

<b>INTRODUCTION</b> .....	<b>2</b>
<b>Rationale</b> .....	<b>2</b>
<b>The data</b> .....	<b>2</b>
<b>Evidence based good practice</b> .....	<b>3</b>
<b>This Report</b> .....	<b>3</b>
<b>REPORT OVERVIEW</b> .....	<b>5</b>
<b>STUDENTS' VIEWS</b> .....	<b>6</b>
<b>KNOWLEDGE</b> .....	<b>14</b>
<b>STATISTICAL SIGNIFICANCE</b> .....	<b>17</b>
<b>CONFIDENTIALITY</b> .....	<b>18</b>

# Introduction

## Rationale

As part of the APAUSE package we provide the following analysis as an audit of the three sessions for Year 9 students led by teachers and health professionals in your school. **OfSTED guidance** recommends that good practice involves **audit and monitoring** of SRE within the **PSHE and Citizenship framework**. Colleagues in a number of schools have requested feedback as an important contribution to maintaining programme fidelity, professional development and process monitoring. We are particularly interested to support colleagues as they monitor the **effectiveness of the programme** and hope that the following report will be of some assistance in this process.

## The data

The data presented here are gathered from the questionnaires completed at the beginning of the first Adult-led Year 9 session ('PRE' questionnaire) and after the end of the third session ('POST' questionnaire). It is intended that this data provides teachers, health professionals and schools with feedback about students' experience of participating in the APAUSE sessions and the subsequent changes in their **knowledge and beliefs**. It is a requirement of the APAUSE sessions that these questionnaires were completed individually, not by groups of students, and it is an assumption for the analysis of this data that this was the case.

In order to provide this audit for you as quickly as possible, we are analysing data as we receive it, rather than waiting until all the APAUSE schools have completed the sessions and returned their questionnaires. Nonetheless it is necessary to wait for a reasonable sized batch of data to accrue before beginning the data entry and coding process and this will explain any delay you have experienced between returning your questionnaires and receiving this feedback.

Most of the data is presented in table form, on a **'your school' and 'others'** basis. The 'others' data include all other APAUSE schools which completed the Adult-led Year 9 sessions and returned questionnaires in the last academic year, 2005/06. Some tables also allow you to compare student's responses within your school, by class. The tutor groups have been anonymised and the group numbers are presented on the last page of this report (which can be removed before circulating if you would prefer to keep individual classes data within your school anonymous).

For gender comparisons, rather than report the clinically accepted 'males' and 'females' or the more long-winded 'boys and young men' or 'girls and young women', we have abbreviated this to 'boys' and 'girls'.

The audit is **not competitive** and the school populations involved vary enormously. However, many schools have asked to see how their students fared in relation to others and also how the classes in their schools improved.

Scores shown are **percentages** and it should be remembered that the percentages indicated in the tables below are a product of small numbers of pupils and that consequent fluctuations, whilst appearing large, may not be significant. In order for you to determine how significant these figures are for your school, please see the explanation at the end of the report.

## Evidence based good practice

Behaviourally effective programmes of Sex and Relationships Education (SRE) remain rare. Evidence from our most recent Year 11 survey confirms that APAUSE continues to show measurable, positive changes in young people's knowledge, beliefs, behaviour and appreciation of sex education. These effects have been endorsed by the external evaluation of APAUSE by the National Foundation for Educational Research (NFER) for the Department of Health. The work that you and your colleagues have developed with these Year 9 students paves the way for the peer-led sessions in which your students will be participating in the near future, or may have already completed.

## This Report

Table 1 indicates the number of students whose data is included in this report. The table indicates the number of 'Pre' and 'Post' questionnaires returned by your school. If the number of students is different from what you were expecting, this may be because data from some groups has not been returned. There are also occasionally a small number of questionnaires that we are unable to scan for data entry as they have been tampered with or completed in something other than blue or black ink.

A small number of students do not state their gender and where data is presented by gender these are therefore not included. If 'post' questionnaires have not been completed or returned, data can not be presented for that teaching group and a blank column will be seen in tables where data is shown by class.

