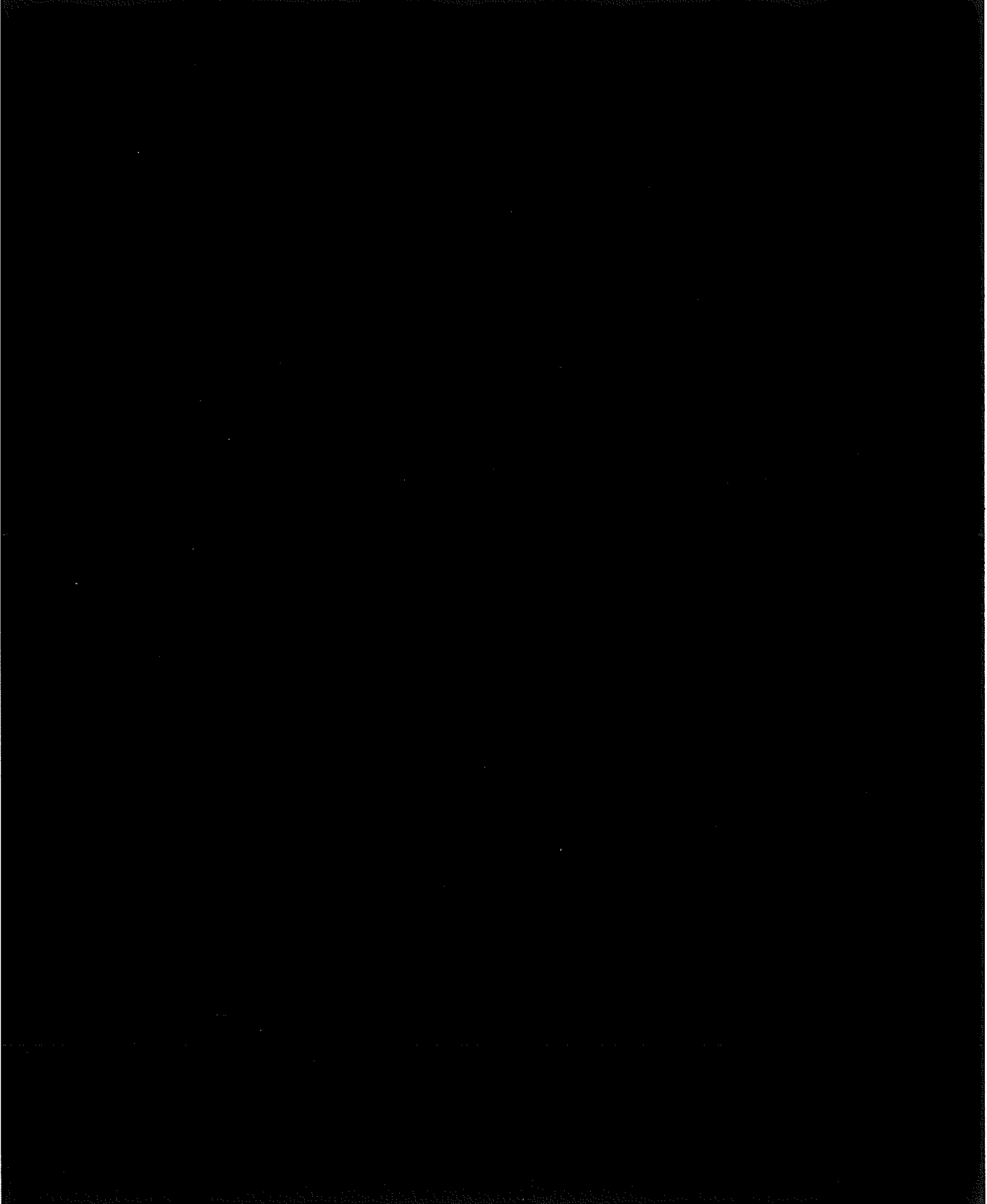
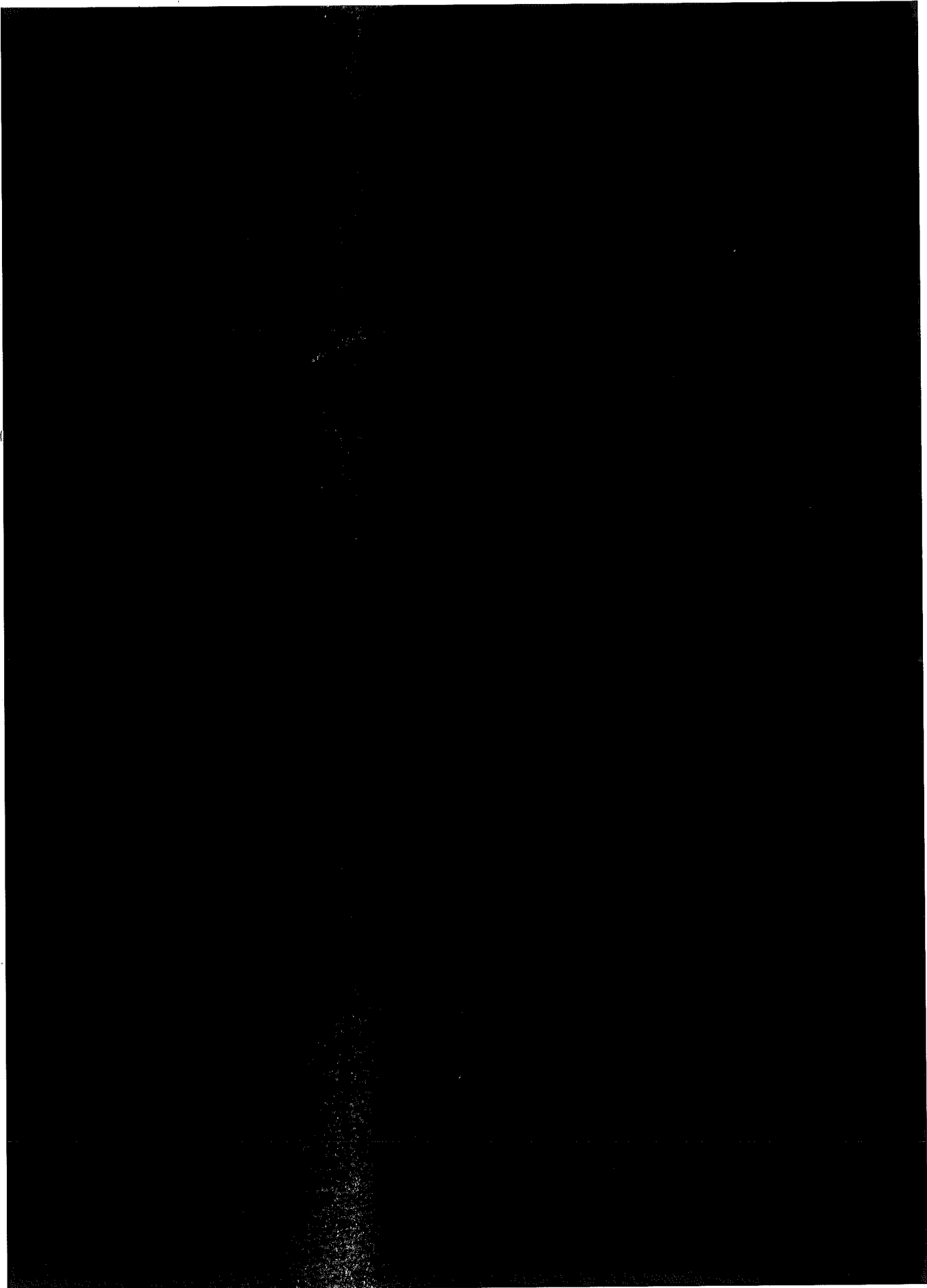


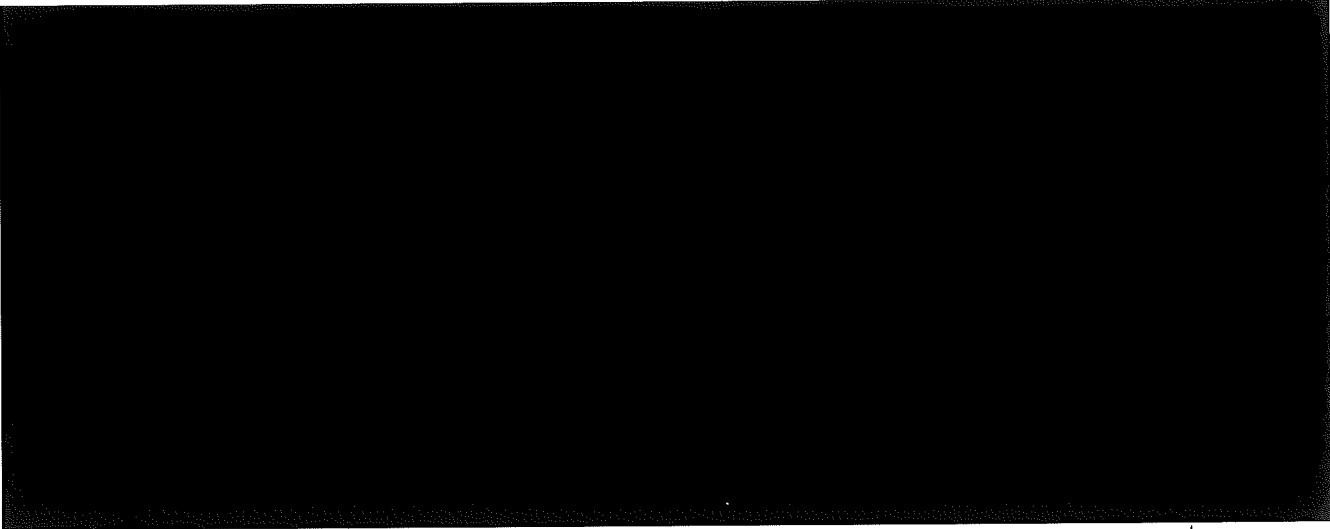
Turner School Board Minutes

Monday 11 February 2013

5.30-7.00pm Turner School

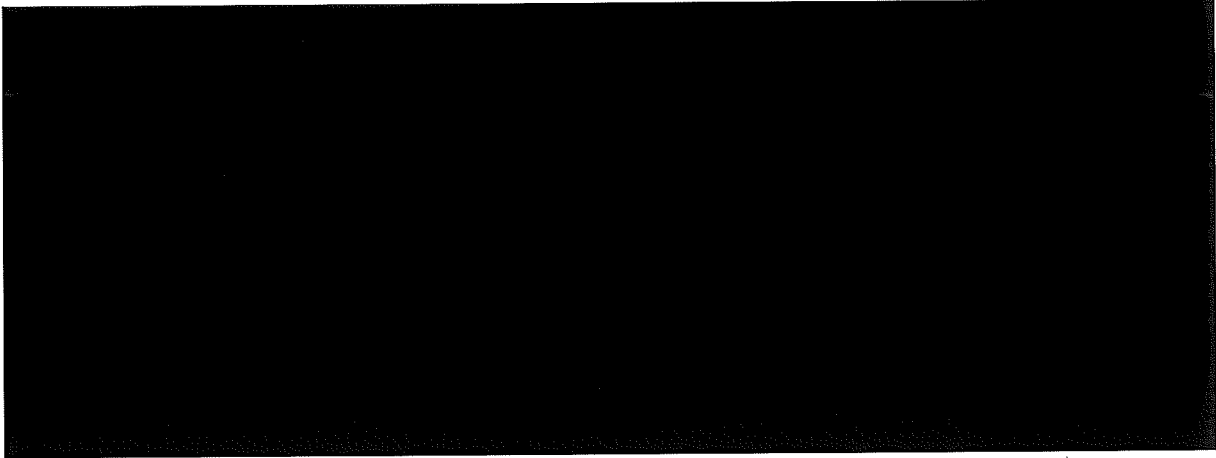






8. General business:

- [Redacted]
- Security and safety of students was raised [Redacted] in reference to lockdowns. As the school is not fenced and there are many entrances to the school what would people like to see in place? The safety of children is a priority. Jo suggested talking to the P & C [Redacted]

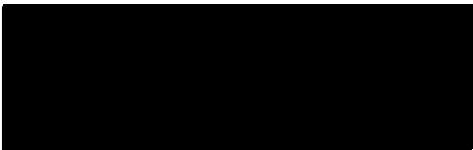


9. Any other business?

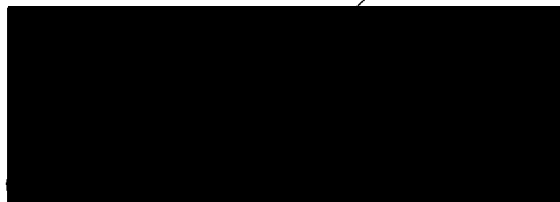
Nil

Meeting closed: 7.15pm

Next meeting: Monday 18th March 2013 5.30pm



Principal



Board Chair

18/3/2013

18/3/13

Padgham, Jo

From: Nafisi, Nivad <Nivad.Nafisi@act.gov.au>
Sent: Wednesday, 15 October 2014 2:16 PM
To: Padgham, Jo
Cc: [REDACTED]
Subject: RE: 141009 - Security Fences - Request for Expression of Intrest

Hi Jo

Thank you for your email.

