

VENTILATION MAP LEGEND

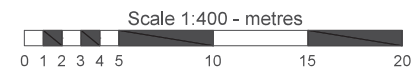
- Operable windows: Where no mechanical ventilation is present, windows should be used to increase fresh air
- Evaporative cooler: will provide full fresh air when operating in either cooling or fan only mode. At least one window should be open.
- UV-C lights: to provide further protection in preschools, UV-C light units have been fitted to air-conditioners.
- Mechanical ventilation: has been set to introduce additional outdoor air into the spaces identified. **CONTROLS ARE NOT TO BE ALTERED BY STAFF**

Note. White spaces are to be used in accordance with COVID-19 requirements and current health advice.



For Continuation Refer Part 2

ISSUE	AMENDMENT	DRAWN	VER'D	APP'D	DATE



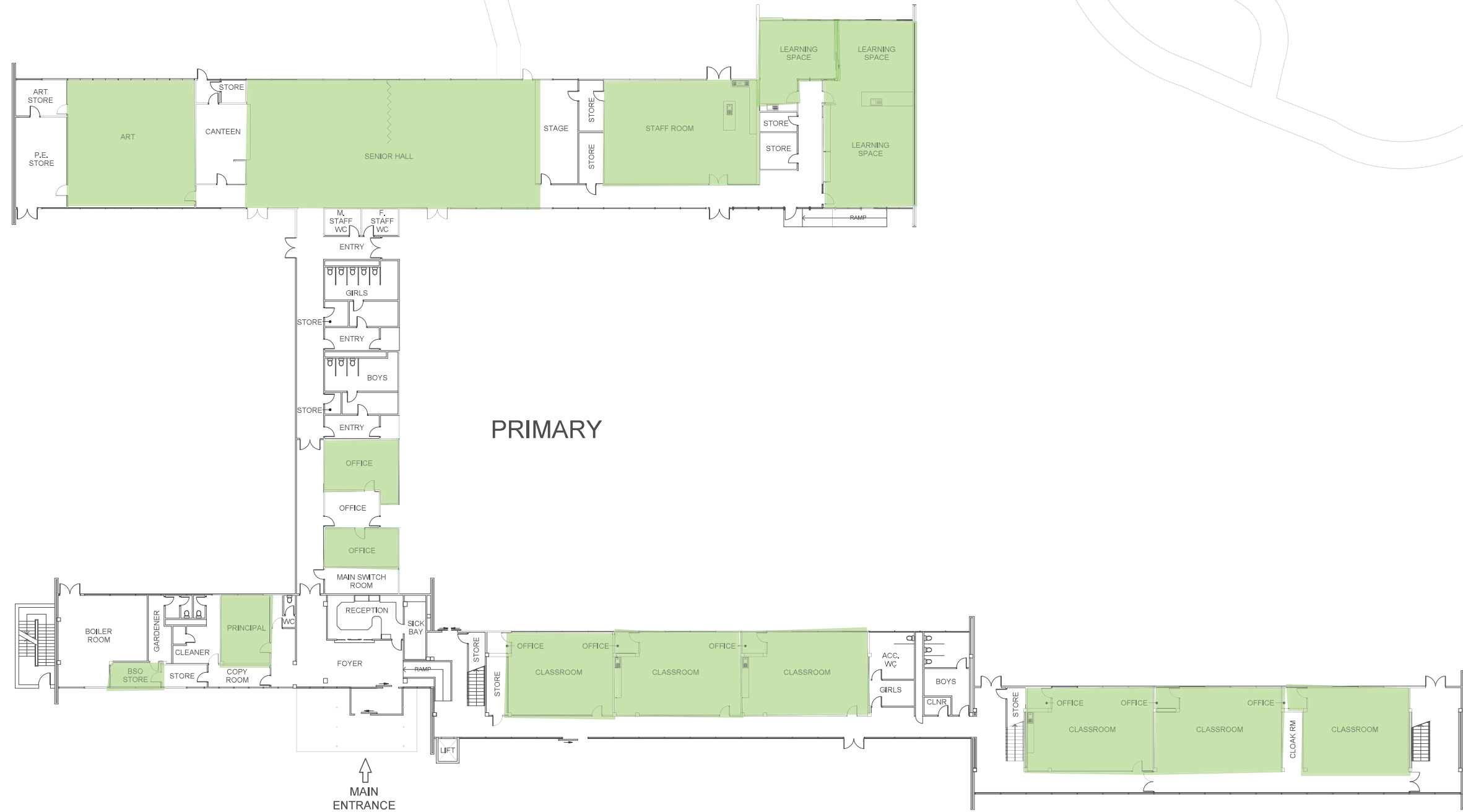
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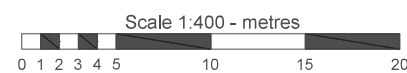
PROJECT
TURNER SCHOOL
INFRASTRUCTURE & CAPITAL WORKS
SCHOOL LAYOUT PLAN
GROUND LEVEL INFANTS - PART 1