**Table 1: Numbers of students involved: Number of 'PRE' and 'POST' questionnaires returned**

		2002		2003		2004		2005		2006	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Yours	Boys			96	84	107	102	105	60	98	81
	Girls			117	106	113	106	102	57	101	88
	Not Given			26	23		2		2	2	2
Others	Boys	6310	5521	7222	4253	7270	5998	6778	5104	3542	2722
	Girls	6393	5764	8214	4945	7485	6332	6396	4778	3368	2540
	Not Given	300	769	1024	674	90	142	49	127	47	77

As is mentioned in the APAUSE training sessions, the information we ask teachers to fill in on the front of the classroom 'packs' **is important** as it is used to monitor the way in which the programme is being delivered in schools. We still receive a lot of data where the front of the envelopes is completely incorrectly, if at all. Unfortunately your school was one of these schools which did not complete the envelopes and we cannot therefore feedback process monitoring data for your school on this occasion.

We believe that consistency in those who deliver the sessions is important in creating a positive classroom environment and we ask teachers and health professionals to record their initials on the front of the classroom packs at the end of each lesson. Table 2 shows that on the whole, as is recommended, a consistent team delivers the three adult-led sessions.

**Table 2: Consistency of deliverers**

	Others
Totally consistent	69
Mostly consistent	28
Not consistent	3

We also believe that the students (as well as teachers and health professionals) benefit most from the APAUSE sessions if they are delivered in a block of three lessons, one week apart. This allows the students sufficient time for **reflection and discussion** with **friends, parents** etc, whilst keeping them 'on task'. It is acceptable to deliver the sessions in alternate weeks or similar, but our research suggest that the students do not get the full benefit of the sessions if they are delivered, for example one after the other on the same day, or months apart.

Table 3 shows that overall the three APAUSE sessions are spaced appropriately by the majority of schools.

**Table 3: Spacing of Lessons**

	Others
Totally consistent	71
Mostly consistent	14
Not consistent	10
All on same day	5

## Report Overview

The following table summarises some of the findings from the data your students have provided in academic year 2005/06 along with data from other schools for academic year 2005/06.

**Table 4: Report overview**

		Yours	Others
Boys	Our teacher kept ground rules	87	92
	The teacher and nurse worked well as a team	74	80
	I spoke in small group discussions	86	90
	Enjoyed sessions	68	86
	Learnt something useful	85	87
	Pregnancy possible before menses BEFORE and AFTER	13 93	17 85
	Learned behaviourally important facts	78	70
Girls	Our teacher kept ground rules	87	94
	The teacher and nurse worked well as a team	92	88
	I spoke in small group discussions	99	92
	Enjoyed sessions	76	85
	Learnt something useful	92	93
	Pregnancy possible before menses BEFORE and AFTER	13 94	22 91
	Learned behaviourally important facts	76	74

## Students' Views

Our research, and that of others, suggests that traditional approaches to SRE fail to meet the needs of young people. Across the country young people regularly report that their SRE is 'too little, too late and too biological'. The results from our Year 11 questionnaires consistently show that students who have received the APAUSE programme are **significantly more likely** to say that their SRE sessions were "OK", compared to other SRE curricula.

The Year 9 Adult-led APAUSE sessions are conducted with a clear set of '**ground rules**' agreed with and by the students at the beginning of the first session. These rules involve:

- No Personal Comments
- No put-downs
- Listen to each other

We ask students whether they feel the ground rules were adhered to and whether they feel that they contributed to creating the right sort of atmosphere within the classroom and some of the results can be seen in table 5. Overall a high proportion of students feel that the ground rules are maintained in the classroom and that they foster a positive atmosphere. Despite this, it appears that in some cases, students feel that disruptive behaviour may not be effectively managed. Girls are generally more positive with their comments about their teachers than boys, however, gender differences are more pronounced in some schools than others.

