Physical Activity School Scan (PASS)  
ASSESSMENT GUIDE

GENERAL INSTRUCTIONS

The purpose of this protocol is to support the use of the Physical Activity School Scan (PASS) in the assessment of primary school physical environments. Read this manual prior to commencing assessments.

Health and Safety

Because your personal health and safety is very important during assessments, you should make sure that you are well prepared, and have the following items with you:

1. Hat
2. Sunscreen
3. Comfortable shoes for walking
4. Water
5. Money for a phone call or mobile phone

Preparing for assessments

It is important that you are familiar with the PASS. We will provide a short training workshop, but you should also practice using the form before you begin assessments. This will ensure that you know the order and content of all questions on the form.

To conduct the assessments, you will need following items:

1. Completed principal questionnaire map
2. Clean maps of each school
3. Clipboard
4. Blue biros
5. Sufficient forms to complete the day’s assessments
6. Street directory to check the location and roads of each school
7. List of all schools that you are assessing
8. A plan of your route
9. This manual

Conducting the assessments

It is important that each item on the form is completed carefully and correctly. You will therefore need to walk around and through each school, and thoroughly assess the environment and facilities.

You are required to tick boxes or write numbers for most items, and occasionally write your answers in the spaces provided. Please use blue ink when completing the forms. Should you need to change an answer, cross out the incorrect answer and tick or write your new choice. Please ensure that your answer is clear and easy to read.

The sections below provide information and checklists that will help you interpret and answer questions in the PASS.

Preliminary Information

Prior to undertaking assessments, a completed questionnaire from the principal or representative must have been received. The map which is enclosed with the principal questionnaire must detail the student grade groups allowed to play in each area at the school during recess and lunch breaks. This map will be used as reference throughout the assessment.

School reference number

The PASS has provision to record the reference number for each school: This information will be recorded prior to assessing the school.
SECTION 1: COMMUTING

Catchment Areas
The catchment area of a school can be obtained from the school or the Department of Education and Training. Identify the boundaries of the school’s catchment area.

Street pattern surrounding school
Look at the catchment area on the UBD to view the roads within the school surrounding area. Classify the roads as either grid, cul-de-sac or mixed.

Within the perimeter of the circle, write down the names of the roads classified as alternate routes, highways/main roads and freeway. Using the map book count the number of:

Alternate routes (see definition in the UBD)
Highway or main routes (see definition in the UBD)
Freeways (see definition in the UBD)

Roads which are adjacent to the school. These include roads where they adjoin the school with no houses or other building as a barrier between the school and the road.

T junctions with traffic lights or roundabout
Count, insert number

T junctions with no traffic lights or roundabout
Count, insert number

Cross roads with traffic lights or roundabout
Count, insert number

Cross roads with no traffic lights or roundabout
When arriving at school drive or walk on the roads defined in the above. Confirm the numbers as assessed from the map book (this is important as road works may have altered the numbers).

Total numbers of lanes to cross: add up number of lanes to cross on each road, then sum together.

Speed limit total: add up all speed limits.

Control devices: Total number of control devices including road narrowing, speed humps or ramps, kerb extensions, roundabouts (excluding roundabouts at intersections).

Middle islands: Total number of roads with middle islands (if middle islands exist in less than 50% of the road within the boundary do not count).

Pedestrian lights: Total number of pedestrian lights.

Traffic wardens Total number of traffic wardens (confirm traffic warden existence: observation or check with school).

Zebra crossings Total number of zebra crossings.

Set times 40 km zones Total number of 40km school hour zones

Pedestrian underpass or bridge: total number of pedestrian underpasses or bridges.

Total numbers of cycle of foot path off road (if path exists in less than 50% of the road within the circle perimeter do not count).

Cycle way/lane on road (if cycle way/lane exists in less than 50% of the road within circle perimeter do not count).

Car parks
Walk around the school observe and of the car-parks (include kindergarten, pre-primary, service roads) count the number:

**Situated on school grounds.**

**Situated on roadside (parallel to road):** these are on roads surrounding the school (they may be on the same side, opposite side or both sides of the road than the school).

Count parking on both sides as 2 car-parks. Parallel parking separated by a car-park entrance is classified as 2 car-parks.