Once the school supports installation of a security fence, we will work closely with the school to discuss the best design and location for the fence. You will definitely be involved in all negotiations and the final decision whether to have a full or partial fence installed.

Please feel free to contact me if there is any issues or concerns.

Regards
Nivad

Nivad Nafisi | Project Officer |
Phone: +61 2 6207 0050 | **Fax:** +61 2 6205 9162 | **Mobile:** [REDACTED]
Email: nivad.nafisi@act.gov.au
Infrastructure and Capital Works | Education and Training | ACT Government |
Level 1, 220 Northbourne Ave, ACT 2601 | GPO BOX 158 Canberra ACT 2601 |
www.det.act.gov.au

From: Padgham, Jo [<mailto:Jo.Padgham@ed.act.edu.au>]
Sent: Tuesday, 14 October 2014 5:22 PM
To: Nafisi, Nivad
Cc: [REDACTED]
Subject: RE: 141009 - Security Fences - Request for Expression of Intrest

Dear Nivad,

We have a Board meeting next week and I will take this to the Board.

We will have divided opinion from families about a fence, however I do have a middle option that is a partial area to support security of our special needs children so I will put that option. As a specialist school, our children do need areas they can play that have a boundary. Hopefully the middle option will be a compromise.

I will get back to you after the board meeting.

Thanks,
Jo

Jo Padgham

Jo Padgham | Principal

☎: +61 6205 6622 | 📠: +61 2 6205 6616 | ✉: jo.padgham@ed.act.edu.au

Turner School | Condamine Street | Turner ACT 2612 |



From: Nafisi, Nivad [<mailto:Nivad.Nafisi@act.gov.au>]

Sent: Thursday, 9 October 2014 4:24 PM

To: Padgham, Jo

Subject: 141009 - Security Fences - Request for Expression of Intrest

Hi Jo

Please find attached a copy of Request for Expression of Interest letter for the installation of a security fence at your school. You will receive the original letter soon.

Please do not hesitate to contact me if you require more information.

Regards

Nivad

Nivad Nafisi | Project Officer |

Phone: +61 2 6207 0050 | **Fax:** +61 2 6205 9162 | **Mobile:** [REDACTED]

Email: nivad.nafisi@act.gov.au

Infrastructure and Capital Works | Education and Training | ACT Government |

Level 1, 220 Northbourne Ave, ACT 2601 | GPO BOX 158 Canberra ACT 2601 |

www.det.act.gov.au

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ACT
Government
Education and Training

Ms Jo Padgham
Principal
Turner School
Condamine Street
TURNER ACT 2612

Dear Jo

**SCHOOL SECURITY FENCES
EXPRESSIONS OF INTEREST FOR THE INSTALLATION OF A SECURITY FENCE**

As you will be aware, the Directorate has a program for the installation of security fences at public schools. To date, school fencing has been focused on schools assessed as having a high or medium security or safety risk.

There are now 65 schools (out of a total of 86) that have been either fully or partially fenced. Schools with security fences have reported a significant reduction in vandalism, theft and damage to school property as well as improved safety for students on school grounds.

Fences are designed to complement and enhance the existing security systems already installed at schools. The design and alignment of security fences is in accordance with planning regulations and the principles outlined in the ACT Crime Prevention and Urban Design Resource. They also take into account the need for community access to school facilities.

The Infrastructure & Capital Works (ICW) Branch is finalising the security fence program and is now seeking expressions of interest from the remaining unfenced schools, including your school, as to whether further security fences are needed to be installed. Any proposals from schools will need the strong support of the school community.

Attached is the Expression of Interest form for the installation of a security fence. Should your school wish to participate in this program, the form will need to be co-signed by your School Board Chair and the Parents & Citizens Association President. Your Expression of Interest form should be submitted by email to the ICW Branch project officer, Ms Nivad Nafisi (Nivad.nafisi@act.gov.au) by **COB Friday, 31 October 2014**.

Should your school choose NOT to have a security fence installed, your confirmation by email to Ms Nafisi is also appreciated.

In addressing security matters at public schools, the Directorate is also keen to be advised about any other security issues that your school is experiencing and any security upgrades you believe may assist your school. These should also be advised to Ms Nafisi.

Should you wish to discuss the Directorate's security fence program or have any questions regarding security matters at your school, please do not hesitate to contact Ms Nafisi on Tel: 6207 0050 or email: Nivad.nafisi@act.gov.au.

Yours sincerely



Rodney Bray
Director
Infrastructure and Capital Works

7 October 2014

Cc: Ms Judy Hamilton School Network Leader – North/Gungahlin

EXPRESSION OF INTEREST: INSTALLATION OF A SECURITY FENCE

School Name: Turner School

Please describe the reason you do/do not support the installation of a security fence at your school:

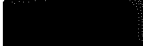
Please describe other security issues (if any):

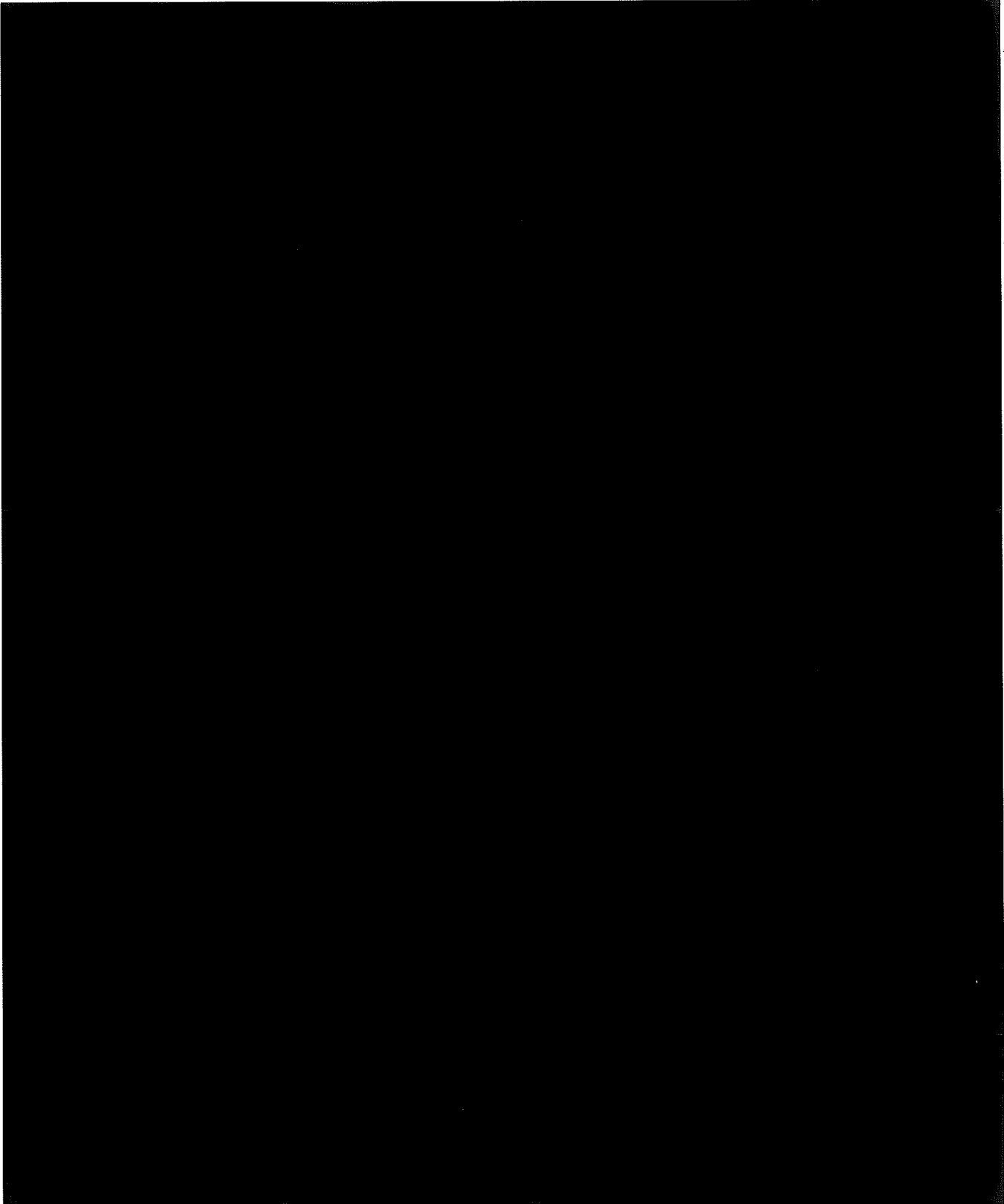
We, the undersigned, do/do not support the installation of a security fence.			
Principal	Name	Signature	Date
Board Chair	Name	Signature	Date
President of Parents and Citizens Association	Name	Signature	Date