**Table 5: Ground rules**

		Yours	Others
Boys	Ground rules helped listening	80	87
	Our teacher kept ground rules	87	92
	The teacher was firm with badly behaved pupils	58	65
	The class kept to the ground rules most of the time	78	84
Girls	Ground rules helped listening	86	87
	Our teacher kept ground rules	87	94
	The teacher was firm with badly behaved pupils	72	70
	The class kept to the ground rules most of the time	85	87

Table 6 reports the same data by tutor group. You will be able to identify and interpret differences between your own tutor groups and differences within them, between girls and boys.

**Table 6: Ground rules by class**

		1	2	3	4	5	6	7	8
Boys	Ground rules helped listening	71	90	82	73	75	86	80	100
	Our teacher kept ground rules	77	90	55	100	100	86	100	100
	The teacher was firm with badly behaved pupils	25	80	64	73	75	29	33	100
	The class kept to the ground rules most of the time	54	90	55	100	92	57	89	100
Girls	Ground rules helped listening	50	100	75	80	88	94	90	82
	Our teacher kept ground rules	100	60	83	100	78	88	100	91
	The teacher was firm with badly behaved pupils	100	90	50	87	63	53	70	91
	The class kept to the ground rules most of the time	0	80	83	87	88	76	100	100

We believe that an important element of the programme is the contribution the teacher and health professional make in creating an appropriate classroom environment. We have asked questions to assess student's views of this and report them by school in table 7 and by class in table 8.

Again girls are generally more positive than boys but both boys and girls respond positively across the range of questions asked which is extremely encouraging.

**Table 7: Creating the right atmosphere**

		Yours	Others
Boys	Did not matter if did not know	86	89
	The nurse listened to our point of view	92	95
	The teacher listened to our point of view	92	94
	The teacher or nurse did not make us look stupid in front of friends	78	84
	The nurse explained if we did not know things	96	94
	The teacher and nurse worked well as a team	74	80
	The nurse's stories helped us talk about things	81	87
Girls	Did not matter if did not know	95	91
	The nurse listened to our point of view	100	97
	The teacher listened to our point of view	99	94
	The teacher or nurse did not make us look stupid in front of friends	92	91
	The nurse explained if we did not know things	99	96
	The teacher and nurse worked well as a team	92	88
	The nurse's stories helped us talk about things	93	92

**Table 8: Creating the right atmosphere by class**

		1	2	3	4	5	6	7	8
Boys	Did not matter if did not know	100	90	90	64	75	86	90	100
	The nurse listened to our point of view	85	100	91	82	100	100	89	100
	The teacher listened to our point of view	79	100	100	91	100	100	78	100
	The teacher or nurse did not make us look stupid in front of friends	71	70	82	82	100	100	50	75
	The nurse explained if we did not know things	86	100	100	100	100	100	90	100
	The teacher and nurse worked well as a team	75	70	73	82	83	71	50	100
	The nurse's stories helped us talk about things	86	100	64	91	75	71	70	100
Girls	Did not matter if did not know	100	100	100	93	100	94	80	100
	The nurse listened to our point of view	100	100	100	100	100	100	100	100
	The teacher listened to our point of view	100	100	100	100	100	94	100	100
	The teacher or nurse did not make us look stupid in front of friends	100	100	100	93	75	88	90	91
	The nurse explained if we did not know things	100	100	100	100	100	100	100	91
	The teacher and nurse worked well as a team	100	100	100	93	100	76	100	82
	The nurse's stories helped us talk about things	100	100	92	86	88	100	100	82

The APAUSE sessions consist of whole class discussion and small group work. Our experience suggests that most students will discuss more freely in **small self-select groups** (threes and fours) and use this situation to consolidate their thinking. These small group discussions allow teachers and health professionals to interact with **individuals and small groups** before fielding class questions and managing the whole class environment. Learning in this style is very important to the **theory and ethos** of APAUSE and is recognised as **good practice**.

The literature suggests that typically boys will take a more active role in whole class discussion. It is important to provide young people with the space and opportunity to develop confidence in contributing to whole class discussion. We must also remember that many students will be actively engaged vicariously during whole class discussion. In small group discussion, girls particularly may be **actively engaged** and 'on task', even though they may not contribute to whole class discussion.