For Continuation Refer Part 1

Record 1



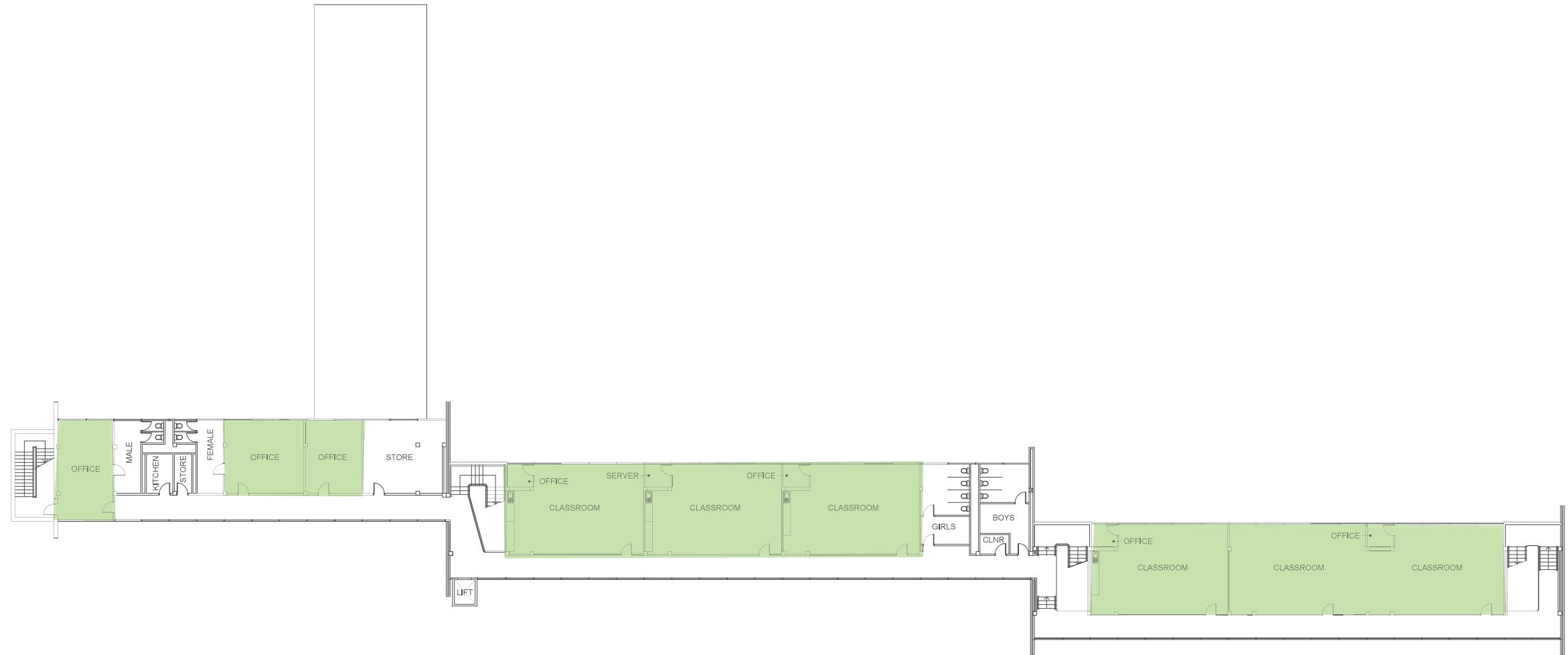
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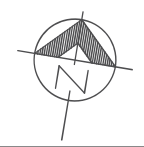
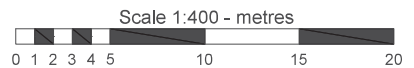
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PROJECT
TURNER SCHOOL
INFRASTRUCTURE & CAPITAL WORKS
SCHOOL LAYOUT PLAN
GROUND LEVEL PRIMARY - PART 2



ISSUE	AMENDMENT	DRAWN	VER'D	APP'D	DATE



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DRAWING SHEET SIZE = A3



PROJECT
TURNER SCHOOL
INFRASTRUCTURE & CAPITAL WORKS
SCHOOL LAYOUT PLAN
LEVEL 1 PRIMARY

Turner Primary School Indoor Air Quality Plan	
Background:	<p>As part of the return to on campus learning in Term 4 2021, ACT Health has advised that schools optimise fresh air circulation as one of the controls to reduce the risk of COVID-19 transmission in schools.</p> <p>The risk of COVID-19 transmission is higher in crowded and poorly ventilated spaces where people spend long periods of time together in close proximity. Good ventilation is one part of a suite of controls to minimise transmission in schools, like vaccination, physical distancing, student cohorting, good hygiene, cleaning and mask use.</p> <p>This Plan identifies actions that have been undertaken at your school by the Education Directorate and provides additional measures for the school to undertake to optimise the fresh air ventilation in the school in Term 4.</p>
Health Advice:	<p>The Chief Health Officer, the Australian Health Protection Principal Committee, World Health Organisation and Safe Work Australia all recommend good indoor air quality to reduce the chance of COVID-19 transmission.</p>
Advice:	<p>The ventilation systems at Turner Primary School have now been assessed by the Directorate in accordance with the WHO guidance.</p> <p>Fresh air ventilation will be achieved through a mix of natural (opening windows and doors) and mechanical (cooling and ventilation systems).</p> <p>The settings for the Heating, Ventilation and Air Conditioning systems have been reset to achieve good fresh air supply and <u>should not be altered by the school</u>.</p> <p>Increasing the fresh air to classrooms may increase energy costs. Classrooms are also likely to experience lower room temperatures during cooler weather and higher room temperatures in warmer weather.</p> <p>Learning and teaching spaces with fresh air ventilation from either natural or mechanical systems meet the COVID-19 Health Advice. The school is to prioritise the use of these spaces for indoor teaching and learning along with outdoor spaces.</p>
Daily actions to be undertaken by the school in Term 4:	<p>Additional daily measures the school will undertake include:</p> <ul style="list-style-type: none"> • Opening windows and doors in teaching spaces and other shared spaces of the school to supplement fresh air. Windows above ground level are to be opened only where window restriction is in place to ensure student safety. In line with the National Construction Code, window opening is to be 125mm or less. • Improving air circulation through use of ceiling fans and split system air-conditioning units, only when windows are open. • Ensure bathroom, kitchen and any other exhaust fans are on and operating at full capacity while the school or program is operating and for some time before and after occupancy.

