

Virtually all of the teachers had used the Children's Book to some extent, but relatively few had used it to the exclusion of any other activity. In fact, for two thirds of respondents, only 50 per cent of the time had been spent on the children's workbooks, with other activities making up the remainder of the 'Out and About' road safety lessons. Conversely, only a small number of teachers (22 of 145) had spent over 70 per cent of their 'Out and About' lesson time, on using the Children's Book.

The distribution of teacher/lesson time, across workbook activity, other classroom activities and outdoor (both school-yard and beyond) can be seen below:

Allocation of Time Spent on Various 'O&A' Activities

% of Time Spent n	Act Bo	ldren's ivity oks 45)	Clas Acti	her sroom vities 45)	Schoo Activ		Outs School Activi	ol
	No.	4	No.	*	No.	*	No.	4
Nil	1	1	3	2	30	21	50	34
1 - 10	3	2	17	12	43	30	56	39
11 - 30	36	25	73	50	65	45	35	24
31 - 50	57	39	41	28	3	2	1	1
51 - 70	26	18	7	5	1	1	_	-
70+	20	14	1	1	-	-	_	-
No info	2	1	3	2	3	2	3	2
Average time spen	t 4	8%	3	0%	1	4%		8%

Other classroom activities took up slightly less time than did the use of the children's book. Nevertheless, quite a lot of time was spent in these alternative activities. Seventy-three of the 145 (50 per cent) teachers spent between 11 and 30 per cent of their classroom time in activities outside of the book. A further one in three engaged their students in non-book activities for more than 30 per cent of the total time spent on 'Out and About'.

Activities outside of the classroom were less often engaged in by the teachers and pupils, although just over 3 out of 4 teachers indicated that at least some time had been spent in the schoolyard on 'Out and About' associated activities. These activities had generally taken up less than 30 per cent of the total time spent in teaching road safety with 'Out and About'.

Fewer teachers again had taken their students outside of the school grounds for lessons related to the use of 'Out and About'. Nevertheless, 2 out of 3 teachers claimed to have done so, albeit for shorter periods than either classroom or schoolyard activities had enjoyed.

Given the number of hours spent in activities outside of the Children's Book, it would seem that the 'Out and About' materials are being used very efficiently by teachers as a basic resource to stimulate a variety of road safety activities. The table above has pointed to a relatively large proportion of time being spent on classroom activities related to but not involving the workbook, and to activities moving out into both the school yard and beyond.

This suggests that practical activities have become an integral part of using the 'Out and About' road safety materials. To explore this usage, an open-ended question was included in the questionnaire which asked teachers to explain in detail, exactly what activities had been undertaken. The resultant information is presented in the following pages.

9. Activities Undertaken when Using 'Out and About'

Q.12 "Could you explain exactly how you used 'Out and About'? For instance, what activities did the children undertake? Please explain as fully as possible."

The teachers responded well to this question and in many cases, enclosed as many details as possible in their reply. A comprehensively detailed tabulation of these activities is included at Table 24 (Appendix B).

However, activities could be broadly summarised in a number of main areas, for example:

		_	it Broad ivity
	n		for 'O&A' (145)
1.	classroom activities (apart from	No.	_
	the children's book	103	71
2.	working through the activities in the children's book	100	69
3.	discussion on specific topics	79	54
4.	outdoor activities	72	50
5.	bicycle activities	63	43
6.	discussion of the ideas in the book and other general discussion	43	30
7.	watching the video	32	22
8.	working with the poster	27	19

Classroom activities

Apart from working with the children's book, teachers involved their pupils in a number of other classroom activities. These included:

	Ot		Classroom ivities
	n =		(145)
	·	No.	*
*	making/drawing things eg.		
	yellow raincoats	30	21
*	making mock towns/traffic lights/road	27	19
*	role playing/pretending to be cars etc.	20	14
Ŕ	drama/plays/mime/poems	21	14
*	writing/listening to stories	16	11
*	using milk carton models	16	11
*	music and singing	8	6
*	picture talks	7	5

Within the classroom, but on a different perspective, 13 per cent brought relevant people in eg. police to talk to the children. Further, 18 per cent of the teachers said they integrated the road safety message with other lessons.

Outdoor activities

The most common outdoor activities were:

		(Outdoor
		A	ctivities
		n =	(145)
		N	o. %
*	walks/excursions	3	4 23
*	practicing crossing roads	2	9 20
#	watching traffic	1	8 12
*	looking at traffic signs	1	2 8
*	listened to traffic		8 6
*	travelled on buses/trains		7 5
*	visited local police station		9 6
*	used a car seat to discuss safety s	eats	5 3

Classroom discussions

Classroom discussions covered a number of aspects of road safety, but the major areas of discussion were:

			ssroom ussions
	n ·	E.	(145)
		No.	*
*	discussion of ideas in the workbook	41	28
*	discussion of safe places to walk/play	33	23
*	talk about traffic rules	18	12
*	discussion on seat belts/passenger		
	safety	18	12
Ŕ	other discussions (colour/animals)	9	6

Bicycle activities

The bicycle activities recorded by the teachers were a mixture of practical work and class discussions:

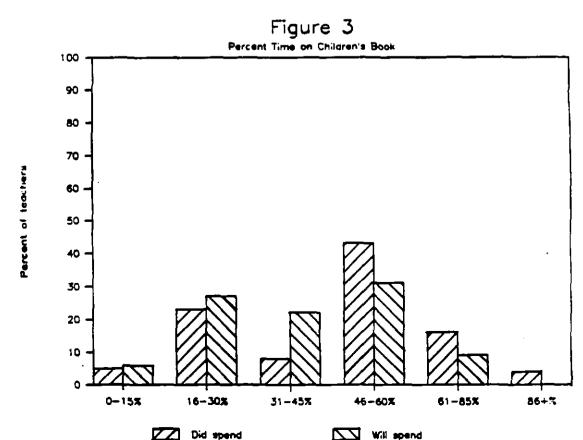
		n =	Act:	icycle ivities (145)
			No.	*
*	children brought in bikes/checked	them	14	10
*	discussion of safety when riding		15	10
*	discussion of helmets		9	6
*	rode bikes/hand signals		8	6
*	other bicycle training		13	9

10. Probable Allocation of Time on 'Out and About' Activities
Next Time it is Used

Q.13a) "If you use the materials again how will you allocate the time to be spent on each type of activity listed in Question 11?

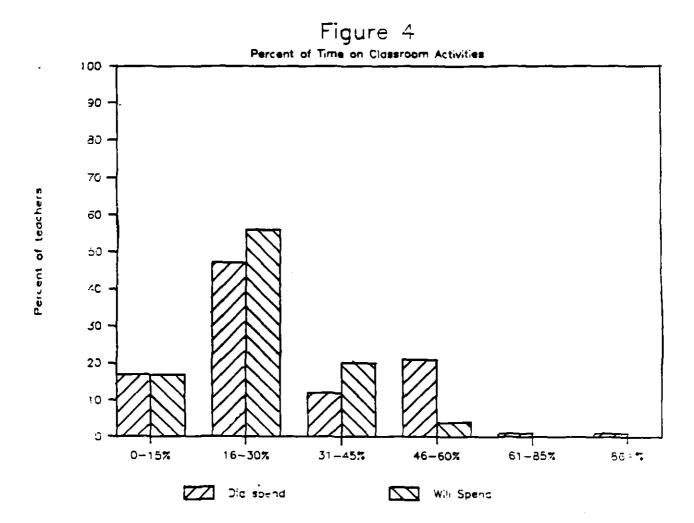
Teachers were asked to compare the way in which they had divided the time spent on 'Out and About' between workbook, classroom and outdoor activities, with the way in which they might utilise the materials next time they taught road safety with this resource. As the following table indicates, just on 7 out of 10 would not change the distribution of time across the activities they had undertaken, on the next occasion.

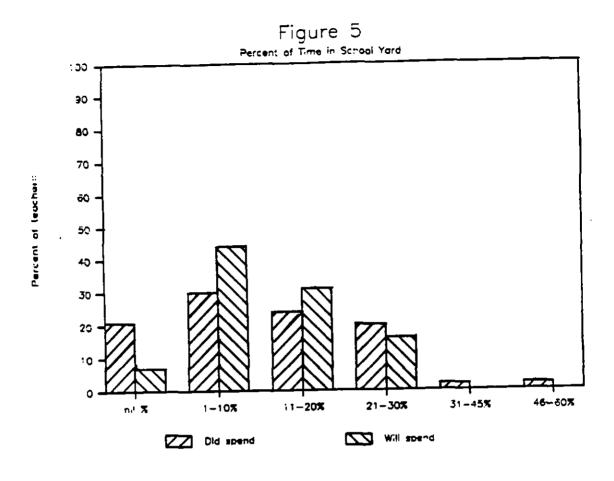
		n	Would	ation
			No.	*
Ŕ	no change		100	69
*	would change time allocation		43	30
*	would not use again		2	1

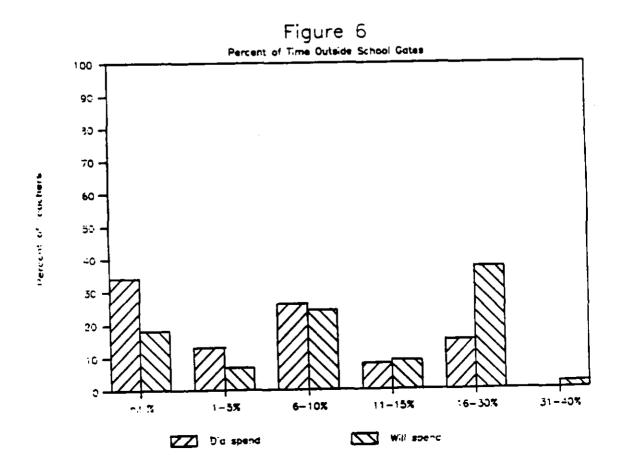


Thus, 43 of the 145 teachers would change the manner in which they used 'Out and About' as a basis for teaching road safety. An inspection of the average time spent on last use and the planned time to be spent on the next use, for each type of activity, indicates where the changes would occur:

		Average Time Spent	Average Time Planned
*	Children's Book	48.2%	41.5%
*	Other classroom activities	29.6%	25.7%
*	Schoolyard activities	13.6%	14.4%
*	Activities outside the school	1 8.2%	13.6%







Reasons for changing the allocation of time spent

The 43 teachers who indicated a change in the way in which they would allocate their time, were asked to explain the reasons for this. The replies indicated that teachers felt that the outside practical activities were the real areas of value in which they needed to put more time.

		asons for ation Change	3
	n =		
*	would go outside for more activities	22	
*	more important to go out of school grounds/see real thing	12	
*	would have more time to devote	5	
*	more use of workbooks	4	
*	deeper/more discussions	3	
*	introduce drama/role play	3	
*	a set time each week	1	

11. Degree of Parental Involvement

Q.14 "How did you involve parents when you used 'Out and About'?"

A Parents' Guide was an integral part of the 'Out and About' kit. It was suggested that teachers send this Guide home to parents to keep them informed of the lessons in road safety and to enlist the aid of parents to keep the lessons of 'Out and About' in front of their children outside of school hours.

Just over 7 out of 10 teachers (72 per cent) sent home the Parents' Guide and just over 1 in 7 (14 per cent) of teachers were fortunate enough to have parents helping in the class-room, as is seen below:

			Ex	tent	of
		Pa	rent	Invo	lvement
		n	=	(14	15)
			1	No.	*
*	sent home Parents' Guide		•	105	72
*	parents helped with classroom				
	activities			21	14
*	discussed road safety at meeting			12	8
*	parents not involved			37	26

- 12. Whether Teachers Would Purchase 'Out and About' and the Probable 'Ceiling' Price They Would Pay
 - Q.15 "At the moment 'Out and About' is distributed free of charge by the Federal Office of Road Safety. However, it may not be possible to maintain such a service. How likely is it that you would, or you would get your school to fund the purchase of 'Out and About' materials... if the primary kit, Level 1 and Level 2, with Children's Workbooks, teachers' Guide, stickers and milk wraps, was... \$10, \$15, \$20, \$25, \$30?"

The likelihood of purchase is quite price dependent: \$10 is seen as fairly acceptable, with 61 per cent 'very likely' to buy 'Out and About' at that price and a further 18 per cent being 'fairly likely' to buy at \$10, a total of likely purchasers at \$10, of 79 per cent.

At \$15, the numbers saying they would be 'very likely' to purchase the kit dropped to 36 per cent and of those saying they would be 'fairly likely' to buy, increased to 26 per cent, a total of 62 per cent of likely purchasers at \$15.

As the proposed cost of the materials rose, the interest in buying the kit dropped, as would be expected. At \$20 a kit, less than half (44 per cent) were at all likely to buy 'Out and About' and at \$25, interest was minimal. Thus, remembering that only a proportion of those who express a purchase intent will actually buy the materials, it seems that unless the sum charged is no higher than \$15, it is likely that having to purchase the kit may well discourage its use in schools.

Likelihood of	Purchase of	'Out	and At	out'
		· -		•

If cost	Very Likely	Fairly Likely	Not Very Likely	Not at all Likely	Don't Know	No Info
	*	*	*	*	*	9
\$10.00	61	18	8	10	1	4
\$15.00	36	26	11	20	1	7
\$20.00	20	24	18	30	1	8
\$25.00	4	21	23	43	1	9
\$30.00	3	12	22	53	1	9

13. Conclusions

Usage of the 'Out and About' material appears to range from the superficial (ie. using of the kits as a self-contained unit to be quickly worked through) to a high level of involvement where the material is seen as part of something wider and the teacher spends time thinking, collecting and organising relevant items around the 'Out and About' kits.

The data collected in this survey shows that there are a proportion of teachers spread all along this continuum of use. However the numbers at the superficial use level appear to be quite small, whilst there is a sizable number who seem to have become quite involved and put time and thought into the material's usage.

Though not specifically asked for, negative comments were very scarce throughout, and the survey generally gives a very positive view of teacher reaction and involvement.

However, full cost recovery on the materials may be a barrier to 'Out and About's introduction to schools road safety programmes and it is recommended that charges be held at a level which subsidises production costs but does not discourage teachers from purchasing it. We estimate that costs to teachers should be no more than \$15 a kit to ensure a high up-take.

Appendix A

The Questionnaire, Letters and Code Frames

Out and About Road Safety Program for Primary Children

(1-3)

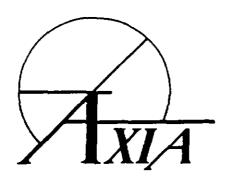
	TEACHER'S	QU:	EST	IONNAIRE	(4)
Q.1a)	In which State or Territory is your school?	(5)	Q.3	Which Level material did you use? (1.	3)
	New South Wales			Level 1	
	Victoria	. 2		Level 2 2	
	Queensland	. 3		(Green)	
	South Australia	. 4	0.4	Which class did you use it with?	
	Western Australia	. 5		Year level (1	4)
	Northern Territory	. 6			
	Australian Capital Territory	. 7	0.5	How old were most of the children in	
	Tasmania	. 8	4.3	this class?	5)
		-		5-6 years	
Q.1b)	Is your school in a?	(6)		6-7 years 2	
-	Capital city	. 1		7-8 years	
	Other urban area	. 2		6-9 years	
	Country town	. 3		• · · · · · · · · · · · · · · · · · · ·	
	Rural	· •	9.6	Which components did you use?	•
Q.1c)	And is your school?	(7)		Uned Partly Didn' All Uned Une	ţ
	Government	1		* Teachers' Guide 1 2 3	(16)
	Non-government	2		Children's Book 1 2 3	(17)
		_		Parents' Guide 1 2 3	(18)
Q.1d)	What is the size of your school? (Infants and primary schools only)	(2)		Stickers/Milk	(10
	Number of classes	(3)		Carton Wraps 1 2 3	(19)
	Number of pupils	(9)	•	(of the section relevant to the level you taught)	-
		(10)	Q.7a)	Did vou use 'Out and About'?	(20
Q.1e)	Name of school	- '		Integrated with other subjects	
				As part of a these	
9.2	When did you begin to use the materials?	, , , ,		As a separate subject	
	Honth	(11)		Other:(Please specify) 4	
	Year	(12)			
		ì			_

How much preparation did you have to do, before using 'Out and About'? (Please explai	n.	Q.9		hat periods of time did you ume terial?	
as fully as possible)			Less t	han 1 week	(23) 1
	_			eks.	
	_			eks	
	-			eeks	
	-			(Please specify)	
	-				
	-	Q.10		ten did you timetable to use nd About'?	(24)
	_		Daily.		. 1
	-		Weekly	••••••••	. 2
	_		Fortni	ghtly	. 3
	-		Other:	(Please specify)	_ 4
	- -	Q.11		tivities presented in the materials roughly divided into four types:	
<u> </u>	-		a)	children's activity books	
	- -		b)	other activities within the claseg.discussion, artwork, plays et	
	-		c)	practical activities in the schoolyard	
	-		d)	practical activities outside the school grounds	
	-		divide	ou used the materials, how did you the time between these activities' ercentages)	•
				1 time	
	(21)		4)	I	(25)
How many hours altogether did you use			b)	1	(26)
the material?	(22)		c)		(27)
1-3 hours			d)	1	(28)
4-6 hours				Total 100%	
7-9 hours	3				
10-12 hours	4				
Other:(Please specify)	5				

0.12	Could you explain exactly how you used 'Out and About'? For instance, what act did the children undertake? (Please explain as fully as possible)	ivities
		
·		
		
	·	
	······································	
		
		-
		
		
		(29)

).13a)	If you use the materials again how will you allocate the time to be spent on each type of activity listed in Guestion 11? (Use percentages)		Q.14	How did you involve parents when you used 'Out and About'? Parents not involved	
	1 time	- }		Sent home Parents' Guides	2
	a)	(30)		Discussed road safety at a meeting	3
	2	(31)		Parents helped with classroom activities.	ı
	c)	(32)			
	d)2	(33)		Other:(Please specify)	<u> </u>
	Total 100% No change from Question 11 1	(34)	0.15	At the moment 'Out and About' is distribute free of charge by the Federal Office of Boa Safety. However, it may not be possible to maintain such a service. How likely is it	d
Q.13b)	If your allocation of time for future use of 'Out and About' will be different, could you explain why this is so?	1		that you would, or you would get your school to fund the purchase of the 'Out and About' materials:	
			a)	If the <u>prisary kit</u> , <u>Level 1 & Level 2</u> , with Childrens' Workbooks, Teachers' Guide, stickers and milk carton wraps, was	
				Very Fairly Not Very Not Likely Likely Likely	
				\$10 2 3	4 (3)
				\$15 2 3	. 4 (3:
		I	<u> </u>	\$20 1 2 3	4 (3.
			}	\$25 1 2 3	. 4 (4
			}	\$30 1 2 3	. 4 (4
			}		
			İ		
			}		
		(35)			

Thank you for completing this survey. Now, please call AXIA as soon as possible. Heidi Karlsen is waiting to take down your opinions.



April 28th 1989

Dear Principal.

At some time during the past two years, the Federal Office of Road Safety has sent to your school, a set or sets of the road safety schools kit 'Out and About'.

'Out and About' was developed after extensive research into child safety problems and the style of resource most readily used by teachers. Since an understanding of implementation issues will provide valuable direction for the future development of the schools kits, the Federal Office of Road Safety (FORS) now wishes to contact teachers who have used 'Out and About', to collect information about the manner in which the material has been used.

Your school has been randomly selected from a list of schools which have received the 'Out and About' material from FORS or from their local road safety authority. The purpose of this letter is to seek your approval to involve two of your teachers in a simple survey.

Should your approval be forthcoming, we would be grateful if you would:

identify two teachers who have used 'Out & About' with a class since 1986

- one who has used Level One (orange)
- one who has used Level Two (green)

ask each teacher to separately fill out a survey form (attached)

ask each teacher to contact, before 12 May 1989

Heidi Karlsen, AXIA, Sydney, on

(008) 28-5399 (cost of local call only)

O1

(02) 959-5399 (Sydney callers only)

with their responses.

If we have not heard from your teachers by 12 May 1989, we will telephone to see if we can be of assistance.

In the meantime should you have any queries, or should you require further information, please do no hesitate to telephone either of the above numbers or to contact Kerry Webber at the Federal Office of Road Safety on toll free (008) 02-6349

Thank you for your cooperation and for your interest in road safety.

Yours faithfully.

Jenny Rush Principal

Out and About Road Safety Program for Primary Children

TEACHER'S QUESTIONNAIRE

Road crashes are the biggest single killer of Australian children and many children are seriously injured each year.

The 'Out and About' road safety program for primary school children aims to alert children to the dangers they face as road users, and to encourage them to learn and practice safe behaviour.

The information you provide by completing this questionnaire will enable the Federal Office of Road Safety to assess how the material is being used by teachers and to make informed decisions about the future of the material. We would therefore appreciate an early reply.

Please fill in this form if you have used all or part of the program. Then please call Heidi Karlsen at AXIA:

(008) 25-1693 (toll free from anywhere in Australia)

(02) 9S9-5399 (Sydney callers)

where an interviewer will record your opinions.

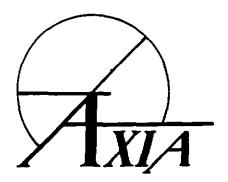
Use a separate questionnaire for each year level you taught. AXIA can provide extra copies - see address below or telephone (008) 25-1693. If you are in Sydney call 959-5399.

Thank you for your co-operation.

Jenny Rush Principal

> Axia Social & Marketing Research 247 Pacific Highwav North Sydney NSW 2060

> > (02) 959-5399 (008) 25-1693



15th May 1989

Dear Principal,

Within the past fortnight you should have received mail from us containing two copies of a questionaire and a letter to teachers, with a request that you pass these on to two teachers in your school who had used the road safety schools kit "Out and About'.

We were asking teachers to complete the questionnaire and then to telephone us, by 12th May, on:

We have been made aware that our letter was received by many schools as late as last Tuesday (9th May), thus we are extending the call-in period by 8 days, to help those teachers who may not yet have had the opportunity to complete their questionnaire.

Could you please mention this to the two teachers you selected to take part in our survey, and remind them that we are looking forward to their response?

Thank you very much for your assistance to both AXIA and the Federal Office of Road Safety, in this matter.