The following two tables show students perceptions of the small group work in which they took part. The data suggests that more than 90% of students feel they contributed verbally in small group work and that most young people feel that their views were listened to by their peers. We have worked hard, utilising valuable feedback from teachers and health professionals, to structure the tasks in order to encourage students to participate in discussion and these results are very encouraging.

We would ask colleagues to continue to reflect both with teachers and health professionals, about ways that we may continue to increase **student participation in sessions**. Again this remains an area which we are pursuing ourselves.

**Table 9: Small group work**

		Yours	Others
Boys	People in my group listened to me	77	83
	I spoke in small group discussions	86	90
Girls	People in my group listened to me	87	88
	I spoke in small group discussions	99	92

**Table 10: Small group work by class**

		1	2	3	4	5	6	7	8
Boys	People in my group listened to me	79	90	64	73	92	57	80	75
	I spoke in small group discussions	86	90	100	82	92	86	60	100
Girls	People in my group listened to me	0	70	100	93	100	94	80	82
	I spoke in small group discussions	100	100	100	100	100	100	90	100

The '**self-flexing**' nature of the APAUSE programme framework relies on the professional skills of teachers and healthcare workers to meet and respond to the diverse social, academic, ethnic, faith and sexual orientation needs of as many young people as possible, as it is delivered in a variety of classes and schools.

Congratulations to those colleagues who achieved very high scores around the maintenance of **ground rules** and thus helped discussion, participation and enjoyment (figures 2, 3 and 4). As mentioned earlier, we remain convinced that the creation of an encouraging, positive, nurturing and valuing classroom ethos is conducive not only to good SRE but also to improving achievement. The QCA, OfSTED and The National Healthy Schools Standard all recognise the very strong links between *effective* programmes of personal development (PSHE) and the **improvement of academic standards**.

We hope that you will agree that the high scores of enjoyment, participation and appreciation recorded by the students in the following two tables indicate considerable 'customer satisfaction'! We feel that a gender parity of scores is also a very important consideration. The sessions should be enjoyable (for staff and students) and our research suggests that the level of information for both boys and girls is about right.

**Table 11: Views**

		Yours	Others
Boys	Enjoyed sessions	68	86
	Lessons not boring	47	77
	Learnt something useful	85	87
	All schools should have sex education like this	87	92
	The sessions helped me understand others opinions	78	85
	Others have the right to hold diferent opinions to me	91	90
	The sessions helped us develop our own ideas	78	87
Girls	Enjoyed sessions	76	85
	Lessons not boring	70	80
	Learnt something useful	92	93
	All schools should have sex education like this	89	94
	The sessions helped me understand others opinions	86	88
	Others have the right to hold diferent opinions to me	99	93
	The sessions helped us develop our own ideas	87	89

**Table 12: Views by class**

		1	2	3	4	5	6	7	8
Boys	Enjoyed sessions	71	80	73	82	58	71	50	50
	Lessons not boring	36	70	45	27	42	71	50	50
	Learnt something useful	79	90	91	91	92	86	60	100
	All schools should have sex education like this	79	90	100	100	92	86	70	75
	The sessions helped me understand others opinions	92	100	70	73	58	71	80	75
	Others have the right to hold diferent opinions to me	79	100	91	100	100	86	80	100
	The sessions helped us develop our own ideas	79	90	73	73	67	71	100	75
Girls	Enjoyed sessions	100	90	100	53	56	88	70	64
	Lessons not boring	100	90	100	47	33	71	80	64
	Learnt something useful	100	100	100	80	89	100	100	73
	All schools should have sex education like this	100	70	91	86	88	100	100	82
	The sessions helped me understand others opinions	50	100	92	85	100	82	80	73
	Others have the right to hold diferent opinions to me	100	100	100	100	100	94	100	100
	The sessions helped us develop our own ideas	100	90	91	79	88	82	100	82

Figures 2 to 4 below show clear, positive relationships between:

- the student's perceptions of the classroom environment and their reported enjoyment of the APAUSE sessions (figure 2),
- the student's reported enjoyment of the APAUSE sessions and their perceptions of how much they feel they learnt (figure 3),
- the classroom environment and how much they feel they learnt (figure 4).