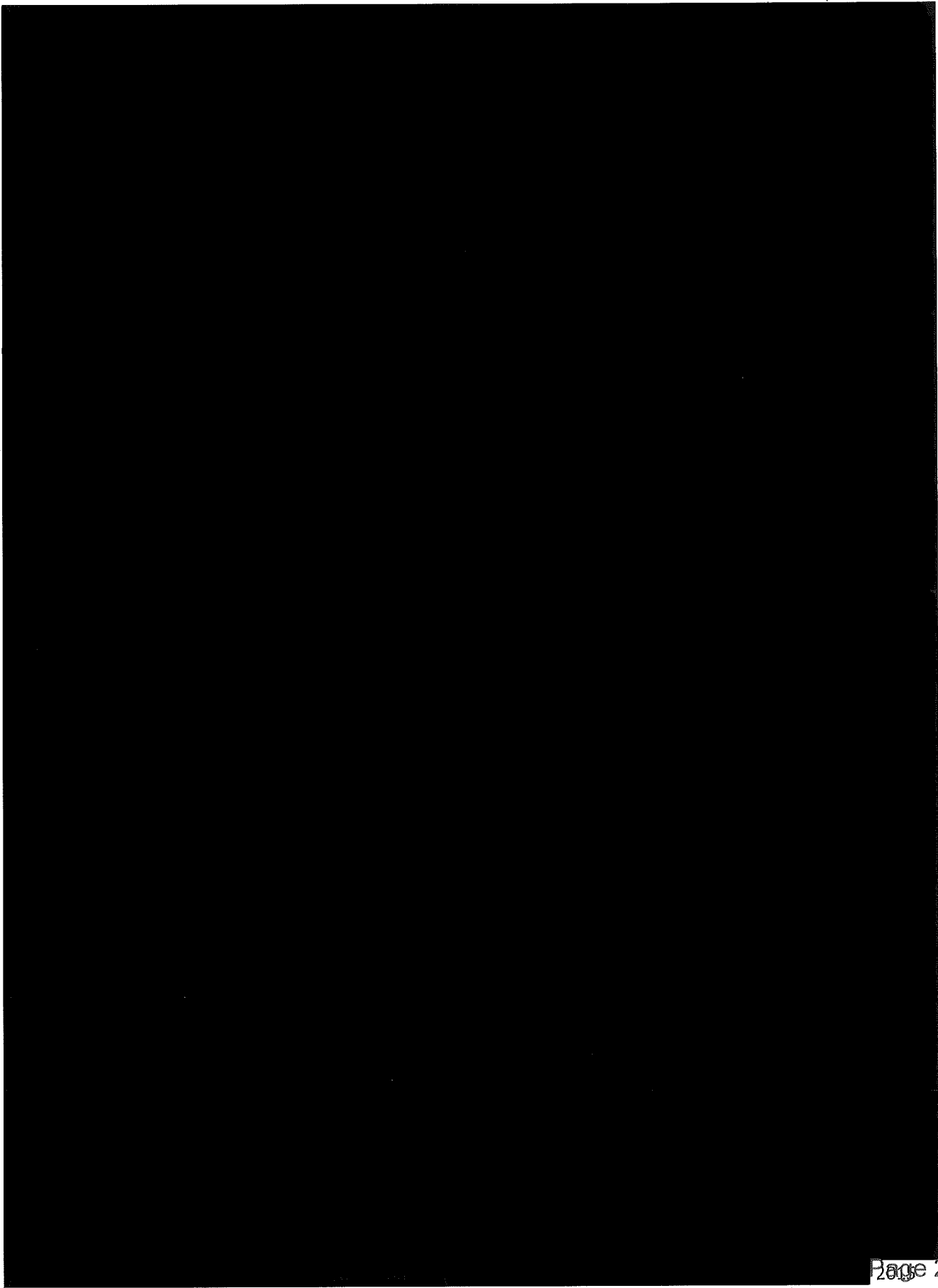
Turner School Board Minutes

20 October 2014

5.40pm-7.50pm Turner School

1. Welcome/ Apologies: 







Partial Fence

During October stand-down the school was asked for an expression of interest for the installation of a fence/partial fence for the school. The Directorate asked for a response by 31 October 2014. There was discussion about where the partial fence would go. Proposal tabled by Jo was discussed, amended and [REDACTED] will develop a more accurate map based on an aerial view of the school and discussion with [REDACTED] P&C this week and followed up with an initial survey and student consultation to gauge perspectives.

It was decided to adopt the proposal and consultation process with the possibility of extension if needed. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Meeting closed: 7.45pm

Next meeting: 17 November 2014



Principal



17/11/14

Board Chair



17 Nov 2014



Proposal for a partial fence to one area of the Turner School playground

Background

- The Director of the Directorate's Infrastructure and Capital Works area has invited Jo Padgham as Turner School Principal to seek the level of support from the school community for the installation of security fencing on the school site. There are now 65 schools out of a total of 86 that have been either fully or partially fenced. Schools with security fences have reported a significant reduction in vandalism, theft and damage to school property as well as improved safety for students on school grounds. The design of school fencing is the same as the existing fencing on the ends of the library courtyards and takes into account the need for community access to school facilities.

The Directorate would like the school's response by 31 October 2014.

Proposal for consideration by the Turner School community

*See Sketch Plan on aerial map of our school. (This sketch plan is for consultation purposes and if there is community support for a fence an accurate and compliant design would be developed.)

- That Turner School applies for a partial fence to be installed along the Hartley Street school boundary. This fence line would have gates at specific intervals that would not be locked to enable access after-hours for the community. The existing small carpark near the hydrotherapy pool area is possibly to be extended as part of the carpark upgrade to the school. This would be taken into account when designing the new fence along this boundary.
- There is an existing fence line of the Trainyard Playground along the walkway and a small piece of new fencing would be required to secure the area that crosses the car park.
- A third fence panel is proposed to enclose the Bike Rack area. This would have a number of double gates for pedestrians and for the school bus to access the bus cage.

Rationale for proposing a partial fence to one area of the Turner School playground

- Turner School is both a mainstream and specialist school with an ongoing enrolment of approximately 55-60 students with disabilities. Some of these students require a secure area for play. Currently the K-2 children who require a secure area must use the Trainyard playground and the 3-6 children the senior enclosed playground. The recent improvements to our playgrounds have been in a currently unfenced area. The RoPlay ball, sand pits, rock gardens, cubbies, ramps and decks are all in this unfenced area. This is a highly imaginative play area in high demand by all children that currently many of the children with disabilities cannot access without very close supervision. Thus they do not access this area at lunch and recess times.
- A number of staff of children in the small group classes have commented repeatedly they believe some of their children who require hand holding to move through unfenced areas should be able to be in an area that is secure and thus would not require adult hand holding and thus build their independence in a safe area.
- It is an OH&S issue to hold children's hands/arms all the time as they can 'drop' and 'run' causing shoulder and arm injury to the staff member. There are a number of reported incidents of this nature that have caused harm to the staff member.
- Some of the children with disabilities play very happily in large areas of the playground but require a physical barrier to stop and not continue to wander.

- The proposal to have gates at appropriate intervals along each of the fence lines would mean easy access out of hours to the gardens and roosters/chickens for care, to the quad for ball games and to the cubby area for weekend play. The community events such as the fete would not be hindered by the positioning of the fences and the gates would be open on such days.
- As an inclusive school we are currently not including all children in our imaginative and creative social play areas.
- The rationale for a partial fence is that there is wide out-of-hours community use of the school grounds and we would not want this averted in any way. The oval in particular is extensively used out of school hours by members of our Turner community, fitness groups, Canberra's refugee community and various multicultural groups.
- The positioning of the Hartley Street fence would give children increased access to playing at the base of the trees and provide security and safety from the road.
- The enclosing of the Bike Rack is proposed to ensure the children playing on the quad cannot access the oval by wandering without coming to a barrier fence first. This would have a secondary benefit of securing the bikes during the day. It also funnels the pedestrian access to the oval in one area thus enabling more effective supervision should a vehicle need to use the road.
- The middle carpark for staff would be made more secure for students when walking between the buildings and playground areas.

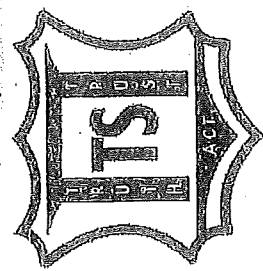
Consultation Process

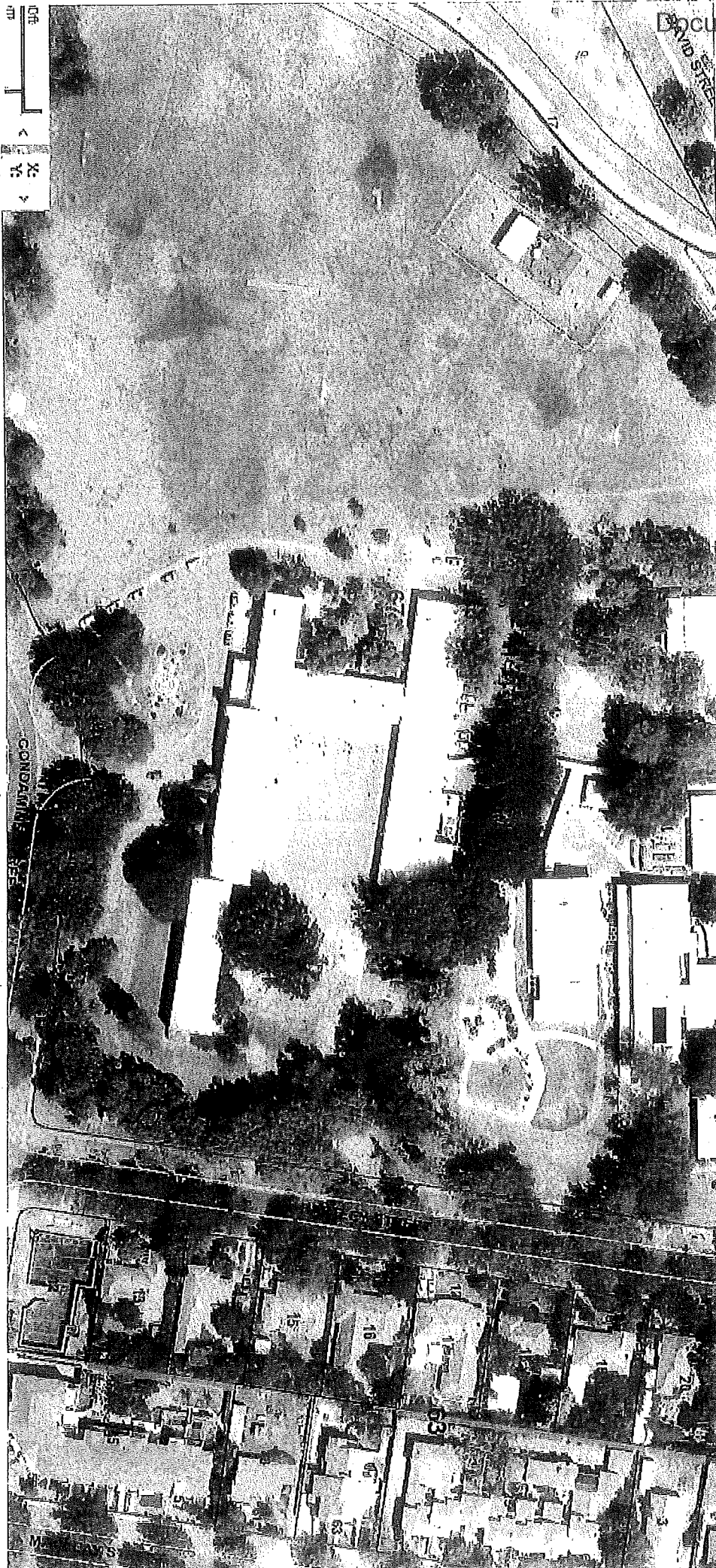
Term 4 2014

- Week 1- 13-17 October: Proposal flagged with current and past Board Chairs and in principle agreement to go ahead with consultation
- Week 2- 20 October- Proposal and rationale put to Turner School Board. Board approved the rationale and proposed partial fence and developed a consultation process
 - - Proposal and consultation process agreed by P&C President
 - 22 October- Proposal and consultation process put to P&C Meeting
 - - Proposal and consultation process put to Staff Meeting
- 23 October- Proposal put to Turner School community via email and feedback sought via email and box in school foyers (student input will be sought through class meetings and the SRC)
- 25 October- Display at fete showing proposal, rationale and sketch map and box provided for feedback
- Week 3- 30 October- Feedback reported in school newsletter and if divided opinion then a special community meeting called for 5 November. The Principal will ask ETD for an extension to complete the consultation process. If there is a large majority of community support for the partial fence proposal then there will be no need for the community meeting
- 31 October- If large majority agreement evident, Principal, Board Chair and P&C President will sign the agreement and the Principal will submit an expression of interest to ETD for a partial fence design to be developed.
- Week 4- 5 November- Community meeting held if required at which the process to make the decision will be discussed and agreed. Member of ETD Capital Works invited to attend.