<p>Actions undertaken:</p>	<p>The following actions have been undertaken by the Directorate and its service providers to increase fresh air ventilation in the indoor teaching and learning spaces at the school:</p> <ul style="list-style-type: none"> • ventilation systems will commence two hours before school starts and continue for two hours after the last expected occupancy. • air handling units have been programmed to supply additional fresh air via the mechanical ventilation systems. • to provide further protection in preschool rooms and select learning units, UV-C light units have been fitted to air-conditioners that recirculate air. The light acts to neutralise virus and bacteria as they recirculate past the light. • contractors will continue work to audit and enhance the operation of the ventilation systems. • contractors will continue window maintenance and replacement to enhance natural ventilation. <p>Hall</p> <ul style="list-style-type: none"> • CO₂ sensors at the site will monitor indoor air quality and adjust fresh air while maintaining thermal comfort. If the space is to be occupied the system is to be turned.
<p>Support or further advice:</p>	<p>For further advice, schools can contact their ICW Network Officer or email ACT.Education@act.gov.au</p>



Returning to Face to Face Learning and Work in ACT Public Schools - Guidelines




28 September 2021

Most up to date information can be found at:

- Education Directorate Website: <https://www.education.act.gov.au/public-school-life/covid-school-arrangements/school-advice>
- ACT Health: <https://www.covid19.act.gov.au/>

Introduction

The ACT Government is taking precautions during this time to limit the spread of COVID-19 and keep the ACT community safe. The ACT Government has approached the pathway out of lockdown for ACT schools with careful planning, drawing on national and local health advice, in response to the current and emerging needs of staff, students and families. These guidelines seek to prioritise the health and safety of staff and young people, while balancing their mental and emotional wellbeing and ensuring continuity of learning. With COVID Safe plans and procedures in place and health systems ready to quickly identify and respond to cases, schools remain safe places. Vaccination coverage is a key component of the return to ECEC and school plan. High levels of vaccination combined with public health social measures are the best protections against COVID.

The approach being taken is informed by the Australian Health Protection Principal Committee [advice for minimising COVID-19 transmission in schools](#) *Health Guidelines for Schools and Early Childhood Education Services (including out of school hours care)*  (220kb).

The Australian Health Protection Principal Committee (AHPPC) encourages schools to remain vigilant and continue to prevent opportunities for transmission in school settings. AHPPC has advised that physical distancing, hand and respiratory hygiene, regular cleaning and disinfection of the environment, and staying home if unwell continue to be critical effective measures for responding to COVID-19. Systems to rapidly respond to cases (which may include temporary school closure), along with the agility to adjust measures to prevent the spread of COVID-19 in response to community transmission are important. Schools should be ready to return to a full or partial snap lockdown or temporarily close (in response to an exposure) if directed by the ACT Chief Health Officer (CHO) These principles also apply to ECECs.

Key points of advice from Chief Health Officer:

When schools are fully operational it is not practical or necessary for students to socially distance. The reality of full school operations is:

- **If unwell: Students, parents and staff must not come into school if they are sick and should stay home and get tested and return when they have received a negative test. For those who attend school and are unwell- they will be sent home. In circumstances where there are ongoing medical issues with recurring symptoms a letter from the GP is sufficient to allow return without a negative test.**
- **Contact Tracing:** All adults to check in using the CBR check in app- this allows for fast contact tracing.
- **Hygiene:** Good hand and respiratory hygiene practices are vital to prevent the spread of COVID-19. We will have signage and proactively implement good hygiene routines and practices.
- **Masks:** Staff and visitors should wear masks in the classroom and outside when in close contact with others, except when eating. The wearing of masks for years 3-6 students is at the discretion of the student and their parents/carer but is not recommended for P – year 2 children. This is because masks are unlikely to be correctly worn by very young children and may represent a choking hazard. Masks may not be appropriate for children with a disability. Masks should be changed during lunch breaks or every four hours
- **Physical Distancing:** physical distancing between children and young people is not always possible, particularly in single classrooms in the school environments. We aim to increase in-class distancing as much as possible by:
 - Unnecessary physical interaction in classrooms and on school grounds should be minimised.
 - Children and young people should physically distance from each other and from staff where possible.
 - Separate cohorts should be maintained, and cohorts who do not normally learn together should not mix; adults should stay within their cohort as far as possible. This does not include siblings.
 - encouraging children and young people to remain seated during classes

- scheduling the use of outdoor spaces and utilising outdoor learning spaces, where possible (staggered play and outdoor sport timetable)
- Classes will have the usual number of students as well as staff members required to support the students. As an indication, this can be between 21 and 30 students.
- Movement across the school will be limited- however, students will be moving at times for specialist subjects.
- During inclement weather, students will need to utilise all internal spaces.