**Classroom environment** is calculated by averaging responses to the following questions (which have been reported separately above):

- *people in my small group listened to what I had to say*
- *the nurse/teacher listened to our point of view*
- *ground rules made it easy for people to talk and listen to each other*
- *the teacher/class stuck to the ground rules*
- *the teacher was firm with badly behaved pupils*
- *the teacher and nurse worked well as a team*

**Students' enjoyment** is calculated by averaging responses to the questions:

- *I enjoyed the sessions*
- *I found these lessons boring (inverse)*

**Students' perceptions** of whether they feel they **learnt something** from the sessions is calculated by averaging responses to the following questions:

- *I did not learn anything useful (inverse)*
- *the sessions helped me to understand other people's opinions*
- *the sessions helped us develop our own ideas*

The average scores for the three factors are on a 1 to 4 point scale, where a score of 1 represents a strong positive response and a score of 4 represents a strong negative response to the various questions.

Figure 2 shows that the more students feel that the classroom environment was set up correctly and effectively, the more they **enjoyed** the APAUSE sessions.

Figure 2: Relationship Between Environment and Enjoyment

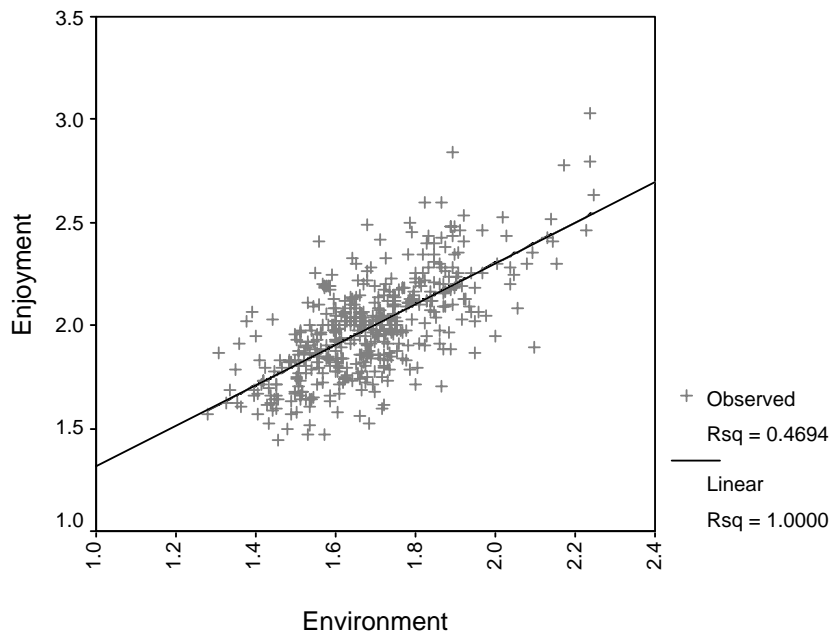


Figure 3 shows a similar effect for **learning**: the more positive the students feel about the classroom environment, the more they feel that they learnt something useful from the APAUSE sessions.