Yours faithfully,

Jenny Rush
Principal

Out and About Road Safety Program for Primary Children

Code frames for Teachers' Questionnaire

Ref :	cfJ0	79		June 1989
Quest- ion No.	Col.	Row	Description	
	1-3		Questionnaire number	
	4		Card number	
1a)	5	1-8 9	State/Territory As per questionnaire No information	
1b)	6	1-4 5	Urban/Rural location As per questionnaire No information	
1c)	7	1-2 3	Govt/non-Govt As per questionnaire No information	
1d)	8	1 2 3 4 5 6 7 8 9	Number of classes 1 - 2 3 - 5 6 - 9 10 - 12 13 - 16 17 - 20 21 or more Unsure No information	
	9	1 2 3 4 5 6 7 8 9	Number of pupils 1 - 50 51 - 100 101 - 200 201 - 300 301 - 400 401 - 500 Over 500 Unsure No information	

2.	1 2 3 4 5 6 7 8 9	When use began Feb/March April May June/July August September October/November Other No information
	12 1 2 3 4 5 6 7 8	1984 1985 1986 1987 1988 1989 Other No information
3.	13 1 2 3 4 5	Level of Material Used Level 1 Level 2 Both levels Other No information
4.	14 0: 0: 0: 0: 0: 0: 0: 0: 0: 1:	Year 1 Year 2 Composite 1 and 2 Year 3 Year 4 Year 5 Year 6 Year 7 Composites 3&4, 5&6 Other
5.	15 1- 5 6	How old were the children? -4 As per questionnaire Other No information
6.		18 Components used -3 Teachers' Guide as per questionnaire No information
7a)	20 1- 5	How used -4 As per questionnaire No information

9.	23	1-5 6	Over what period of time used As per questionnaire No information
8.	22	1-5 6	Hours O & A used for As per questionnaire No information
		34 35	No information
		33 34	
		32	
		31	
		30	
		29	All Other
		28	None needed/familiar with it/used it before
		'	provided the preparation needed
		27	Followed children's activity book/children's book
		25 26	Followed Teachers' Guide/Teachers' Guide very useful
		24 25	Very little preparation time needed Easy to use/clearly specified/well set out/excellent
		23	No more than other lessons/20-30 mins a week/1-3 hrs
			Nett General Comments
		21	Showed other staff/brain-stormed with teachers
		21	units on bike safety Other activities/lessons/materials prepared
		20	Did Bike Ed course/teacher had in-service/prior
		19	Visited a road safety centre/Traffic School
			Officers/police
		18	Organised a talk by Traffic Authority
			according to grade, composition of class
		17	Selected what was appropriate/met my requirements/ tailored to meet specific needs of children/varied
		16	Planned a theme/series of sessions/a unit/a program
			language/drama/learning concepts
		15	Tried to integrate/used with social studies/health/
			materials/Bike Ed/Constable Care
		14	Tried to integrate with other road safety
		13	Prepared discussion questions/had discussions with children
			stickers
		12	Prepared games/activities/award systems with
		11	Made roadways inside/outside/model streets/models
		10	Nett Prepared Lessons/Materials/Activities
		0 9 10	Got paint, paper/stencils Collected road signs
		08 09	Found poems/organised plays
		07	Found songs/cassettes
		06	Collected milk cartons
		05	Found large pictures.posters/photos/maps of area
		04	Gathered other info from school library
		~~	Nett Collected Activity Materials
		02 03	Watched the video Sent home Parents' Guide
		00	Teachers' Guide
		01	Read the material/read through it/read
7b.	21		Preparation prior to using

10	24	1-4 5	How often timetabled for use As per questionnaire No information
11.	25-2		Division of time between activities
		1-98 99	per cent of time spent on Children's book no information
12.	29	01	How Out and About Used Children worked through activities in book/book used as base
		02	General discussion/discussions/initial exchange of ideas, experiences/debates
		03	Watched video/watched and discussed video
		04	Built up the poster/discussed/made posters Nett discussions on specific topics
		05	Discussed ideas in workbook
	•	06	Discussed safe places to walk/play/safety theme
		07	Talked about/visited safety houses
		08	Talked about traffic rules/why we need/traffic and rules
		09	Discussed need for seat belts/passenger safety rules
		10	Other discussion (Colour/animals) Nett Outdoor Activities
		11 12	Walks/excursions away from school/using safety rules Watched traffic outside/in town/near school/traffic surveys
		13	Listened to traffic
		14	Looked for safe drivers/talked about cars on road
		15	excursions to danger spots on roads
		16	Practised crossing/crossed roads
		17	Travelled on buses
		18	Looked at signs and discussed meanings
		19	Visited police station/local traffic school/DECA/ Road Safety School
		20	Used a car to discuss passenger safety seats/seat belts/mobile safety car came
		21	Built a roadway/crossings/etc in playground
		22	Other outdoor activities Nett Classroom Activities
		23	Made a mock town/traffic lights/road in classroom
		24 25	Drama/plays/mime/poems Art and craft/drew clothing/made yellow raincoats/
		0.0	drawing
		26	Role lay/pretended they were cars and students
		27	Wrot tories/had stories/creative writing/wrote
			down periences
		28	Used milk cartons/milk cartons models
		29	Sang safety songs/music and singing
		30	Held a survey about how children came to school
		31	Drew maps of quickest, safest way to school/discussed safe routes
		32	Had picture talks
		33	Made road safety signs
		34	Integrated with other lessons/maths/English/health/language/spelling
		35	Used in conjunction with Streets Ahead/Roadswork
		36	Talks from police/road safety people/lollypop people/crossing supervisor
		37	Children related home discussions
		38	Other classroom activities

			Nett Bicycle Topics/activities
		39	Children brought in bikes/checked them/looked at
			bikes
		40	Discussed safety when riding bikes
		41	Discussed need for helmets/bike helmets
		42	Rode bikes/practical bike riding/hand signals
		43	Bicycle training course/concentrated on bike program
		44	Other bicycle activities
			en a de la compania
•		45	Used stickers as rewards/good work
		46	Sent Parents' Guide home
		47	other activities undertaken
		48	
		49	Kit excellent/very good/outstanding/video excellent/ Teachers' Guide excellent
		50	More pictures for smaller children/concept of roads
			not easily grasped
		51	Have just begun using/haven't finished it yet
		52	All other positive
		53	All other negative
		•	
		54	No information
13a)	30-33	 3	Time allocation in future
		1-98	per cent of time spent on Children's book
		99	no information
1251	25		Persons who time allocation would be different
13b)	35	01	Reasons why time allocation would be different
13b)	35	01	Would go outside for more activities/incorporate
13b)	35		Would go outside for more activities/incorporate practical activities
13b)	35	01 02	Would go outside for more activities/incorporate practical activities More important to go out/see real
13b)	35	02	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions
13b)	35	02 03	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote
13b)	35	02 03 04	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term
13b)	35	02 03 04 05	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions
13b)	35	02 03 04 05 06	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations
13b)	35	02 03 04 05	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book
13b)	35	02 03 04 05 06 07	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations
13b)	35	02 03 04 05 06 07	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through
13b)	35	02 03 04 05 06 07 08	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other
13b)	35	02 03 04 05 06 07 08 09	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through
13b)	35	02 03 04 05 06 07 08 09 10	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level
13b)	35	02 03 04 05 06 07 08 09	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other
		02 03 04 05 06 07 08 09 10 11 12	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level No information
13b)	35	02 03 04 05 06 07 08 09 10 11 12	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level No information nt Involvement
		02 03 04 05 06 07 08 09 10 11 12	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level No information nt Involvement As per questionnaire
14	36	02 03 04 05 06 07 08 09 10 11 12 Parei 1-5 6	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level No information at Involvement As per questionnaire No information
	36	02 03 04 05 06 07 08 09 10 11 12 Parei 1-5 6	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level No information nt Involvement As per questionnaire No information chase Interest at Specified Prices
14	36	02 03 04 05 06 07 08 09 10 11 12 Parei 1-5 6	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level No information nt Involvement As per questionnaire No information chase Interest at Specified Prices As per questionnaire
14	36	02 03 04 05 06 07 08 09 10 11 12 Parei 1-5 6	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level No information nt Involvement As per questionnaire No information chase Interest at Specified Prices
14	36	02 03 04 05 06 07 08 09 10 11 12 Parei 1-5 6	Would go outside for more activities/incorporate practical activities More important to go out/see real examples/crossings, roads/excursions Would have more time to devote A set time each week/weekly for a term Deeper/more discussions Introduce role play/dramatisations More use of workbooks/more artwork/follow book through Other Wouldn't use again/too difficult for 3rd level No information nt Involvement As per questionnaire No information chase Interest at Specified Prices As per questionnaire

Appendix B

The Tabulations

ABLE 1

					8TA1	T E					LOCAL	LTT		TYP	-	NUMBER	OF CLM	1026	MATE	RIALS V	PED	12	-	
	TOTAL	HSV	act	AIC	ea.	HT	149	QLB	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOUR	WILL	GOVERN -HENT	NO.	1-9	10-16	17+	LEVEL 1	18V\$L	Doth Levels	INTEGR -ATED	PART OF A THERE	BEPER -ATE SVB -JECT
LESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 1002 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 1001 212	63 100% 43%	56 100% 39%	20 100% 14%	76 1008 528	50 1001 341	18 1003 123	54 1008 378	60 100% 41%	51 1003 - 358
STATE TREE PORY										1								ì						1
NEW SOUTH WALRS	54 371 1003	54 100% 100%							- 1	4 81 78	16 51 3 338	27 598 508	5 381 91	50 43% 93%	4 134 74	20 32% 37%	23 411 438	9 45% 17%	25 33% 468	24 48% 44%	5 284 93	17 312 312	24 404 443	20 392 372
VICTORIA	26 18% 100%			26 100% 100%						13 25% 50%	4 17\$ 23\$	7 15% 27%		20 17% 77%	6 201 231	11 17% 42%	10 181 362	5 25% 19%	14 183 543	162 314	4 22% 15%	11 20% 42%	15 25 \$ 5 6 \$	6 123 234
QUERNISLAND	9 6% 100%	l						9 1001 1001		1 24 118) 92 338	92 448	1 81 111	7 61 781	2 71 221	3 52 338	3 54 334	3 154 338	11# 09%		1 6% 11%	6 11% 67%	2 31 221	3 61 331
BOUTH AUSTRALIA	16 113 1004				16 100% 100%					6 121 381	3 91 198	5 11% 31%	2 15% 13%	13 11\$ 61\$	3 104 198	12 191 751	4 78 258		7 93 443	7 142 442	2 11 % 13%	5 92 312	7 12 % 44%	5 108 31%
WESTERN AUSTRALIA	16 112 1002	 					16 100% 100%			10 20% 63%	3 95 198	2 4% 13%	1 63 43	10 92 632	6 201 381	100 38%	8 142 50%		4 118 508	4 12x 36x	2 11% 13%	7 13% 44%	4 72 258	5 104 314
HORTHERN TERRETORY	7 51 1001					7 100% 100%				2 48 298	1 3% 14%		4 318 578	6 51 861	1 39 143	103 843	1 21 141	!	5 7% 71%		2 113 292	1 2% 14%	4 7% 57%	4 61 574
AUSTRALIAM CAPITAL TERRITORY	12 8% 100%		12 100% 100%							12 24% 100%				7 62 583	5 178 428	3 58 258	6 115 505	3 153 252	7 91 581	2 42 178	2 112 172	4 72 338	2 34 178	162 672
AIMEMAT	5 33 1003							_	5 1001 1001	3 64 60%	1 3\$ 20\$	1 28 208		2 21 401	3 101 601	2 38 408	1 25 201		2 3% 40%	3 4% 60%		3 68 608	2 3% 40%	

UPLE 2

					STAT	E					LOCAL	ITY		TYPE		FURSE	OF CLAS	20.03	HATE	RIALS V	910	10	N WEED	
	TOTAL	MSV	ACT	A1C	23.	nt	ua.	QLB	TAS	CAPIT -AL CITY	OTHER TRBAI AREA	TOWN -MY COUNT	BURAL	OF SCH GOVERN -HENT G	IOOL IIOH IOVEINI -HEZIT	1-9	10-16	17+	LEVEL 1	THART	BOTH LEVELS	INTEGR -ATED	PART OF A THERES	ATE ATE SUB -JECT
ESPONDENTS	145 1001 1001	54 100% 37%	12 1009 89	26 100% 18%	16 1002 118	7 1003 58	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 1001 321	13 1001 98	115 1008 798	30 100% 21%	63 1008 438	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 1001 121	54 100% 37%	60 1008 418	51 1006 358
11 b - METANE MUTTAL BACK	£108												j		:									Í
APITAL CITY	51 35% 100%	4 78 88	12 100% 24%	13 50% 25%	6 30% 12%	2 294 41	10 63% 20%	1 11% 2%	3 60% 6%	51 100% 100%				32 281 631	19 432 374	20 328 398	22 392 432	7 35% 14%		19 382 378	6 442 162	20 37% 39%	17 201 331	20 391 391
ither urban brea	35 241 1001	10 33% 51%		6 23 17 17	3 198 98	1 14% 3%	3 194 94	3 332 94	20% 3%		35 1004 1004			34 30% 97%	1 32 34	12 194 348	13 23 4 37 \$	8 401 231	23 308 663	8 144 234	4 223 113	14 26% 40%	19 328 548	163 233
COUNTRY TOWN	46 323 100 1	27 50% 59%		7 271 158	5 31% 11%		2 13% 4%	4 44 t 98	1 201 21			46 100% 100%		37 324 804	9 301 201	21 334 464	19 34% 41%	5 251 111	23 304 504	19 382 418	4 22% 9%	17 31% 37%	20 33% 43%	· 16 312 352
RURAL	13 98 100t	5 92 383			2 13% 15%	4 \$7\$ 31\$	1 64 61	1 118 85	_				13 100t 100t	12 102 925	1 34 64	10 154 77%	2 4% 15%	!	7 9% 54%	4 62 312	2 114 154	3 6% 23%	4 78 318	7 148 548

					BTAT	TE.					LOCAL	ITY		TYP		MAGER	OF CLM	13.51	MATE	RIALS V	949	Į.	CV 9010	
	TOTAL	HSV	ACT	AIC	83.	HT	VA.	OFP	TAS	CAPIT -AL CITY	OTRER VERAN AREA	COUNT -RY TOWN	RURAL	OF SCI GOVERNI -HENT	ROM DOVERN -HENT	1-9	10-16	17+	LEVEL 1	TEAST	BOTH	-ATES	PART OF A THERE	OZPER -ATE 9UB -JBCT
ESPONDENTS	145 1002 1002	54 100% 37%	12 100% 6%	26 100% 18%	16 100% 11%	7 100% 5%	15 1002 113	9 100% 6%	5 1001 31	51 100% 35%	35 1004 244	46 100% 32%	13 1002 98	115 100% 79%	J0 100% 21%	63 100% 43%	34 1001 372	20 100% 14%	76 100% 52%	50 100% 34%	18 1002 122	54 100% 37%	60 100% 41%	51 1002 352
10-GOVERNMENT/HOM-	OVERM	जर																						
OVERIMIENT	115 792 1002	50 93 \$ 43 \$	7 54 % 6%	20 772 178	13 81% 11%	6 86% 5%	10 63% 9%	7 782 62	2 401 21	32 63% 28%	34 974 304	37 804 325	12 921 101	115 100% 1004		44 732 408	47 84% 41%	10 902 163	54 761 501	36 764 338	18 1001 161	43 80% 37%	48 801 428	40 782 352
ON GOVERNMENT	30 21% 100%	4 78 138	5 428 178	23% 20%	3 19% 10%	1 14% 3%	6 383 201	2 22% 7%	3 601 101	19 37% 63%	1 3% 3%	9 20% 30%	1 8% 3%		30 1001 1001	17 274 578	9 14% 30%	2 104 71	18 24% 60%	12 241 401		11 20% 37%	12 201 401	11 223 372

SLE 4

					STAT	E					LOCAL	1TY		777 OF 90		Marach	OF CLAS	1959	MATE	RIALS 1	n En	384	OU U989	
	TOTAL	HSM	ACT	Afc	83.	WT	UA.	Örn	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOUR	BURAL.	COVERN	HON GOVERN -MENT	1-9	10-16	17+	LEVEL	LEVEL 2	FEAETS	-ated	OF A	PEPER -AYE SVD -JECT
CEPCHDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 6%	16 1000 110	9 100% 6%	5 1002 38	51 100% 35%	35 100% 24%	46 1008 328	13 1006 94	115 100% 79%	30 1002 213	63 100t 43t	56 1006 398	20 1001 141	76 1004 524	50 100% 34%	10 100k 12k	54 100% 37%	60 1004 415	51 1004 354
14(1)-hants of Er	2002								1									ļ			1			
- 2	5 62 100%	1 21 131			3 19% 38%	4 57% 50%						1 21 131	7 541 861	7% 100%		13% 100%			4 5% 50%	2 4% 25%	2 112 252	2 4% 25%	1 29 138	6 124 754
. - 5	20 14% 100%	6 118 308	1 81 51	5 194 258	3 192 158	1 14% 5%	2 134 108		2 40% 10%	5 108 258	3 98 158	9 20% 45%	3 23% 15%	19 178 95%	1 3% 5%				7 9% 35%	7 14 % 35%	6 33% 30%	9 17% 45%	10 17% 50%	3 6% 15%
ı - 9	35 24% 100%	13 24% 37%	178 68	6 231 178	6 381 171	1 148 38	4 25% 11%	3 33 \$ 9\$	ı	15 29% 43%	9 26% 26%	11 243 313		19 178 548	16 53% 4 4 %	35 56% 100%			19 254 548	14 28% 40%	2 118 68	11 204 31%	15 252 43%	14 278 408
10 - 12	33 23% 100%	16 30% 48%	1 81 31	7 272 218	4 25% 12%		4 25% 12%		1 20% 3%	11 228 338	9 268 278	13 28% 39%		26 24% 85%	5 17 8 158		33 592 1004		15 208 458	15 30% 45%	3 17 % 94	12 27% 36%	16 27% 48%	6 164 244
13 - 16	23 16% 100%	7 13% 30%	5 42% 22%	3 124 138		1 14% 4%	4 25% 17%	3 33% 13%		11 22k 484	4 11% 17%	6 13% 26%	2 15% 9%	19 17% 03%	4 134 174		23 418 1006		14 182 614	12% 26%	3 17 1 13 1	5 9% 22%	7 12% 30%	14 27% 61%
17 - 20	10 7% 100%		1 8% 10%	3 124 308				33% 30%		1 21 108	4 113 404	5 11 % 5 0%		10 91 1001				10 503 1003	. 7 9% 70%	1 24 104	1 61 101	5 98 508	4 73 408	400 400
21 OR HORE	10 71 1001		2 178 208	2 84 204						6 124 604	4 114 402			8 73 803	2 73 20%			10 504 1003	er 60t	3 64 304	1 61 101	7 132 704	7% 40%	1 21 109
NO INFORMATION	6 42 1002	2 48 338					2 13\$ 33\$		40% 33%	2 4% 33%	2 64 334	1 2% 17%	1 81 172	4 38 478	2 74 334		·		4 51 6718	2 45 335		3 61; 501;	3 52 504	1 21 171

FABLE 5

					STAT	t					TOCAT	117		TYPE OF SCHOOL	\Box	KARER	OF CLAS	513	MATE	RIALS U	PD	***	v we	
	TOTAL	Nov	ACT	VIC	88	MI	\m	gLB	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	GOVERN I	MOH	1-9	10-16	17+	LEVEL 1	1 FEAST	BOTH LEVELS	INTEGR -ATED	OF A THEME	SEPER -ATE SVS -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 1003 113	7 100k 5%	16 100% 11%	9 1008 68	5 100% 3%	51 100% 35%	35 100% 24%	46 1008 328	13 100\$ 9 \$		30 00% 21%	63 1004 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 1002 378	60 100% 41%	51 1000 352
014(11)-Manage OF P	PILE								- [ı			1						
1 ~ 50	13 91 1001	2 4% 15%		1 4% 8%	4 25% 31%	4 57% 31%		1 11% 8%	1 201 81	1 213 014	1 34 64	3 74 234	62% 62%	13 114 1004	Î	12 198 928			5 7% 34%	5 10% 38%	3 17 % 23 %	6 11% 46%	4 72 318	121 461
51 - 100	13 91 1001	5 92 382		2 8% 15%	2 13% 15%	1 14% 8%	2 131 151		1 201 81	2 4% 15%	2 63 152	6 134 468	3 23% 23%		1 31 61	13 21% 100%			5 7% 38%	4 82 313	4 223 318	5 92 304	7 122 548	2 41 158
101 - 200	17 123 1003	7 13% 41%		4 15% 24%	3 192 164		1 64 61	2 228 128	!	7 14k 41 k	3 94 184	7 15\$ 41\$			6 201 351	17 27% 100%			10 13% 59%	6 129 359	1 61 61	4 72 242	6 102 352	7 143 613
201 - 300	34 23% 100%	10 19% 29%	2 17% 6%	10 38k 29%	7 44% 21%	1 14% 3%	4 25% 12%			17 33% 50%	8 23% 24%	20% 26%			12 40% 35%	20 32% 59%	14 25% 41%	İ	19 25% 56%	14 201 411	1 61 31	10 192 292	10 303 532	11 224 328
301 - 400	27 15% 100%	10 19% 45%	1 6% 5%	2 8% 9%			4 38% 27%	2 22% 9%	20% 5%	6 12% 27%	178 278	3 17% 36%	2 15% 9%		4 13% 18%		22 391 1001		10 134 458	10 201 451	2 113 93	7 13 1 321	8 13 \$ 36 \$	141 361
401 - 500	17 12% 100%	9 178 538	5 42% 29%	1 4% 6%		1 14% 6%	1 62 63		ı	7 14% 41%	2 61 125	8 17% 47%			3 102 184		14 25 8 828	3 15% 18%	9 128 538	6 124 354	2 114 124	4 72 242	5 81 291	11 224 651
OVER 500	17 12% 100%	6 11% 35%	3 25% 1 0%	5 194 292				3 33% 16%	i	7 14% 41%	8 23% 47%	2 4% 12%		15 13% 88%	71 121			17 85% 100%	11 148 65%	3 61 181	2 11 1 12 1	10 19\$ 5 9 \$	7 12\$ 41\$	4 81 241
NO INFORMATION	12 6% 100%	5 94 424	1 6% 8%	1 4% 8%			2 134 174	1 11% 6%	401 171		5 148 42k	3 74 25%	_	10 92 832	2 78 172	1 28 81	4 222 50%		7 91 581	2 4% 17%	3 174 254	8 15% 67%	5 81 421	2 43 178

					STAT	12					LOCAL	ITY		TYPE	_	MANGER	OF CLA	OES .	HATE	RIALS V	SED .	10	ON DOED	
	TOTAL	WSV	ACT	AIC	28	HT	VA.	OLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RUTAL	OF SCH COVERN -HEIT C	NON. NONE NOVERN -NENT	1-9	10-16	17+	LEVEL		PEAEITS BOLH	INTEGR -AYED	PART OF A THEME	SEPER -ATE SUS -JECT
RESPONDENTS	145 100% 100%	54 1009 37%	12 100\$	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 1002 324	13 100% 9%	115 100k 79%	30 100% 21%	63 100% 63%	56 100% 39%	20 1001 141	76 1008 528	50 100% 34%	18 1001 121	54 100% 37%	60 1003 41%	51 1001 351
OZP-FEER GOL SECTO	OF 25													ı	•									
FES/HARCH	31 21% 100%	15 28% 48%	2 17% 68	4 15% 13%	4 25% 13%	1 14% 3%	1 62 31	3 33% 10%	1 20% 3%	6 12% 19%	7 201 231	14 305 45%	4 32 % 13%	26 23% 84%	5 174 164	20 324 654	8 14% 26%	3 15% 10%	16 218 528	11 22% 35%	3 17% 10%	14 26% 45%	14 23% 45%	7 142 238
APRIL	23 164 1001	11% 26%	2 178 94	6 238 268	3 19 % 13%		5 31% 22%	1 11% 4%		9 184 398	10 29% 43%	3 7% 13%	1 6% 4%	18 165 784	5 17% 22%	10 164 438	6 118 263	6 302 262	15 202 65%	4 81 171	4 221 174	10 19% 43%	11 161 681	8 161 252
MAY	17 121 1004	3 6% 18%	1 01 63	5 194 293	2 13% 12%		4 25% 24%	2 22% 12%		185 - 538	3 91 161	3 75 183	2 151 123	12 102 712	5 172 292	3 5% 10%	10 101 591	3 154 1 6 4	11% 47%	6 124 354	3 172 182	9 178 538	4 78 248	5 109 291
JUME/JULY	23 168 1008	10 19% 43%	2 174 98	3 12% 13%	1 6% 4%	1 14% 4%	2 13\$ 98	3 33% 13%	1 20% 4%	10 20% 43%	4 178 248	7 154 308	i	14 12% 61%	9 301 391	6 102 268	9 16% 39%	7 351 301	13 17% 67%	10 201 431		118 268	11 183 483	9 16% 55%
AUGUST	15 101 1001	5 71 331	1 81 71	3 128 208	2 134 134	1 148 7%	3 193 203			5 104 338	4 118 278	4 98 278	2 152 152	13 114 872	2 78 134	6 10% 60%	9 163 603	!	12 164 80%	3 61 201		4 7\$ 27\$	5 81 331	6 129 409
SEPTEMBER	5 31 1001	1 21 201		1 4% 20%	1 6% 20%	1 148 208			1 201 201		1 38 204	3 7% 60%	1 81 201	4 3% 90%	1 3% 20%	5 81 1004			3% 40%	1 2% 20%	2 113 403	2 4% 40%	3 5% 60%	1 21 201
OCTOBER/HOVEHBER	18 128 1001	5 98 288	4 33% 22%	3 12% 17%	2 13% 11%	1 14% 6%	1 6% 6%		2 40% 11%	18% 50%	3 98 178	5 112 283	1 61 61	15 138 032	3 103 172	7 11% 39%	8 148 448	1 51 61	7 92 398	7 142 398	4 223 223	7 13% 39%	3 5% 17%	9 183 503
OTHER	,2 13 1001	2 4% 100%										2% 50%	1 83 503	2 2% 100%		2 3% 1009				1 24 50%	1 63 503		1 28 50%	1 28 508
NO INFORMATION	11 81 1001	7 13% 64%		1 4% 9%	1 6% 9%	2 29% 18%				3 6% 27%	1 38 94	6 13% 55%	1 81 91	11 102 1004		4 6% 36%	6 11% 55%		3 4% 27%	7 148 648	1 26 29	2 4% 16%	# 13% 73%	6 124 554

CABLE 7

					STAT	T					LOCAL	ITT		TYPE OF SCH		WHO ER	OF CLAS	323	HATE	RIALS U	SED.	11	N USED	
ļ	TOTAL	טקע	ACT	Aic	Ş.A.	WT	VA.	Orb	TAS	CAPIT -AL CITY	OTHER WREAM AREA	LONN - SA COUNT	RURAL	GOVERNI -HEEST O	HON	1-9	10-16	17+	LEVEL 1	TEAET 5	BOTH LEVELS	INTEGR -ATES	PART OF A THEME	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 6%	26 1008 18%	16 100¢ 11\$	7 1002 58	16 1004 11%	9 100% 6%	5 1001 31	51 100% 35%	35 100% 24%	46 1001 321	13 1001 93	115 1008 79%	30 100% 21%	63 100% 43%	56 1004 394	20 1003 148	76 100k 82k	50 100% 34%	15 1003 128	54 100% 37%	60 100% 61%	51 1001 351
DZs-lessu dez BEGAN	22.5																							
1985	3 2% 100%	1 2% 33%	1 84 334			1 14% 33%				1 2% 33%		1 24 334	1 8% 33%	3 3% 100%		1 2% 33%	2% 33%		1 1% 33%	1 2% 33%	1 6 k 33 k	1 2% 33%	1 22 33%	3 61 1001
1986	6 42 1002	2 4% 33%			1 6% 17%	2 29% 33%	1 6% 17%			3 6% 50%	1 34 174	2 4% 33%		5 41 831	1 3% 17%	3 5% 50%	2 41 331		34 34 334	3 61 501	1 6% 17%		4 72 672	2 43 333
1967	22 158 1004	11 20% 50%	1 8% 5%	3 12% 14%	3 192 144		1 64 58	2 22% 9%	1 20% 5%	5 10% 23%	2 63 93	13 20% 59%	2 151 92	15 13% 68%	7 238 328	7 118 328	15 27% 60%		7 94 324	13 26 % 59%	2 114 94	5 92 232	10 17 2 45 2	164 414
1988	60 41% 100%	20 37* 33*	6 508 108	11 42% 18%	500 13%	3 438 58	6 38% 10%	3 332 52	3 60% 5%	25 498 428	15 43% 25%	16 35% 27%	4 31 % 78	49 43\$ 62\$	11 378 188	27 43% 45%	18 323 304	12 601 201	34 45% 57%	70 401 331	5 284 81		22 374 374	21 41* 35*
1989	53 37% 100%	20 37% 38%	4 33% 6%	12 46% 23%	4 25% 8%	1 14% 2%	7 442 138	4 44% 6%	1 201 21	16 312 304	17 492 328	14 308 268	6 461 111	42 378 798	11 372 212	25 408 478	19 344 364	401 151	31 412 504	13 261 251	9 503 174		23 384 438	15 291 201
NO INFORMATION	1 12 1002						1 6% 100%			1 2% 100%				1 18 1008			1 27 1004		1 13 1002					1 2% 100%