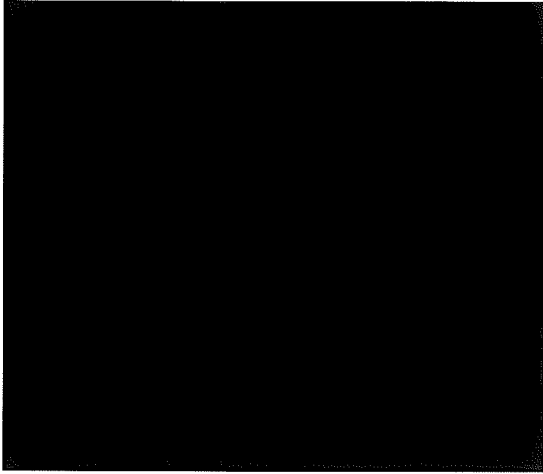


Proposal to Turner School Community for the
Partial Fence. Please read the Rationale Paper
associated with this map. 22/10/14



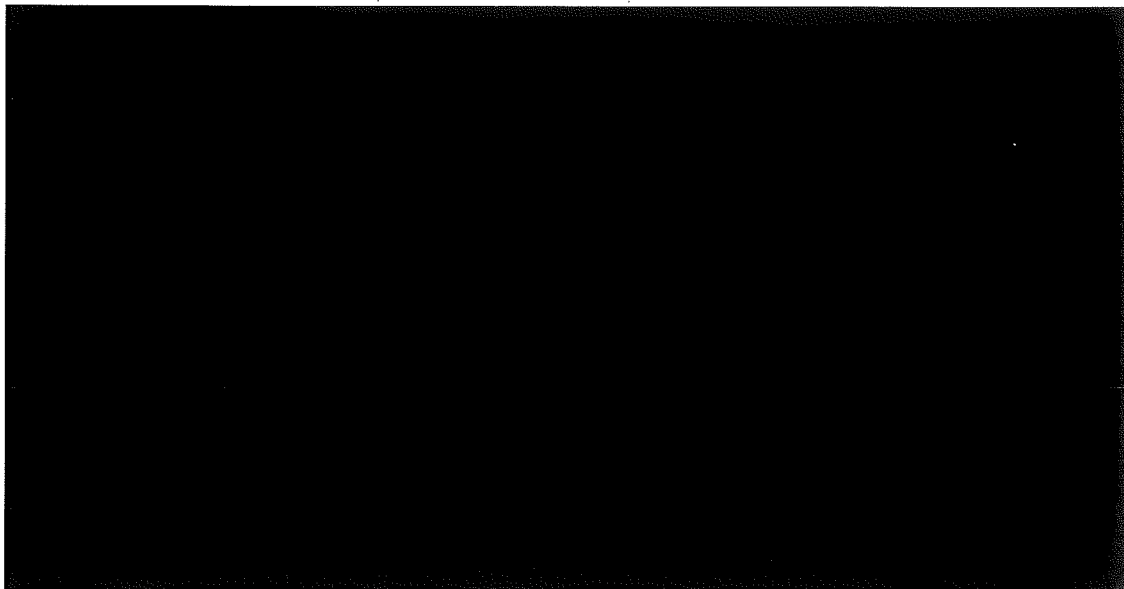


Turner P & C
Minutes of the P&C General Meeting 22 October 2014
(Turner School Library)

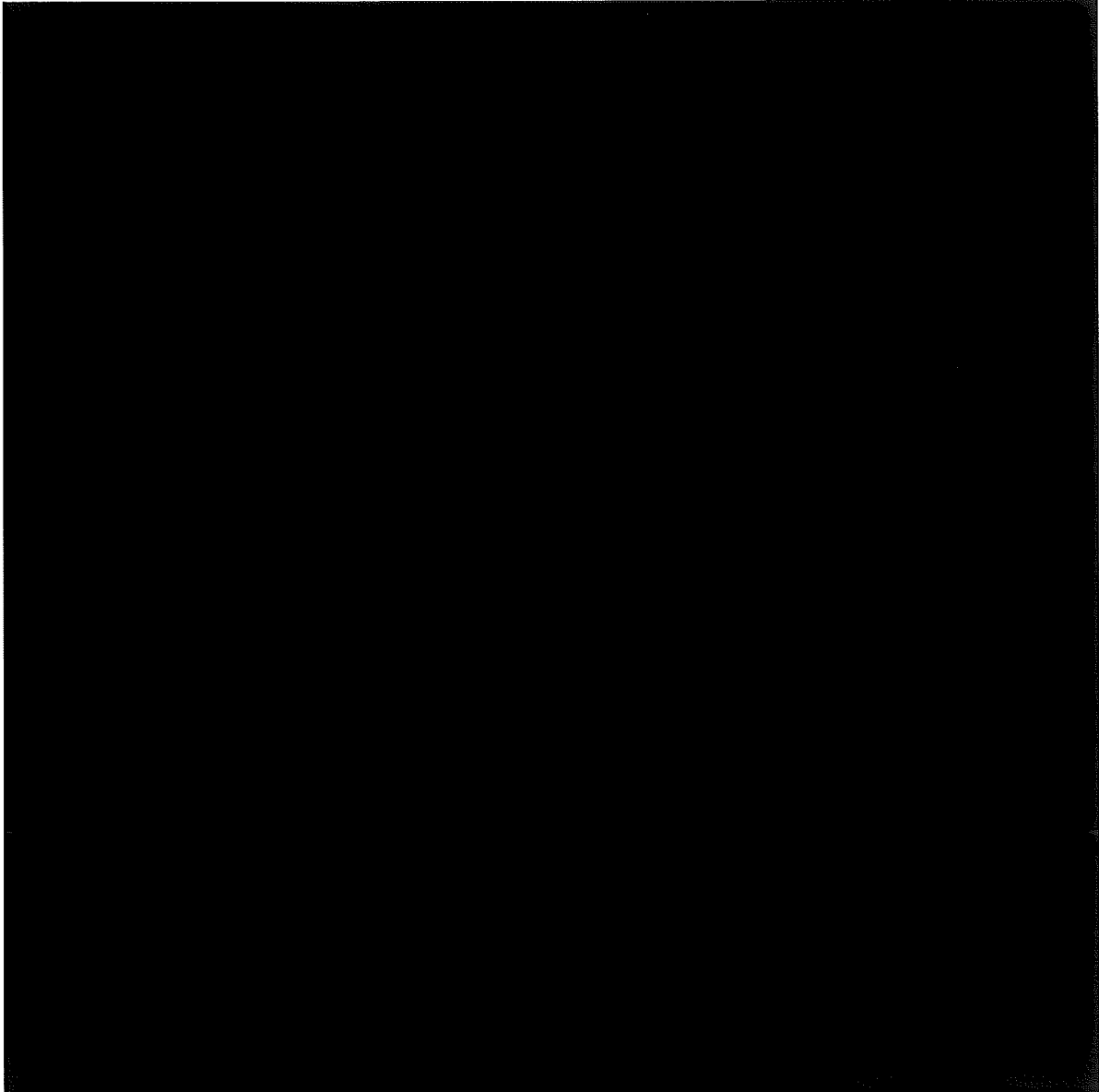


Welcome

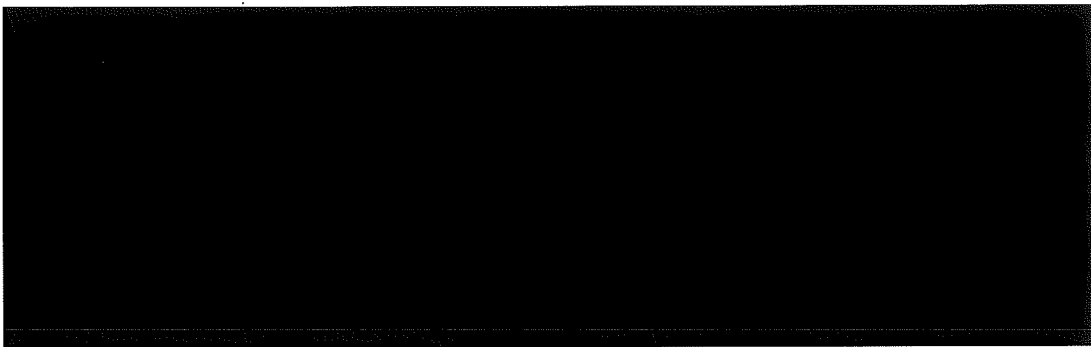
The Chair opened the meeting at 8.55pm and welcomed all those present.



REPORTS



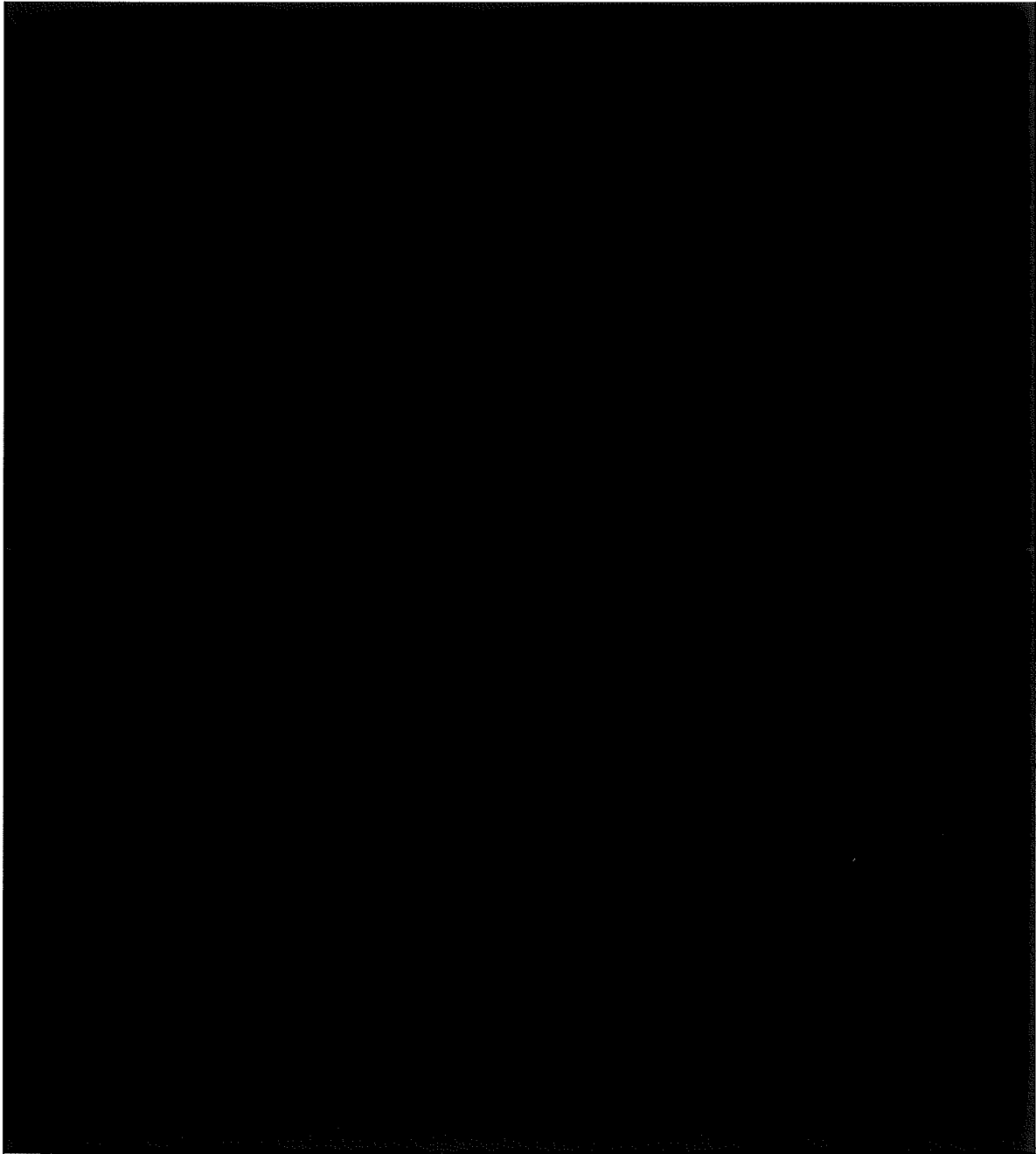
(c) Principal's Report



Jo then presented and discussed a paper on a *Proposal for a partial fence to one area of the Turner School playground*. The main points discussed were:

- The Directorate's Infrastructure and Capital Works invited Turner school to canvass the level of support from the School community for the installation of security fencing;
- Jo stressed that the need for the fencing is largely based on safety. Turner has around 55-60 children with disabilities and they need a secure area to move around in and play;
- The fencing along Hartley Street will increase the safe playing area for all students at the school;
- Any fencing provided will NOT prevent public after-hours access to the school's playing areas, gates will be placed as appropriate.