Figure 3: Relationship Between Environment and Learning

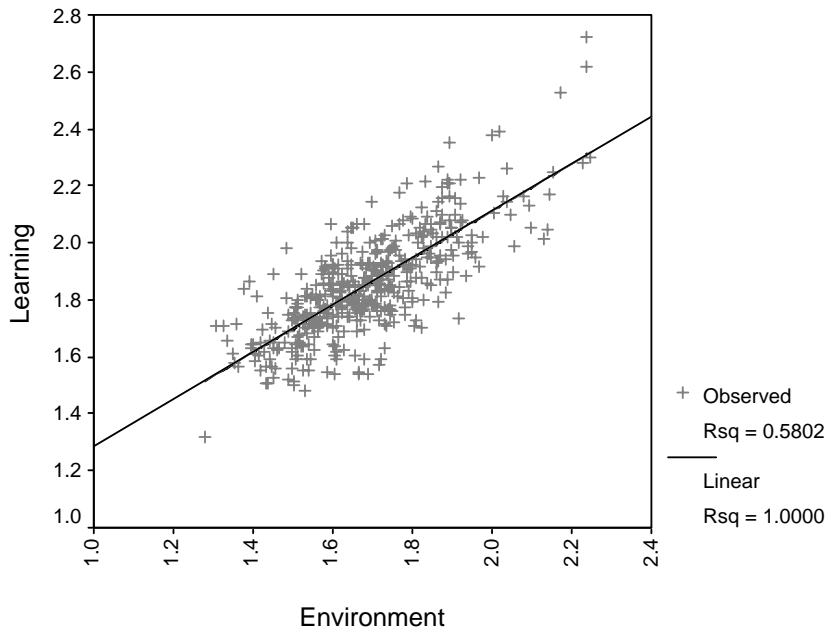
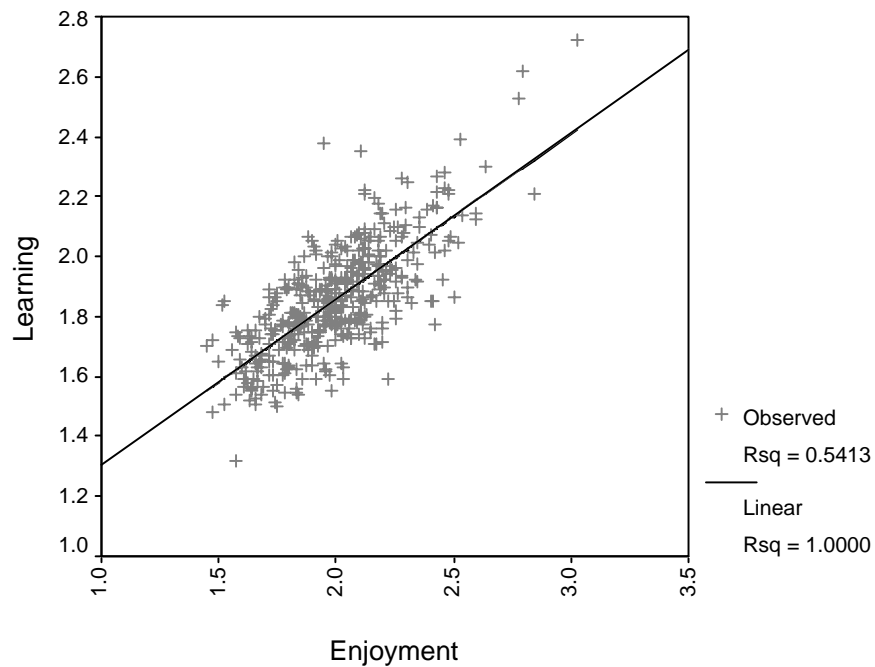


Figure 4 below confirms that the more students express **enjoyment** of the APAUSE sessions, the more likely they are to feel that they are **learning** something useful from the sessions.

Figure 4: Relationship Between Enjoyment and Learning



It is worth noting again that the prevalence of low scores for each of the factors in the above charts is testament to the positive views students express about the APAUSE sessions.

You will recall that the issue of confidentiality in relation to seeking advice from health professionals is discussed in session 3. The following table shows who students say they would ask if they needed information or advice about sex, relationships or contraception. There will of course be differences between schools – in some schools a school nurse is available regularly, or a drop-in clinic is held. This may not be the case in other schools.

It is interesting to note that significantly more girls than boys would talk to a teacher about sex and relationships issues.

**Table 13: Who would you talk to?**

		Yours	Others
Boys	School nurse	62	66
	Friend	12	16
	Relative/family	41	55
	Older pupil	68	66
	A teacher	28	31
	Doctor	11	6
Girls	School nurse	67	68
	Friend	14	12
	Relative/family	59	60
	Older pupil	64	56
	A teacher	45	52
	Doctor	9	8

## Knowledge

We must reiterate that A PAUSE is **not** a knowledge-based curriculum and, although we would like to see ever improving scores, must ask colleagues to maintain the appropriate balance according to the theoretical basis.