**Situated off school grounds/not on road:** Car-parks which exist out of the school boundary and are not road side parking are classified as situated off school grounds/not on road.

**Of entrances/exits crossing pedestrian paths**

Count the number of roadways/driveways which cross a pedestrian path.

**Bike racks**

Observe bike racks while viewing the school grounds. Use the line next to each category as a working area and then when you have finished the school scan add up the total number for each category.

1. Of racks: Count the number of times racks exist within the school grounds.
2. When considering the ground covering between path and bike racks consider the difficulty or ease of a scooter being pushed across and possibility of prickles etc in bike tyres.

**SECTION 2: SPORTING EQUIPMENT STORAGE**

**Sporting equipment organisation**

Request to view the sporting equipment storage area.

Assess equipment organization.

1. Very poor: equipment is very disorganised and very poorly contained.
2. Poor: equipment that is mainly disorganized and poorly contained.
3. Adequate: equipment organised in separate containers with possible some minor areas of disorganisation.
4. Good: equipment is mainly well organised, usually with labels.
5. Excellent: most or all equipment is organised in appropriate storage vessels which are either labelled or clearly expose their contents.

**Sporting equipment accessibility**

Request to view the sporting equipment storage area.

Assess equipment organization.

1. Very difficult: equipment is very difficult to access, requiring large amount of effort. This may be due to obstructions, height of storage, arrangement of equipment etc. Objects need to be rearranged to access equipment.
2. Difficult: equipment is not easy to access due to reason above however with some minor effort can be obtained.
3. Easy: equipment can be easily accessibility.
4. Very easy: equipment accessibility is very simple requiring minimal effort of the person borrowing equipment. This is due to no obstructions, good organisation and excellent storage of equipment.

**Sporting equipment condition**

Visually separate the storage equipment area into quadrants (four areas). Randomly select an item from each quadrant and assess quality of the item. Rate each item as:

1. Very poor: equipment is damaged, flat, very dirty or in some way not useable.
2. Poor: equipment is not in good condition and, because of this; its use would be compromised.
3. Adequate: equipment is in average condition and can be used. May be old.
4. Good: equipment is in good condition with no damage, balls filled to an adequate pressure.
SECTION 3 – GRASSED AREAS

Use information from the map attached to the principal’s completed questionnaire to determine boundaries of activity areas. **You may need further communication with the school principal to gather further details including out of bounds and/or sedentary areas.** On the clean copy of the school map label each activity area including boundaries clearly. Use this as the reference for each corresponding activity area on the PASS. This can be completed prior to attending the school.

Sun protection

View the area in entirety. If close to noon observe the amount of shade cast over the ground which is available for play. If observation of the school environment is not close to noon then observe tree and/or shade sail positioning and estimate the amount of shade that would exist at noon (taking into account sun positioning with the season). Place a 1 next to the corresponding shade estimate. Only one category can be labelled a 1.

Location, surface and use

1. Adjacent to car park: answer yes to if the area border is: within 10 metres of a car park or road and; is not bounded by a fence, shrubs or other obstruction.
2. Surface: answer yes if more than 40% of the surface covering the area is: excessively dry/dead grass and/or, exposed sand/dirt and/or; difficult to run through.
3. Seating: Seats designed for that alone. Do not include limestone walls, retaining sleepers etc. Total approximately number of children who could be seated at one time. Categorise as 1-10 =1, 11-25=2, 26-50=3, or >50 =4.

Play activities

Definitions

Play structures: A play structure is play equipment made of solid material designed with the purpose of children’s play. A structure may be small and consist of two activities or large and consist of many activities which connect together.

Independent: A single play activity such as a slide, swing etc.

Playground: An area set aside containing playground structures.

Scattered: Play structures which are not within a bounded play area. They usually consist of only one or two activities.

Obstacle courses (Number): write number of obstacle course/s. An obstacle course is a set pattern of playground structures designed for children to use as a route.

Scattered play structures or independents with no/minimal to low sun protection (number): count the total number of scattered play equipment (not activities) with no/minimal to low (0-40%) sun protection.

Scattered play structures or independents with moderate to high sun protection (number): count the total number of playgrounds with moderate to high (>40-100%) sun protection.

Scattered play structures or independents: underlying surface is exposed sand/dirt (Number): count the total number of scattered play structures with dirt underneath rather than a specialised play surface such as white sand, mulch or rubber.