Jo is to send out a special communication to the school community inviting comment and provide information and opportunity for feedback at the school fete on 25 October.



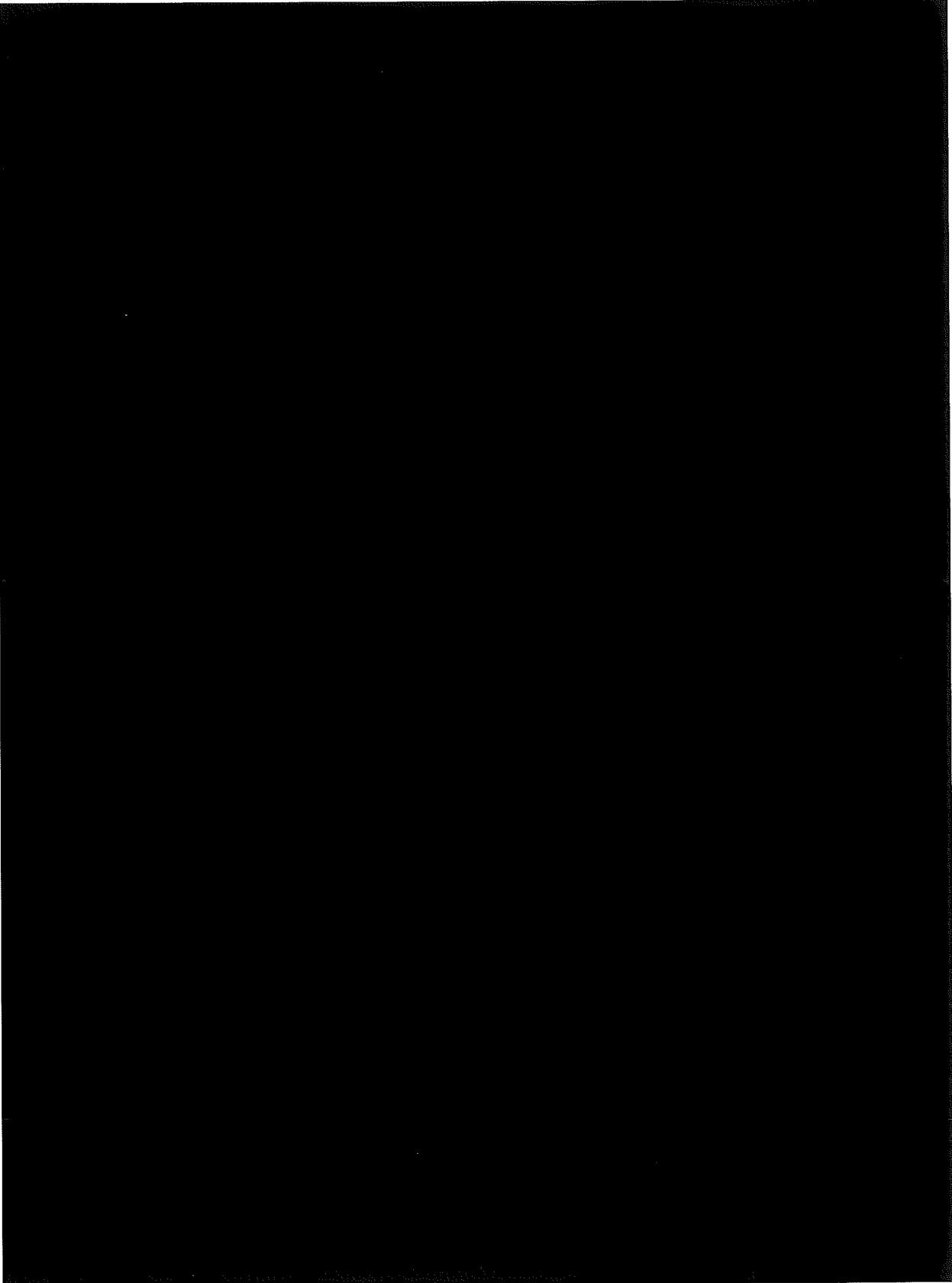
Close

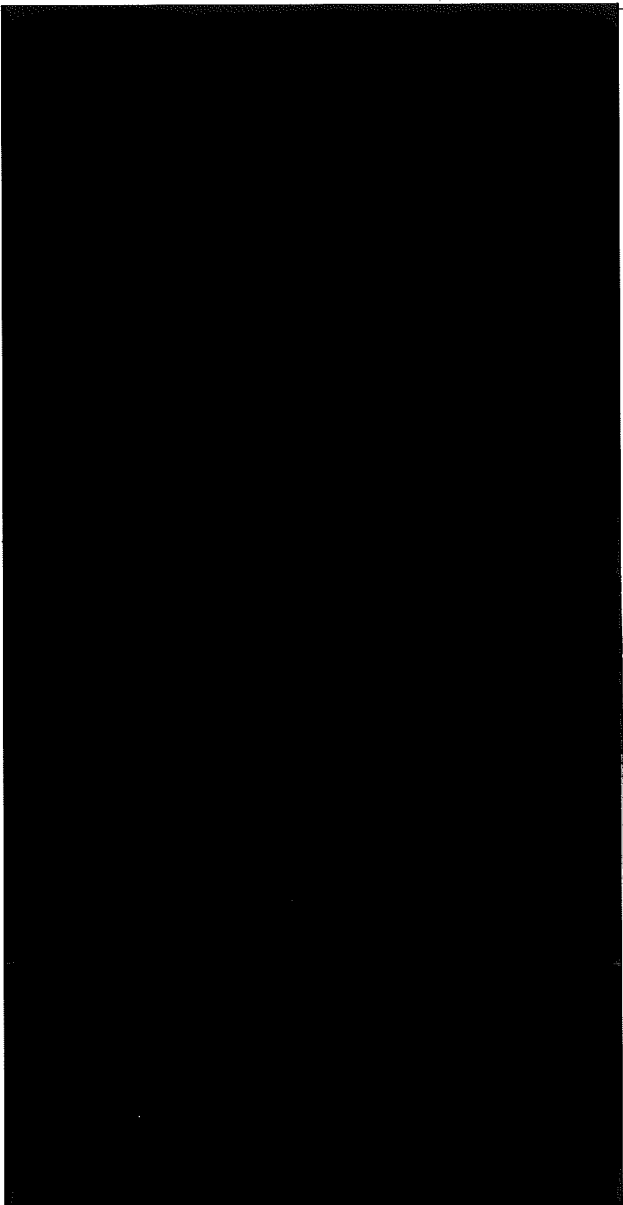
The meeting closed at 9.50pm

Principal's Report to the Turner P&C

22 October 2014

The following are highlights of school activity in each area since last meeting, any current challenges and upcoming activities of note.



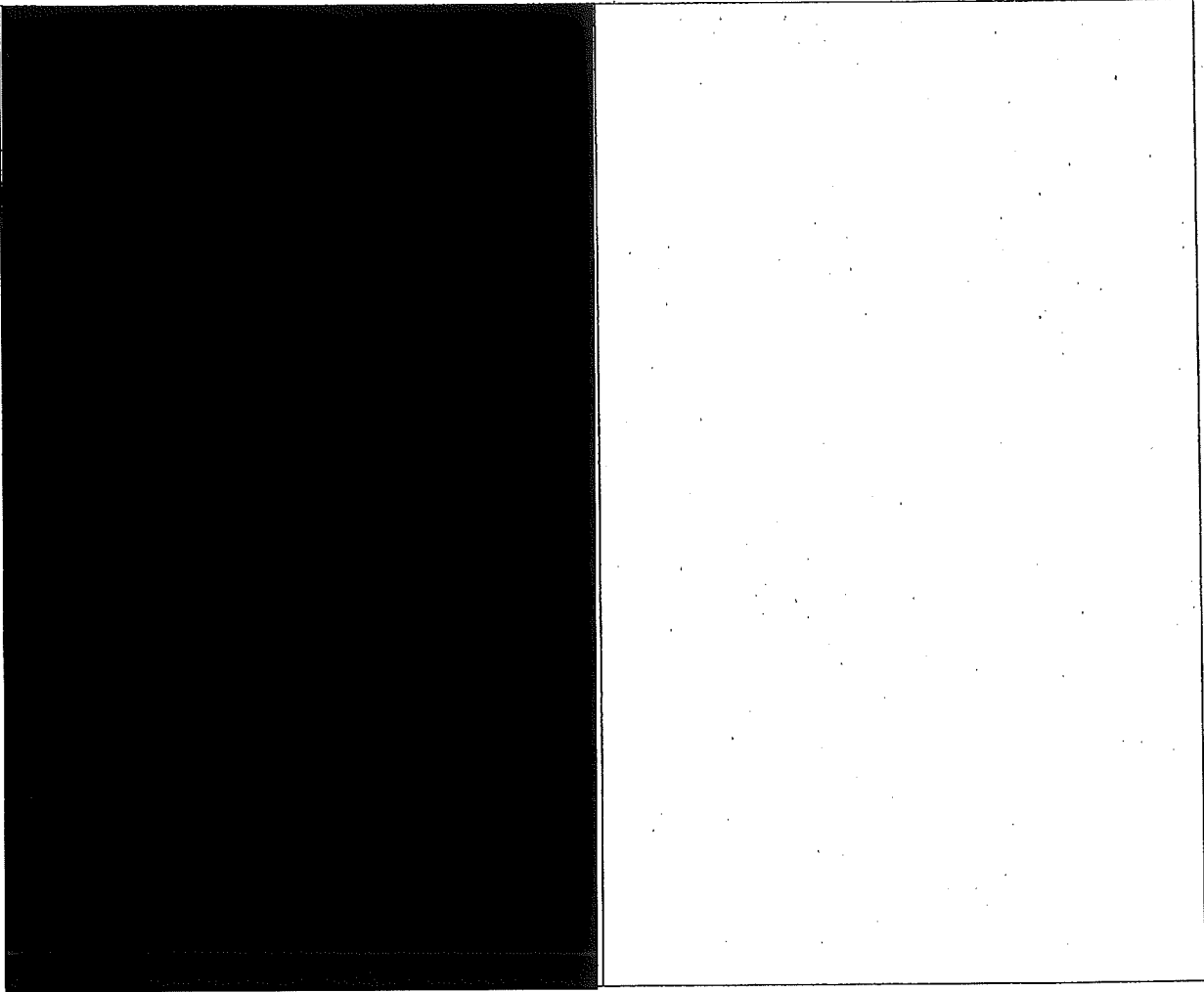


Capital Works supported projects



- Partial fence proposal- the Board has approved a consultation process to gauge community support for a partial fence on part of the playground. (Maps and proposal tabled at P&C mtg)





Jo Padgham

Consultation on the proposal for a partial fence on the Turner School playground



The following dot points are in addition to the points noted on the rationale that accompanied the sketch of the proposed partial fence and address some of the points raised in the consultation with staff, students, parents/carers and the community:

- Over a number of years requests have been made by some Turner parents and staff members to investigate the installation of a containment fence on part of the playground to support increased independent access to areas of the playgrounds by some of the children with disabilities. These requests have been aired at staff meetings and at the Board and P&C level as well.
- The cost of a containment fence is beyond the limits of the school's budget and thus broader community consultation has not been sought in past years. The ACT Education and Training Directorate approached the school in October to ascertain interest in the installation of a fence paid from the Infrastructure and Capital Works budget and it was at this point that the principal brought it to the Board for consideration. Funds allocated for school fencing will not be transferred to individual schools for alternative projects.
- The survey and first set of discussions in classes were to gauge initial opinions. While 82% of survey respondents indicated support for the partial fence there were a range of views and areas where people wanted clarification and perhaps alternative options tabled. All K-6 classes were similarly asked to provide an initial viewpoint and while half the classes indicated they were in favour, the other half had a mix of views similar to those of some of the survey respondents. Student issues centred on getting bikes in and out of the bike racks, whether gates would be locked or not and moving between areas of the playground with ease. Since that initial period of consultation, there has been further discussion in classes, with staff, with the P&C president, Board Chair and principal and a range of viewpoints shared and respected.
- The school has been granted an extension from the Directorate for a longer consultation period and the principal, Board Chair and P&C president have met with a representative from the Infrastructure and Capital Works Section for clarification of points relating to height, style, colour of fencing, timeframe if it was to go ahead as well as advice regarding options for students to move between areas of the playground where gates may be placed and alternative partial fencing options to address our needs. This information will be shared at the meeting and a representative from Infrastructure and Capital Works will be in attendance.