OUT & ABOUT BOAD SAFETY-TEACHERS QUEST'HAIRE - JUNE 1989

STANDARD PANEL "SY" Q3-LEVEL OF HATERIAL USED

ABLE 6

1					\$7A1						LOCAL	1-7		TYPE		******	of CLM			RIALD W			ON DRED	
	TOTAL	#3U	ACT	AIC	33.	HT	ua.	Qr.b	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOUR	RURAL	OF BCB GOVERN -HENT O	NON.	1-9	10-16	17+		LEVEL	SOTH LEVELS	INTEGR -ATED	PART OF A THERE	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 1008 83	26 1002 188	16 1003 113	7 1004 58	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 1008 328	13 100k 98	115 100% 79%	30 1001 213	63 1008 438	54 1004 394	20 100% 14%	76 1008 \$28	50 1001 341	18 100% 12%	54 100% 37%	40 100% 41%	51 1009 352
03-LEVEL OF MATERIA	70.00																							Ţ
LEVEL 1	76 52% 100%	25 46% 33%	7 58% 9%	14 54% 18%	7 442 92	5 71% 78	501 111	893 113	2 403 38	23 45% 30%	23 66% 30%	23 50% 30%	7 542 92	58 502 763	16 603 243	30 48% 39%	29 521 381	13 654 174	76 100% 100%			29 54% 38%	34 578 458	24 471 321
LEVEL 2	50 34% 100%	24 448 48%	2 178 4%	8 31 3 16 3	7 442 143		6 38\$ 12\$		3 601 61	19 37k 30k	0 23% 16%	19 413 363	4 314 81	38 33% 764	12 40% 24%	23 37% 46%	21 36% 42%	4 201 81		50 1008 1008		16 308 328	20 338 408	19 378 386
BOTH LEVELS	18 12% 180%	5 9% 20%	2 17% 11%	4 15% 22%	2 131 118	2 298 118	2 13% 11%	1 118 68		8 169 648	4 118 228	4 93 225	2 15% 11%	16 163 1003		10 16 % 56%	6 111 131	2 104 114			18 1001 1001	17% 50%	4 108 338	7 143 39 3
NO IMPONMATION	19 18 100%		1 8% 100%							1 28 1008		·		1 18 100%				1 53 1001						2 2 1002

ABLE 9

1	Ĩ				STAT	TE.					LOCAL	lty.		TYPE OF SCHOOL	MARKET	OF CLAS	15 E S	MATE	RIALS V	48 0	in	OV USES	
	TOTAL	HEV	ACT	A1C	SÀ	NT	WA	QLD	TAR	CAPIT -AL CITY	OTHER URBAN AREA	COUNT - HY	RURAL	GOVERN NON -NENT GOVERN -NENT		10-16	17+	reast 1	_	BOTH LEVELS	INTEGR -ATED	PART OF A THERE	SEPER -ATE SUS -JECT
RESPONDĒNTS	145 1902 1902	54 100% 37%	12 100% 6%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 1008 35%	35 100% 24%	46 100% 32%	13 1004 94	115 30 100% 100% 79% 21%	100%	56 1004 392	20 100% 14%	76 100% 52%	50 1001 341	18 1004 128	54 100% 37%	60 100% 41%	51 100% 35%
Of-CIVES ARES ALLE]								- 1
PRET/KINDY	18 12% 100%	11 20% 61%		3 128 178		2 29\$ 11\$	1 6 3 6 3		1 203 61	1 24 64	23% 44%	6 13% 33%	3 23% 17%	18 16% 100%	14% 50%	9 9% 2 6%	2 10% 11%	15 20% 83%		3 17% 17%	6 11% 33%	10 174 568	4 12t 33t
YEAR 1	49 34% 100%	15 284 314	7 58% 14%	12 46% 24%	2 134 44	2 29% 4%	6 38 4 128	4 44\$ 8\$	1 201 21	17 33% 35%	10 29% 20%	17 378 358	5 382 102		41%	15 27\$ 31\$	6 301 121	39 51% 80%	2 48 48	7 39 8 14 8	16 304 338	16 27 1 331	23 458 478
YEAR 2	55 38% 100%	16 30% 29%	4 33% 7%	12 46% 22%	7 44% 13%	3 43% 5%	5 31% 98	7 78% 134	1 208 28	18 35% . 33%	14 40% 25%	17 37% 31%	6 462 113	44 11 381 371 801 201	338	23 41% 42%	9 45% 1 6%	44 581 801	2 4% 4%	9 502 164	23 43% 42%	26 43% 47%	17 332 312
COMPOSITE 1 AND 2	3 22 1002		1 61 331		1 64 334	1 148 33%				. 2 42 474			1 82 332	3 3% 100%	2 34 67%	25 23 334		2 38 678		1 62 332	1 28 338	2 38 678	ł
YEAR 3	41 26% 100%	16 30% 39%	3 25% 7%	8 31% 20%	4 251 101	2 29% 5%	5 31% 12%	1 11% 2%	2 40% 5%	15 29% 37%	7 201 171	15 338 378	4 312 102	34 7 30% 23% 83% 17%		10 32% 44%	2 101 5%		27 54% 66%	11 61% 27%	13 24% 32%	18 301 441	15 292 372
YEAR 4	25 17\$ 100\$	10 19% 40%	1 8% 4%	3 128 128	5 31% 20%	2 29% 8%	2 13% 6%		2, 403 81	9 18 % 36%	3 98 128	10 22% 40%	3 23% 12%		178	10 182 402	2 101 81	13	18 362 728	6 33% 24%	15% 32%	10 172 402	161 321
YEAR 5	15 101 1002	5 91 331		3 12% 20%	3 19% 20%	1 148 78	2 13% 13%		1 202 78	6 12% 40%	2 61 131	5 112 332	2 15 1 13 1			4 78 278	2 10\$ 13\$		12 24% 60%	2 11% 13%	7 13% 47%	6 104 404	3 61 201
YEAR 6	7 5\$ 1008	3 61 431		1 4% 14%	1 6% 14%	1 14% 14%			1 201 143	4 8% 57%	1 32 143		2 15% 29%	51 31			2 10% 29%		6 12% 86%	1	3 6% 43%	3 5% 43%	1 24 148
YEAR 7	1 11: 1001					1 14% 100%							1 81 1001	1 18 1004	1 2% 100%			1 1% 100%		'		1 2% 100%	
CONFOSTES 3-6	1 1% 100%	1 2% 100%											1 61 1001		1 21 1001				1 2% 100%				1 21 1001

					STA1	E					LOCAL	2 TY		777 OF 84		Miles Ch	07 CLN	1223	HATE	RIALS (200		ov tati	
	TOTAL	yeu	act	AIC	**	WT	WA.	Örs	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOMM	RURAL	COVERN -HENT		1-9	10-16	17+	TEAST 1	TEAST	POIH.	INTEGR -ATES	PART OF A THERE	PEPER -ATE SVB -JECT
ugaPORDÉRTS	145 100% 100%	54 1008 378	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 21%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 1002 212	63 100% 43%	56 1001 391	20 100\$ 148	76 1000 520	50 100% 34%	16 1002 122	54 1004 378	60 100\$ 41\$	51 1008 35%
54-Cruss nath Alle	•																							- 1
COMPOSITE 2-7,4-7	2 14 1004				1 6% 50%	1 14% 50%				l			2 158 1004	2 2 100 100	ı	2 31 1004		!		1 24 504	1 63 503	1 2% 50%		2 4% 100%
NO INFORMATION	2 1% 100%	2% 50%			1 6% 50%						1 3% 50%	1 22 504		2 28 1008		1 28 508	1 24 504			1 2% 50%	1 5% 50%	1 2% 50%	1 24 50t	

					STAT	i e					LOCAL	lty		TYPE	HU	MER (of CLAS	NE3	HATE	RIALS U	929	29	OV USED	
	TOTAL	Har	act	AIC	AA	IFT.	UA.	дгр	TAS	CAPIT -AL CITY	other Urban Brea	COUNT -RY TOWN	RVRAL	OF SCHOOL GOVERN NO -HENT GOVER -HENT		19 1	10-16	17+	LEVEL 1	TEAST 2	BOTH	INTEGR -ATED	PART OF A THERE	BEPER -ATE BUB -JECT
RESPONDENTS	145 1001 1002	54 100\$ 37\$	12 100% &%	26 100% 18%	16 100% 11%	7 2008 5%	16 1009 11%	9 1008 6%	1001 31	51 100\$ 35%	35 100% 24%	46 1004 324	13 1004 92	1004 100	1 10	63 00% 13%	54 1001 391	20 100k 14%	76 100% 52%	50 1004 344	18 100% 12%	54 100% 37%	60 1001 411	51 100% 35%
00-lion ors Asst and	CHILL	lar.]						1									
5-6 YEARS	34 23% 100%	13 24% 38%	2 17% 6%	3 12% 9%	1 63 34	4 578 128	6 381 181	4 44% 12%	1 201 31	7 14\$ 21\$	13 37\$ 38\$	9 201 261	5 381 151	29 25% 17 65% 15		14 25% 17%	10 188 298	5 25% 15%	27 36% 79%		7 39% 21%	14 26% 41%	13 22% 3 8%	14 27 412
4-7 YEARD	63 43% 100%	19 35% 30%	7 54% 11%	12 46% 19%	7 44 % 11 %	6 86% 10%	5 31% 0%	7 78% 11%		20 391 321	15 43% 24%	19 41% 30%	9 692 142	52 1 45% 37 83% 17	3 [-	31 192 193	24 431 381	7 352 112	48 63 8 7 63	2 41 31	12 67% 19%	21 39 2 33 2	24 40t 38t	27 53% 43%
7-8 YEARS	41 282 1004	12 222 292	3 25% 7%	6 23% 15%	6 382 152	4 57\$ 10\$	5 31\$ 12\$	3 33% 7%	2 402 53	15 29% 37%	23% 20%	12 26% 29%	6 461 151	32 28% 30 76% 22	3 3	21 13% 11%	13 231 321	6 30% 15%	17 22% 41%	14 20% 34%	10 56% 24%	20 37% 49%	18 301 442	12 24% 29%
6-9 YEARS	46 32% 100%	21 39% 46%	3 25% 7%	7 27% 15%	6 381 138	57k 98	2 62 23	1 11\$ 2\$	3 601 71	14 27% 30%	7 204 153	37% 37% 37%	622 173	39 34% 23 86% 15		22 5% 6 %	19 34% 41%	3 15% 7%	2 31 41	35 702 762	9 501 201	13 241 201	19 32% 41%	19 374 414
OTHER	42 1003	2 48 33%		1 44 178	1 6% 17%		2 138 338			128 1008				4 38 7 678 33		2 38 38	2 4% 33%	2 104 338		5 104 831	1 6% 17%	2 4% 33%	1 28 178	3 61 508
NO INPONMENTION	1 13 1004		-		1 6% 100%							1 24 1004		1 1% 100%	10	1 24)04					1 6% 100%	1 21 1001		

OUT & ABOUT BOAD SAFETY-TEACHERS QUEST'MAIRE - JUNE 1989

FABLE 11	STANDARS PANEL *SY* Q6-COMPONENTS USES TEACHER'S GUIDE	PAGE 12

1					STAT	E		_			LOCAL	l TY		TYPE OF SCHOOL		Punnell	OF CLAS	223	MATE	RIALD V	SED	100	ON COED	
	TOTAL	Hau	act	AIC	23.	HT	WA	Öra	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -HT TOWN	RUMAL	-HENT GO	POR VERNI VERNI	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH	INTEGR -ATED	PART OF A TIME	PRPER -ATE SVS -JECT
ACSPORDENTS	145 100k 100k	54 100% 37%	12 100% 8%	26 100% 16%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 68	5 100% 3%	51 100% 35%	35 100% 24%	46 1004 324	13 1004 98	100%	30 100% 21%	63 1004 638	56 1004 374	20 1004 143	76 100% 52%	50 100% 34%	18 2004 124	54 100% 37%	60 1008 418	51 1002 35%
Q6-CONFORMITE WEEK	EAGREE	e deribe																						1
WHEN ALL	57 39% 100%	24 44% 42%	6 50% 11%	31% 14%	2 13% 4%	2 29% 4%	50% 14%	5 56% 9%	2 40% 4%	19 374 334	11 31% 19%	23 50% 40%	4 31% 7%		13 438 238	21 334 374	27 48% 47%	403 142	28 37% 49%	21 42% 37%	8 442 142	21 39% 37%	19 32% 33%	23 45% 40%
PARTLY UNED	79 543 1002	28 524 352	5 42% 6%	16 62% 20%	11 69% 14%	5 71% 6%	7 44% 9%	4 448 58	3 601 42	27 53% 34%	22 63% 2 8 %	22 481 281	8 621 104	63 55% 60%	16 53% 20%	39 62% 49%	23 41% 29%	12 601 151	41 54% 52%	27 54% 34%	10 56% 13%	30 56% 38%	38 432 483	24 472 302
DIM'T UM	4 3% 100%	1 2% 25%		2 8% 50%	1 63 25%					3 64 75%			1 81: 251	3 38 768	1 31 251	2 34 504	2 41 504		2 3% 50%	2 4% 50%		2 4% 50%	1 23 258	25 254
NO EMPORMATION	5 3% 100%	1 2% 20%	1 61 201		2 13\$ 40\$		1 62 203			2 42 401	2 6% 40%	1 2% 20%		\$ 48 1008		1 2% 20%	4 7% 80%		6 78 1008			1 2% 20%	3% 40%	3 61 601

	r																							
					STA	11E	يمين الخطاب				LOCAL	YT1.		TYI OF St		HUHBER	OF CLA	1013	HATE	RIALS (7363	н	OR ARE	,
	TOTAL	NSV	ACT	AIC	21.	# 7	¥A	Orp	CAT	CAPIT -AL CITY	OTHER URBAN AREA	TOUNT - AY TOUR	NURAL.	COVERN	MON GOVERN -HENT	1-9	10-16	17+	TRAST 1		BOTH	INTEGR -ATED	PART OF A THEHE	BEPER -ATE BUB -JECT
RESPONDENTS 06-COMPONENTS VALUE	145 1001 1003 HILDRE	54 100% 37%	12 100% 8%	26 100\$ 18\$	16 100\$ 11\$	7 100% 5%	16 100% 11%	9 1008 68	5 1001 31	51 100% 35%	35 100% 24%	46 1004 328	13 1004 94	115 100% 79%	30 100% 21%	63 100% 432	54 100%	20 100% 14%	76 1008 528	50 100% 34%	16 1002 122	54 100% 37%	60 100k 41k	51 100% 35%
USED ALL	109 75% 100%	43 80% 39%	10 #3% 9%	16 678 158	14 681 131	5 71% 5%	9 56% 8%	89% 7%	4 803 43	37 73% 34%	24 69% 22%	38 83% 35%	10 772 92	86 75% 79%	23 77 2 212	46 73% 42%	41 738 308	16. 801 151	59 76% 54%	37 74% 34%	12 67 3 113	42 78% 39%	43 72% 39%	61 802 383
PARTLY USED	34 235 1005	11 20% 32%	17% 6%	10 36% 29%	2 13% 6%	1 14% 3%	7 44% 21%	1 11\$ 3\$		13 25% 36%	10 29% 29%	8 172 248	3 23% 9 %	27 23% 79%	7 23% 21%	16 25% 47%	16 25% 61%	20% 12%	16 21% 47%	12 24% 35%	6 33% 18%	11 204 324	16 27\$ 47\$	10 20% 29%
DIDN'T USR	2 14 1004	<u> </u>				1 14% 50%			1 20% 50%	1 24 508	1 31 501			2 2% 100%		1 2% 50%	1 28 508		1 1% 50%	1 28 508		1 24 504	1 24 502	

OUT & ABOUT ROAD SAFETY-TEACHERS QUEST'MAIRE - JUNE 1989

GLE 13	STANDARD PANEL "BY" Q4-COMPONENTS USED PANEET'S QUIDE	PROE 14	

					gTA1	rik .					LOCAL	711		TYPE OF SCHO		HUNGER	OF CLA	1943	MATE	RIALS U	420	30	A ANED	$\overline{}$
	TOTAL	Ven	ACT	VIC	2A	WT	WA	Örə	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	BURAL	GOVERN -HENT GO	MON PPENN - MENT	1-9	10-16	17+	TRAST	THANT.	BOTH LEVELS	-red Certa	PART OF A THERE	SEPER -ATE SUB -JECT
ESPONDENTS	145 1008 1008	54 1008 37%	12 1003	26 100% 18%	16 100\$ 11\$	7 1004 5%	16 100% 11%	9 100% 6%	5 1001 31	51 100% 35%	35 100% 26%	46 1002 322	13 100% 9%	115 1004 792	30 100% 21%	63 100% 43%	56 100t 396	20 100% 14%	76 1008 528	50 1002 345	18 100% 12%	54 1008 378	60 1001 414	51 100% 35%
16-COMPONENTS STATE	22207	SOIDE											1											1
ISED ALL	73 50% 100%	33 61% 45%	3 25% 4%	12 464 168	6 36% 84	1 142 14	10 633 148	6 67% 0%	2 401 31	21 41% 29%	21 60% 29%	27 592 372	4 312 52	61 53k 84k	12 404 164	31 493 428	29 52% 40%	10 501 141	30 50% 52%	26 541 381	7 39% 10%	30 56% 41%	29 48% 40%	23 452 328
'ARTLY URB	29 20% 100%	12 22% 41%	1 84 34	5 192 178	5 31* 17*	1 163 32	2 138 78	2 229 78	20% 3%	9 18% 31%	7 20% 24%	9 201 313	4 31% 14%	22 19% 76%	7 23% 24%	15 24% 52%	9 1 6 % 31%	4 201 141	15 208 528	9 181 315	5 281 171	12 228 418	12 208 418	9 183 312
Olbe, L cat	34 233 1004	15% 24%	50% 18%	9 31% 24%	3 198 98	3 431 91	198 98	1 11\$ 3\$	2 40% 6%	17 332 50%	5 148 158	17% 24%	312 122	23 20% 66%	11 372 322	14 22% 41%	15 27% 44%	20% 12%	16 212 472	13 26% 38%	5 26% 15%	12 221 351	15 25% 44%	12 243 358
No IMPONMATION	9 6% 100%	1 28 118	2 178 228	1 4% 11%	2 138 228	2 29% 22%	1 6% 11%			4 8% 44%	2 64 224	2 4% 22%	1 81 111	9 6% 100%		3 58 33%	3 54 331	2 101 221	7 9% 76%		1 6% 11%		4 72 442	7 142 762

					STAT	rk	-		_		LOCAL	ITY		TYP		NUMBER.	OF CLAS	1989	MATE	RIALS U	100		OU USED	— ¬
į	TOTAL	Mary	ACT	AIG	#3	ИТ	VA	QLD.	TAB	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY TOWN	RURAL	OF SCI			10-16	17+	LEVEL 1	FLARE	BOTH	INTEGR -ATED	PART OF A THERE	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 1004 54	16 1008 118	9 100k 6%	5 100% 3%	51 100% 35%	35 1002 242	46 100% 32%	13 100% 9%	115 100% 79%	30 1003 213	63 100% 43%	56 1004 394	20 1002 143	76 1002 525	50 100% 34%	18 1001 121	54 100% 37%	50 100% 41%	51 100k 35k
06-consonants with	TICKER	MITH C	LETON W																					
USED ALL	82 571 1001	34 63% 41%	50% 7%	14 54% 17%	10 63% 12%	4 578 58	7 443 98	5 56% 6%	2 40% 2%	27 53% 33%	20 57% 24%	26 57 \$ 32 \$	9 69 \$ 11 \$	66 57 % 80%	16 53% 20%	35 569 438	30 54% 37%	14 70% 17%	47 62% 57%	21 42 % 26%	13 723 164	31 57% 38%	35 56% 43%	29 578 358
PARTLY USED	31 212 1003	11 20% 35%	1 81 31	5 19% 16%	4 25% 13%	1 14% 34	5 31 1 2 68	2 22% 6%	2 40% 6%	13 25% 42%	7 20% 23%	17% 26%	3 231 101	25 22% 01%	6 201 191	14 22% 45%	12 21% 39%	2 102 62	10 13 t 32 t	16 32 % 52 %	5 28% 16%	15 28% 48%	13 22% 42%	7 14% - 23%
DION'T USE	23 16% 100%	6 159 359	3 25% 13%	6 23 k 2 6k		1 148 48	2 13\$ 9\$	2 22k 94	1 20% 4%	7 142 308	11% 17%	11 24 \$ 48 \$	1 83 43	17 158 748	6 20% 26%	11 173 40%	9 164 394	3 15% 13%	13 174 578	10 201 431		7 13% 30%	13% 35%	11 224 484
NO INPORMATION	9 6% 100%	1 2% 11%	2 17% 22%	1 4% 11%	2 134 228	1 148 118	2 138 228			4 81 441	4 113 443	1 22 112		7 63 783	2 7% 22%	3 58 338	5 92 562	1 51 112	6 81 671	3 61 331		1 28 118	4 78 448	4 81 441

1					STAT	rk					FOCAL	177		111	_	MATE E	of CLA	35 £23	HATE	RIALS T	1420	, in	OV 0820	
	TOTAL	JESU	ACT	Alc	8.1	HT.	UA.	GFD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOLM	RVGAL	COVERS	HONE GOVERN -HENT		10-16	17+	LEVEL 1	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THERE	ORPER -ATE goo -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100k 81	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	62 700£ 6	5 100% 3%	51 100% 35%	35 100% 24%	46 1004 328	13 100% 9%	115 100% 79%	30 100% 21%	63 100¢ 43¢	54 100% 39%	20 100% 14%	76 1008 528	50 1008 348	18 1002 121	54 100% 37%	60 1008 41%	51 100\$ 35\$
97s-mou warm	i														ı							i		
INTEGRATED WITH OTHER SUBJECTS	54 37% 100%	17 314 318	4 33 % 7 %	11 42% 20%	5 31% 9%	1 14% 28	7 44% 13%	6 67% 11%	3 601 61	20 392 372	14 402 262	17 37% 31%	3 23 % 6 %	43 378 80%	11 371 201	22 35% 41%	17 302 312	12 601 223	29 384 548	16 32\$ 30\$	9 50% 17%	54 100% 100%	12 20% 22%	5 101 91
AS PART OF A TREME	60 41% 100%	24 44% 40%	2 178 38	15 581 251	7 44% 12%	4 57% 7%	4 25% 7%	2 223 33	2 40% 3%	17 334 28%	19 54% 32%	20 43 \$ 35 \$	4 31% 7%	48 428 808	12 401 201	26 418 438	23 41% 38%	8 401 131	34 45% 57%	20 403 338	6 331 101	12 22% 20%	60 100% 100%	5 10% 8%
AS A SEPARATE SUBJECT	51 354 1004	20 37% 39%	8 67% 16%	6 231 128	5 31% 10%	4 578 68	5 318 108	3 331 61		20 39% 39%	8 23% 164	16 35% 31%	7 54% 14%	40 35% 7 0%	11: 37% 22%	23 37% 45%	22 39% 43%	5 258 108	24 32% 478	19 381 374	7 392 142	5 9% 10%	5 81 104	51 1001 1008
OTHER	1 18 1008	1 2% 100%										1 28 100%		1 18 100%				1 51 1004	1 1% 100%			1 2% 100%		