Playgrounds: no/minimal to low sun protection (number): count the total number of playgrounds with no/minimal to low (0-40%) sun protection.

Playgrounds: moderate to high sun protection (number): count the total number of playgrounds with moderate to high (>40-100%) sun protection.

Playgrounds: underlying surface exposed sand/dirt (number): count the total number of playgrounds with dirt underneath rather than a specialised play surface such as white sand, mulch or rubber.

Total number of play activities (number): count the number of activities within play structures and independents scattered within the whole area and in each playground.

Count the following as 1 item
- Count each gym bar separately.
2 Count each hurdle separately
3 Count each set of monkey bars as 1.

Do not include the following:
4 Equipment for stability or structure rather than play (for example hand rails at the top of ladders)

Play activities affected by sun intensity (number):
Of the play activities in the above, count the number of activities which are un-shaded and; with a day of high UV intensity; would be too hot for a bare part of the body to touch (including hands). These include:
1 Bare steel slides
2 Activities with steel hand-grasps
3 Rubber

If the activity has steel treads and not steel hand grasps, do not count as being affected by sun intensity.

Play activities requiring maintenance (number):
Count the number of activities with:
1 Wooden hand grasps.
2 Broken, missing or damaged equipment which makes it not possible, difficult or dangerous to use.

Sandpits with minimal/low sun protection (number)
Count the number of sandpits including white sand as underlying surface of playgrounds with no/minimal to low sun protection (0-40%)

Sandpits with moderate- high sun protection (number)
Count the number of sandpits including white sand as underlying surface of playgrounds with moderate to high sun protection (>40%)

Wall markings: suitable surface beneath (number of wall markings)
Number of markings for ball or other games on a wall which, at a suitable height and with appropriate underlying surface.

Cricket nets: good condition (number)
Number of cricket nets with fence, surface and back board all in good condition i.e. any damage or wear is minor and would not affect the ability of children to use the nets. Surface is smooth with no or few minor damaged areas.

Cricket nets: require attention (number)
Cricket nets whereby one or more of the materials used in the main structure is damaged requiring repair or replacement. For example tears on the pitch surface, damaged net protruding into pitch area.

Football goals (set)
A football goal set consists of goals at both ends of the oval or other grassed area. Should only one side of the net exist write 0.5.

Soccer goals (set)
A soccer goal set consists of goals at both ends of the oval or other grassed area. Should only one side of the net exist write 0.5.

Long jump pits (number)
Number of white sand pits which are presently useable. Exclude if overgrown by weeds, grass etc.

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**SECTION 3: HARD COURT AREAS**

**Location and use**

**Undercover Area**
An undercover area is a hard surface area which possesses overhead cover from rain and sun. It may or may not be enclosed.

**Surrounded by tennis net**
Count hard court areas where nets or some other material encloses the play area to contain balls etc.

**Seating**
Seating: Seats designed for that alone. Do not include limestone walls, retaining sleepers etc. Total approximately number of children who could be seated at one time. Categorise as 1-10 =1, 11-25=2, 26-50=3, or >50 =4.

**Surface**

Rough surface areas are composed or bitumen or some other material which would cause grazing if fallen onto. Also may be pavers. May be loose rocks/bitumen, chunks of pavers on court.

Smooth surface areas are composed of concrete or another poured material. Newer, specialised surfaces are very smooth.

**Surface needs repair, upgrading, maintenance:**

Classify yes if surface has:
1. moderate to severe cracking
2. loose bitumen or pavers
3. uneven bitumen or pavers
4. areas lifted by tree roots
5. slippery moss
6. excessive berries/leaves or other object which may interfere with children running on surface
7. any other damage

**Markings**

Count and record the following markings:
- basketball
- netball
- tennis
- hopscotch
- foursquare
- other

Note if they are faded and require maintenance (repainting).

**Facilities**

Count the number of basketball and netball stands (one set = 1). If only one side then = 0.5. Note down practice hoops. Recode damaged hoops separately.

**COMMENTS**

Note down any aspects of the play areas that are not regular, of particular interest or difficult to assess.

Any aspects of school assessment that are not clear, please consult with Project Coordinator: Karen Martin 0410324294.