The comments recorded by some of the survey respondents will be on display at the meeting, along with class and student viewpoints. A number of people will speak to their views and there will be time for small group and whole forum discussion. Aerial photos of the school site will be available should people have alternative suggestions to put to the group.

www.turners.act.edu.au p: 02 62056622

Valuing differences Celebrating learning Achieving together



Welcome
Please help yourself to tea and coffee

Turner School
Community Meeting to discuss the proposal for a partial fence

Wednesday 12 November 6:30-7:30pm

Outline of meeting

- o 6:30pm Welcome- Jo
Engage with feedback around the room
- o 6:40pm Intentions of the meeting- Jo
- o 6:45pm Inclusion at Turner School- Robyn
- o 6:50pm Speakers (3 mins each)
 - o [Redacted] Staff
 - o [Redacted] Parent
 - o [Redacted] P&C
 - o [Redacted] School Board
 - o [Redacted] Parent
- o 7:10pm Small group discussions
- o 7:25pm Whole group Q&A
- o 7:30pm Closing remarks- Kirsty Westaway (Board)

Intentions of tonight's meeting

- ⦿ To consider the viewpoints of students, staff members, parents/carers and community members
- ⦿ To consider the original proposal and alternative proposals

It is not the intention that a decision be reached tonight or to establish an outcome through a vote

Turner School and Inclusion

- ⦿ Turner School became a combined mainstream and specialist school in the early 1980s and is unique in it's model of inclusive practice
- ⦿ Currently we have just under 1/5 of our students with an identified range of abilities and disabilities
- ⦿ Turner uses a flexible model for inclusion to meet the individual needs of students

Disability Standards for Education 2005

The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students.

On the same basis means that a student with disability must have opportunities and choices which are comparable with those offered to students without disability.

This applies to:

- ⊙ admission or enrolment in an institution
- ⊙ participation in courses or programs
- ⊙ use of facilities and services.

Disability Discrimination Act 1992

The Standards clarify the obligations of education and training providers, and the rights of people with disability, under the Disability Discrimination Act 1992 (DDA). The Standards are subordinate legislation made under the DDA.

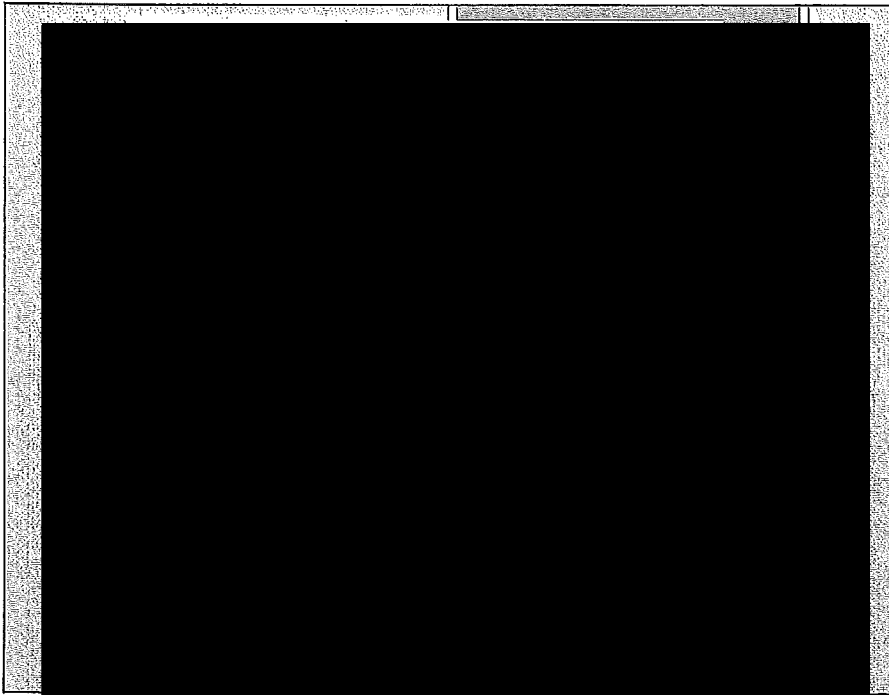
Reasonable Adjustments

An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students.

Inclusion on our playgrounds

- Students with identified playground needs will have goals set as a part of their Individual Learning Plan or a specific behaviour plan (negotiated with families)
- The school provides additional equipment in its current enclosed play areas to help to enrich the play areas
- Turner School staffs a high staff per duty area roster



Access

- All our students require access to a range of social interactions on the playground
- Choice – all students require some choice about where they will play.

Safety

- When students leave the school grounds staff are anxious
- With some students staff are always hyper-vigilant just in case they leave the grounds
- Hand holding is not safe and sometimes not age appropriate and inhibits social interaction with other children