STRENGED PAREL *BY* O7b-PREPARATION PRIOR TO USING

i					STAT	T.					LOCAL	lπ		TYP		RUSEE	OF CLM	SER.	MATE	A STEEL	423	**	W VSED	7
	TOTAL	HEN	МТ	VIC	SA	pt	WA	OLD	TAB	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOUR	RUNAL	OF SCI GOVERN -HENT (MON	1-9	10-14	17+	LEVEL 1		BOTH	integr -attb	PART OF A THEME	SEPER -ATE SUB -JECT
(ESPONDENTS	145 1008 1008	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 1008 58	16 1002 113	9 100% 5%	5 1002 3%	51 1000 35%	35 1003 243	46 1002 323	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 1002 522	50 1004 345	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
275-PREPARATION PRI	4 70 U	1 10 G																				1		- 1
READ THE MATERIAL/ READ TEACHERS' GUIDE	90 62% 100%	37 69% 41%	2 172 24	18 692 203	10 63% 11%	3 43\$ 38	8 50% 9%	8 69% 9%	4 802 41	26 51% 29%	25 71 % 28%	30 65% 33%	9 692 103	70 612 782	20 67% 22%	38 60% 42%	33 59% 37%	14 70% 16%	50 66% 56%	29 58% 32%	10 56% 11%	32 593 363	37 622 418	34 47% 38%
WATCHED THE VIDEO	9 61 1001	5 93 563		1 4\$ 118	2 13% 22%			1 11% 11%		3 63 338	2 61 221	2 41 221	2 15% 22%	8 73 894	1 38 118	4 62 448	3 54 334	2 10% 22%	4 5% 44%	2 4% 22%	3 17 4 33 3	2 4% 22%	4 72 443	3 10% 56%
SENT HOME PARENTS' OUIDE	16 113 1002	5 94 313		5 194 318	1 64 62	1 14% 6%	13% 13%	2 224 134		4 81 251	6 17% 38%	4 9% 25%	2 15 % 13 %	13 11% 61%	3 10% 19%	7 11% 44%	4 11% 34%	1 51 41	13 17% 01%	1 24 63	2 11% 13%	5 92 312	158 568	6 12% 30%
HETY COLLECTED ACTA	177 HA 29 204 1005	281 281 521		4 158 148	1 42 32		2 13% 7%	5 56% 17%	2 40% 7%	9 1 0% 31%	23% 28%	10 22 4 348	2 15% 7%	25 223 863	4 138 148	9 14% 31%	14 25% 48%	6 302 213	17 222 59%	9 182 314	3 172 103	11 20% 38%	13 228 458	143 283
GATHERED OTHER INFO, FROM BCMOOL LIBRARY	12 81 1001	6 112 502		2 82 17%	1 63 85		1 6% 8%	1 112 82	1 20% 8%	4 82 338	4 11% 33%	3 72 252	1 01 01	11 10% 92%	1 31 81	1 2% 6%	6 142 672	3 15% 25%	8 11% 67%	4 62 338		6 11% 50%	5 84 424	2 43 178
FOUND LARGE FICTURES/FORTERS/ PHOTOS/HRPS OF ARRA	9 6% 100%	7 134 784		1 4% 11%				1 11 % 11 %			6 17% 67%	3 72 338	ļ	9 8% 100%		2 3% 22%	4 11% 67%	1 51 114	5 72 542	3 61 331	1 61 114	1 2% 11%	5 41 561	412
COLLECTED MILE CARTONS	13 92 1008	3 61 231		2 81 154	1 64 83		2 13 8 158	4 443 318	1 20% 8%	6 12\$ 46\$	1 3% 6%	4 92 312	2 15% 15%	10 9% 77%	3 103 231	10% 46%	4 78 318	3 15% 23%	9 124 692	3 6% 23%	1 5% 8%	5 9% 38%	6 10% 46%	3 64 231
FOUND SONGS/ CASSETTES	4 3% 100%	4 7% 100%									2 64 504	2 43 504		4 3% 100%		1 2% 25%	3 51 758		1 14 254	2 4% 50%	1 6% 25%	1 24 25%	3 5% 75%	25 25%
FOUND POINS/ ORGANISED PLAYS	2 18 1008	2 4% 100%							l		2 68 100%			2 2% 100%		1 2% 50%	1 24 508		1 14 501	1 28 503			2 34 1004	
OOT PAINT, PAPER/ STENSILS	3 2% 100%	2 4% 67%				والمساوة		1 11% 33%			2 6% 67%	338 338		3 3% 100%		2 3% 67%	24 334		2 3% 67%	1 2% 33%		1 2% 33%	2 3% 67%	

18000																								
					STAT	TE.					LOCAL	ITT		777	_	Description of the last of the	OF CLAS	n Cale	PATE	ט פובוי	SED)	OV 1920	
	TOTAL	Revi	ACT	Alc	SA	NT	VA.	QL\$	TAS	CAPIT -AL CITY	OTHER URSAN AREA	COMMIT -KY	PURAL	OF SCI GOVERNI -HENT	MON	1-9	10-16	17+	LEVEL 1		POTH	intror -ated	PART OF A THERE	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 1002 374	12 1004 83	26 2006 105	16 100\$ 11\$	7 100% 5%	16 1004 118	9 100% 6%	5 1004 32	51 1008 358	35 1002 242	46 1004 328	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	54 1001 391	20 1003 143	76 1004 523	50 100% 34%	16 1002 122	54 1008 37%	60 1009 418	\$1 1000 353
dissiparation par	e 30 F	žiná.								1														ł
HELL LACINGS TERMS	S/HATE 69 483 1004	1818/AC 21 391 301	128 428 78	15 58% 22%	6 38% 9%	6 64% 7%	9 56% 13%	44% 68	3 60t 48	25 49% 36%	18 51% 26%	20 43% 29%	6 44% 9%	57 504 834	12 40% 17%	28 448 413	28 50% 41%	10 50 % 143	35 46\$ 51\$	22 448 328	12 67% 17%	28 52% 41%	33 55% 48%	20 393 292
HOSELS TREETS/ HOSEL STREETS/ HOSEL STREETS/ HOSELS TREETS/ HOSELS TREETS/ HOSELS	7 51 1001	1 2% 14%	1 8% 14%	1 48 148	1 68 148	1 148 148	2 138 298			128 864			1 83 143	4 32 572	3 10% 43%	4 6% 57%	2 4% 29%	1 51 141	3 4% 43%	2 48 298	2 112 292	5 9% 71%	1 28 148	2 45 270
PREPARED GAMES/ ACTIVITIES/ANNAD SYSTEMS WITH STICKERS	3 24 1004	2 4% 67%					1 62 331			4% 67%	1 31, 331,			2% 67%	1 3% 33%	2 31 67%		1 54 334	2 3% 67%	1 24 334		2 42 672	1 28 335	
PATPARTS BISCUSSES VITE CHILDREN	6 61 1008	2 4% 25%		2 85 253		1 14% 13%	3 193 383			5 10% 63%	2 44 254		1 63 134	6 82 752	2 73 251	5 61 639	3 53 383		3 41: 364	3 63 363	2 11% 25%	6 112 752	2 38 258	1 24 134
TRIED TO INTEGRATE WITH OTHER ROLD SAFETY MATERIALS	18 12% 100%	5 98 284	1 8% 6%	6 238 338		1 14% 6%	3 192 172	1 118 48	1 201 61	5 104 283	4 11% 22%	7 154 398	2 15% 11%	15 13% 83%	3 104 174	6 100 330	7 132 394	5 251 261	7 91 391	164 443	3 17% 17%	9 17% 50%	7 12% 39%	4 83 223
TRIED TO INTEGRATE/ USED WITH SOCIAL STUDIES/MEALTH	9 6% 100%	1 24 118	1 6% 11%		1 63 113		4 25% 44%	1 11% 11%	1 20% 11%	7 148 788	1 32 112	1 23 114		\$ 4% 56%	4 133 443	4 43 443	4 78 448	1 54 114	4 58 448	3 61 331	2 114 224	4 78 44%	4 78 448	2 43 223
PLANNED A THEME/ SERIES OF SESSIONS/ A UNIT/A PROGRAM	6% 100%	3 6% 38%		1 4% 13%	1 6% 13%			2 22% 25%	1 201 131	1 24 13%	1 38 138	6 131 751		7 6\$ 88%	1 31 131	3 5% 38%	3 54 381	1 5% 13%	6 8% 75%	1 21 131	1 6% 13%	2 4% 25%	5 6% 43%	6% 509
SELECTED WANT WAS APPROPRIATE/HET MY REQUIREMENTS	14 10% 100%	6 118 438		3 128 218	2 13% 14%	1 14% 7%	1 6% 7%	1 11% 7%		1 2% 7%	7 20% 50%	6 13% 43%		12 10% 66%	2 78 148	10k 43k	6 118 438	2 101 141	5 78 368	6 128 438	3 17\$ 21\$	5 72 362	5 93 364	123 433
ORGANISED A TALK BY TRAFFIC AUTHORITY	\$001 \$601	2 4% 22%		2 81 221		3 43% 33%	1 6% 11%		1 20% 11%	5 101 561		1 24 114	3. 23% 33%	7% 89%	1 34 114	104 672	3 5% 33%		2 3% 22%	3 6% 33%	4 22% 44%	1 28 118	3 51 331	6 128 678

1					BTAT	£					LOCAL	ITT		TYPE		HUMBER	OF CLAS	9E\$	MATE	RIALS V	BED	R	W OSTD	
	TOTAL	Ven	act	AIC	63.	lit	WA.	ĞEĐ	TAS	CAPIT -AL CITY	OTHER URBAN AREA	LONE -NA COORT	RURAL	OF BCHO GOVERN -HENT GO	MON	1-9	10-16	17+	LEVEL 1		POTH	INTEGR -ATED	PART OF A THERE	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 1004 188	16 100% 11%	7 100% \$8	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 1001 92	115 100% 79%	30 100% 21%	63 100s 63s	56 100% 39%	20 1001 143	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 1002 358
Q75-PERABATION PRI	a 10 p	1#G																						1
VISITED A ROAD SAFETY CENTRE/ TRAFFIC SCHOOL	3 24 100%	1 2% 33%		1 48 338	1 6\$ 33\$					1 28 338	1 3% 33%	1 28 338		2 2% 67%	1 31 331		2 48 678	1 51 331	1 1% 33%	48 478			2 3% 67%	1 24 334
DID BIRE ED COURSE/ TEACHER HAD IN-SERVICE	2 11 1001						2 13% 100%			1 2% 50%		1 24 508		1 1% 50%	1 3% 50%		2 4% 100%			1 28 508	1 6% 50%	1 2% 50%		1 2% 50%
OTHER ACTIVITIES/ LESSONS/MATERIALS PREPARED	15 101 1001	4 7% 27%	3 251 201	3 12% 20%	1 64 71		2 13% 13%	1 11% 7%	1 20% 7%	9 18% 60%	4 11% 27%	1 28 78	1 81 71		2 7% 13%	3 5% 20%	7 13 % 47 %	3 15% 20%	118 538	5 101 331	2 11 % 13%	5 9% 33%	0 13% 53%	4 81 274
SHOWED OTHER STREET/ BRAIN-STORMED WITH TERCHERS	3 24 1001	1 2% 33%		1 4% 33%	1 61 331						1 3% 33%	2 67%		3 31 1001		1 2% 33%	1 28 338		2 3% 67%		1 62 332		3 5% 100%	1 24 334
NETT GENERAL CONSERV RESPONDENTS	8 58 401 1001	18 33% 31%	7 58% 12%	12 46 % 21%	8 50% 14%	2 29% 3%	7 44% 12%	3 33% 5#	1 20% 28		11 31% 19%	20 43% 34%	5 301 91		15 50% 26%	34 54% 59%	17 30% 29%	6 30x 10%	32 428 558	21 42% 36%	5 26 t 98	20 37% 34%	21 358 368	23 45% 40%
NO HORE THAN OTHER LESSONS/20-30 HIRS A MEEK/1-3 HOURS	1 1% 100%	l I		1 4% 100%								1 28 1008		1 1% 100%		1 28 1008				1 28 100%		1 2% 100%	1 2% 100%	Į
VERY LITTLE PREPARATION TIME NEEDED	35 24% 100%	13 24k 37k	5 42 % 14 %	3 12% 9%	5 31% 14%	2 29%	3 19 2 92	3 33% 9%	1 20% 3%	12 24% 34%	8 23% 23%	12 26% 34%	3 234 91		11 37\$ 31\$	22 35% 63%	8 142 232	5 25% 14%	20 26% 57%	13 26 % 37%	11% 6%	24%	13 22% 37%	11 223 314
EASY TO USE/ CLEARLY SPECIFIED/ WELL SET OUT/ EXCELLENT	20 148 100%	7% 20%	4 33% 20%	5 19% 25%	1 64 54	2 29% 10%	2 13 \$ 10 \$	2 22% 10%	'	10 20% 50%	2 6% 10%	5 112 253	3 23% 15%	10%	9 302 452	13 21% 65%	4 112 302	1 52 52	17 22% 65%	3 6 % 15%	!	7 13% 35%	5 8% 25%	10 20% 50%
COLOR AEMA REELAT COLORED LEVCHEUR,	11- 6% 100%	4 78 368	1 8% 9%	2 6% 16%			3 194 274	1 11\$ 9\$		5 10% 45%	1 3% 9%	4 92 362	1 64 94		3 103 271	5 8% 45%	4 72 362	2 101 181	6 81 551	4 8% 36%	1 62 92	6 11% 55%	1 24 94	5 101 451

OUT & ABOUT ROAD SAFETY-TEACHERS QUEST' MAIRE - JUNE 1989

ABLE 16 (CONT.) STANDARD PAREL "BY" Q7b-PREPARATION PRIOR TO USING

					STAT	r E					LOCAL	177		TYPE OF SCHOOL	100	HOER.	OF CLAS	923	MATE	RIALS V	#ED	P		
	TOTAL.	HSU	act	AIC	44	prir	148,	Örn	7A9.	CAPIT -AL CITT	OTHER VERAM AREA	COUNT -RY TOLE	SURAL	GOVERN NO -HENT GOVERN -HENT	4	1-9	10-16	17+	LEVEL 1	TRAKT	BOTH	INTROR -ATER	PART OF A THERE	SEPER -ATE SWO -JECT
EMPCHIOENTS	145 100% 100%	54 100% 37%	12 100%	26 1003 183	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 1008 328	13 100% 9%	115 34 1008 1006 79% 211	: 1	63 1000 431;	56 1800 39%	20 100\$ 14\$	76 100% 52%	50 100k 34%	18 100% 12%	54 100% 37%	60 100k 41k	51 1001 351
PREPARATION PRI	a 70 s	<u> me</u>																						i
ACTIAILA BOOK HITDERN, B ACTIVATED	5 32 1002		1 8% 20%	2 81 401	2 13% 40%					2 48 40%	2 68 408	1 2% 20%	ı	4 3 3% 31 80% 201		3 5% 60%	1 2% 20%	1 5% 20%		4 83 801	1 6% 20%	3 6% 60%	1 2% 20%	2 42 403
KOME NEEDED/ PAMILIAR WITH IT/ JEED IT BEFORE	6 4% 100%	2 42 338	1 84 178	1 4% 17%	2 13% 33%					2 48 338	1 3\$ 17\$	3 7\$ 504	ı	5 : 4% 3: 43% 17!	1	3 5% 50%	3 54 506		3 4% 50%	3 63 501	Ī	1 24 178	3 5% 50%	2 43 335
ALL OTHER	4 31 1001	2 48 508					5 318 1258			108 125%		1 28 258	1 83 252	7 62 1755		2 3% 50%	5 91 1254		1 14 258	1 21 258	5 283 1253	1 2% 25%		6 121 1901
NO INFORMATION	2 1% 100%		1 #\$ 50\$							1 28 508			1 83 504	2 2% 100%			1 28 504		1 15 505	1 24 504	ı		1 24 504	1 24 501

PACK 20

	J				STAT	———— ?					10731													
											LOCAL	LTY		TYPE OF SCHOOL	OL.	MUMBER	OF CLAS	112	HATE	RIALS U	BAED	194	ON ARED	1
	TOTAL	HSV.	ACT	Vic	2A	#f	UA.	gr.	TAS	CITY CITY	OTHER URBAN AREA	LOPIN -NA COUNT	noral.	GOVERNI -HENT GOV -I	HOM VERN MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH	integr -A7ED	PART OF A THENE	SEPER -ATE SUB -JECT
RESPONDENTS	145 1002 1002	54 100% 37%	12 1003 81	26 100% 18%	16 100% 11%	7 1901 58	16 100¢ 11\$	9 100% 6%	5 1001 31	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%		30 1 00 % 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 1002 124	54 100% 37%	60 100% 41%	51 100% 35%
DB-HORRE O & WORD	POR																							1
1-3 HOURS	15 101 1001	3 6% 20%		1 48 78	5 31 % 33 %	1 14% 7%	2 13% 13%		3 601 201	6 12% 40%	4 11 8 27 8	3 78 208	2 15% 13%		5 178 338	10 162 673	2 42 138	1 52 72	9 128 60%	5 102 332	1 52 72	5 92 331	6 108 408	5 104 338
4-6 HOURS	52 36% 100%	21 39% 40%	3 25% 6%	15 58% 29%	2 13\$ 4\$	2 298 4%	7 443 138	2 22% 4%	!	21 41% 40%	13 37% 25%	15 33% 29%	3 23% 6%		11 372 218	17 278 338	26 46% 50%	# 40% 15%	23 302 448	22 44% 42%	7 392 132	19 35% 37%	25 423 481	19 374 374
7-9 HOURS	36 25% 100%	12 224 334	67% 22%	4 152 118	3 192 52	2 29 t 6 \$	3 194 68	3 33% 6%	202 38	14 27% 39%	7 204 194	13 281 341	2 15% 6%	27 23% 75%	9 302 258	13 21% 36%	16 292 642	6 304 173	19 25% 53%	13 241 364	3 174 84	12 22% 33%	10 171 281	15 291 421
10-12 NOURS	29 202 1003	13 24% 45%		5 192 178	5 31 % 17 %	2 294 78	2 132 78	2 22% 7%		7 14% 24%	5 144 178	21 24% 38%	5 46% 21%		3 101 101	17 27% 59%	9 164 318	3 154 103	16 212 552	161 281	5 28% 17%	11 20t 38t	12 201 413	10 2 01 341
OTHER	12 83 1003	4 71 331	1 8% 8%	1 41 81	1 61 81		2 13% 17%	2 22% 17%	92 502 7	3 41 251	4 17% 50%	3 7% 25%		11 104 924	1 38 01	6 104 504	2 4\$ 178	2 108 172	8 114 672	2 48 178	2 224 174	7 234 584	7 122 58%	1 21 04
NO INPORMATION	1 12 1002	1 24 1001						-				1 28 1003		1	1 32 008		1 2% 100%		1 13 1004					1 2% 100%

																						T ANAL	44
					STA	TE					LOCAL	177		TYPE OF SCHOOL	Miles	8 OF CL	1015	HATE	Blace (120		on neth	
	TOTAL	Ven	act	AIC		at .	140	QL9	TAB	CAPIT -AL CITY	OTHER WEBAN AREA	COUNT -RY TOMM	RVRAI.		4	10-16	17•	TEAST	LEVEL 2	BOTH		PART OF A THEME	SEPER -ATE SUB -JECT
tësFourpëritu	145 1001 1001	54 100% 37%	12 100% 8%	26 100% 18%	16 1001 112	7 100% 5%	16 100% 11%	9 100% 6%	5 100k 3k	51 100% 35%	35 100% 24%	46 1008 328	13 1000 91	115 30 100% 1000 79% 211	1002	56 100t 39t	20 100t 142	76 1001 521	50 1001 341	18 2008 128	54 100% 37%	60 1008 418	31 1003
Os-CARE FEET LESSON	OF \$10	Arto													f							414	352
LESS TIGHT 1 WEEK	5 31 1001				4 25% 80%		1 6% 20%			1 2% 20%	3 9% 60%	1 28 203		4 1 31; 31 80% 201		2 43 40%		2 3% 40%	3 64 602		1 2% 20%	4 71 801	1 2% 20%
2-4 WEEKS	50 34% 100%	15 281 301	5 42% 10%	13 504 248	5 312 108	4 57% 6%	4 25% 8%	1 112 2%	3 601 61	22 438 448	8 23\$ 16\$	16 352 324	4 312 0 4	34 10 30% 531 66% 321	29%	23 418 468	6 301 121	29 384 581	17 34% 34%	4 228 81	15	26 43% 52%	14 278 288
5-7 WEEKS	41 261 1001	19 35% 46%	1 64 21	10 3 6% 24%	3 19% 7%		4 25% 10%	3 53 \$ 7 \$	1 204 21	12 248 298	10 253 244	18 398 448	1 81 21	35 6 30% 201 85% 15%	13 218 328	21 364 514	7 352 172	16 21% 39%	17 34% 41%	6 44% 20%	19 35% 46%	17 20% 41%	12 241 291
9-11 MEERS	41 201 1001	17 31% 41%	6 504 152	3 123 78	4 258 108	3 43% 7%	5 31 \$ 12 \$	3 331 71		14 27% 34%	11 31% 27%	8 174 204	6 62% 20%	34 7 30% 23% 83% 17%	40%	9 164 224	6 30% 15%	23 304 944	12 24% 29%	5 281 121	14 26% 34%	# 13% 20%	23 45% 54%
OTHER	6% 100%	6% 38%					2 138 258	2 22% 25%	1 201 131	2 4% 25%	3 71 381	3 72 384		4 7% 100%	4 68 508	1 25 134	1 5% 13%	6 61 751	1 24 138	1 6% 13%	5 92 632	5 81 431	22

STANDARD PANEL "SY" Q10-NOW OFTEN TIMETABLES FOR USE

+					2727	ż					FOCAL	.ITY		TYPE OF SCH		Miner	OF CLA	IPES	MATE	RIALD U	ED	79	ON CHEED	
	TOTAL	SIST	act	A1C		PT	LA.	gLD.	TAS	CAPIT -AL CITY	OTHER VRSAM AREA	COUNT -RY TOLM	MRAL	GOVERN -HENT GO	MON.	1-9	10-16	17+	LEVEL 1	TEAST 3	BOTH LEVELS	INTEGR -AYED	PART OF A THERE	SEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 9%	115 2004 79%	30 100# 21\$	43 1003 43%	54 1004 394	20 100% 14%	76 1003 528	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100% 35%
STG-HOM OFTEN TIMET	اد مینا	a yak																			1			1
DAILY	23 16% 100%	8 15% 35%		5 193 228	7 44% 30%	1 14% 4%	2 13% 9%		ı	6 124 264	9 263 398	7 15% 30%	1 81 42	18 16% 78%	5 178 228	8 13% 35%	10 18% 43%	3 15% 13%	12 16% 52%	10 204 434	1 61 43	6 11% 26%	14 23% 61%	5 10t 22t
UZZKLY	95 661 1003	36 67% 30%	75% 9%	16 628 178	6 201 23	5 71\$ 5\$	14 88% 15%	6 47% 6%	3 601 31	37 738 398	16 51% 19%	30 45% 32%	10 77 % 11%	66%	19 63% 20%	41 652 432	37 641 391	13 65% 14%	49 64% 528	31 62% 33%	14 78% 15%	37 69% 39%	35 584 378	40 7 8% 42%
PORTNICHLY	5 31 1001	2 4% 40%	2 174 408		1 48 20%					2 4% 40%	1 31 201	1 2% 20%	1 84 203	3 3% 60%	2 78 408	6% 6% 80%	1 21 204		3 41 606	2 4% 40%		2 4% 40%		3 64 60t
OTHER	22 15% 100%	15% 36%	1 81 51	5 19% 23%	2 138 98	1 14% 5%		3 33% 14%	2 40% 9%	6 128 278	7 20% 32%	17% 36%	1 8% 5%	16 164 828	4 138 188	10 16% 45%	14% 36%	4 20% 18%	12 164 558	7 148 328	3 17% 14%	9 17% 41%	11 18% 50%	3 6% 14%

ABLE 20 STANBARD PANEL

*BA. GIJS-BIAIRION OL LINE BELAGEM SCLINILIER

1					STAT	T					LOCAL	177		TYPE OF SCHOOL	\Box	MARK	OF CLAS	203	PATE	RIALO W	AED .		V 9880	
	TOTAL	ICEN	ACT	AIC	28.	NT	UA.	QL.b	TAS	CAPIT -AL CITY	OTHER VRAAR AREA	COUNT -NY TOWN	EPRAL	-HERT 00V	MON	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH	INTEGR -ATED	OF A	SEPER -ATE SUB -JECT
LESPONDENTS	145 1008 1008	54 100% 37%	12 100%	26 100% 18%	16 100% 11%	7 1001 12	16 1002 113	9 100% 6%	190 i 3 i	51 100% 35%	35 100% 24%	46 100% 32%	1 100 1		30 1002 213	63 100% 43%	56 100% 39%	20 100% 14%	76 1004 \$25	50 1004 34%	18 1001 121	54 1009 375	60 1004 618	51 1004 354
CHITAGEN'S STREET	22.00 20.000 20.000	- AGE 1	/171 49													t:								j
Rn /81	1 18 1006								20 r 100 r		1 3% 100%			1 1% 100%		1 2% 100%				1 2% 100%	İ	1 21 1001		
104 (10)	2 18 1008	1 29 500		1 49 506							1 31 504	1 24 506		2 28 1008		1 21 506	1 29 501		2 34 1904			2 41 1001	1 2% 50%	. }
188 4161	4 38 1008	1 29 240		2 83 50%				1 11\$ 25\$		2 4% 50%		2 4% 50%		3 3% 75%	3% 25%	2 38 504	1 44 503		3 43 753	1 24 25%			3 58 758	1 24 254
201 1201	62 1004	2 49 254		1 48 138	2 13% 25%	2 201 251			201 134	2 48 258	4 11% 50%		11 21	5% 75%	2 72 252	2 35 258	4 73 502	1 52 134	5 71; 632	3 41 381			6 101 751	2 43 258
74k £241	16 113 1004	1 311	4 33% 25%	4 150 258			2 13% 13%	1 118 68		9 162 562	1 38 68	5 118 318	l 4 g		6 201 361	5 81; 31%	4 144 502	3 151 191	9 12% 54%	5 104 318	2 11 % 13 %	11 201 691	5 81 311	3 48 192
104 (10)	62 100%	3 43 250	1 84 134	2 81 261			2 13% 25%		1 20 t 13 t	1 2% 13%	4 11% 50%	2 4% 25%	1 (t 11 t		1 31 131	2 38 258	4 71 501	1 54 134	3 48 38%	4 81 501	1 61 131	251 251	4 78 508	2 4% 25%
35% (35)	2 1% 100%					1 141 501				1 28 508		1 24 504		1 18 504	1 34 504		2 41 1009		1 18 508	1 2% 50%			100\$ 3\$ 5	Ì
ANR FADI	9 61 1001	91	1 8% 11%		1 ea			2 22% 22%		1 25 118		8 17% 89%		0 7% 89%	1 3% 11%	3 58 338	1 53 333	3 15% 33%	5 78 568	2 4% 22%	2 11% 22%		3 5% 33%) 61 332
45% (45)	2 11 1004	21					1 6% 50%			1 2% 50%		1 2% 50%		2 28 1008			41 1001			1 2% 50%	1 62 502		1 21 501	1 2% 50%