Vulnerable People:

Staff, Parents/carers of children and young people with complex medical needs should be encouraged to consult their medical practitioner to determine if reasonable adjustments are required to ensure they can safely return to onsite learning during the COVID-19 pandemic. Where reasonable adjustments can be made based on the medical practitioner's advice, schools should put those adjustments in place. Where reasonable adjustments can't be made, students should be supported to learn from home and staff should be supported to work from home where possible.

Guidelines Around Physical Distancing:

Physical distancing for adults. Staff and parents will avoid long periods of time in close contact with other adults. Adults, including parents, staff and volunteers will maintain physical distancing between themselves and other adults. This includes at school drop-off and pick up, in the classroom and in the staff room.

NORMS:

- The school is required to limit on site visitors. In all circumstances, visitors must comply with the public health measures in place at the site, including wearing of masks and use of the CBR Check in app.
- Parents only to come into the school in the case of an emergency and entry to the school for necessary support for children with a disability should be negotiated with the principal.
- Staff, parents and adults should avoid long periods of contact with other adults on school grounds when dropping off or collecting their child.
- Adults at the school will stick to the guidelines of maintaining 1.5 metres between themselves and no more than one adult per four square metres in an indoor environment (e.g. in staff tearooms). Signs highlighting this are located at multiple easy to see sites around the school.
- Staff are encouraged to minimise the number of people in staff rooms and smaller office spaces at any one time. Turner School will have a staggered timetable with smaller year group areas and times of play. This will reduce the number of staff on break at the same time. Rooms will have a poster identifying how many adults can be in the room.
- Where possible, Turner meetings with parents or teaching/staff teams will not be face to face. Information will be shared and discussed via email, phone call or arranged google meet, (including staff meetings, Board Meetings and P&C meetings, parent/teacher conferences).
- During this outbreak, there will be no cross school, large student number events such as excursions, assembly, concerts, ukulele project. These events will occur online and are communicated to families as required.
- By arrangement and where necessary, therapists can attend onsite during our phased return

Drop off and Pick up Arrangements:

Where possible, parents are encouraged to drop their children off without entering the school grounds, noting that younger children and children with special needs may require some support. Parents are encouraged to drop their child off to school as close to 9am and collect as close to 3pm as possible.

From 8:30am-9am, If students need to be at school at this time they are supervised in the following areas.

<p>K-2: enter from middle carpark Pergola</p> <p>Teacher on duty to walk students around the After School Care side of the building to David Street courtyard entrances at 8:55am.</p>	<p>3/4 Enter from Bike Racks (can come through doors to quad) Quad</p> <p>Students straight to classes at 9am</p>	<p>5/6 Enter from topgate at Hartley Street or middle entrance (ramp) at Condamine street Outdoor stage and grass area</p> <p>If coming through Condamine Street building use middle doors to exit to outside area.</p> <p>Students straight to classes at 9am</p>
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Drop off and Pick up Arrangements: at 9am and 3pm, directions will be signposted at door entries

- Except where otherwise arranged, years preschool to year 2 students will be handed over between parents and staff and years 3-6 students will enter and be released from classes without parents.
- Any late students will need to come through the front office

- Sign in of phones: located between the Quad and outdoor stage before school and at the end of the day.
- **Siblings to use their year group spaces and entry/exit points and arrange a meeting point in open air space at end of the day (eg oval, front of David Street, Trees at Condamine street, grass area near quad).**

Preschool	Kindergarten	1/2	3/4	5/6
Sofia: Enter from the preschool gate to classroom at Hartley Street.	Lee/Jocelyn & Imogen: enter from David Street side door for kindergarten classroom	All classes: enter external classroom courtyard and drop/collect at external classroom door.	-Craig & Eddie: enter through the door from the quad closest to the front office. -3/4AU & Georgia, Laura: Line up on Quad, wait for 5/6s to go inside, then enter through the far end door from quad.	All classes Quad: Through the door and stairs from the quad. Condamine Street entry: Automatic front of school in the middle of Condamine Street (in front of Helen's classroom).
Liga: Enter from the preschool gate to classroom at David Street.	Chelsea: enter at the courtyard door to classroom.	Kayla and Tilly: from Library Courtyard door from Hartley Street	Sammy and Katrina: enter at external door to pergola area Alex: students to wait at inner courtyard gate at vege garden	
Special arrangements:				
<ul style="list-style-type: none"> • Small group students for the bus out the automatic door from Helen's classroom (social distance as much as possible- ie leave before the bell. • SB from 3/4 AU may go through middle door from Quad. 				

Cohorting- staggered timetable:

The AHPPC has suggested some practical ways that social distancing can be implemented in the school environment. Examples include spacing out queues of children coming into classrooms or at other times, holding some lessons outdoors, staggering some play times and encouraging non-contact greetings. This is called *cohorting* and our cohorts are as follows:

Preschool, K-2 (due to classroom logistics and small group needs), 3/4 and 5/6.