Table 14 reports the percentage of correct responses to the three knowledge questions that are included in both the pre and post questionnaires.

We do not expect many students to be able to correctly identify the location of pubic hair (exclusively around the pubic bone) prior to the sessions. Discussion of this question is included to encourage an atmosphere where it is 'OK not to know'. The question is repeated in the follow-up questionnaire as an indicator to ensure that the question was addressed.

Question 2 ("*12 and 13 year old girls are often taller and stronger than boys at the same age*") is not just a straight piece of knowledge. This question is included to encourage the students (particularly the boys) to acknowledge the evidence in front of their own eyes. Only a fifth of boys (and less than a third of girls) answer this question correctly before the sessions when completing the 'pre' questionnaire, but the quality of the discussion during session 1 significantly increases the number of students getting this right in the 'post' questionnaire.

Question 3 ("*A girl can get pregnant before her first menstrual period*") is an important 'mythunderstanding' to correct. Again, more than three quarters of students answer this question incorrectly in the 'pre' questionnaire, but it is a fact that is remembered by nearly 90% of students after receiving the APAUSE sessions. We encourage facilitators to reflect on the quality of discussion to elicit answers from the students rather than simply telling them the answer!

**Table 14: A few facts before and after (percent correct)**

			Yours	Others
Boys	Correct location of pubic hair!	BEFORE	27	34
		and AFTER	64	72
	Girls stronger than boys at 13	BEFORE	17	18
		and AFTER	74	70
	Pregnancy possible before menses	BEFORE	13	17
		and AFTER	93	85
Girls	Correct location of pubic hair!	BEFORE	34	40
		and AFTER	64	73
	Girls stronger than boys at 13	BEFORE	20	28
		and AFTER	75	74
	Pregnancy possible before menses	BEFORE	13	22
		and AFTER	94	91

Other knowledge questions asked in the 'post' questionnaire are designed to influence **young people's thinking, social norms and consequently behaviour** and tables 15 and 16 report the responses from these.

**Table 15: Facts of Behavioural significance (percent correct)**

		Yours	Others
Boys	Can get pregnant before menses	93	85
	Can father a child once producing sperm	84	79
	STIs can make you infertile ('03: STIs common cause of infertility)	75	62
	Can get pregnant first time	81	81
	Safe period is uncertain	65	58
	Talking to school nurse is confidential	82	81
	Emergency contraception works for 3 days	61	54
Girls	Can get pregnant before menses	94	91
	Can father a child once producing sperm	86	78
	STIs can make you infertile ('03: STIs common cause of infertility)	65	66
	Can get pregnant first time	89	85
	Safe period is uncertain	65	62
	Talking to school nurse is confidential	86	85
	Emergency contraception works for 3 days	64	59

**Table 16: Facts of Behavioural significance (percent correct) by class**

		1	2	3	4	5	6	7	8
Boys	Can get pregnant before menses	79	91	100	100	92	100	90	100
	Can father a child once producing sperm	67	100	64	91	85	86	100	75
	STIs can make you infertile ('03: STIs common cause of infertility)	77	82	91	82	50	86	70	50
	Can get pregnant first time	69	73	100	91	73	57	90	100
	Safe period is uncertain	46	50	82	82	64	71	60	75
	Talking to school nurse is confidential	92	90	82	36	92	100	80	100
	Emergency contraception works for 3 days	25	60	82	64	58	57	90	50
Girls	Can get pregnant before menses	67	91	100	100	100	82	100	100
	Can father a child once producing sperm	100	100	73	100	78	100	56	73
	STIs can make you infertile ('03: STIs common cause of infertility)	33	90	67	87	67	33	80	45
	Can get pregnant first time	67	100	75	93	78	100	80	91
	Safe period is uncertain	67	91	67	67	56	82	30	45
	Talking to school nurse is confidential	100	100	92	73	89	88	70	91
	Emergency contraception works for 3 days	0	82	58	67	89	53	60	64

As discussed in training, we do hope that colleagues will reflect on how some of these scores may be improved. We strongly recommend that this is **not attempted by didactic presentation** of information but the students arrive at conclusions by small group or whole class discussion following **carefully structured questioning**. We also believe that the teachers and health professionals have a very strong contribution to make to this process.