ABLE 20 (CONT.) STANDARD PANEL

BY Q11s-DIVIDION OF TIME BETWEEN ACTIVITIES

CHILDREN'S ACITIVITY BOOKS

	ſ					STAT	t					LOCAL	177		TYPS OF SCHO		HUNDER	OF CLA	423	MATE	MIALS W	e ED	н	N ASED	
	ļ	POTAL	изч	ACT	AIG	5 A	HT	₩.	Orp	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	-HENT O	HOM	1-9	10-16	17+	LEVEL 1		PEAELT) POIK	INTROR -ATED	PART OF A THURSE	SEPER -ATE SUS -JECT
:ESPONDENTS		145 1001 1001	54 100\$ 37\$	12 100\$ 6\$	26 1002 183	16 1002 112	7 100% 5%	16 100% 11%	9 100% 6%	5 1001 31	51 100% 35%	35 100\$ 24\$	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 100% 43%	56 100% 39%	20 1001 141	76 100% 52%	50 100% 34%	18 100% 128	100%	60 100% 41%	51 100k 35k
MITDEEN, S WELLS			PITTM 10	riyi ca										ı	l										ł
46% (48)	ł	1 13 1003			1 4% 100%					:	1 24 100%				1 14 1004			1 21 1001			1 2% 100%			1 2% 100%	
50% (50)		43 30% 100%	10 33% 42%	3 25% 7%	9 31% 19%	3 19\$ 7\$	2 29% 5%	7 44% 16%		2 40\$ 5\$	17 334 404	9 24% 21%	12 268 288	5 384 124	32 2 01 741	11 373 26%	23 378 538	10 1 01 238	7 352 164	23 304 534	17 34% 40%	3 172 73		15 25% 35%	15 291 351
60% (60)	}	18 128 1003	5 94 284	2 172 112		6 361 331	1 14\$ 6\$	1 6 4 6 4	3 33% 17%		5 109 28%	7 204 394	4 98 228	2 15 \$ 11 \$	17 15% 94%	1 3% 6%	11 178 618	7 134 394	!	11 14% 61%	4 81 221	3 17 8 17 8		6 13% 64%	5 101 261
70% (70)	j	63 1004	1 2% 13%		2 8% 25%	1 6\$ 13\$	1 24% 13%	2 134 254	1 112 132		3 61 384	3 9% 36%	1 28 138	1 81 131	6 51 751	2 7% 25%	5 63%	2 4\$ 25\$	1 5% 13%	4 5% 50%	3 62 301	1 6 % 13 %		3 5% 38%	4. 8% 50%
75% (75)	1	5 32 1003	3 6% 60%		1 41 201				1 11% 20%			2 64 404	3 78 608		5 4k 100k			2 4% 40%	3 151 601	4 5% 80%		1 6% 20%	_	3 5% 60%	2 43 403
80% (80)		6 43 1003	3 6% 50%		2 61 331	1 6% 17%					3 64 508	1 38 178	1 2% 178	1 8% 17%	4 31 672	2 7% 33%	4 6% 67%	2 41 331		1 1% 178	4 81 678	1 68 178		3 5% 50%	3 62 508
85% (85)	[4 32 1002		1 84 25%	2 8% 50%	1 64 254				!	4 82 1004			!	3 3% 75%	1 3% 25%	3 3 50	1 24 254	1 51 251	1 1% 25%	1 23 25%	1 6% 25%		1 23 25%	2 4% 50%
90% (90)		4 31 1001	4 7% 100%									2 6% 50%	2 4% 50%		4 3% 100%			4 78 1008			2 4% 50%	2 11% 50%			4 62 1002
95% (95)		1 13 1003				1 64 1004	-						1 24 1004		1 1% 100%		1 2% 100%			1 14 1001					i 24 1004

ABLE 20 (CONT.) STANDARD PANEL
SY Q11a-DIVISION OF TIME SETWEEN ECTIVITIES
CHILDREN'S ACITIVITY BOOKS

					STAT	rit.					FOCAL	ITY		TYP OF SC		PURPLE	OF CLAS	MES	MATE	NIALS W	SAD	71	ON ASES	
	TOTAL	3156	ACT	Atc	A	ИŤ	Ma.	ÖrD	TAS	CAPIT -AL CITY	OTHER VESAM AREA	LONE -EL COMMA	popul.	OOVERN	MON GOVERN -HENT	1-9	10-16	17.	LEVEL 1	TENET 5	BOTH	INTEGR -ATED	PART OF A THEME	SEPER -ATE SVS -JECT
uesponduite	145 100% 100%	54 100% 37%	12 100%	26 100% 18%	16 100% 11%	7 100% 5%	16 1008 118	9 100% 6%	5 1002 32	51 1009 35%	35 100\$ 24\$	46 1008 328	13 100k 92	100%	30 1001 211	63 100% 43%	54 100% 39%	20 1002 142	76 100% 52%	50 100% 34%	18 1004 129	54 100% 37%	60 1008 418	51 1009 358
CHÍPBEN A VOLLÍAIL. Ölfa-BIAIRION OS AIL	E SETU	EN ACTIV	TTI DE											ĺ										ł
NO EMPONENTION	2 1% 100%	2 4% 100%										2 4% 100%		1 1% 50%	1 31 501	1 2% 50%			2 3% 100%				1 2% 50%	2 42 1002
O% (0)	1 18 1008						1 61 1001			1 24 1004				1 1% 100%			1 28 1008		1 18 100%					1 22 1002
HEARD STD. DEVIATION	48.2 20.7	50.5 20.4	43.0 19.0	46.7 23.4	\$7.5 20.2	43.6 19.3	44.1 18.1	49.4 20.5	31.0 19.5	47.7 21.1	49.4 22.2	48.1 20.3	47.3 10.8	49.0 21.0	45.0 19.5	50.6 19.5	46.1 22.9	48.8 19.1	45.5 20.0	40.4 20.5	56.9 21.2		45.4 19.9	55.1 22.4

STANDARD PANEL *SY* Q11b-

OTHER ACTIVITIES WITHIN THE CLASSROOM

			-			STAT	1					LOCAL	ITY		TYPE OF SCHOOL		Managa	OF CLAS	sts.	HATE	MIALS T	920	*	JU VERD	
	•	TOTAL	WEN	ACT	AIG	#A	NT	138	ĞILD	TAS	CAPIT -AL CITY	OTHER URBAN PAREA	COUNT? -RY TOUR	RURAL	COVERS -HEST CO	MON	1-9	10-16	17+	LEVEL 1		BOTH	INTEGR -ATED	PART OF A THERE	SEPER -ATE SUS -JECT
RESPO	MDENTS.	145 1001 1002	54 100% 37%	12 100% 8%	26 100% 10%	14 1002 112	7 1001 51	16 1001 111	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 1002 328	13 1001 91		30 100% 21%	69 100% 43%	56 100% 39%	20 1001 141	76 100% 52%	50 1003 34%	18 1004 124	54 100% 37%	60 100% 61%	51 100% 35%
Q11b- OTMER	BCŢĪVIŢIES WI	MIN TH	CLASSIN	DOM												ı			ı						
51	(5)	4 3% 100%		1 8% 25%		2 13% 50%				1 208 258	2 42 501	1 34 25%	1 22 254		4 34 1004		3% 50%	1 28 25%	1 53 258	1 1% 25%	2 48 50%		1 2\$ 25\$		3 6% 75%
104	(10)	13 98 1008	6 11 4 46 3	1 81 81	4 15% 31%	1 64 83		1 61 81			3 61 231	5 148 384	4 91 318	1 84 84	12 108 928	1 31; 61;	4 64 314	6 11% 46%	2 101 154	6 81 461	5 102 363	2 114 154	3 61 231	131 621	6 123 464
15\$	(15)	4 3% 100%			2 8% 50%	1 68 258	1 148 258				1 21 251		2 4% 50%	1 81 251	2 2% 50%	2 78 508	4 64 1004			1 1% 25%	2 4% 50%	1 6% 25%	3 6% 75%	1 21 25 t	1 2% 25%
20%	(20)	33 238 1004	13 24 2 39 2	4 334 128	3 128 98	5 31 4 154	1 14% 3%	3 198 91	4 44% 12%		15 29% 45%	8 231 241	6 17% 24%	2 15% 64	24 218 738	9 302 278	17 27% 52%	10 10% 50%	6 301 181	17 224 528	12 243 368	4 22% 12%	10 19% 30%	11 181 332	15 29% 458
25%	(25)	21 148 100%	8 15% 38%	2 178 108	4 158 194		1 14% 5%	5 31% 24%	1 11% 5%		7 14% 33%	4 11% 19%	9 201 431	1 81 51	14 12% 67%	7 23% 33%	7 11% 33%	11 20% 52%	3 15% 14%	10 13% 48%	9 182 432	2 11% 10%	13 24% 62%	7 12 t 33 t	4 123 293
30%	(30)	15 10% 100%	72 272	1 8% 7%	2 01 131	3 19% 20%		2 13% 13%	2 22% 13%	1 201 71	4 01 278	2 64 134	8 17% 53%	1 6% 7%	15 13% 100%		9 14% 60%	4 7% 27%	1 58 71	4 8% 404	6 12% 40%	3 17 % 20%	7 13% 47%	5 81 331	4 83 278
35 %	(35)	3 24 1008	1 24 334		1 4% 33%	1 6% 33%					1 24 33%	1 34 332	1 24 332		3 38 1008		1 25 335	2 4% 67%		3 4% 100%			2 4% 67%	2 3% 67%	
40%	(40)	12 8% 100%	4 7% 33%	1 8% 8%	1 4% 8%	1 6% 8%	2 29% 17%	1 6% 8%	1 11% 8%	1 201 81	4 8% 33%	3 91 251	3 78 258	2 15% 17%	10 92 831	2 78 178	3 5% 25%	6 11% 50%	3 15% 25%	11% 67%	2 4% 17%	2 11% 17%	5 9% 42%	7 12% 56%	1 24 64
443	(44)	1 1% 100%	1 2% 100%									وسواك جيار		1 81 1001	1 18 100%		1 2% 100%			1 18 1008					1 28 100%

ABLE 21 (CONT.) STRNDARD PANEL

BY 011b-

OTHER ACTIVITIES WITHIN THE CLASSROOM

ı					STAT				<u>-</u>	 .	LOCAL	LTY		TYPE		PROE1	OF CLAS	***	HATE	IIALO VO	19	100	W W0ED	
	TOTAL	200	ACT	Aic	SA.	MT	W	QL.	TAS	CAPIT -AL CITY		COUNT -RY TOWN	RUBAL	OF SCH GOVERN -HENT G	MON	1-9	10-16	17+	LEVEL 1		BOTEL EVELS	integr -Ated	PART OF A THERE	SEPER -ATE SUO -JECT
ARRIPONDENTS	145 1001 1001	54 100% 37%	12 1003 81	76 100% 18%	16 100% 11%	7 100k 58	16 100% 11%	9 100% 6%	5 1001 31	51 100% 35%	35 100% 24%	46 100k 32k	13 100k 98	115 100% 79%	30 1001 211	63 1008 438	54 1001 393	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 1002 358
olusis Sozzazzini ist 5739-	drii šū		O P 1										1	1		1				1			1	1
452 (45)	1 12 1002	1 2% 100%											8% 1004	100%		2% 100%			,	2% 100%			2% 100%	
46% (46)	1 13 1004	1 21 1001									1 34 1004			1 1% 100%		28 1006			1% 100%				2% 100%	
50% (50)	23 162 1002		2 178 98	6 238 268	2 13% 9%	2 29% 9%	2 132 92		2 401 91	10 20% 43%	6 178 268	5 118 228	2 152 92		7 231 30 2	14% 39%	9 164 394	2 101 91	14 18% 61%	164 358	1 63 43	11% 26%	10 17 % 43 %	168 358
95% (55)	5 31 1001			2 81 406				1 11% 20%		2 41 403		2 4% 40%	1 81 204		1 31; 201		3 5% 60%	1 5% 20%	5% 80%	1 2% 20%		4% 40%	4 7% 80%	}
60% (60)	13 13 1003			1 4% 50%							2 61 1008			2 2% 100%		1 23 50%		1 51 501			1 6% 50%	1 2% 50%	2 31 1001	
NO INFORMATION	3 21 1001						1 6% 33%			1 28 338		2 42 472		2 2% 67%	1 32 338	34			3% 67%	1 28 331		1 2% 33%	1 21 331	2 4% 67%
100% (100)	11 1001	,					1 63 1003			1 21 1001				1 18 1008			1 2% 100%		1 18 1004					1 21 1001
0% (0)	21 1001	61									2 6% 67%	1 2% 33%		3 38 1006			3 5% 100%			1 2% 33%	111 671			3 64 1008
MEANS STD. DEVIATION	29.0 16.0	28.7	26.3 14.2	32.1 16.7	25.0 13.9	34.3 14.3	33.0 21.5	28.9 11.9	35.0 18.7						30.3 14.1	28.7 13.9	30.1 10.1	29.3 15.6	33.0 16.4		24.7 15.1		32.4 15.4	25.4 18.4

PAGE 29

STANDARD PAREL

BY Qlic-

PRACTICAL ACTIVITIES IN THE SCHOOLYARD

	j					STAT	t					LOCAL	177		TYPE OF SCHOOL		NUMBER	OF CLAS	888	IMTE	RIALS W	320	PX	OF DOED	
		TOTAL	VEN	ACT	Aic	SA	ИТ	UR.	OLD	EAT	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOUR	RUBAL	MENOD THEM!	ROS.	1-9	10-16	17+	LEVEL 1	LRVEL 2 1	BOTH LEVELA	INTEGR -ATED	PART OF A THERE	ARPER -ATE SUB -JECT
4ggPONDENT	•	145 100% 100%	54 1004 378	12 100%	26 100% 18%	16 1001 112	7 1001 51	16 100% 11%	9 100% 6%	5 1001 38	51 100% 35%	35 100± 24%	46 1002 323	13 1001 91	100% 1	30 100\$ 21\$	63 1006 638	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 1001 418	51 100% 35%
PRACTICAL	ACTIVITIE	ZW TH	acatoot.	YARD												1				i					}
2% (2)		2 11 1001	1 24 504		1 4% 50%						1 2% 50%	1 3\$ 50\$			2 2% 100%		1 2% 50%	1 2% 50%		1 1% 50%	1 24 504			2 3% 100%	
4% (4)		2 1% 100%	2 4% 100%										1 28 508	1 81 504			1 2% 50%	1 2% 50%	!	1 1% 50¢	1 24 504			2 38 1008	
5% (5)		11 81 100%	3 68 278	1 82 94	2 8% 184	3 19% 27%			2 228 188		61 361	3 92 274	3 78 27%	1 81 91	23	1 31: 92	5 81 431	2 4% 18%	4 201 343	5 7% 45%	3 61 271	2 111 181	3 6% 27%	5 61 451	5 104 454
6% (8)		1 1% 100%				1 6% 100%					•		1 23 100%		1 18 1004		1 24 1008					1 68 1001	1 28 100%		
10% (10)		27 191 1001		2 17\$ 7\$	4 158 158	5 312 192	1 168 48	2 13% 7%	2 228 78		5 108 198	10 29\$ 37\$	10 223 378	2 15% 7%	21%	3 104 113	11 17% 41%	19 23 t 46 t	3 15% 11%	15 204 564	9 188 338	3 17 % 11%	7 13% 26%	13 22% 46%	10 201 371
128 (12)	ı 	2 13 100%		1 61 501				1 6% 50%			1 21 501		1 24 504		1 1% 50%	1 31 501	1 2% 50%	1 2% 50%			1 24 504	1: 61: 503:	2 42 1008		
13% (13)		3 21 1001			1 4% 33%			1 6 % 33%				1 3 \$ 33 \$	2 42 672		2 2% 67%	1 31 331		3 5% 100%		3 41 1001			1 2% 33%	2 34 678	1 28 331
15% (15)		10 7% 100%	91		1 49 108	1 6% 10%	1 14% 10%	1 6% 10%	1 11% 10%		3 6 t 30 t		5 11% 50%	2 15% 20%		1 3% 104	4 6% 40%	3 5% 30%	3 15% 30%	4 51 401	4 81 401	2 11% 20%	7 13k 70k	5 81 501	2 4 % 20%
20% (20)	,	21 14% 100%	13%	2 17% 10%	4 158 198	2 13% 10%	2 29% 10%	2 134 104	1 11\$ 5\$	203 53	16% 38%	6 172 292	7 15% 33%			5 172 242	7 11\$ 33\$	10 16% 48%	4 201 191	12 16% 57%	16 t 38 t	1 6% 5%		13t 36t	12% 29%

ABLE 22 (CONT.) STANDARD PANEL

BY Q110-PRACTICAL ACTIVITIES IN THE SCHOOLYARD

i			-, -		STAT	T					TOCAL	lTy		typi		MANDER	OF CLAS	253	HATE	STATE A	4 D	IK.	W 1912	
	TOTAL	VEN	ACT	ATC	AA.	ИТ	WA	QL.D	TAS	CAPIT -AL CITY	OTHER VRBAN ALEA	COUNT -RT TOWN	RURAL	OF SCI GOVERN -HEDIT (HOR	1-9	10-16	17+	LEVEL 1		BOTH	-ATED	PART OF A THERE	SEPER -ATE SUS -JECT
(ESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 1004 118	7 100% 5%	16 100\$ 11\$	0 1002 62	5 1004 31	51 1004 352	35 100% 24%	46 1008 328	13 1002 92	115 100¢ 792	30 1001 211	63 100% 43%	56 1005 393	20 100% 14%	76 1008 52%	50 1008 348	16 100% 12%	54 1008 37%	60 100% 41%	\$1 100% 35%
)110 PRACTICAL ACTIVITIE	XW 790	SCHOOL	raro																					1
25% (25)	19 13% 100%	9 17% 47%	2 17% 21%	5 19% 26%			3 19% 16%			7 148 378	5 14 8 26 4	6 138 328	1 8% 5%		4 131 212	6 10% 32%	10 18 3 53 3	3 15% 16%	11% 42%	16% 42%	3 172 162	7 138 378	0 15% 47%	4 82 212
301 (30)	10 78 1003	4 78 40%	2 174 204	1 41 106			1 6% 10%	1 11% 10%	1 201 101	3 6% 30%	2 64 201	93 404	1 81 104		5 174 504	6 10% 60%	1 2% 10%	1 53 104	6 60t	4 81 401		2 43 204	4 72 402	5 102 502
35% (35)	1 13 1004					1 14% 100%							1 81 1004	1 1% 100%		1 2% 100%			1 18 1006					1 2% 100%
40% (40)	1 1% 100%		1 81 1004							1 2% 100%				1 18 1906			1 24 1004			1 23 1004				1 21 1001
50% (50)	1 13 1008			1 4% 100%						1 2% 100%				1 14 1902			1 2% 100%		1 1% 100%			1 2% 100%		
60% (60)	1 12 100%								1 201 1001		1 38 1004		!	1 12 1004		1 2% 100%				1 2% 100%		1 28 1008		ł
NO INFORMATION	3 21 1001	43					1 63 333		:	1 24 33%		2 4% 67%	ı	2 28 678	1 32 332	2 3% 67%			2 38 678	1 28 338		1 2% 33%	1 24 334	2 49 678
ok (0)	30 21% 100%		1 83 32	6 23% 20%	4 25% 13%	2 293 78	4 25% 13%	2 228 78	2 40% 7%	16 31 % 53 %	6 178 204	4 92 138	4 31 % 13 %	22 194 734	8 27% 27%	16 25% 53%	9 16 t 30 t	2 107 71	17 228 578	163 27%	5 281 171	12 228 408	9 15% 30%	14 27% 47%
MEANS STD. DEVIATION	13.6 11.3		18.9 11.8	14.0 12.4	8.0 6.5	14.3 12.4	13.7 10.4	10.6 9.8	22.0 24.9	12.9 12.4	14.1 22.3	14.8	11.5 12.0	13.4 11.3	14.7 11.4	12.9 12.2	14.5 10.6	14.0 9.0	13.3 11.0	15.6 12.2	10.3 9.0	14.3 12.3	11.1 9.5	12.5 11.5

STANDARD PAREL TABLE 23 *BY* 011d-

PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD

		-			STAT						LOCAL	TY		TYP	_	WHEEK	OF CLASS	5.25 5.25	HATE	IMA U	t.	PK	w wato	
	TOTAL	With	act	AIC	23	ЙŢ	WA	Örb	TAS	CAPIT -AL CITY	OTHER URBAIT AREA	COUNT -RY TOWN	RURAL	GOVERN -HENT	Moss	1-9	10-16	17+	LEVEL 1		BOTH	integr -Ated	PART OF & THEME	SEPER -ATE SUS -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 1008 8%	26 100% 18%	16 100% 11%	7 1005 58	16 1004 112	9 100% 6%	5 1001 31	51 100% 35%	35 100% 24%	46 100% 32%	13 1008 98	115 100% 79%	30 1 001 212	43 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 1008 34%	18 1001 124	54 100% 37%	60 100% 41%	51 1008 352
baschicar schialiffe	00191	E 3ME 04	CHOOLYN	•																				
18 (1)	3 21 1001	3 62 1002										1 25 338	2 15% 67%	3 31 100%		2 34 674	1 21 331		2 32 67%	1 22 33%			2 31 671	2t 338
25 (2)	3 21 1001	2 4% 67%			1 64 338						2 68 678	1 21 331		3 3% 100%		2 3% 67%	1 28 338		2 3% 67%		1 6% 33%	2 4% 67%	2 34 678	j
5% (5)	13 91 100k	2 4% 15%	1 84 84	4 15% 31%	2 138 158	2 291 151	1 61 81	1 11% 8%		7 148 548	3 92 234	2 48 154	1 81 81	11 100 85%	2 78 151	39 385	4 78 318	20% 31%	11% 42%	4 82 313		4 78 318	13g 62g	104 364
10% (19)	37 26% 100%	15 26% 41%	2 17% 5%	5 198 148	4 25% 11%	2 29% 5%	5 31% 14%	3 33% 88	20% 3%	9 18% 24%	15 43% 41%	12 26% 32%	1 81 31	31 278 848	6 20% 16%	14 228 388	19 34% 51%	3 15% 0 %	20 26% 54%	9 182 242	8 44% 22%	13 24% 35%	17 24% 46%	10 20% 27%
128 (12)	2 11 1001			1 44 504			1 64 50%					2 4% 100%	ı	1 1% 50%	1 3% 50%		2 4% 100%		2 3% 100%			į	1 21 500	23 508
198 (19)	2 1% 100%		1 6% 50%				1 6% 50%		ı	1 21 501		1 2% 50%		1 18 508	1 32 502	1 28 504	1 24 504			1 28 508	1 6% 50%	2 63 1003		ł
15% (15)	9 51 1001	4 7% 44%	1 81 114		2 138 228		1 5% 11%	1 118 118		3 61 331		5 11% 56%	1 01 114	-	1 3 \$ 11 \$		1 2% 11%	3 15% 33%		4 81 441	1 6 k 11 k	5 91 541	4 78 448	1 23 118
20% (20)	12 81 1001	3 68 258	1 61 61	4 15 8 33 8	2 132 173			1 11% 8%	1 20% 8%	4 8% 33%	1 34 84	6 13% 50%) 81: 81:		5 17% 42%	3 5% 25%	7 133 563	2 101 172	9%	5 10% 42%		3 64 258	5 81 421	5 101 421
25% (25)	68 100%	2 48 25%	2 174 254	1 41 131	1 6% 13%	1 14% 13%	1 6% 13%	والمناوي		5 10% 63%	2 6% 25%	1 24 138		6 5% 75%	2 74 258		4 7\$ 50\$	1 5# 13#	5% 50%	3 6% 38%	1 64 134	6 11% 75%	3 51 301	2 41 251

FABLE 23 (CONT.) STANDARD PANEL

8Y Q11d-

PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD

					OTAL	TE					LOCAL	1TY		TYPE OF SCH		wet	OF CLAS	eta.	MATE	RIALS 6	32p		W VIII)	
	TOTAL	KSV	act	AIG	A A	WY		QLB	TAS	CAFIT -AL CITY	OTHER HARRI AREA	COUNT -RY TOWN	SWRAL	COVERN	WOR COVERS -HENT	1-9	10-16	17+	1EVEL 2	5 FEAST	BOTH	INTEGR -ATED	OF A	ACPER -ATE SUB -JECT
RESPONDENTS	145 1002 1002	54 100% 37%	12 100%	26 100% 18%	16 1003 118	7 100% 5%	16 100% 11%	9 100\$ 6\$	5 100\$ 3\$	51 100\$ 35\$	35 100% 24%	46 1004 328	13 100% 9%	115 1004 791	30 100% 21%		\$6 100\$ 39\$	20 100% 14%	76 100% 52%	50 100% 34%	16 1001 121	54 100\$ 37%	60 100% 41%	51 1008 35%
SENCTICAT POLIMILIE 0114-	COLDÍ	E 1948 SH	antoor Abr	.						1						ı								
301 (30)	2 13 1001							1 11% 50%	1 20% 50%		3% 50%	1 24 504		1 1% 50%	1 32 504	2 3% 100%			1 1% 50%	1 24 501		1 24 501		1 24 504
40% (40)	1 12 1002	1 28 100%											1 81 1003	1 12 1004				,		1 21 1001			1 28 1004	
NO INFORMATION	3 2% 100%	2 4% 67%					1 61 231			1 28 334		2 41 600		2 28 678	1 31 331	2 3% 67%			2 38 678	1 28 331		1 24 334	1 24 334	2 43 678
ot (0)	50 34% 1 00%	20 37% 40%	4 33% 89	11 428 228	4 25% 8%	2 293 48	5 31% 10%	2 22% 4%	2 401 41	21 41% 42%	11 313 224	12 244 244	6 468 128	40 35% 80%	10 331; 201;	24 384 484	16 292 324	7 35* 14*	24 32% 48%	20 40 1 40 1	6 331 121	17 318 348	16 27% 32%	23 45% 46%
HEARS STD. DEVIATION	8.2 8.5	7.3 8.6	10.3 9.6	7.2 8.1	9.2 0.1	7.9 0.6	8.0 7.2	11.1 9.6	12.0 13.0	7.8 0.6	7.7 7.6	9.5	7.1 11.9	7.8 8.3	10.0 9.3	7.4 8.5	9.0	8.0 €.0		6.6 9.9	7.5 6.9	9.3 8.9	8.5 8.4	_ 6.4