- **SPECIALIST SUBJECTS TAUGHT FROM OWN CLASSROOM WHERE POSSIBLE:**
 - K-2: to reduce the number of students and staff crossing paths in specialist teaching spaces, where possible specialist subjects will be taught from students home classroom or outdoor space
 - 3-6 Specialist classrooms and outdoors spaces used with limited crossover of equipment.
 - Exec teachers to work within cohorts as much as reasonable (K-2: Jocelyn, Jess, Jayne, Robyn, 3/4 Murray, Antonia, Emily, 5/6 Allison, Iesha, Nick)
- **SEPARATE PLAY SESSIONS/AREAS:** Staggered timetable with two spaces allocated per cohort each day.

Preschool	K-2	3/4	5/6
own area	Trainyard Pergola/cubby areas	Outdoor stage, grass area and hill to pathway. Oval and fixed equipment	Outdoor stage, grass area and hill to pathway. Oval and fixed equipment

- **SEPARATE OUTDOOR AREAS DURING LEARNING TIME:** *note, split classes will be avoided where possible and will be split only in cohort.

Time	Kindy	1/2	3/4	5/6
All day	courtyards attached to classrooms and David Street shade areas - keep far from road	courtyards attached to classrooms SGK-2: internal courtyard	Space behind climbing wall (back of library) Internal courtyard from Alex's classroom	Shaded area out the front of Condamine street far from road.
9-11:30am	Top end of the oval -from top end of fixed equipment up to David st	Volley ball court & pergola -	Oval- Condamine End and Indigenous Garden - fields from bottom end of fixed equipment down	Quad, main stage and hill
12-2:30pm	Volley ball court and pergola	Top end of the oval -from top end of fixed equipment up to David Street	Quad. Main stage and hill	Oval- Condamine End and Indigenous garden- bottom end of fixed equipment down

- **ENTRY AND EXIT POINTS FOR PLAYGROUND:**

KINDERGARTEN	YEAR 1/2	YEAR 3/4:	YEAR 5/6:
Kindergarten- Line up at pergola area, wait for 1/2s to go through to classes and walk through middle David Street Door.	Students to meet in class groups and space our entry into corridor near pergola. Can enter through the automatic doors in front of Effie's classroom or trainyard doors. -Kayla and Tilly through their classroom door ***be mindful of supporting small group students to stay in the trainyard until teacher/LSA collects them	Condamine Street classes: Craig and Eddie: through the door from the quad closet to the front office. This will be signposted from Laura L, Georgia, 3/4 AU: Line up on Quad, wait for 5/6s to go inside, then enter through the far end door from quad. This will be signposted. David Street classes: come past library walkway from play areas: Katrina and Sammy: through external door to pergola area Alex: students to wait at inner courtyard gate and then teacher will walk them through to classroom. Entry from Oval- Through bike rack doors onto the quad and then to classrooms. ** teacher to bring students from the oval- monitor cars at the front of school	All other classes: Quad: Through the door and stairs from the quad in the middle of Condamine Street Oval: round the front of the school through the automatic door at Helen's classroom. This will be signposted. ** teacher to bring students from the oval- monitor cars at the front of school

- **EVACUATION POINTS**

- In the event of evacuation- entry and exit points are logistically close to Cohorting doors. If in a different space- exit through closest door.
- David Street 3/4s to evacuate via the middle carpark.
- Classes to practice evacuation individually on the first day back to school

Fire marshals to go between evacuation points			
5/6	3/4	K- 2	Preschool
Close to long jump sand pit	Along Cricket pitch	In front of senior fixed equipment	David street end of oval

Bathrooms:

Where possible year groups to use only bathrooms assigned to them, (if a student has left it too late they can still go to the closest bathroom). Staff to use bathrooms closest to their team areas.

Preschool	Kindergarten	1/2	3/4	3/4 Katrina, Sammy, Alex	5/6
preschool bathrooms	bathrooms located near big kinder classroom	bathrooms located near junior art space	bathrooms located near Hall/front office corridor	bathrooms in Sammy and Katrina's classroom	bathrooms located in Condamine Street corridor

Guidelines around Hygiene:

Good hygiene practices are important to preventing the spread of COVID-19. In ACT public schools all students and staff will be reminded to wash their hands with soap and water or use an alcohol-based hand-sanitiser on arrival and regularly throughout the day, cough into their elbows or a tissue, place used tissues straight into the bin, avoid touching eyes, noses or mouths, not share food or drink, not use water fountains or bubblers directly, and ensure strict hygiene in the preparation of food.

NORMS:

- Hand sanitising stations will be established at every door entering a classroom
- Students will be encouraged to wash their hands/use sanitiser:
 - at arrival to school
 - before eating

- when leaving the classroom (eg for the playground, end of day, transitioning between classrooms)
- when re-entering the classroom (eg from the playground, after PE)
- if they cough or sneeze.
- Staff will have access to hand sanitiser and hand washing and are encouraged to apply:
 - When coming into physical contact of children
 - Exposed to any body fluids (sneeze, cough)
 - Before eating
 - When touching students' personal items/aid (ie, helping them use their pencil, holding on to their chair)
 - If they cough or sneeze.

Environmental Cleaning:

At Turner School, a school cleaning plan will be developed that will ensure regular cleaning of high touch surfaces (such as handrails and desks), frequently used objects (such as staff desk top computers), play equipment, and bathrooms, consistent with the AHPPC. School play equipment that is used by the broader community will also be considered as part of the school cleaning plan.