Turner Primary School
Fencing Layout Concept
Option 1

November 2014

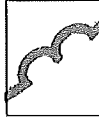
Key



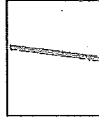
Fence / Screen



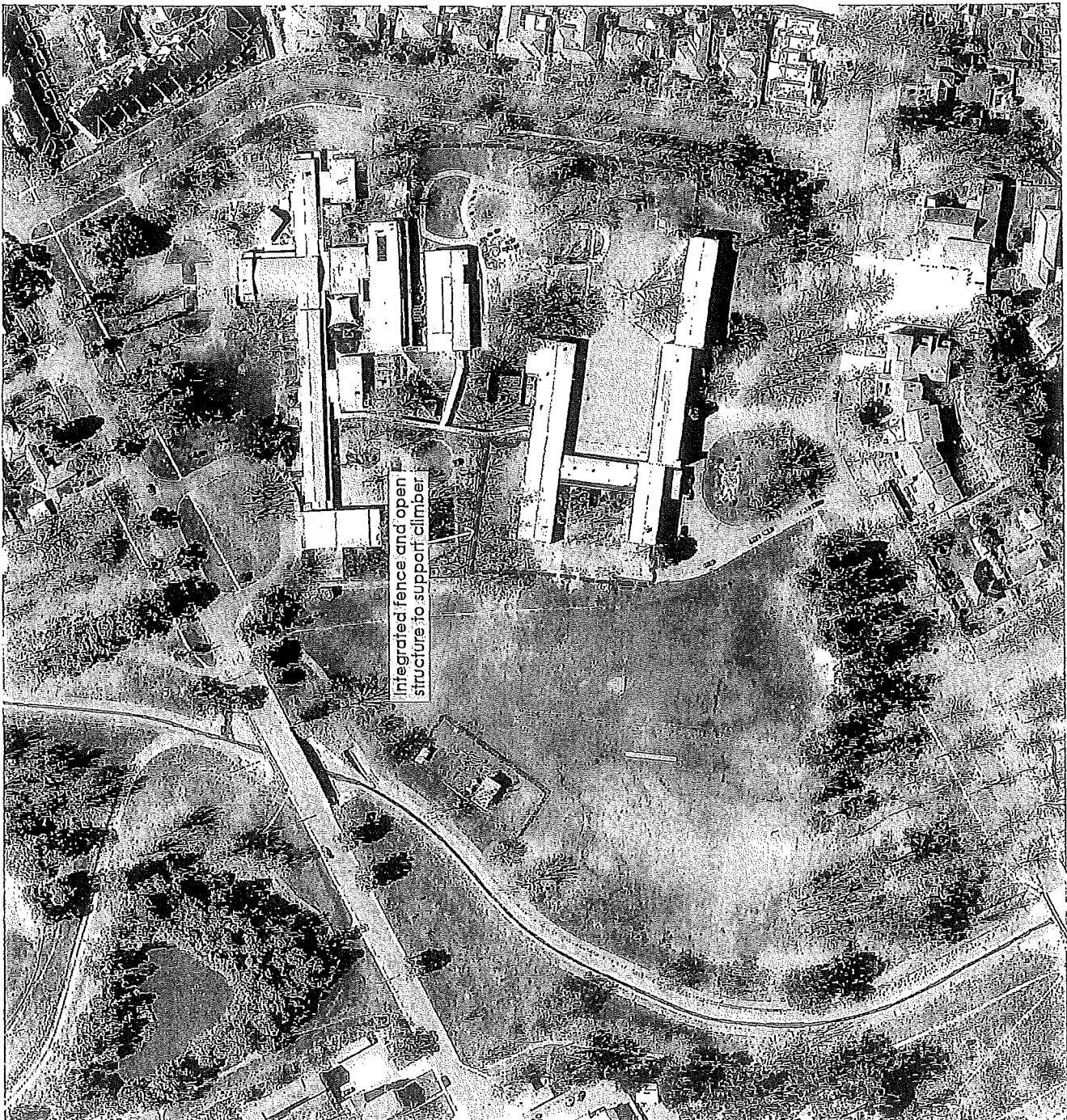
Single Gate



Double Gate

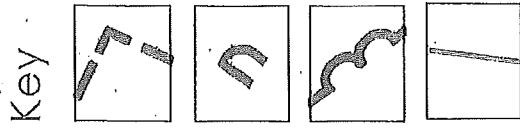


Blocked Doors



Turner Primary School
Fencing Layout Concept
Option 2

November 2014

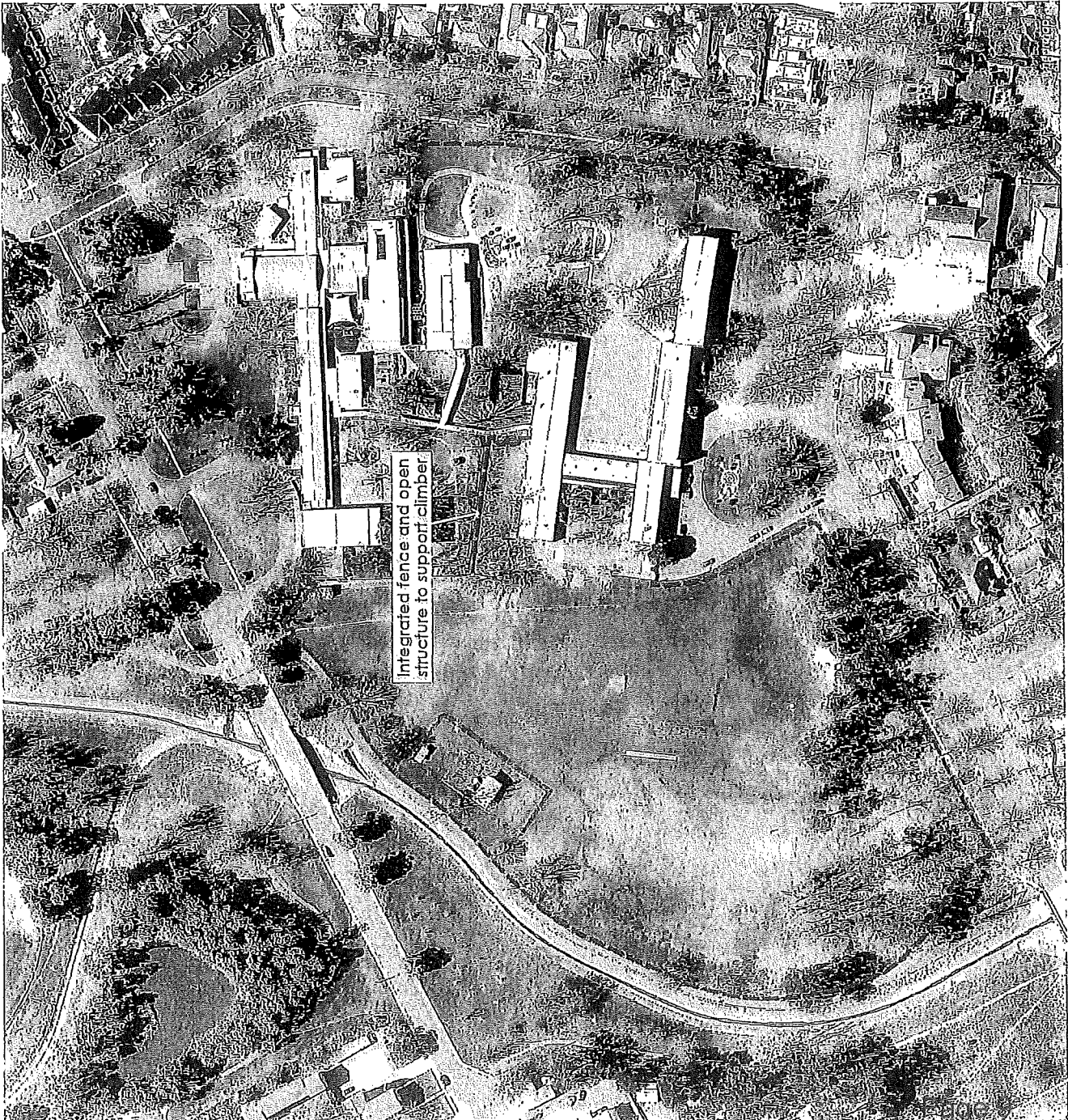


Fence / Screen

Single Gate

Double Gate

Blocked Doors



Turner Primary School
Fencing Layout Concept
Option 3

November 2014

Key



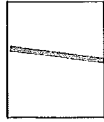
Fence / Screen



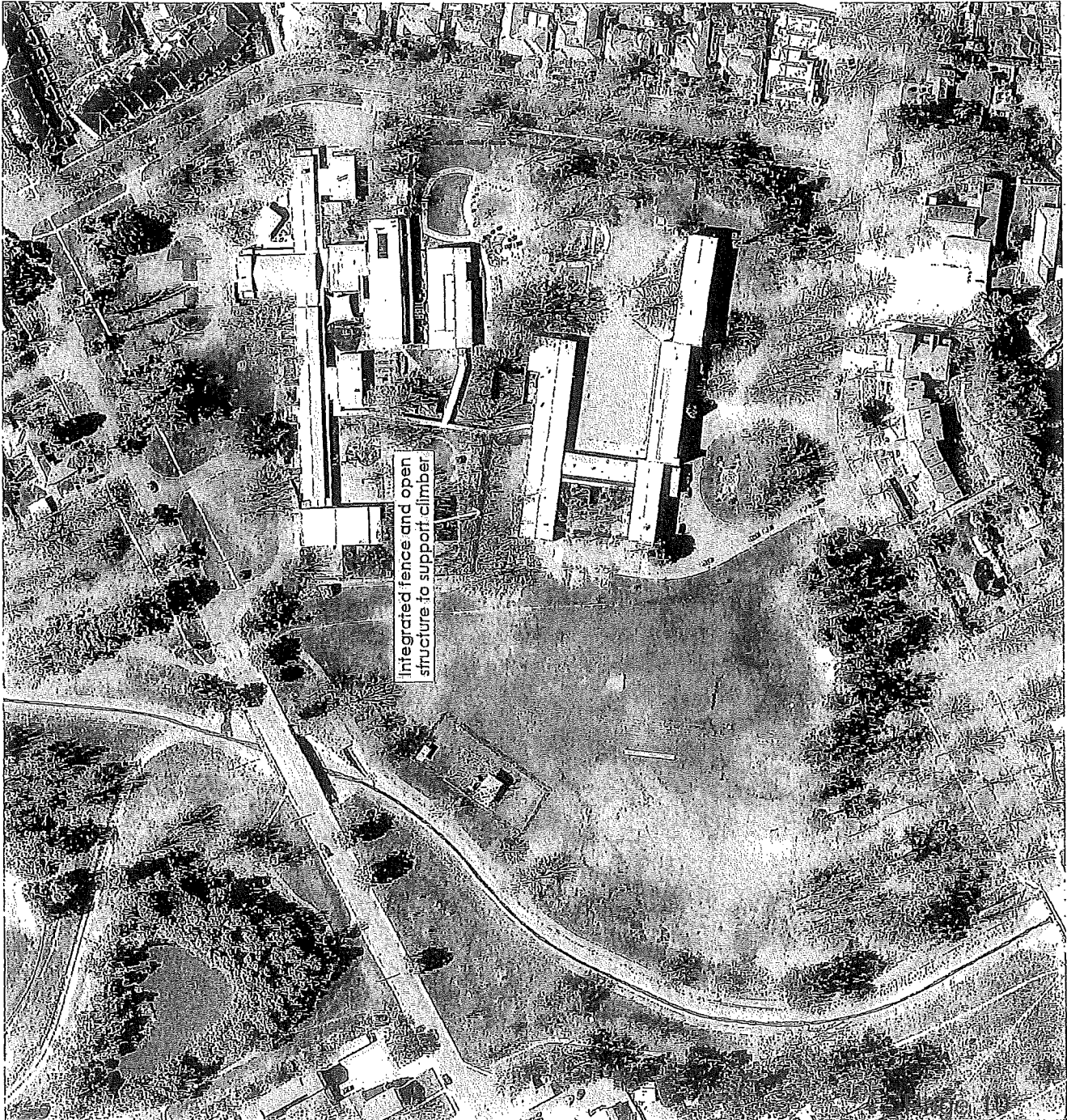
Single Gate



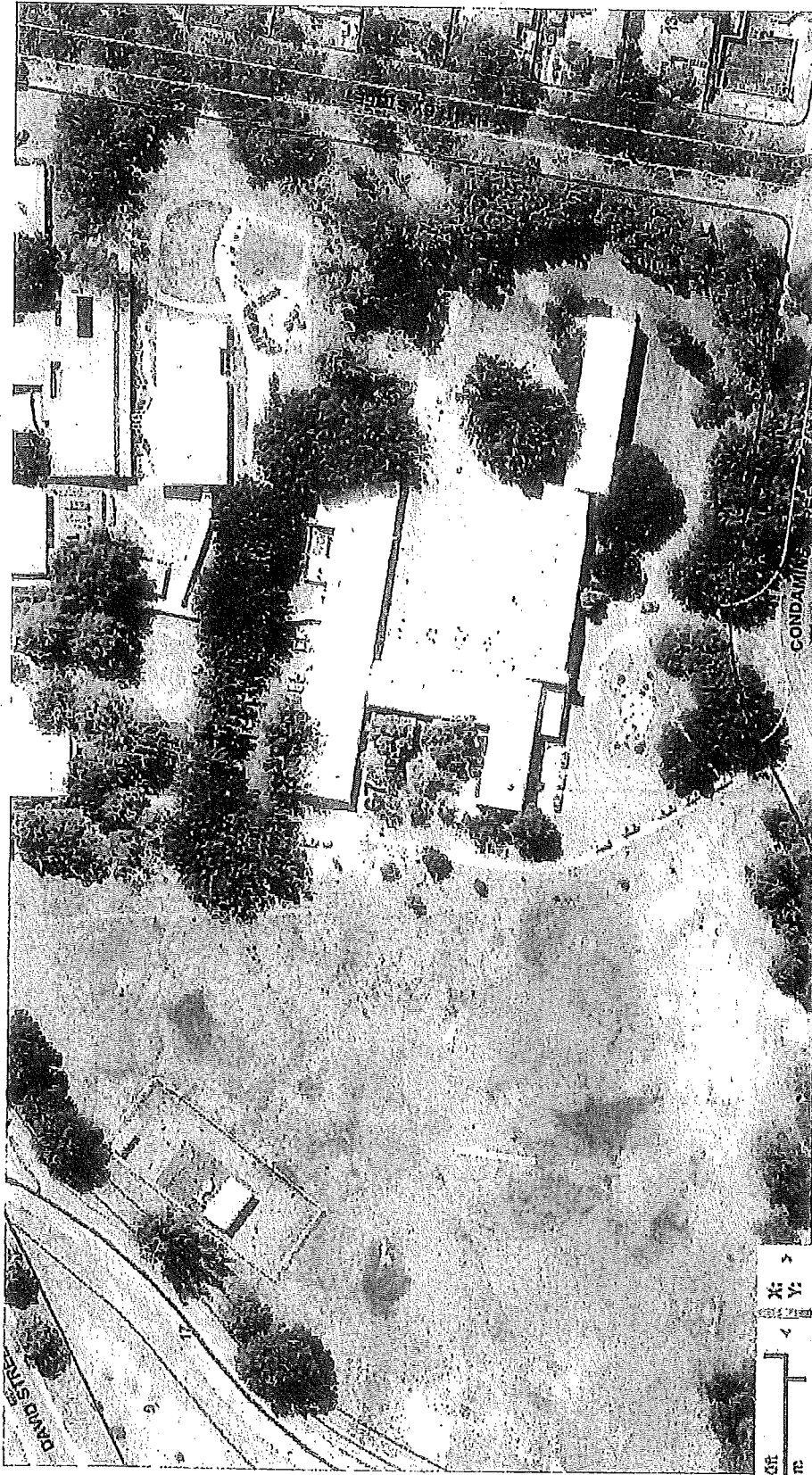
Double Gate

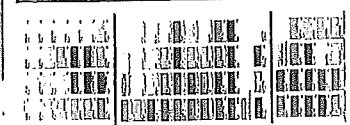
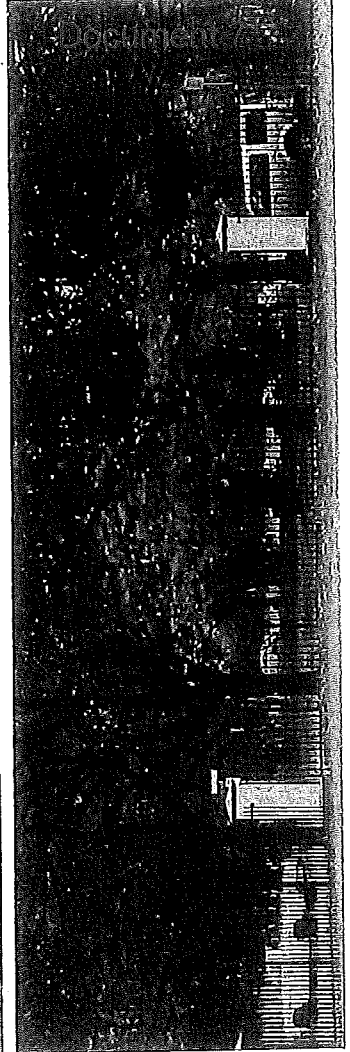
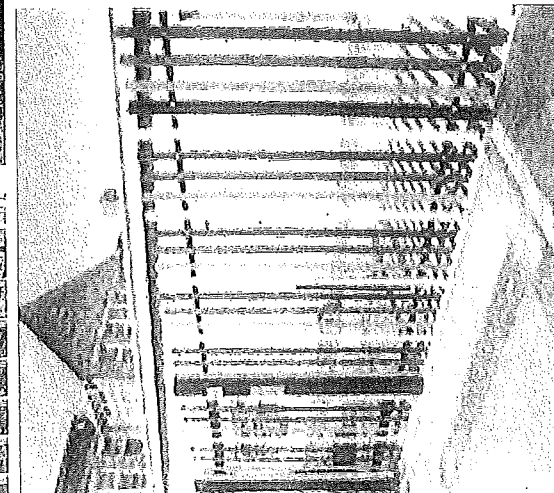
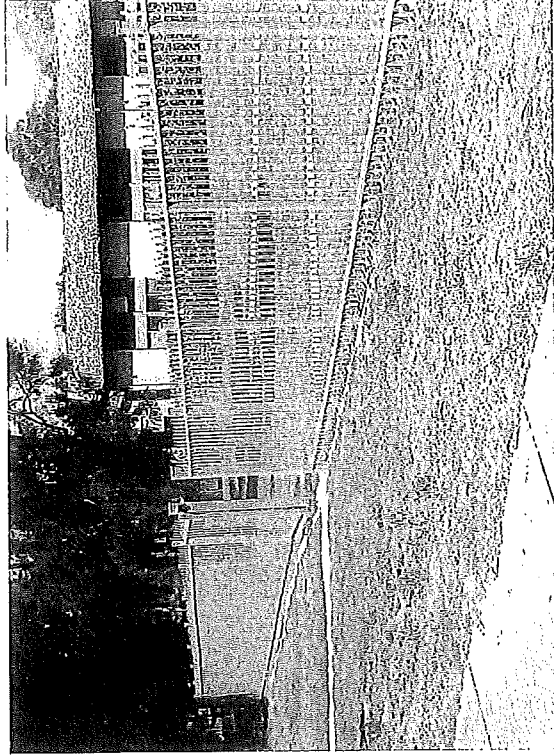
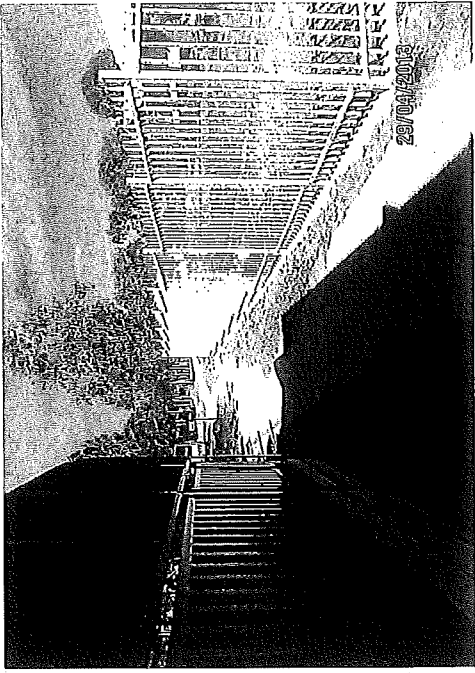