PAGE 32

STANDARD PANEL *8Y* Q12-HOW OUT AND ABOUT USED

1		STAYE									LOCAL	ITY		TTPE	-7	Whate	OF CLAS	lata	MATE	RIALS D	st)	10	N 6240	
	TOTAL	MSU	ACT	AIC	ga.	ит	un.	ОГЪ	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -HY TOWN	BURAL	OF SCHO GOVERNI -MENT GO	HOM	1-9	10-14	17+	TEAET		BOTH	INTEGR -ATED	PART OF A TRIBE	DEPER -ATE DUD -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100%	26 100% 16%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 1009 328	13 1001 91	115 1004 792	30 100% 21%	63 1009 43%	56 100% 37%	20 100% 14%	74 1004 524	50 100% 34%	18 100% 12%	54 1009 374	60 100% 41%	51 100% 35%
012-HOW OUT AND ABO	7 79.20																					 		1
HETT OUT AND ABOUT RESPONDENTS	019 LAI 116 812 1002	78 45 83% 30%	9 75% 8%	22 65% 19%	14 661 121	5 71% 48	12 75% 10%	9 100% 8%	2 403 28	42 02% 36%	27 77% 23%	39 651 331	10 77% 6%	93 618 798	25 83% 21%	51 813 43%	49 803 423	17 853 143	64 84% 54%	40 803 343	14 763 123	44 61% 37%	47 781 401	43 843 363
IN BOOK THEORON WCLTATIES - CHIFDEEN MORKED	100 692 1002	35 65% 35%	75 8 98	21 81% 21%	11 692 112	5 71% 5%	9 562 98	872 67	2 40% 2%	34 67% 34%	24 692 248	34 74% 34%	8 621 81	76 681 781	22 73% 22%	43 66% 43%	45 809 458	12 601 121	59 78 8 59 %	30 602 30%	11 612 112	38 701 381	40 678 408	37 738 378
GENERAL DISCUSSION/ DISCUSSIONS/ INITIAL EXCHANGE OF IDEAS	43 1002	21 39% 49%	4 33% 9%	9 31% 19%	6 381 141	1 14% 2%	2 138 58	1 11\$ 2\$		13 258 304	9 264 21%	16 35% 37%	5 381 121	34 30% 79%	9 301 211	18 29\$ 42\$	19 348 448	6 30% 14%	23 30% 53%	15 30% 35%	5 28% 12%	12 22% 28%	18 309 429	21 41% 49%
WATCHED VIDEO/ WATCHED AND BINCURSED VIDEO	32 22% 10 0 %	15 28% 47%	5 42% 16%	5 198 168	2 131 68		2 134 64	2 22% 6%	1 203 3%	15 29% 47%	7 208 228	7 15% 22%	3: 23% 9%	25 229 78k	7 23% 22%	10 1 63 313	10 1 8 314	12 60% 38%	16 218 508	11 22 3 343	5 28% 16%	11 202 348	14 23% 44%	13 25% 41%
BUILT UP THE POSTER/DISCUSSED/ HADE POSTERS	27 19% 100%	10 19% 37%	3 25% 11%	23% 22%	1 63 43		4 25% 15%	2 22% 7%	1 20% 4%	12 24% 46%	7 204 268	7 15% 26%	1 84 43	19 178 708	8 278 308	11 17% 41%	9 161 334	6 301 221	13 17% 48%	12 24% 44%	2 11% 7%	11 20% 41%	13 221 401	11 228 418
METT DISCUSSIONS ON RESPONDENTS	###CIF 79 54% 100k	C 10F1C1 37 69% 47%	5 424 64	14 54% 18%	8 50% 10%	2 29% 3%	6 501 101	3 33\$ 4\$	2 402 38	30 594 3 8 4	16 512 234	25 548 328	6 46% 8%	59 51% 75%	20 67% 25%	35 56% 44%	34 61% 43%	8 40% 10%	38 50% 464	33 661 421	8 443 104	28 52% 35%	32 53 8 418	30 594 382
DISCUSSED IDEAS IN -	41 28% 100%	20 37% 49%	2 17% 5%	8 31% 20%	3 19% 7%	2 29% 5%	5 31 8 128	1 11% 2%		14 27% 34%	10 29% 24%	13 269 329	4 312 101	32 284 782	9 308 22%	17 27\$ 41\$	20 36% 49%	3 15% 7%	19 25% 46%	15 30% 37%	7 39% 17%	15 28 37%	15 25% 37%	19 37% 46%
PLACES TO WALK/ PLAY/SAPETY THEME	33 23% 100%	13 24 2 39 2	4 331 121	7 27% 21%	2 134 64		4 25% 12%	2 22% 6%	20% 3%	17 33% 52%	7 201 211	9 201 271		24 21% 73%	9 301 271	15 24% 45%	13 232 392	5 251 151	17 224 524	15 30 % 45%	1 62 31	13 248 398	13 228 398	11 228 338
TALKED ABOUT/ VISITED BAFETY HOUSES	1 1% 100%	1 2% 100%	-									1 21 1001		1 1% 100%		1 24 1003				1 2% 100%			1 2% 2009	

OUT & ABOUT ROAD SAFETY-TEACHERS QUEST'MAIRE - JUNE 1989

ABLE 24 (CONT.) STANDARD PANEL "SY" Q12-HOW OUT AND ABOUT USED

-	_	
_	-	- 24

																							PAGE	
					STAT	t					LOCAL	ITY		TYPE		FURNIER	OF CLAS	-0.23	MATE	PIALS	et)	11	OJ 4323	
	TOTAL	RIV	act	V1C	.3.	HT	W3.	Orp	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY -RY	RVIAL	GOVERN -NEST 9	MON	1-9	10-16	17+	LEVEL 1		BOTH LEVELS	INTEGR -ATED	PART OF A THERE	SEPER -ATE SVS -JRCT
RESPONSENTS	145 100% 100%	54 100% 37%	12 1008 63	26 200% 18%	16 100% 11%	7 1008 5%	16 100\$ 11\$	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 1001 9 8	115 100% 79%	30 100k 218	63 100% 43%	56 100% 39%	20 1002 142	76 1004 523	50 1008 348	18 1001 121	54 100% 37%	40 100% 41%	51 1002 352
575-RON ORA THE 120	7 9900																							ł
TALKED ABOUT TRAFFIC BULES/MMY WE MRED/TRAFFIC AND BULES	18 12% 100%	9 62 172		4 23% 33%	4 25% 22%		4 25% 22%		1 203 68	11 22% 61%	1 38 68	5 11 % 2 8%	1 61 61		6 203 33%	10 169 564	7 132 392	I	4 83 333	11 22% 61%	1 6% 6%	5 92 282	9 158 508	128 338
DISCUSSED NEED FOR SERT SELTS/ PASSENGES SAFETY RVLES	18 12% 100%	10 1 93 56 3	2 17\$ 11\$	2 64 114	1 6% 6%		2 13% 11%		1 20% 6%	9 18% 50%	2 6% 11%	7 15% 39%		13 118 728	5 172 281	139 44%	7 132 392	3 15 8 178	6 83 338	11 22% 61%	1 6% 6%	7 13% 39%	7 12% 39%	7 142 392
OTHER DISCUSSIONS (COLOUR/ANIMALS)	63 100%	4 78 448		1 4% 11%	2 132 228			2 22% 22%		. 3 64 338	2 64 228	2 48 223	2 154 224	6 59 67%	3 10% 33%	4 63 44%	2 4% 22%	3 152 332	6 81 671	2 43 224	1 62 112	5 9% 56%	2 3% 22%	3 62 334
TATAN BOOKED STREET	72 50% 100%	25 46% 35%	7 581 101	14 54 \$ 19 \$	10 63 \$ 14\$	3 438 48	6 30% 8%	5 562 72	2 403 33	25 492 35%	16 51% 25%	27 191 381	2 15% 3%	51 44% 71%	21 701 291	34 548 478	29 523 403	6 401 118	41 54% 57%	23 464 328	6 44% 11%	27 50% 36%	31 528 432	24 478 338
WALKE/EXCURSIONS AMMY PROM SCHOOL/ USING SAFETY RULES	34 23% 100%	12 22% 35%	6 501 181	5 19% 15%	2 13% 6%	1 14% 3%	4 25% 12%	3 331 71	1 20% 3%	11 22% 32%	8 23% 24%	14 30% 41%	1 83 38	24 21\$ 71\$	10 33% 29%	12 19% 35%	15 27% 44%	4 302 182	21 28% 62%	9 181 264	4 22% 12%	10 19% 29%	15 25k 44k	13 25% 38%
WATCHED TRAFFIC OUTSIDE/IN TOWN/ MEAN SCHOOL	18 12% 100%	8 15% 44%		5 172 201	1 63 63		2 13% 11%		2 40% 11%	6 12% 33%	4 11% 22%	173 443	•	13 118 728	5 17% 28%	13% 44%	9 162 504		10 13% 56%	7 148 398	1 62 62	8 15% 44%	7 12% 39%	5 10% 28%
LISTENED TO TRAFFIC	'8 63 1003	5 92 638		3 12% 38%						2 4% 25%	1 32 134	5 11% 63%		7 64 884	1 31 131	4 63 50%	4 7% 50%		4 51 501	4 81 501		3 61 381	4 78 508	1 20 133
LOOKED FOR SAFE DRIVERS/TALKED ABOUT CARS ON BOAD	2 12 1002	2 4% 100%									1 3% 50%	1 24 504		2 24 1004		1 28 504	1 28 504		1 1% 50%		1 6% 50%	1 23 50%	7 3% 100%	-
EXCURSIONS TO DANGER SPOTS ON ROADS	3 21 1001	1 22 332		2 8% 67%						1 2% 33%	<u>.</u>	2 4% 67%		2 2% 67%	1 31 331	1 2% 33%	2 4% 67%		3 41 1004			1 24 331	2 3% 67%	1 29 338

1		STATE						LOCAL	ITY		TYPE		Magazia	OF CLAS	9 kg	HATE	NIALS V	lto	19	ON VOED	_			
	TOTAL	esu	ACT	A1C	aa /\ '	177	ua,	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COURTY -MY	RURAL	OF SCHO GOVERN -MENT GO	NON	1-9	10-16	17+	LEVEL 1		BOTH	INTEGR -ATED	PART OF A THURS	BEPER -A72 SUB -JECT
RESPONDENTS	145 100k 100k	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 68	5 1002 32	51 1001 352	35 100% 24%	46 100% 32%	13 1009 98		30 100% 21%	63 100% 43%	56 100% 39%	20 1001 141	76 1002 523	50 100% 34%	18 100% 12%	54 1003 374	60 100% 41%	51 1000 35%
OLS-MON OUT AND ABO	T Vele													ı										1
PEACTISES CROSSING/ CROSSED NORDS	29 201 1002	6 11% 21%	2 17\$ 7\$	31% 26%	5 31\$ 17\$	2 294 74	2 132 72	4 44% 14%		11 229 38%	5 14% 17%	12 26% 41%	1 61 31	20 17% 69%	9 30% 31%	15 24% 52%	12 21% 41%	2 104 73	17 224 594	6 16 20 20	4 22% 14%	10 19% 34%	10 172 342	12 24% 41%
TRAVELLED ON BUSES/ TRAINS	7 5% 100%	3 6% 43%	1 8% 14%	3 12 % 43 %						6 121 861		1 24 144		6 51 861	1 31 147	1 28 148	2 4% 29%	4 20% 57%	3 4% 43%	4 8% 57%		6% 6% 43%	3 51 431	2 43 298
LOOKED AT SIGNS AND DISCUSSED HEARINGS	12 81 1001	3 6% 25%	2 172 178	2 81 171	3 19% 25%	1 14% 8%	1 61 81			6 128 508	2 6% 17%	3 78 258	1 83 6 3	8 7% 67%	4 138 338	13% 67%	3 54 258	1 52 64	9 12% 75%	2 48 178	1 61 81	2 48 178	7 124 564	4 92 332
VIBITED POLICE STATION/LOCAL TRAFFIC SCHOOL/BECA	9 61 1001	2 4% 22%		2 83 22%	4 25% 44%	1 14\$ 11\$:	2 48 228	3 9% 33%	4 98 448		7 6% 78%	2 78 225	5 54 544	5% 33%	1 5% 11%	4 58 448	0% 44%	1 61 111	3 68 338	7 12% 78%	2 44 224
USED A CAR TO DISCUSS PASSENGER SAPETY REATS/SEAT SECTS	5 34 1004	2 4% 40%			1 6% 20%	1 14% 20%		1 118 204		1 24 204	2 62 403	2 48 40%		2 24 404	3 10% 60%	3 54 604	1 28 20%	1 51 201	3 42 602	2 4% 40%		1 2% 20%	3 51 601	2 4% 40%
SUILT A MORPHRY/ CROSSINGS/STC IN PLAYGROUND	1 1% 100%				1 6% 100%					1 2% 100%				1 12 1002			1 2% 100%	İ	1 1% 100%		!		1 24 1004	
OTHER OUTDOOR	4 3% 100%	1 24 254	1 8% 25%		1 6% 25%	1 14% 25%				2 4% 50%	1 31 251	1 22 25\$		1 18 251	3 104 754	3% 50%	1 2% 25%	1 53 25%	2 3% 50%	2 4% 50%		1 2% 25%	3 54 754	1 23 253
HETT CLASSROOM SCTI	ITIES 103 71% 100%	37 69% 36%	6 50% 6%	18 69% 17%	12 75% 12%	6 63 63	13 614 134	894 88	3 604 3%	92 63 \$ 31 \$	31 892 301	29 633 281	11 85% 11%		20 67% 19%	47 75 % 46%	35 632 342	18 901 171	54 719 528	34 68% 33%	15 83% 15%	42 784 418	46 77% 45%	31 613 303
HADE A HOCK TOWN/ TRAFFIC LIGHTS/ ROAD IN CLASSROOM	27 191 1001	10 194 374		4 15% 15%	13% 7%	3 43% 11%	5 31% 19%	3 33% 11%		6 12% 22%	7 20% 26%	6 13% 22%	62% 30%	22 19% 01%	5 17% 19%	13 21% 48%	7 13% 26%	5 25% 19%	16 214 594	7 14% 26%	4 22 % 15%	12 22% 44%	10 172 372	7 148 268

OUT & ABOUT NORD EXPRITY-TRACHERS QUEST'MAIRE - JUNE 1989

(ABLE 24 (CONT.) STANDARD PANEL *BY* Q12-NOW OUT AND ABOUT WEED

:	 i				STAT								<u></u>											
	i										TOCAL	وسنب		TYPE OF SCHOOL	OL.	_	OF CLAS	200	HATE	PIALS 1	343	la 	OV UNED	
i	TOTAL.	PEV	act	Aic		нт	•	OLD	TAS	CITY -M	OTHER URBAN AREA	COURT -RY TOMP	MRAL	GOVERN -HENT GOV -I	HOR	1-9	10-16	17+	LEVEL 1		Both Levels	-ATED	PART OF A THERE	OEPER -ATE SUB -JOCT
KESPONDENTS	145 1008 100%	54 1008 37%	12 100% 8%	26 100% 18%	16 1008 118	7 100% 5%	16 100k 128	9 1002 53	5 1001 38	51 100% 35%	35 1009 248	46 100% 32%	13 1004 91	100%	30 1001 211	63 100% 43%	54 100% 39%	20 1002 148	76 1008 52%	50 1002 34%	18 100s 124	54 100 2 37%	60 1008 418	51 2000 35%
OLE-WON CALL THE WAY	A Miles														ł									1
DRAMB/PLAYS/HIME/ POEMS	21 14% 100%	7 13% 33%	4 33% 19%	2 84 104	2 13% 10%	3 438 148	3 19% 14%			8 16% 36%	3 92 143	6 13\$ 29\$	4 31% 19%		13% 19%	11 178 524	6 118 298	3 25% 14%	10 13% 48%	6 128 29%	5 281 241	8 15% 38%	9 15\$ 43\$	0 16% 3 0 %
ART AND CRAFT/DAGU CLOTHING/MADE YELLOW RAINCORTE/ DRAWING	30 21% 100%	13 242 438	4 332 138	3 128 108	1 61 31	4 572 132	3 192 102	1 112 3%	1 203 31	12 24% 40%	11 312 372	4 98 138	3 234 104	22 199 73%	272 272	12 298 40%	9 169 304	9 452 303	16 24% 60%	6 142 274	4 222 134	10 192 332	12 20% 40%	13 258 433
ROLE PLAY/ PRETEMPED THEY WERE CARS AND STUDENTS	20 14% 100%	10 193 508	2 17% 10%	2 81 101		2 29k 10k	2 13% 10%	1 11% 6%	1 201 51	4 8% 20%	4 17% 30%	7 154 354	3 23% 15%	16 14% 80%	131 201	10 16% 50%	4 78 204	4 202 202	10 13% 50%	7 14\$ 35\$	3 174 154	6 11% 30%	9 158 458	7 148 358
WHOTE STORIES/HAD STORIES/CREATIVE URITING	16 11% 100%	7 138 448	1 63 63		2 138 138	2 298 138	3 192 192		1 201 64	4 85 258	2 63 134	8 175 508	2 15% 13%		6 20% 38%	10% 38%	7 138 448	3 152 194	7 9% 44%	6 16% 50%	1 62 62	4 78 258	8 131 508	6 121 381
USED HILE CARTORS/ HILE CARTONS HODEL	16 11% 100%	4 7\$ 25%		7 272 442	2 134 134		2 138 138		2 40% 13%	4 8% 25%	7 20% 44%	5 112 312	1 81 61	16 14% 100%	1 31 61	7 11% 44%	4 7% 25%	6 301 381	13 17% 81%		4 221 251	9 178 568	10 178 638	2 48 138
BANG SAFETY SONGS/ MUSIC AND SINGING	8 62 100%	3 6% 38%		2 85 25%		2 29% 25%		1 11% 13%		2 4% 25%	4 11% 50%	1 21 131	1 81 131	7 6% 80%	1 32 134	4 6% 50%	2 4% 25%	2 101 251	5 7% 63%		3 17% 30%	4 7% 50%	2 3% 25%	4 83 503
HELD A SURVEY ABOUT NOW CHILDREN CAME TO SCHOOL	3 21 1001	1 2\$ 33%		1 4% 33%			1 62 332		!	1 2% 33%		2 4% 67%		3 38 1004	į		3 5% 100%		1 12 332		2 11% 67%	2 4% 67%		12 48 678
DREW HAPS OF QUICKEST, SAFEST WAY TO SCHOOL	3 21 1001	1 2% 33%		1 4% 33%					1 202 334	2 4% 57%		1 28 33\$		1 1% 33%	7% 67%	1 2% 33%	2 4% 67%	ł	2 3% 67%	1 21 331		1 21 331	1 28 338	1 24 33%
MAD PICTURE TALKS	7 5% 100%	6 11% 86%					1 41 142				4 118 578	3 78 432		7 6k 100k			3 52 432	3 154 434	5 74 714	2 48 29%		2 48 298	5 81 711	1 28 148
MADE ROAD SAFETY S10HS	1 1% 100%	1 23 1001											1 8% 100%	1 1% 100%		1 28 1008			1 18 1008	·				1 28 1003

OUT & ABOUT ROAD SAFETY-TEACHERS QUEST'HAIRE - JUNE 1989
[ABLE 24 (CONT.) STANDARD PANEL *SY* Q12-HOW OUT AND ABOUT USED

j					8TA1	TE .					FOCET	l TY	-	TYPE		HUMBER	of CLAS	959	HATE	RIALS U	120	HK	N USED	
	TOTAL	NSV	ACT	AIC	8A	#7	us.	QLb	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RUMAL	COVERS -HEST CO	HON	1-9	10-16	17+	LEVEL 1		BOTH	-ATED	PART OF A THEME	BEPER -ATE BUB -JECT
RESPONDENTS	145 100k 100k	54 100% 37%	12 1004 81	26 1008 18%	16 1008 118	7 100\$ 5%	16 100% 11%	9 100% 6%	5 1008 3%	51 100% 35%	35 100% 24%	46 100\$ 32\$	13 100\$ 93	115 100% 79%	30 100% 21%	63 1008 638	56 1002 392	20 1004 144	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 1002 358
Q12-HOW OUT AND ABO	T CHED																							
INTEGRATED WITH OTHER LESSONS/ MATHS/ENGLISM/ HEALTH	26 184 1001	10 19% 38%		6 23% 23%	4 25% 15%	2 29% 6%	13% 6%	1 11% 4%	1 203 48	6 12% 23%	10 29% 36%	174 314	2 15% 8 %	20 17% 77%	6 20% 23%	14 22% 54%	14% 31%	4) 20% 15%	15 20% 58%	6 12% 23%	5 28% 19%	10 194 364	15 25% 58%	7 148 278
USED IN CONJUNCTION WITH STREETS AMEAD/ SOADSWORK	13 9% 100%	1 21 81	1 61 81	3 12% 23%	4 25% 31%		1 63 83	2 22% 15%	1 203 83	4 81 314	5 14% 36%	4 9% 31%		10 98 778	3 108 238	4 6% 31%	11% 46%	3 152 232	5 7% 38%	6 12% 46%	2 11% 15%	9 17% 69%	7 128 548	2 48 158
TALES FROM POLICE/ ROAD SAFETY PROPLE/ LOLLYPOP PROPLE	19 132 1002	4 72 212	2 17% 11%	4 238 328	2 138 116		2 13 8 11 8	2 22% 11%	1 201 51	16% 42%	4 118 218	5 11% 26%	2 153 118	14 128 748	5 17\$ 26\$	13% 42%	5 91 261	4 20% 21%	129 478	12% 32%	4 221 211	15% 42%	6 104 324	5 104 248
HOME DISCUSSIONS	2 1% 100%			1 4% 50%	1 68 501					1 24 504	1 3% 50%			1 1% 504	1 3% 50%	1 28 508	1 23 504		2 33 1004			1 21 501	2 3% 100%	
ULHER CLASSICON	16 118 1008	6 11% 38%	1 81 61	2 81 131	1 63 64	3 43% 19%	2 13 % 13 %	1 112 62	!	5 10% 31%	5 14 % 31%	2 4% 13%	4 31% 25%	12 10% 75%	4 13% 25%	9 148 568	4 78 258	3 15% 19%	12 16% 75%	2 41 131	2 11 % 13%	4 71 251	10 17% 63%	3 62 198
MALA STEACH LOLICE	ACTIVI 63 43% 100%	27 50% 43%	5 42% 6%	11 42% 17%	6 38% 10%	3 43% 5%	10 63% 16%	1 114 25	!	25 49% 40%	14 40% 22%	16 39% 29%	6 46% 10%		12 40% 19%	24 38% 36%	30 54% 4 8%	8 401 131	24 32% 38%	31 62% 49%	0 44% 13%	22 41% 35%	28 47% 44%	24 47% 38%
CHILDREN BROUGHT IN BIRES/CHECKED THEM/LOCKED AT BIRES	14 108 1008	6 11% 43%	1 8% 7%	5 198 368	2 138 148					6 12\$ 43\$	2 63 148	5 11% 36%	1 8% 7%		2 78 148	4 61: 291:	7 132 502	3 15% 21%	5 72 362	8 16% 57%	1 6% 7%	6 11% 43%	7 12% 50%	4 8% 29%
DISCUSSED SAPETY WHEN RIDING BIKES	15 104 1003	8 15% 53%	2 174 134	1 4% 7%	2 13% 13%		2 13% 13%			164 538	2 6% 13%	4 91 278	1 81 71	14 12% 93%	1 34 78	4 4% 27%	8 14% 53%	3 15% 20%	3 4% 20%	10 20% 67%	2 11% 13%	0 15% 53%	6 104 403	4 83 278
DISCUSSED NEED FOR MELHETS/BIKE MELMETS	9 61 1001	3 6% 33%		2 81 221	6% 11%	2 29% 22%	1 6% 11%	<u> </u>		4 8% 44%	2 6% 22%	2 41 221	1 81 111	7 6\$ 78%	2 73 228	4 68 443	5 98 568		5 79 564	3 64 334	1 6% 11%	2 4% 22%	7 124 784	4 81 442