NORMS:

- Playground cleaned on a regular basis at high touch points (eg gate, climbing equipment)
- High touch points cleaned as part of daily cleaning
- Cleaning equipment (disinfectant, single use paper towel) to be used by staff only available in every classroom should there be a need to wipe down desks, touch points more frequently.

Ventilation:

Indoor air quality can be associated with transmission of COVID-19. Ventilation should be optimised in the learning environment to minimise transmission.

NORMS:

- Outdoor learning should be encouraged and assisted where possible (balanced against sun safety and temperature considerations).
- Maximise use of courtyard areas, pergolas and shaded outdoor areas for learning. (including front of school tree space and indigenous garden for 3-6 classes on Condamine Street)
- Ventilation capacity is assessed and we maximise fresh air as much as possible by:
 - adjusting systems where possible to increase the fresh (external) air being supplied to learning spaces
 - use of split systems in classrooms
 - opening windows and doors (with fans on) as much as possible where the weather permits.
 - Hall and afters room has less ventilation than classrooms. Avoid using those spaces where possible (ie no sport) When hall and afters room is in use windows and doors to be open and fans on to circulate inside and outside air.

Health and First Aid:

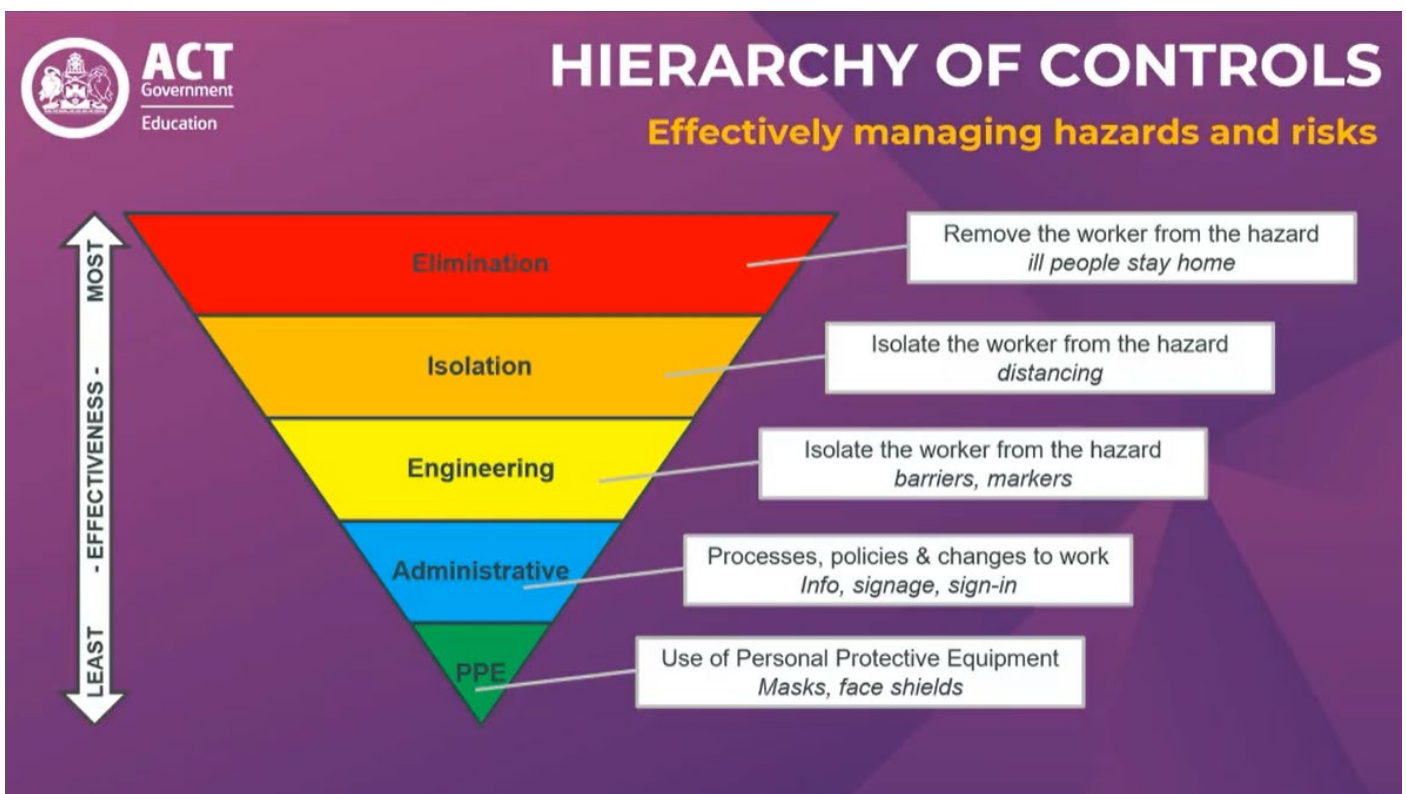
Prevention of COVID-19 in schools- If a staff member or student is unwell for any reason, they must not attend an ACT public school.