## Statistical significance

As mentioned, percentages indicated in the tables in this report are a product of small numbers of pupils and that consequent fluctuations, whilst appearing large, may not be significant.

**Your School versus Others:** To help you determine how significant these figures are for your school, you need to compare your pupils with the total number of 'other pupils'. In order to say that your score is significantly different from the rest of the population we have surveyed, the difference between your score and the score stated for 'Others', needs to be greater than the figures shown in the table below.

Firstly, check the number of students who have contributed data from your school, shown in table 1, either boys or girls as most tables are shown for each gender. When looking at any of the other tables, look at the rate in the 'Others' column. If the difference between this figure and the figure in the same row for 'Your school' is greater than that shown below, the difference is statistically different.– it is unlikely to have occurred by chance.

For example, if your school has a population of 80 boys you would use the row highlighted in the table below. If 30% of students in 'other' schools state that they love school and you wanted to compare your schools results to these others, look in the column marked '30 or 70' (also highlighted in the table). In this example the highlighted box holds the percentage difference required to say that your school is significantly different from the population, i.e. there needs to be a difference of more than 12% between your students and the students in 'Other' schools for this difference to be statistically significant –unlikely to have occurred by chance.

Rate in 'Others'				
	~ 10 or 90	~ 20 or 80	~ 30 or 70	+/- 40 or 60
Your population N	Figures show the % difference which is significant			
40	+/- 11	+/- 13	+/- 15	+/- 15
50	+/-10	+/-12	+/-14	+/-14
80	+/- 8	+/- 10	+/- 12	+/- 12
100	+/-6	+/-8	+/-10	+/-10
150	+/- 6	+/- 7	+/- 8	+/- 8
200	+/-5	+/-6	+/-7	+/-7
300	+/- 4	+/- 5	+/- 6	+/- 6

**Internal comparisons, e.g. Boys versus girls:** The following table has the same format but in this case allows comparisons within your school between girls and boys. Look at the number of your boys and girls in table 1 (if there is a discrepancy between numbers of boys and girls, take the lowest figure). You again look at the figure of interest in any of the tables in this report and if the difference between girls and boys scores is greater than that shown in the relevant column below, it is statistically different.

For example if your school has 50 boys and girls you would use the highlighted row and if 20% of your boys stated that they love school, you would look in the column headed '~20' (also highlighted). Then, only if more than 38% or less than 2% of girls also agreed with this statement, the difference between the passion felt for school by girls and boys is significant!

Rate in Lowest of figures being compared					
		~ 10	~ 20	~ 30	≥ 40
	Each population	Figures show the % difference which is significant			
boys vs girls	40	+/- 20	+/- 20	+/- 26	+/- 26
	50	+/- 18	+/- 18	+/- 20	+/- 20
	80	+/- 14	+/- 15	+/- 16	+/- 16
	100	+/-11	+/-13	+/-14	+/-14
	150	+/- 9	+/- 10	+/- 10	+/- 10

## **Confidentiality**

May we remind you that these data are confidential to your school and although we hope that you will be able to use them as part of your audit and planning process, would ask you not to circulate these results outside the school without our agreement.

## **Thank-you!**

**May we take this opportunity to thank you and your colleagues (both teachers and health professionals) for your active and continued support of APAUSE. We look forward to working with you in the future.**

## Anonymity

Your data was returned to us in 8 teaching groups. The following table identifies each group. Numbers indicate the quantities of returned 'pre' and 'post' questionnaires. You will know how accurately this reflects absenteeism rates. It is important that when returning completed questionnaires, they are returned in the envelopes provided and that the correct class details are recorded on the front of this envelope.

### CLASS CODES

	1		2		3		4		5		6		7		8	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
9adh	26	19														
9aj			24	22												
9br					29	23										
9ff							27	26								
9ft									27	22						
9if											22	24				
9mb													21	20		
9ns															25	15