					STAT	£					LOCAL	177		TYPE OF SCHOOL		HUMO ER	OF CLM	413	MATE	NIALA V	980	19	ON DOED	
	TOTAL	HSV	ACT	Aic	A)A	FT	VA.	gi.b	TAS	CAPIT -AL CITY	OTHER VRBAN AREA	COUNT - RY TOWN	AORAL	GOVERN -NENT GO	ntopr	1-9	10-16	17+	TEAST'		BOTH LEVELS	INTEGR -ATED	PART OF A TREME	SEPER -ATE SUB -JECT
RESPONDENTS	145 1008 1008	54 100% 37%	12 1004 8%	26 100% 18%	16 100% 11%	7 1004 84	16 100% 11%	9 1004 63	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 1006 94	115 1008 792	30 1002 212	43 1004 43%	56 100% 39%	20 1001 141	76 1004 52%	30 1008 348	18 1001 121	54 100% 37%	60 100% 41%	51 100% 35%
012-00M OPT AND AND	£ min																	ï			l			- 1
HOOR BIKES/ PERCTICAL BIKE HIBING/MAND BIGNALS	6 6 100	1 28 138	1 61 138		3 19% 38%		2 13% 25%	1 118 138		5 104 63%	1 3\$ 13\$	2 44 25%		4 32 505	131 501	3 58 388	5 92 638		3 48 383	102 632		1 2% 13%	3 5 % 36 %	ET. SOS
BICYCLE TRAINING COURSE/ CONCENTRAYED ON BIEE PROGRAM	9 6% 100%	6 11% 67%		3 12% 33%						2 4% 22%	1 34 114	112 562	1 63 128	8 71 892	1 32 112	2 34 228	6 112 672		1 1% 11%	7 14% 78%	1 63 113	2 4% 22%	5 8% 56%	3 68 338
OTHER BICYCLE ACTIVITIES	4 32 1002	2 4% 50%				1 14% 25%	1 62 258			2 48 508		2 4% 50%		9 38 758	1 32 252	1 28 258	3 58 758			2 48 508	2 112 502		3 53 758	2 42 502
USED STICKERS AS SEMANDO/GOOD WORK	4 3% 100%	1 28 258		1 43 25%			2 13% 50%		1		2 64 50\$	1 28 258	1 81 253	4 3% 100%			3 51 751	1 52 252	2 31 104	2 42 502		2 4% 50%	3 58 758	1 21 25 k
SENT PARENTS'	4 31 1001	1 2% 25%		1 45 25%	2 13% 50%					2 49 50%	2 68 509			3 3t 75t	1 32 252	1 24 25%	3 5% 75%		3 42 758	1 28 258		2 4% 50%	3 54 754	1
OTHER ACTIVITIES	6 6 100	4 7% 50%		2 81 251	2 13% 25%				1	3 62 362	2 64 258	3 74 368		7 64; 881;	1 33 135	1 24 13%	2 4% 25%	5 25% 63%	2 3% 25%	5 104 638	1 64 131	4 7% 50%	3 51 381	3 61 341
REMOTE RURAL/NO REAL TRAFFIC EXPERIENCE	5 32 1002	4 7% 60%				1 148 208						3 71 604	2 158 408	\$ 4\$ 100\$		4 61 801		1 5% 20%	3 41 601	1 21 201	1 6% 20%	1 2% 20%	3 5% 60%	2 43 403
EIT EXCELLENT/VERY GOOD/OUTSTANDING/ VIDEO EXCELLENT	68 1001	2 48 258	3 25% 36%	1 4 \$ 13 \$			2 13% 25%			6 12% 75%			2 15% 25%	5 4% 63%	3 10% 38%	5 81 631	3 5% 3 6%		5 72 632	2 4% 25%	1 61 131	2 4% 25%	2 3% 25%	5 108 438
HORE PICTURES FOR	3 23 1001	2 4% 67%					1 6% 33%			1 24 33%	1 31 331	1 24 334		2 26 676	1 31 334	1 24 334	2 4% 67%		2 34 678		1 61 331	3 62 1002	1 24 334	1 2k 334
HAVE JUST REGUN USING/HAVEN'T PINISHED IT YET	5 3 100 100	1 2% 20%		2 84 404			2 13% 40%			2 41 401	2 61 401	1 28 208		3 35 60%	2 71 403	2 3% 40%	2 4% 40%	1 5% 20%	2 3% 40%	3 63 608		1 21 201	2 34 404	4 81; 80%

TABLE 24 (CONT.) STANDARD PANEL "SY" Q12-HOW OUT AND ABOUT USED

					97A1	13					LOCAL	ITY		TYPE OF SCHOOL	T	UMBER	of CLAS	9E\$	MATE	RIALS V	HD .	н	OV VEED	
	TOTAL	PSW	ACT	AIC	5 Å.	HT	un.	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	COVERN NO -HERT GOVET -HER	tri .	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH	INTEGR -ATED	PART OF A TERMS	STPER -ATE SUB -JECT
непропрянтя	145 1004 1004	54 100% 37%	12 100%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100% 6%	5 1001 31	51 100% 35%	35 100% 24%	46 1008 328	13 100% 9%	115 3 1008 100 794 21		63 100% 43%	56 100% 39%	20 1001 141	76 100% 52%	50 100% 34%	18 100% 12%	54 1001 371	60 100% 61%	51 100% 35%
012-HOW OUT AND ASO	7 19829														}			j						ł
AS UNIT/THEME	9 61 1001	6 11% 67%		1 48 118	1 62 112		1 6 3 11 3			1 24 114	4 118 448	4 92 442		9 6% 100%		4 62 442	3 51 332	1 52 112	5 7% 54%	4 81 448		2 4% 22%	9 151 1001	j
ALL OTHER POSITIVE	10 71 1001	4 72 402	1 61 101	2 81 201	1 6% 10%	1 14\$ 10\$	1 6% 10%			3 62 304	1 32 104	5 11% 50%	1 81 101	8 72 1 804 20	2 2	5 8% 50%	4 72 401	1 51 101	5 7% 50%	5 101 501		3 5% 30%	131 808	1 23 104
ALL OTHER WEGATIVE	9 42 1001	3 68 338		3 12% 33%	1 6% 11%	1 14% 11%			20% 11%	3 64 334	2 64 224	4 98 448		6 7% 3 89% 11	1 R	6 108 678	2 41 221		6 8% 67%	2 48 228	1 61 111	3 48 338	6 108 674	2 43 223
NO INFORMATION	5 34 1001	2 4% 40%	1 81 201			1 141 201			1 20% 20%	3 6% 60%		2 41 401		4 3% 3 80% 20	1 2 2	2 31 401	1 24 201		3 43 40%	1 28 208	1 6% 20%	2 4% 40%	2 31 401	2 41 402
NO RESPONSE	1 12 1002	 	1 6% 100%							1 24 1004				1 18 100%				1 \$1 1001						1 21 1001

UPLE 25

STANDARD PANEL

BY Q13a(1)-TIME ALLOCATION IN FUTURE

CHILDREN'S ACTIVITY BOOKS

HOW USED HOUSE OF CLASSES MATERIALS VOED TYPE LOCALITY STATE OF BORDON. SEPER LEVEL LEVEL BOTH INTEGR PART 17+ 1-9 10-16 OTHER COUNT 133 CAPIT VIC 2 LEVELS -ATER OF A -ATE ACT 1000 -AL UPBAN -RY THERE 272 TOTAL -HENT COVERN AREA TOUR CITY -JECT -HENT 21 19 20 11 18 36 11 12 16 100% 7 3 1003 1003 100% 100% 100% 16 100% 100% 1001 45 1001 100% (ESPONDENTS 100% 100k 100x 100% 100% 1003 100% 100% 100% 448 23 24% 47% 42% 53% 100% 1002 42% 16% 401 1001 27% 93 201 40% 241 23 92 164 16% 100% 40%)13a(1)-TIME ALLOCATION IN PUTURE MILIBERR'S SCHIFFLY BOOKS 1 1 1 51 41 118 62 10% (10) 9% 252 100% 100% 21 1001 100% 100% 100% 100% 113 51 103 41 112 252 62 81 83 20% (20) 92 472 25% 332 67% 334 71 118 33% 672 33% 334 100% 33% 335 100% 678 2 1 113 10% 1 172 11% 11% 25% 118 25% (25) 68 92 88 504 25% 50% 13% 14% 100% 25% 91 50k 50% 258 254 100% 25% 25% 25% 25% 25% 254 100% 3 1 1 2 183 19% 52 104 43% 13% 2 1 48 52 88 221 17% 30% (30) 91 111 40% BOX 20 t 604 40% 112 25% 25% 60t 113 60k 401 208 204 40% 40% 20% 40% 20% 100% 40% 1 51 48 51 38 35% (35) 68 254 100% 100% 21 1004 100% 100% 1002 100% 3 1 3 14% 118 36% 2 29% 43 351 224 223 51 173 27% 40% (40) 100% 28% 25% 38% 50% 25% 148 13% 254 134 228 50% 164 752 25% 13% 63% 364 13% 25% 100% 50% 1 1 2 2 5% 1 93 5% 88 118 1 63 45% (45) 183 50t 33% 501 504 100% 68 100% 100% 100% 50% 100% 50% 5 3 2 2 24% 213 2 100% 16% 21% 154 2 228 16% 29% 113 178 25% 223 18% 50% (50) 22% 67% 221 56% 44% 118 50% 25% 14% 33% 22% 563 33% 443 20% 11% 894 11% 113 448 22% 22% 228 22% 113 22% 22% 100% 1 2 2 2 3 92 10% 113 2 81 15% 118 118 16% 25% 113 178 60% (60) 113 40% 40% 20t 29% 40% 603 17% 40% 604 11% 201 20% 80% 40% 40% 40% 60% 100%

'ABLE 25 (CONT.) STANDARD FAMEL

BY Q13a(i)-TIME ALLOCATION IN PUTURE
CHILDREN'S ACTIVITY BOOKS

1				1	TATE					LOCAL	117		TYPI OF SCI		MREER	OF CLM	ets.	IGATE	RIALS W			OV USES	
	TOTAL	Min	ACT	AIC	SA	MT	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	20mm -84 COMML	MURAL	COVERS	HOM MOM THERMS	1-9	10-16	17+	LEVEL 1	TEAST 2	BOTH EVELS	integr -ated	PART OF A THERE	SEPER -ATE SUB -JECT
RESPONDENTS	45 100% 100%	18 100% 40%	4 100% 9%	0 100% 18%	7 100% 16%	4 100% 9%	3 1008 78	1 1008 21	18 200% 40%	11 100% 24%	12 100% 27%	100% 9%	34 100% 80%	9 100% 20%	18 1008 404	19 100% 42%	7 1008 168	24 100% \$3%	20 1004 448	1 1001 23	11 100% 24%	21 100% 47%	19 100% 42%
CHIPDEN, & VCALATAL GIBT(1)-LIME VITOCU	DOORS IN	FUTURE																		1			
70% (70)	3 21 1001				1 14% 100%				1 61 1008					1 11% 100%	1 6% 100%			1 4% 100%					1 53 1004
aoz (80)	3 78 1008	118 678			1 148 338				1 48 33%		2 17% 67%		3 81 1001	Ì		3 16% 100%		1 42 332	2 102 674		1 91 338		2 11% 678
NO INFORMATION	1 24 2004	1 6% 100%									1 8% 100%			1 112 1004	i 6% 100%			1 48 1008					1 51 1001
O% (D)	2 43: 1005	1 61 501		1 13% 50%					1 615 50%		1 8% 50%		2 6% 190%		1 61 501	1 51 50¢		1 4% 50%	1 5% 50%			1 5% 50%	1 54 504
HEARS STD. DEVIATION	41.5 18.9	43.8 20.9	36.6 13.1	33.1 16.2	55.0 18.5	22.5 10.4	48.3 2.9	40.0	43.9 18.0	35.9 13.0	44.1 25.4	38.8 19.3	41.5 19.1	41.3 18.9		45.0 22.2	30.6 9.0		43.5 19.3	50.0	45.9 14.3	36.7 15.6	44.2 21.6

PARLE 26

STANDARD PAREL

BY (11)-

OTHER ACTIVITIES WITHIN THE CLASSROOM

FILTERS: CHANGE TO TIME ALLOCATION

ļ				1	TATE	_				LOCAL	117		TYP		perset	OF CLAS		PATE	RIALS W	419		W 1888	
·	TOTAL	₩ŝ₩	act	Vic	A.A.	HT	ÔΓÞ	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COURTY -ITY TOUR	RURAL	GOVERN -NEXT	MON	1-9	10-16	17+	LEVEL 1		BOTH	-ATED	PART OF A THERE	SEPEN -ATE SUB -JECT
RESPONDENTS	45 100% 100%	18 100% 40%	4 1008 98	100% 16%	7 1002 148	4 1004 98	3 100% 7%	1 1002 23	18 1004 403	11 100\$ 24\$	12 100% 27%	4 1007 9%	36 100% 80%	9 1003 20%	18 100% 40%	19 100% 42%	7 1003 164	24 100% 53%	20 100k 44%	1 1001 21	11 100% 24%	21 100% 47%	19 100% 42%
Other SCHLAISIES AT	MIN SIN	GI-TREP)OM														1						
10k (10)	6 133 1002	3 17% 50%		1 13% 17%	2 29% 33%				3 178 508	1 91 171	2 17\$ 33\$		5 14% 83%	1 114 174	11% 33%	4 21% 67%		3 13% 50%	3 15% 50%		1 98 178	2 101 331	3 161 50t
20% (20)	10 22% 100%	5 28% 50%	2 504 204	1 134 104	2 292 202				5 282 504	2 18% 20%	2 178 208	1 25% 10%	10 281 1001		4 22% 40%	4 21% 40%	2 291 204	2 6% 20%	7 35% 70%	1 1001 101	5 45% 50%	2 101 204	5 26% 50%
25k (25)	6 181 1001	3 17% 38%	1 254 134	2 25% 25%	1 14% 13%	1 25% 13%			2 118 258	2 184 258	3 25% 36%	1 25% 13%	6 178 788	2 22% 25%	3 172 382	5 26k 633		6 25% 75%	2 104 254			4 291 751	3 163 38 %
30% (30)	7 162 1003		1 25 % 14%		2 29% 29%	1 25 \$ 14 \$	3 1008 43%		3 178 438	2 18% 29%	1 65 148	1 25% 14%		2 225 298	2 11% 29%	3 168 438	2 292 293	5 21 % 71 %	2 105 292		3 27% 43%	4 193 572	2 113 293
· 40% (40)	9 20% 100%			2 25% 22%		1 25% 11%		1001 112	4 22% 44%	2 196 228	2 178 228	1 25% 11%		2 224 224	4 22% 44%	2 114 225	2 291 231	4 17% 44%	8 25% 56%		2 181 221	4 192 442	4 21% 44%
50% (50)	2 4% 100%			1 13% 50%		1 25% 50%				2 181 1008			1 3% 50%	1 11% 50%	1 61 501		1 143 508					2 10% 100%	
NO THEOREMENT ON	1 2% 100%	63									1 81 1001			1 11% 100%	1 6% 100%			1 4% 100%					1 51 100k
on (0)	2 41 1001	63		1 13% 50%					1 68 508		1 81 501		2 6% 100%	ļ	1 62 50%	1 53 503		1 4% 50%	1 54 504			1 5% 50%	1 51 501
HEANS STD. DEVIATION	25.7 12.1	23.8 12.6	23.0 4.8	26.3 16.6	20.7 8.4	36.3 11.1	30.0	40.0	23.9 11.8	30.9 12.6	22.3 12.3	28.8 6.5		31.3 12.2	26.2 13.1	21.8 10.4	32.9 11.1	27.4 12.6	24.0 11.6	20.0	25.5 9.3	28.1 12.6	23.6 11.7

STANDARD PANEL

BT (111)-

PRACTICAL ACTIVITIES IN THE SCHOOLYAND

FILTERS: CHANGE TO TIME ALLOCATION

	-				TATE					LOCAL	lty		TYPE OF SC		MANGER	OF CLA	oots	MATE	STALS W	N	11	ON ARED	
	TOTAL	RSW	ACT	A1C	2A	jet	ÖFÐ	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RURAL	-HERT	MOR	1-9	10-16	17+	LEVEL 1		SOTH	INTEGR -ATED	PART OF A THEME	ARPER -ATE SUB -JECT
RESPONDENTS	45 1002 1002	16 1004 408	4 1002 92	8 1004 18%	7 100% 16%	4 1008 98	3 1003 7%	1 100% 2%	18 1004 404	11 100% 24%	12 100% 27%	100k 9%	36 100% 80%	9 100% 20%	18 100% 40%	19 1008 428	7 100% 16%	24 100% 53%	20 100k 44k	1 100k 2k	11 100% 24%	21 1004 47%	19 1001 421
hactical activitie	\$11 TH	aCapol.	Ayro						 											!			
5% (5)	2 43 1003	1 6% 50%			1 148 508				1 61 501		1 83 504		2 6% 100%			2 11% 100%		1 4% 50%	1 58 501		1 94 502		1 52 504
10% (10)	18 40% 100%	6 33% 33%	2 50% 11%	2 25% 11%	4 57% 22%	25% 6%	3 100% 17%		7 39% 39%	6 551 332	4 338 228	1 25% 6%	15 42% 63%	3 334 172	6 33% 33%	9 478 508	3 438 178	12 50% 67%	5 25 1 281	1 100% 6%	3 27% 17%	43% 50%	7 372 392
15% (15)	2 41 1001			1 232 502	1 148 508				1 6% 50%	1 92 502			100# 2		11% 100%				2 104 1004		1 92 501	1 58 501	1 58 50%
20% (20)	12 271 1001	8 443 673	1 25% 6%	2 254 174		25% 9%			8 28% 42%	3 278 258	3 25\$ 25\$	1 25% 8%	10 201 631	2 221 171	4 22\$ 33\$	4 21 % 33%	4 571 331	4 17% 33%	67%		5 45% 42%	6 292 508	4 212 334
· 25% (25)	7 163 1001	1 6% 14%	1 25% 14%	2 25% 29%	1 14% 14%	2 501 291			2 11% 29%	1 92 242	2 174 294	2 501 291	5 14% 71%	2 221 291	4 22% 57%	3 168 438	!	5 21% 71%	2 108 293			4 194 574	4 212 572
NO INFORMATION	1 24 1001	1 6% 100%									1 81 1001			1 11% 100%	1 61 1001			1 4% 100%					1 54 100%
os (0)	3 71 1001	6% 33%		1 134 334				1 100% 33%	2 11% 67%		1 64 331		2 63 67%	1 124 334	1 64 33%	1 51 331		1 4% 33%	2 102 672		1 9% 33%	1 5% 33%) 5% 93%
HEANS STD. DEVIATION	14.4 7.3	14.7 7.0	16.3 7.5	15.6 8.6	12.1 5.4	20.0 7.1	10.0		13.3 7.7	14.5 5.7	14.1 0.3	20.0 7.1	14.3 7.1	15.0	15.9 7.3	13.4 7.5	15.7 5.3	14.3 7.4	14.6 7.5	10.0	13.6 7.1	15.5 7.1	15.0 7.7

TABLE 28

STAMPARD PAREL

BY (1111)-

PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLTERS

FILTERS: CHANGE TO TIME ALLOCATION

1					TATE					LOCAL	LTT		TYPE		FUNDER	OF CLAS	1823	HATE	RIALS W	•	30	OW USED	
	TOTAL	jegu	ACT	AIC	24	let	Örp	TAR	CAPIT -AL CITY	OTHER UPSAM AREA	COUNT -HY TOUR	MAL	COVERN -PROPE	3000	1-9	10-16	17+	LEVEL 1	S F	EAEITO BOLLE	INTEGR -ATED	PART OF A THERE	BEPER -ATE SUB -JECT
RESPONDENTS	45 100% 100%	18 100% 40%	4 100% 9%	0 100% 18%	7 100% 16%	100% 9%	3 100% 7%	1 100k 2k	18 100% 40%	11 100% 24%	12 1004 27%	4 1003 9%	36 1004 803	9 1003 203	18 100% 40%	19 100% 42%	7 100\$ 14\$	24 100% 53%	20 1004 444	1 1004 21	11 100% 24%	21 1003 478	19 100% 42%
barcings soilating (ffff)-	COTAI	5 THE P	CHOOLYM	Þ																			Í
5% (5)	3 71 1001	2 11% 67%			1 144 334				1 6% 33%		2 178 678		3 6% 100%			3 163 1005		2 83 678	1 5% 33%		1 91 331	1 58 338	1 5% 33%
104 (10)	11 24% 100%	4 22% 36%		2 25% 10%	3 43% 27%		2 67% 16%		2 114 101	4 344 344	4 334 345	1 252 98	10 28% 91%	1 112 92		212 364	3 43% 27%	33% 73%	3 15% 27%		36 % 36 %	6 29% 55%	3 1 68 278
15% (15)	4 91 1001			1 13 % 25 %		2 50% 50%	1 33% 25%		112 502	1 92 263		1 25% 25%	11% 100%		2 11% 50%	2 11% 50%		3 13% 75%	1 5% 25%		1 94 254	1 58 25%	3 168 75%
20% (20)	11 24% 100%	7 39% 64%	3 75% 27%					1 1001 91	6 33% 55%	3 278 278	2 178 184	:	228 734	3 33% 27%	113 163	5 264 654	3 438 278	3 13% 27%	7 35% 64%	1 100k 94	36% 36%	4 198 368	4 212 363
25% (25)	5 11% 100%		1 25% 20%	1 13% 20%	2 29% 40%	1 25% 20%			6% 20%	2 163 404	1 81 201	25% 20%	14% 100%		3 178 608	114 404		4 172 803	1 52 204		1 92 201	3 148 608	118 404
30% (30)	1 21 1001					1 25% 100%				1 92 1004		ı		1 11\$ 100\$	1 68 1008			1 42 1003		I		1 5% 100%	
40% (40)) 2% 100%			1 138 1008					1 6% 100%				1 3% 100%			1 52 1004		l:	1 52 1004		,	1 5% 100%	
NO IMPONNATION	1 23 1003	6%									1 81 1001		_	1 118 1008	1 68 1001	_	أ	1 4% 100%	_	ļ		_	1 5\$ 100\$
01 (0)	183 1003			3 38% 38%	1 14% 13%				5 28 63%		2 178 258	1 25% 13%		3 33% 36%	28% 63%	118 254	1 14% 13%	2 81 251	30% 75%			19% 50%	261 631

PABLE 28 (CONT.) STANDARD PANEL

BY (1111)-PRACTICAL ACTIVITIES OUTSIDE THE SCHOOLYARD

					PTATE					LYCAL	lty .		7171 07 80			OF CLAS	(30)	MATE	RIALS W	949	н	OW VSRS	
	TOTAL	HEW	ACT	Alc	AA	ЯT	QLD	TAS	CAPIT -AL CITT	OTHER URBAN AREA	LOPIN -EA COMMA	RURAL	COAFIN	HONE POVERNI -HERIT	1-9	10-16	17+	LEVEL 1	3 FEART	POTH	INTEGR -AYED	PARY OF A THEME	SEPER -ATS SUS -JECT
RESPONDENTS	45 1002 1002	18 100% 40%	100% 9%	8 100% 18%	7 1008 164	100% 9%	3 100% 7%	1 1001 21	18 1008 40%	11 100% 24%	12 100% 27%	4 1003 9%		9 1003 208	18 100% 40%	19 100% 42%	7 1908 164	24 100% 53%	20 100% 44%	1 1004 28	11 100% 24%	21 100% 478	19 100% 42%
PRACTICAL ACTIVITIES	OPT#1	6 THE 84	CHOOLYA	rip											l					i			į
HEAMS STD. SEVIATION	13.6 9.5	11.2 0.4	21.3 2.5	12.5 14.1	17.1 9.5	21.3 7.5	11.7 2.9	20.0	23.3 11.1	17.7 7.2	10.5 8.2	12.5 10.4		12.5 11.6		14.5 10.0	12.9 7.6	14.1 8.3	12.8 11.1	20.0	15.0 6.3	14.5 10.9	11.7 9.1

STANDARD PANEL *SY* Q136-REARCHS WAY TIME ALLOCATION WOULD BE DIFFERENT

i					STAT	r E					LOCAL	177		7YPE		FURNICE	OF CLAS	1923	MATE	EIALS W	lb	10	משפט על	
	TOTAL	High	act	AIC	2A	M.S.	1/0	QLD	TAS	CAPIT -AL CITY	OTHER URSAN AREA	COUNT - NY TOUN	gweal	OF SCH GOVERN -HERT G	MON	1-9	10-16	17+	TEVEL	LEVEL 2	BOTH	-ATED	PART OF A THERE	beren -Ate evo -Ject
IES PONDENTS	145 1008 1009	54 1003 378	12 1001 81	26 1004 184	16 100% 11%	7 100% 5%	16 1003 113	9 100% 63	5 1002 32	51 100% 35%	35 100% 24%	46 1001 321	13 100% 9%	115 100% 79%	30 100k 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 1004 528	50 1001 341	16 100% 12%	54 100% 37%	60 1008 418	51 1002 352
11.20-REDUCING MAY BY	e atro	ATION VO	71.3. 3E	DILLEN	學																			ŀ
NOW HOME WCITATIONS	22 15% 100%	7 13% 32%	2 174 94	5 19 4 238	4 25% 16%	3 43% 14%		1 11% 58		11 22% 50%	6 174 278	3 7% 14%	2 15% 9%	19 17% 86%	3 108 148	11 17% 50%	7 13% 32%	4 20% 18%	10 13% 45%	11 22% 50%	1 6% 5%		11 16% 50%	162 363
HORE IMPORTANT TO 30 OUT OF SCHOOL GROUNDS/SEE MEAL	12 6% 100%	4 7% 33%		3 124 254		3 438 252		1 11% 8%	1 201 81	3 6% 25%	4 118 338	3 7% 25%	2 151 172		2 71 178	6 10% 50%	5 91 425		6 82 501	6 12% 50%		2 4% 17%	6 10% 50%	5 109 429
LINE 40 SEADIE HORTE HYAE HOUSE	5 31 1001	1 2% 20%	1 61 201	1 4% 20%	1 6% 20%			1 113 203		2 48 408	2 48 404	1 28 206		33 803	1 3% 20%	3% 40%	2 4% 40%	1 5% 20%	3 4% 604	42 402		5% 60%	31 401	5 63 60t
A SET TIME EACH WEEK/WEEKLY FOR A TERM	1 12 1002			1 48 1008						1 28 1008					1 32 1002	1 2% 100%				1 24 1004			1 2% 100%	1 24 1004
DESPEN/HORE DISCUSSIONS	3 24 1004	3 6% 100%								2 4% 67%		1 2% 33%		3 3% 100%			1 25 358	2 10% 67%	1 15 332	2 4% 67%		3 6% 100%		
INTRODUCE ROLE PLAT/PREMETISATIONS	3 21 100%		1 81 331	1 4% 33%	1 6% 33%				1	3 61 1005				1 15 338	2 72 678) 28 338	1 2% 33%	1 52 332	1 12 334	2 4% 67%		1 28 338	1 21 331	
HORE WEE OF WOREHOUSE/HORE ARTWORE/FOLLOW BOOK THROUGH	4 31 100%	1 28 25%	1 49 25%	1 4\$ 25\$	1 64 254					1 28 258	2 6% 50%	1 24 258		3 3% 75%	1 3% 25%		2 4% 50%	2 104 504	92 1002			2 4% 50%	3 51 751	
WOULDN'T USE BOAIN/ TOO DIFFICULT FOR 3RB LEVEL	3 2% 100%			1 4% 33%						2% 33%		2 4% 67%		3 3% 100%		1 21; 331;	2 4% 67%		1 12 334	2 4% 67%			2 31 671	24 334
NO INFORMATION	1 12 1002	2%										1 25 1005		1 18 100%			1 28 1008			1 2% 100%		ł		100s
OTHER	7 5% 100%	4 74 578	1 81 143		2 13% 29%					4 8% 57%		2 4% 29%	1 81 141		4 13% 57%	4 68 578	2 4% 29%	1 5% 14%	4 5% 57%	3 61 431			3 51 431	815