NORMS:

- **If a student, parent or staff member attends while unwell, they will be sent home. This is an important community response that all parents, students and staff need to take seriously in order to prevent COVID-19.**
- Unwell/injured students to go to cohort office- P-2 David Street, 3-6 front office.
- **Management of suspected and confirmed cases** - Staff, children or young people at school experiencing symptoms compatible with COVID-19 (e.g. fever, cough, sore throat, shortness of breath) will be isolated in first aid with suitable supervision. Student is encouraged to wear a mask and to be collected by a parent/carer as soon as possible. Parent to be advised to travel directly home and be tested.
- Staff member looking after the student will wear a mask (available in school first aid kits) and carry out frequent hand hygiene. There is no need for the staff member to then isolate unless they themselves become unwell or the child is confirmed to have COVID-19.

- **Confirmed cases** – If a staff member, child, young person, or family member is diagnosed with COVID-19, ACT Health will provide direction on further management, which may result in full or partial ECEC or school closure while site cleaning and contact tracing is undertaken.
- Providing routine and emergency first-aid care - Standard precautions need to be taken, as per normal procedures, for staff or volunteers who are providing routine care or first-aid assistance to students where they need to come into physical contact with a student (for example: nappy changing, assisting with toileting or feeding, attending to a cut or disposing of student's tissues).
- **Routine testing for COVID-19** At the current time, ACT Health is not recommending routine COVID-19 testing of children, young people and/or staff using rapid antigen testing. Home testing might be a future consideration, depending on the level of community transmission, noting that home testing kits are not currently registered for use in Australia at this time.

The Education Directorate will also work closely with schools to review these arrangements in the months ahead to ensure effective implementation and management of COVID-19 related risks. If an outbreak is rapidly escalating in the ACT and there is the potential for the health system to be significantly strained, ECEC and school closures may be required in line with other community restrictions, to enable control of disease in the community. ECECs and schools must be ready to respond to a community wide lockdown or temporarily close (in response to an exposure) if directed by the ACT CHO or by the Children's Education and Care Assurance (CECA) on the advice of the ACT CHO.



Turner School- Collective Responsibility for Community Health, Guidelines for Term 4 2021

ACT Health Guidelines for Schools: The approach being taken is informed by the Australian Health Protection Principal Committee [advice for minimising COVID-19 transmission in schools](#)

Health Guidelines for Schools and Early Childhood Education Services (including out of school hours care)  (220kb).

TURNER SCHOOL CONTEXT (UPDATED IF FURTHER ADVICE COMES FROM ACT HEALTH)

Key Guidelines for students:

- If a student attends while unwell, they will be sent home. This is an important community response and parents will be advised to get their child tested for COVID if showing related symptoms before they can return to school.
- Hand sanitising stations will be established at every door entering a classroom
- Wash hands/use sanitiser: at arrival to school, before eating, when leaving/returning to the classroom (eg playground, end of day, transitioning between classrooms), if they cough or sneeze.
- Wearing masks for years 3-6 students is at the discretion of the student and their parents/carer but is not recommended for children P – year 2 children. This is because masks are unlikely to be correctly worn by very young children and may represent a choking hazard. Masks may not be appropriate for children with a disability. Masks should be changed during lunch breaks or every four hours
- Physical distancing: classroom environment will be set up to encourage physical distancing including carpet spots marking where to sit and desk spaces.
- Cleaning: Cleaning plans will ensure regular cleaning of high touch surfaces (such as handrails and desks), frequently used objects (such as desk top computers), common areas, toilets and play equipment.

Key Guidelines for adults: The school is required to limit on site visitors.

- In all circumstances, visitors must comply with the public health measures in place at the site, including wearing of masks and use of the CBR Check in app.
- Parents only to come into the school in the case of an emergency and entry to the school for necessary support for children with a disability or additional needs should be negotiated with the principal.
- Staff, parents and adults should avoid long periods of contact with other adults on school grounds when dropping off or collecting their child.
- Turner meetings with parents or teaching/staff teams will not be face to face, (including staff meetings, Board Meetings and P&C meetings, parent/teacher conferences).
- By arrangement and where necessary, therapists can attend onsite during our phased return

Key Information regarding Extra-Curricular Events:

- During term 4/until otherwise advised, there will be no cross school, large student number events such as excursions, assembly, concerts, ukulele project. These events may occur online and are communicated to families via the newsletter and school emails.

Drop off and Pick up Arrangements: at 9am and 3pm, directions will be signposted at door entries

- Parents are encouraged to drop off their child as close to 9am as possible and collect at 3pm.
- Students arriving well before 9am: Pergola- K-2, Quad 3/4, Outdoor stage and grass hill- 5/6
- Except where otherwise arranged, years preschool to year 2 students will be handed over between parents and staff and years 3-6 students will enter and be released from classes without parents.
- Any late students will need to come through the front office
- Collection of phones: phone sign in station will be located in the Quad (3/4) and outdoor stage (5/6) before school and at the end of the day.

Preschool	Kindergarten	1/2	3/4	5/6
Sofia: Enter from the preschool gate to classroom at Hartley Street.	Lee/Jocelyn & Imogen: enter from David Street side door for kindergarten classroom	Kayla and Tilly: from Library Courtyard door from Hartley Street	Craig & Eddie: enter through quad door closest to front office. 3/4AU & Georgia, Laura: enter through the far end door from quad.	All classes Quad: Through the door and stairs from the quad. Condamine Street entry: Automatic front of school in the middle of Condamine Street (in front of Helen's classroom)
Liga: Enter from the preschool gate to classroom at David Street.	Chelsea: enter at the courtyard door to classroom.	All other 1/2s: enter external classroom courtyard and drop/collect at external classroom door.	Sammy and Katrina: enter at external door to pergola area Alex: students to wait at inner courtyard gate at vege garden	

Term 4 Plan: Ventilation Checklist

Reducing the risk of transmission of COVID-19 requires a coordinated approach between the school and the Directorate. All ACT public schools are to adhere to the **Term 4 Plan: ACT Public Schools** and the following checklist will assist you to meet these requirements.