Blocked Doors



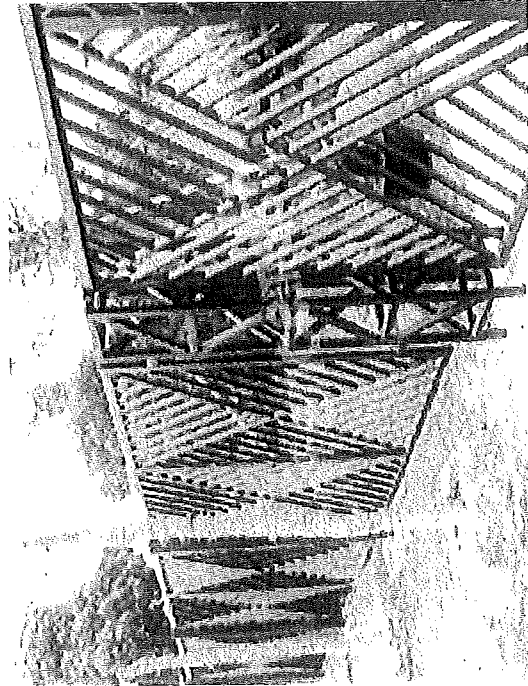
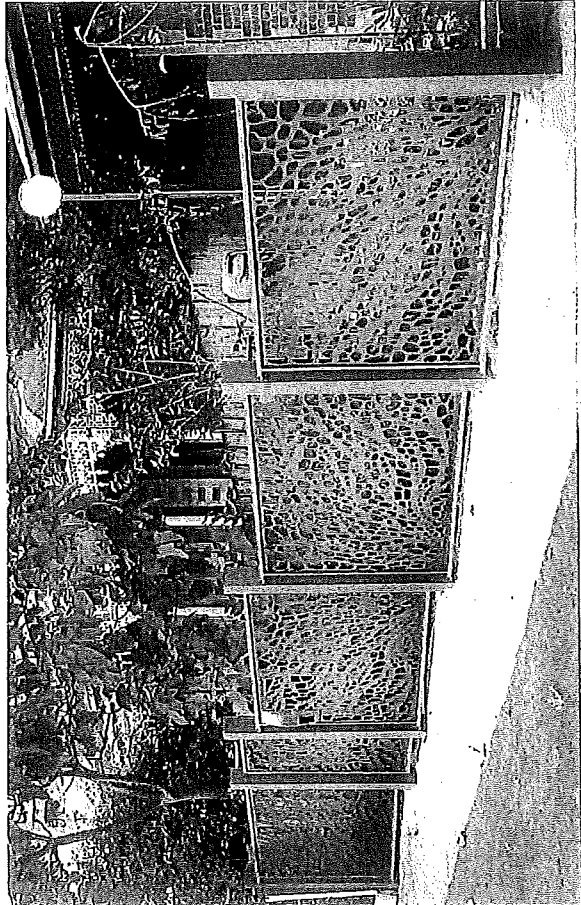
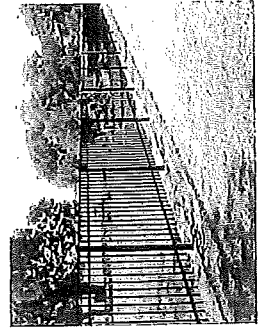
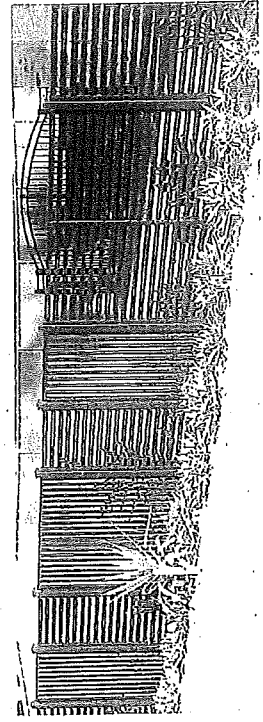
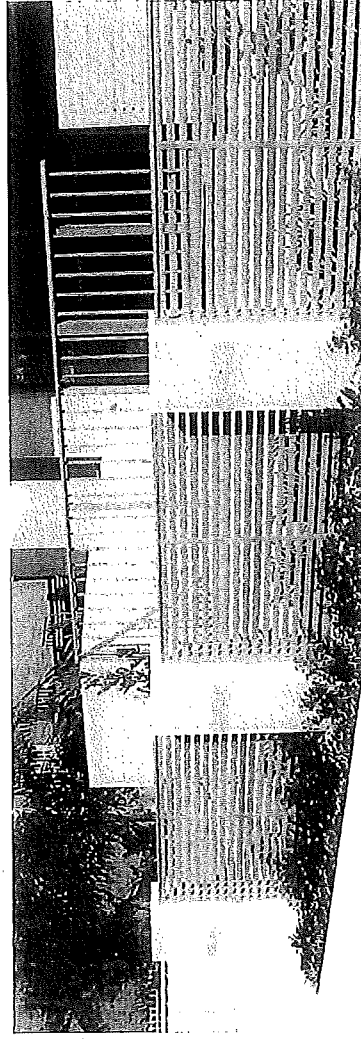
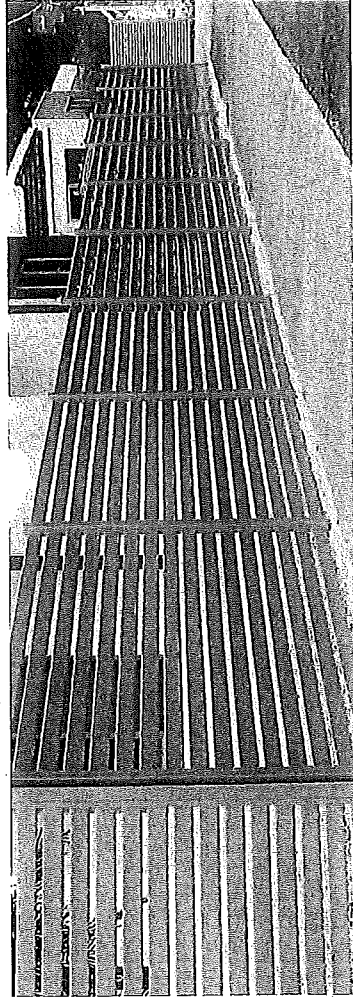
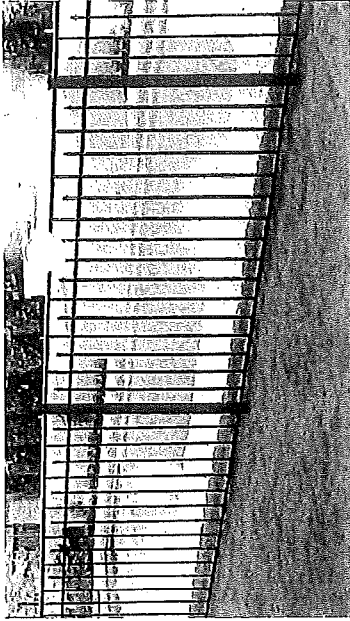
Integrated fence and open structure to support climber





Turner Primary School
Fencing Design Concept / Material Palette
Option 1 - Security Fencing

November 2014



Turner Primary School
Fencing Design Concept / Material Palette
Option 2 - Decorative Fencing

November 2014

Turner School Community Meeting

Suggestions from group discussions about the proposal for a partial fence

- concerned about how a fence would look from the road. How much would "show" from the road if erected where intended.
- do we want a "security" fence? We may prefer a "containment" fence with aesthetic looks yet still serves safety purposes for children. If the dept will only pay for a security fence, should we potentially "turn down" the offer + pay for our own "better" fence later?
- option 3 explained by Jo. (Black, cream, green) - green a preferred colour for local neighbours.
- prefer no points / more than one gate
- could gates be made to look good? ie different from the straight fence.

Turner School Community Meeting

Suggestions from group discussions about the proposal for a partial fence

- no problem with Hartley St. being blocked off during the day - visitors should go to the front office anyway
- enlarges playing area along Hartley St.
- safety of students around car parks
- Turner small class children have less play areas than Malkara + Cranleigh.

- interest of kids primary

- not want to be "rushed"

into potentially a bad decision

How many chn need hand holding.

A road sign should not be the teacher of our chn.

Discussion around security vs containment

\$ for security not containment - if dealing with containment it may another solution. They don't serve the same purpose.

Discussion around fence height.

Example of fence not being high enough. - personal anecdote.

Some chns in training don't have enough space - chn. need choice.

Need the safety/fence to teach the chn. independence - may seem counter intuitive.

Timeline: (Phil) will hold off to the end the term. - after that we can't get one. If we decided we wanted a security fence how long? 6 - 12 months.

> After listening to the needs - I would consider this a higher priority - 1

Let's talk about opportunity - not security. The key asset is our chn. would look at that as no. 1.

A fence may give a false impression

ARM - in a fence

I want my child out of the fish bowl

Extract from 2014-15 Communication log for Liaison Unit relating to Turner School and fences.
 No communication regarding safety and/or fences and Turner School were logged in 2013-14
 The Liaison Unit did not log communication in 2012-13 or prior to July 2012.

Date	Name of contact	Contact details	Reason for Contact	School	Issue	LU Action	Outcome	date of LU actions	Status	Contact Method	Contact category
10/11/2014	[REDACTED]	[REDACTED]	Concern	Turner School	[REDACTED] AND concern about establishment of perimeter fence at Turner PS	Referral to other ETD section	Checked with LU Manager about fencing and [REDACTED]	10/11/2014	Closed	Phone	Policy/procedures
18/11/2014	[REDACTED]	[REDACTED]	Concern	Turner School	school consultation about fence. Arguments for fence - OH&S, special needs kids, parallel play. Wanted detail on all provisions	Verbal information given	asked caller to provide question in an email to be able to determine correct course of action/redirection	18/11/2014	Closed	Phone	Safety