OUT & ABOUT SOAD SAFETY-TEACHERS QUEST'HAIRE - JUNE 1989

TABLE 29 (CONT.) STAMBARD PAREL "BY" Q13b-REASONS WHY TIME BLLOCATION WOULD BE DIFFERENT

					STA	T £					LOCAL	1 TY		TTP		PAREN	OF CLA	MES	MATE	RIALS V	13RD		ON VARD	
	TOTAL	MEU	ACT	A1C	17	817	WA	OLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RUMAL	COVERN	BOH COVERN -HEST	1-9	10-16	17+	1 LEVEL	LEVEL 2	BOTH	INTEGR -ATED	PART OF A THERE	SEPER -ATE SUB -JECT
RESPONDENTS	145 1001 1003	54 100% 37%	12 100% 8%	26 100% 18%	16 100% 11%	7 100% 5%	16 100% 11%	9 100k 68	5 100£ 33	51 100% 35%	35 1004 248	46 2008 32%	13 100\$ 93	100%	30 100% 21%	63 100% 43%	56 100% 39%	20 100% 14%	76 100% 52%	50 100% 34%	18 100% 12%	100%	60 100% 41%	51 100% 25%
OTEN-BENGON AND AT	e auo	ATION V	ioora ali	BLFFER									1		ı						Ì	ł		ł
NO RESPONSE	100 691 1003	36 47%	8 67% 6%	18 49% 18%	9 561 91	3 43 \$ 3 \$	16 100% 16%	6 678 68	4 801 41	33 65% 33%	24 69% 24%	34 74% 34%	9 692 92	79 492 792	21 70% 21%	45 71% 45%	37 66% 37%	13 65 % 13%	52 68% 52%	30 60% 30%		80%	39 65 % 39 %	32 638 328

TABLE 30

1					STAT	re					LOCAL	1TY		1117		WHOLI	OF CLAS	929	MATE	RIALS U	eto i		ON VERD	\neg
	TOTAL	RSU	act	AIC	£A	nt	1433.	QLD	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -BY TOWN	RURAL	OF SC COVERS -NEST	HOOL HONE GOVERN -HENT	1-9	10-16	17+	LEVEL	LEVEL 2	BOTH LEVELS	INTEGR -ATED	PART OF A THIRKE	SEPER -ATE SUB -JECT
RESPONDENTS	145 1003 1003	54 100% 37%	12 100%	26 100% 10%	16 100% 11%	7 100% 5%	16 100% 11%	100% 64	5 100% 3%	51 100% 35\$	35 100% 24%	46 100% 32%	13 100% 9%	115 100% 79%	30 100% 21%	63 1004 638	56 1001 391	20 1003 148	76 100% 52%	50 1004 34%	18 100% 12%	54 100% 37%	60 1008 41%	51 1008 358
Old-Parint Theorym	paá .																		,					
IMAOTARD LUMOTARD	37 26% 100%	10 193 272	7 58% 19%	7 27% 19%	3 192 81	4 57% 11%	4 25% 12%	1 11% 3%	1 201 31	18 35% 49%	4 11 % 11 %	11 24% 30%	4 313 118	28 24% 76%	9 301 241	15 24% 41%	17 30% 46%	4 201 111	19 254 518	10 204 278	7 392 198	12 22% 32%	16 272 438	17 332 444
SENT NOME PARENTS' CUIDES	105 72% 100%	44 81% 42%	4 33\$ 4\$	17 65% 169	14 881 138	3 43% 3%	12 75% 11%	8 871 81	3 601 31	32 631 304	29 83% 28%	35 764 338	9 691 91	84 73% 80%	21 704 204	46 738 448	39 704 374	15 753 144	56 74% 53%	38 76 % 36%	11 61% 10%	40 74% 36%	43 72% 41%	35 692 332
DISCUSSED ROAD SAFETY AT A MEETING	12 83 1008	113 508	2 178 178		1 6% 8%		1 61 81	2 221 171		3 48 258	2 68 178	13% 50%	1 81 81	11 108 928	1 32 84	6 10\$ 50\$	3 58 254	1 5% 8%	4 51 331	4 64 334	4 22k 33%	5 91 421	4 71 331	5 104 424
PARENTS NELPED ALTH CLAMBROOM ACTIVITIES	21 143 1008	7 13% 33%	1 8% 5%	5 1 9% 24%	2 13% 10%	2 29% 10%	1 61 51	2 228 108	1 208 51	5 10% 24%	6 17\$ 29\$	8 174 38%	2 154 104	16 148 768	5 17% 24%	11 178 528	5 94 241	4 202 192	8 118 308	11 22 t 52 t	2 111 101	7 13% 33%	10 17% 48%	6 12% 29%
OTHER	12 8% 100%	11% 50%	1 6% 6%	3 124 258			1 61 81		1 201 81	4 88 338	118 338	4 92 332		10 98 838	2 79 178	4 6% 33%	3 54 254	5 251 421	5 78 428	6 121 501	1 61 81	4 72 338	5 81 424	12% 50%

OUT & ABOUT ROAD SAPETY-TEACHERS QUEST'MAIRS - JUNE 1989 STANDARD PANEL *BY* Q15-PURCHARE INTEREST AT SPECIFIC PRICES \$10

					STAT	E					LOCAL	lty		TTP OF SC	-	punkti	OF CLA	13 (3)	MATE	RIALS U	BED	le le	OW UBED	
	TOTAL	NSW	ACT	AIC	43.	3/17	Va.	QL3	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNTY - RY TOWN	poral.	COVERN -HENT	MOM	1-9	10-16	17+	LEVEL 1	TEAST 5	BOTH	INTEGR -ATED	PART OF A THERE	BEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 18%	16 1001 114	7 1004 5%	16 1004 114	9 100% 6%	5 100% 3%	51 1002 353	35 100% 24%	46 1008 328	13 100% 9%		30 1004 213	63 100% 43%	54 100% 39%	20 100% 14%		50 1004 34%	18 100% 12%	54 100% 37%	40 100% 41%	51 1001 358
012-PORCHAS INTERE	T AT E	ECIPIC P	PICES (110									ı		i						ı			- 1
ARRA FIREFA (1)	64 61% 100%	30 568 34%	67% 9%	17 658 198	8 50% 9%	3 43% 3%	10 63% 11%	8 69% 9%	4 802 51	33 65% 3 0 %	21 60% 24%	27 59% 31%	7 54% 8%	62%	17 572 193	41 65% 47%	30 54% 34%	14 702 162	4# 63% 55%	31 62k 35k	8 44% 9%	39 72% 44%	35 56% 40%	29 672 333
PAIRLY LINELY (2)	26 183 1003	10 19% 30%		1 48 48	7 44 8 27 8	3 43% 12%	3 19% 12%	1 112 4%	1 20% 4%	5 10% 19%	9 26% 35%	7 158 278	5 361 194	19 178 738	7 23 % 27%	10 16% 38%	10 16% 38%	4 201 151	10 13\$ 36\$	10 20% 36%	6 331 231	11% 23%	11 184 426	10 202 362
(3) MOLATER TIRETA ORTHREA	11 83 1003	6 114 554	1 81: 91:	1 4\$ 9\$		1 148 98	2 138 168			3 68 278	2 64 164	6 131 551		10 92 913	1 39 91	4 68 368	5 9% 45%	1 52 92	11% 73%	3 6% 27%		3 6% 27%	5 01 451	4 82 364
MOT AT ALL LINELY (4)	14 102 1002	4 11% 43%	3 25% 21%	5 19% 36%						7 144 508	3 94 21%	3 7% 21%	1 8% 7%		1 34 74	5 95 365	8 14% 57%	1 5% 7%		123 433	3 172 218	4 78 298	6 102 434	5 101 341
NO IMPORMATION	4 3% 100%	2 4% 50%			1 62 25%		1 61 251			2 4% 50%		2 4% 50%		1 18 25%	3 10% 75%	3 5% 75%	1 28 25%		3 4% 75%		1 6% 25%	1 24 25%	1 2% 25%	3 62 752
рои'т киоч	1 12 1002			1 4% 100%						1 2% 100%					1 3% 100%		1 2% 100%		1 1% 100%			1 2% 100%	1 24 1004	
NAMES OF) T% 100%			1 4% 100%								1 28 1008		1 12 1003			1 28 1003		1 18 1008				1 2% 100%	
HEARS STD. DEVIATION	1.6 1.0	1.8 1.1	1.9 1.4	1.0	1.5 0.5	1.7	1.5 0.7	1.1	1.2 0.4	1.7 1.1	1.6 0.9	1.7 1.0	1.6 0.9	1.7	1.5 0.8	1.5 0.9	1.8	1.5 0.0	1.6 1.0	1.7	1.9 1.1	1.5	1.7	1.7 1.0

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1,555 75	• • • • • • • • • • • • • • • • • • • •											_	_											_
					97 3 1	TE .					LOCAL	177		TYPE		MOUNTS	OF CLA	LEES.	HATE	RIALS U	et p	ja	W 99ED	
	TOTAL	MSW	ACT	AIC	SA.	let	1/0	Orn	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	RynaL		HOR DVESH -HENT	1-9	10-16	17+	LEVEL 1	Level 2	Dotk Levels	INTEGR -ATED	PART OF A THERE	GEPER -ATE SUB -JBCT
RESPONDENTS	145 1001 1002	54 1008 378	12 100% 8%	26 100% 18%	16 1008 118	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 1001 91	100%	30 100% 21%	43 100% 43%	56 100% 39%	20 1008 148	76 1002 524	50 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 1001 351
Org-handing talker	7 27 3	B0151C 1	ATTORN (14											1			Ì				İ		ı
VERY LIRELY (1)	52 36% 100%		6 50% 12%	9 35% 17%	4 25% 8%		7 448 138	6 67% 12%	1 201 21	20 39% 38%	11 31% 21%	16 35% 31%	5 36% 10%	40 35% 77%	12 40% 23%	24 38% 46%	18 32% 35%	10 50% 19%	28 37% 54%	19 38% 37%	4 22% 5%	21 39% 40%	21 35% 40%	14 27% 27%
PAIRLY LIRELY (2)	37 26% 100%	11 20% 30%	2 178 58	7 27% 19%	7 44% 19%	3 43% 8%	3 19% 8%	2 224 58	2 40% 5%	12 24% 32%	10 29% 27%	11 24% 30%	4 31 4 11 2	31 27% 84%	6 201 161	15 24 \$ 41 \$	13 234 354	7 35% 19%		12 24% 32%	22% 11%	14 26% 38%	16 27% 43%	15 291 411
(3) BOL ABBA TIMETA GALTHERS	16 114 1002	9 178 568		1 43 43	3 19% 19%	2 294 134	1 68 68			4 81: 25%	7 20%	4 93 25%	1 81 61	13 118 018	3 10% 19%	13% 50%	6 11% 38%	2 103 134	5 7k 318	6 125 303	5 281 311	6 11% 30%	5 01 311	7 148 448
MOT AT ALL LIRELY (4)	29 204 1001	11 20% 38%	4 33% 14%	7 27% 24%	1 64 34	1 14% 3%	3 193 103		2 40% 7%	11 224 365	5 14\$ 17\$	11 24 3 303	2 158 78		5 178 178	12 298 418	13 23 2 45 3	1 51 31	12 264 414	13 264 454	4 22% 14%	10 19% 34%	12 20% 41%	9 182 312
NO INFORMATION	9 61 1001				1 6% 11%	1 14% 11%	2 134 228	1 11% 11%		3 62 338	2 64 224	3 72 332	1 81 113	6 5% 67%	3 10 1 331	4 62 443	4 72 443		112 892		I 61 111	2 44 224	4 78 442	6 129 672
DON'T KNOW	1 13 1004			1 4% 100%						1 2% 100%			ı		1 31 1001		1 28 100%		1 1% 100%			1 2% 100%	1 2% 100%	
NO RESPONSE	1 13 100%			1 4% 100%					ام و			28 100%		1003		,.	1 2% 100%		1 1% 100%		2.5	,.	1 22 100%	2.2
HEARS STD. DEVIATION	1.2		2.2 1.4	2.3 1.3	2.1 0.9	2.7 0.8	1.2	0.5	2.6 1.3	1.2	1.1	1.2	1.1		2.0 1.2	2.1 1.2	2.3 1.2	1.7 0.9	2.0	1.2	2.5 1.1	2.1 1.2	2.1 1.2	1.1

			<u> </u>		STAT	T E					LOCAL	111		TYP OF SC		MUNICER	OF CLM	19129	MATE	RIALS V	BED CBE	P	N USED	
	TOTAL	Hav	act	A1C	23.	HT	4	Ora	TRS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOWN	MARL	GOVERN -HENT	mose	1-9	10-16	17•	LEVEL		BOTH	INTEGR -ATED	OF A	SEPER -ATE SUS -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 1008 184	16 100% 11%	7 1004 5%	16 1002 112	9 100% 6%	5 100% 3%	51 1008 35%	35 100\$ 24%	46 1008 328	13 100% 9%	115 100¢ 79%	30 1002 212	63 2008 43%	86 1002 392	20 1008 148	76 100% 52%	50 1008 348	18 100% 12%	54 190% 378	60 1008 418	51 1003 354
DIS-Publishes Inter-	7 AZ 8	eark 10	Parces.	220 (72)										,				Ì			l			1
ARMA FIRETA (1) FIRETA	29 20% 100%	16 30% 55%	4 33% 24%	5 19% 178	1 68 38		2 13% 7%	1 11% 3%		10 201 341	7 20\$ 24\$	9 20% 31%	3 232 104		6 20% 21%	18 29% 62%	8 14% 28%	3 15% 10%	15 204 524	12 24% 41%	2 112 72	12 228 418	10 17% 34%	163 283
PAIRLY LINELY (2)	35 24% 200%	15% 23%	4 33% 11#	7 27% 206	5 31% 14%		6 301 172	4 44% 21%	1 201 32	14 27% 40%	9 26% 26%	11 24\$ 31\$	1 61 31		5 178 148	13% 23%	16 292 463	10 502 292	20 26% 57%	10 201 292	4 22% 11%	12 228 348	20 33% 57%	11 223 313
DELEKTLY NOT-VERY LIKELY (3)	26 18% 100%	10 19% 38%		5 19% 19%	2 13% 8%	4 57% 15%	3 198 128	1 112 42	201 201 41	, 18t 35k	7 202 274	7 15% 27%	3 231 121		7 231 271	11 178 428	11 308 428	3 15% 12%	11 14% 42%	9 104 352	6 331 232	11 20% 42%	7 12% 27%	12 248 463
MOT AT ALL LINELY (4)	43 30% 100%	14 30% 37%	333 98	31% 19%	4 362 143	2 298 58	3 198 78	1 112 24	3 402 71	14 27 8 338	10 29% 23%	14 30% 33%	5 361 121		8 27% 19%	21 33% 49%	16 29% 37%	3 18% 7%	19 25% 44%	19 382 442	5 261 121	15 284 358	18 304 428	13 254 304
NO IMPONHATION	10 71 1001	4 78 408			1 64 108	1 14% 10%	2 13% 20%	2 22% 20%		3 6% 30%	2 6% 20%	4 9% 40%	1 81 101		3 104 304	4 68 408	4 72 402	1 51 101	9 123 901		1 61 101	3 6% 30%	4 78 404	6 12% 60%
POH'T KNOW	1 14 100%			1 41 1001						1 28 100k					1 32 1002		1 28 100%		1 1% 100%		İ	1 2% 100%	1 2% 100%	ı
NO RESPONSE	1 1% 100%				1 6% 100%							1 28 1008		1 18 1008		1 21 1001			1 1% 100%					1 2% 1004
MEANS 210. DEVIATION	2.6 1.2	2.5 1.2	2.3 1.3	2.6 1.2	2.9 1.1	3.3 0.5	2.5 1.0	2.3 1.0	3.4 0.9	2.6 1.1	2.6 1.1	2.6 1.2	2.6 1.3		2.7 1.2	2.6 1.3	2.7 1.1	2.3 0.9	2.5 1.1	2.7 1.2	2.9 1.0	2.6 1.2	2,6 1.1	2.7 1.1

OUT & ABOUT HORD MAFET -TEACHERS QUEST HAIR!

					STAT	'E					LOCAL	(TY		TTP OF SC		Mace	OF CLAS	\$25	HATE	RIALS W	100	II.	OF USES	
	10TAL	West	ACT	Aic	21.	N.S.	ua.	OT.	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -RY TOAN	penal.	COVERN	HON GOVERN -MENT	1-9	10-16	17+	LEVEL 1	LEVEL 2	BOTH	INTEGR -ATED	PRAT OF A THEME	BEFER -ATE BUD -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 100% 8%	26 100% 10%	16 1004 114	7 100% 5%	16 100% 11%	9 100% 6%	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100k 9%	115 1003 793	30 100% 21%	63 100% 43%	56 100% 39%	20 1001 141	76 100% 52%	\$0 100% 34%	18 100% 12%	54 100% 37%	60 100% 41%	51 100s 35s
Q15-PPRCHASE ENTERS	7 27.0	BOIFIG F	AFTCEN I	126																				1
LIGHLY VERY LIKELY (1)	6 4% 100%	2 48 338	2 178 338	1 4% 17%				1 11% 17%		2 4% 33%	1 3% 17%	3 7% 50%		4 31; 674	2 72 332	3 5% 50%	2 41 331	1 54 173	5 71 831	1 2% 17%		4 7% 67%	3 35 33%	1 28 178
PAIGLY LIKELY (2)	30 21% 100%	14 26% 47%	2 178 78	7 27% 23%	3 19% 10%		3 19% 10%		1 201 31	12 24% 40%	7 201 231	7 15% 23%	4 318 138		5 17 2 172	17 278 578	10 187 33%	3 151 101	15 204 904	12 24% 40%	3 17 \$ 10 \$	9 17% 30%	13 22% 43%	0 162 279
(3) NGS ARBA TIMETA CMFINETA	33 23% 100%	12 228 368	4 33\$ 12\$	4 15% 12%	4 258 128	1 142 38	3 192 93	4 448 128	1 201: 31	11 22 2 33 4	11 21 2 332	10 224 304	1 85 35	28 24% 05%	5 178 158	10 16% 30%	11 202 332	10 501 301	16 21% 48%	9 168 278	7 392 212	15 281 451	11 10t 33t	14 272 422
NOT AT ALL LIKELY (4)	63 43% 100%	22 41% 35%	4 331 61	12 46% 19%	50k 134	5 718 88	7 44% 11%	2 22% 3%	3 401 51	22 43 \$ 35 \$	13 37 \$ 21 \$	21 463 333	7 542 112		14 47% 22%	29 464 464	26 46% 41%	5 254 84	29 381 442	27 543 438	7 39% 11%	22 414 354	27 45% 43%	22 433 358
NO IMPORMATION	11 81 1001	4 7% 36%			1 64 94	1 142 92	3 192 272	2 228 181		3 6% 27%	3 92 272	4 91 361	1 81 91	8 78 73%	3 103 271	4 68 364	5 91 453	1 51 91	9 12% 82%	1 28 98	1 6% 9%	3 6% 27%	5 81 451	6 122 552
BON'T MICH	1 14 1004			1 4% 100%						1 2% 100%			I		1 3% 100%		1 2% 100%		1 1% 100%			1 2% 100%	1 22 1002	
NO RESPONSE	1 12 100%			1 42 1004								1 2% 100%		1 18 1000			1 2% 100%		1 1% 100%				1 2% 100%	
MEANS STD. DEVIATION	3.2 0.9	3.1 0.9	2.0 1.1	3.1 1.0	3.3 0.6	3.8 0.4	3.3 0.9	3.0 1.0	3.4 0.9	3.1 0.9	3.1 0.9	3.2 1.0	3.3 1.0	3.2 0.9	3.2 1.0	3.1 1.0	3.2 0.9	3.0 0.0	3.1 1.0	3.3 0.9	3.2 0.8	3.1 1.0	3.2 0.9	3.3 0.0

STAMPARS PAREL SETS Q15-PURCHARE INTEREST AT SPECIFIC PRICES \$30

1					STAT	TE.			_		LOCAL	ITY	_	TYPE		PHOLE	OF CLAS	10 22 3	MATE	SINTS A	#b		- TOD	
	TOTAL	ROW	act	A1C	şà	HT	VA.	Örb	TAS	CAPIT -AL CITY	OTHER URBAN AREA	COUNT -NY TOWN	RURAL		POS POS PRESENT	1-9	10-16	17+	LEVEL 1	7 FRAFF	POTH	INTEGR -ATED	PART OF A THERE	BEPER -ATE SUB -JECT
RESPONDENTS	145 100% 100%	54 100% 37%	12 1004 84	26 100\$ 18\$	16 1004 114	7 2000 5%	16 2009 11%	9 1002 68	5 100% 3%	51 100% 35%	35 100% 24%	46 100% 32%	13 100% 98	115 100% 79%	30 100t 211	63 100¢ 63%	\$6 100% 39%	20 1003 143	76 100% 52%	50 100% 34%	18 100% 12%	54 100% 97%	60 100% 418	51 1004 354
GIS-roscomes thinks	5.號/青	scinid i	3395F /	ĥο											i									ł
SIRELY (1)	4 32 1004		2 17% 50%					1 11% 25%		2 4% 50%		2 41 501		3 3\$ 75\$	1 38 258	1 28 253	2 42 504	1 5± 25%	4 51 100%			3 61: 751:		1 28 258
FAIRLY LIMBLY (2)	18 128 1009	5 91 261		7 27% 39%	3 19% 17%		2 13% 11%		1 201 61	7 14% 39%	4 118 228	5 114 205	2 158 113	15 13% 63%	3 10% 17%	10 168 568	7 13 % 39%	1 5% 6%	11% 44%	7 14% 39%	3 171 171	7 134 394	10 17 % 56%	2 41 111
UPLIKĖLŲ NOT VENT LIKELY (3)	32 22% 100%	14 26% 44%	4 33% 13%	4 158 138	2 132 64	1 148 38	2 13k 6k	4 448 138	1 201 31	11 22% 34%	10 29% 31%	8 17% 25%	3 231 91	26 23% 81%	6 201 191	13 21% 41%	8 14% 25%	9 45% 28%	17 22% 53%	11 22 % 34%	4) 22% 13%	13 24% 41%	16 23 k 64 k	11 22% 34%
NOT AT ALL LIKELY (4)	77 533 1003	30 568 392	6 50% 8%	13 50% 17%	10 634 138	5 718 68	501 101	2 228 38	3 601 41	26 51% 34%	16 51% 23%	26 57% 34%	7 54% 9%	62 54% 01%	15 50% 19%	34 548 448	32 57% 42%	6 40% 10%	35 46% 45%	31 62% 40%	10 56% 13%	26 48% 34%	29 481 381	31 61% 40%
NO INFORMATION	12 8% 100%	4 7% 33%			1 64 85	1 14% 8%	4 25% 33%	2 228 178		4 01 331	3 92 252	4 95 33%	1 61 81	8 7% 67%	4 13k 33k	5 8t 42t	5 98 428	1 53 81	10 138 638	1 23 61	1 62 81	4 72 332	5 01 421	6 12% 50%
BON'T NOW	1 1% 100%			1 4% 100%						1 2% 100%				:	1 33 1003		1 28 1004		1 1% 100%			1 2% 100%	1 21 1001	
NO RESPONSE	1 12 1002			1 48 100%								1 21 1001		1 1% 100%			1 2% 100%		1 1% 100%				1 2% 100%	
MEANS STD. DEVIATION	3.4 0.8	3.5 0.8	3.2 1.1	3.3 0.9	3.5 0.6	3.0	3.5 0.8	3.0 1.0	3.4 0.9	3.3 0.9	3.4 0.7	3.4 0.9	3.4 0.6	3.4 0.8	3.4	3.4 0.6	3.4 0.9	3.3 0.8	3.3 0. 9	3.5 0.7	3.4 0.8	3.5 0.9	3.4 0.8	3. 6 0.7