The Directorate is putting several measures in place and to finalise the Indoor Air Quality Plan for your school this checklist needs to be completed by the school by 7th October 2021.

ACTIONS TO BE COMPLETED BY BUSINESS MANAGER/BSO

An audit of the school campus needs to be undertaken to identify classrooms with windows which can be opened in a safe manner for students.

In line with the National Construction Code, windows above floor level can be opened safely to a width of 125mm or less.

Once these windows have been identified in each classroom, the school should mark the locations on the attached floor plan.

All manually operated bathroom ventilation fans are to be switched on for the duration of the school day.

N/A- Check that door grills are **NOT** covered or blocked off. These are essential to the circulation of air throughout the school.

Check that no component of a ventilation system is blocked by furniture or other items.

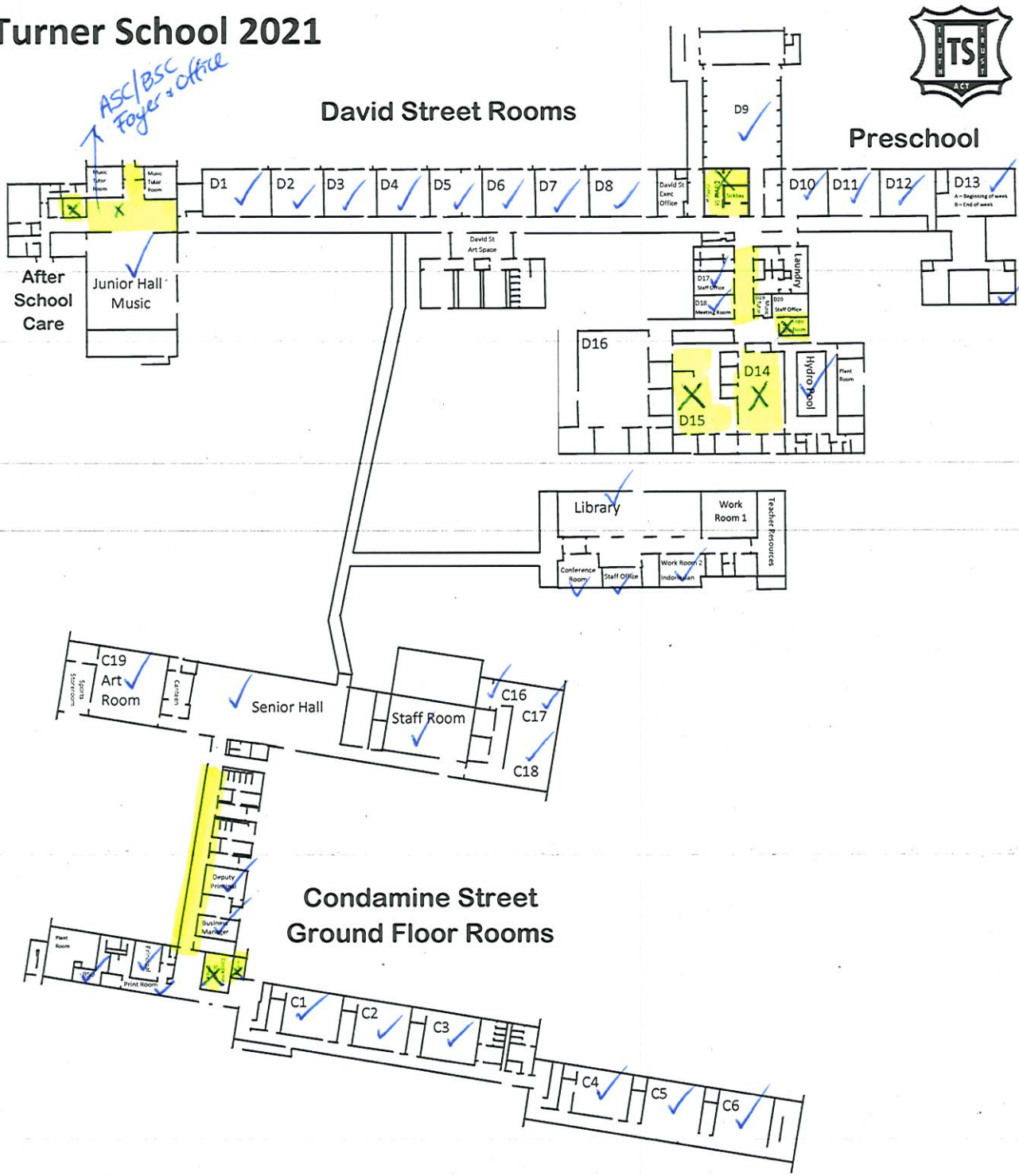
N/A- Ensure that rooms with timeclocks are switched on before activities start in these spaces (typically includes halls, gyms, and multipurpose spaces).

I confirm that the above actions have been completed to my satisfaction.

Name Deb Parr

Date: 6/10/21

Business Manager, Turner School



Areas with no access to windows



Turner School

