

## **Executive Summary**

The P&C and undersigned parents support the urgent upgrade and redevelopment of facilities at FSPS. The redevelopment presents a unique opportunity to develop an iconic school that extends on the long history of exemplary public education at the site, connects to Sydney's premier arts, cultural and technological venues, and is befitting its iconic location in Sydney.

It is our view that the scale of the redevelopment with 550 students is too large for the restricted site and the design is compromised as result. No demographic study has been provided to support the construction of a school to accommodate a final capacity of 550 students, particularly on a site of restricted size and limited accessibility, when current enrolment is only 220 students.

We are of the view that the scope of redevelopment is much larger than warranted. This raises the issue as to whether the school can operate safely. The design provides for one main entrance to the school on the north east corner at Upper Fort Street, which will prove challenging as the only entry point for 550 students. The expected congestion at pick up and drop offs, with all issues of young children getting in and out of cars and safe manoeuvring of vehicles is of great concern. This is further compounded by the interface with 2,000 – 3,000 cyclists that currently use the Harbour Bridge Cycleway daily.

Cyclists riding at speeds through the school entrance as well as shared pathways along the Western Distributor leading up to the school is a critical safety issue. The application proposes an interim diversion of cyclists along Watson Street to Kent Street during construction and is unclear about a long term solution. It would seem that the only way to ensure the safety of children is to have this as the permanent cycle route to and from the Harbour Bridge, thereby bypassing any interaction between cyclists and young children.

A larger school than necessary reduces the outdoor play areas for the children. A fair proportion of the areas designated for outdoor play are encumbered by tree planting, are pathways and accessways between buildings, are irregularly shaped and unsuitable for outdoor play, or are roof top areas of buildings and only suitable as passive recreational space.

Further the multipurpose Communal Hall with a capacity of 250 students is manifestly too small for a school of 550 students and it is unclear as to whether it will accommodate any indoor sports.

The application fails to address how the school will function when the Sydney Metro station at Barangaroo, on the Western flank of the school is opened in 2024.

Lastly, the application does not seek or provide guidance to a future masterplan of Observatory Hill, particularly in the school reasserting itself on former landholdings, now occupied by the National Trust that is severely underutilised.

**Submission to the State Significant Development Fort Street Public School (FSPS)**

**SSD 10340 by the Fort Street Public School P&C.**

**Applicant: Department of Education**

**26<sup>th</sup> April 2020**

We, the undersigned write as concerned parents of pupils at FSPS regarding the Department of Education's application for the redevelopment of Fort Street Public School (FSPS). The letter is authored by Luke Lee a parent with a daughter in Year 2 and President of the Parents and Citizens Association (P&C) at FSPS, and Nigel Dickson, an architect and planner with a son in Year 2 at FSPS. Members of the P&C Executive and other parents have also signed the letter.

We support the urgent upgrade and redevelopment of the facilities of FSPS.

We believe this upgrade should be undertaken with due respect to the school's unique location. FSPS is the only public primary school in the city north, and it is the closest school serving major growing urban and residential communities of Barangaroo, City North and City Centre. The school has close proximity to premier arts, cultural and technological venues (including Conservatorium of Music, Sydney Opera House, various Museums and Art Galleries as well as the Sydney Observatory) and this results in many distinct educational programs and experiences today; a benefit that cannot be overlooked.

We believe the upgrade should appreciate the school's unique history and its previous roles as a leading educational institution in Sydney. At the back of this letter, we have provided a condensed history of Fort Street's role in Australia's public education evolution, including setting the first model for public education and a list of prominent Fortians, including Australia's first Prime Minister Sir Edmund Barton and HV Evatt, who participated in the founding of the United Nations and was President of the United Nations General Assembly from 1948 to 1949.

It is also worth noting that today FSPS is renowned for its excellent staff culture, its diverse 220 student population and its supportive family and carer community. Quality teaching staff are drawn to the school and it achieves high Department of Education wellbeing ratings. Families choose FSPS for their children's primary education because of the learning environment and supportive culture that it has developed. We are obviously keen to protect these elements and are wary of any part of a school design that does not support notable teaching and staff facilities, and spaces that enhance staff and student wellbeing.

Overall we see the upgrade and redevelopment of FSPS as a unique opportunity for the Department of Education to once again establish a leading public primary education institution in the centre of Sydney.

We acknowledge that the current design offers an exciting new inner-city school. But we can also see that the current design falls short in critical areas, with location, site and target numbers as key constraints contributing to this. The current application is markedly inappropriate for consideration

at this time and we ask that both the Department of Education and the Department of Planning and Environment acknowledge our comments.

### **Summary of our concerns:**

In summary, the P&C's concerns are :

The existing site of FSPS is of restricted size and limited accessibility. A larger school than necessary will result in a scale of development that is unsuited for such a site. The lack of a demographic study to support a school size of 550 students on the current site results in a design that has a number of key concerns.

First amongst this, is whether an enlarged school with an interim number of students of 391, increasing to 500, can operate safely. The uncertainty of the interface with the Sydney Harbour Bridge Cycleway, and the congested entrance setting to the school campus is a key concern. The Harbour Bridge Cycleway is used by 2,000 to 3,000 cyclists daily. Currently the cycleway creates safety issues at the school entrance, as well as shared pathways along the Western Distributor leading up to the school. There needs to be certainty in the interim that during the rebuilding of the school and the cycleway redevelopment, as well, that the situation will be resolved. Even in the interim period, the cycleway deviation and construction coordination need to be handled with great care for the broader Millers Point community. Apart from the cycleway interface, there is great concern about the entrance to the school in the SSD Application. The safe manoeuvring of vehicles and young children and parents at the pick-up and drop-off associated with smaller children (often unseen, as they are not as high as the bonnet of the car), with their bags, and belongings. This is not demonstrated in the exhibited plans and reports. There is concern about the extensive queuing of vehicles possibly down to Argyle Place, and the management of crossings and intersections along that route, and the effects this will have on Observatory Hill and even into Argyle Place and Millers Point generally. This issue also needs to be considered in relation to emergency vehicles, such as ambulances and fire vehicles, accessing FSPS at this congested location.

Secondly, the exhibited plans and reports do not provide sufficient outdoor play area, to meet recognised standards. The lack of provision of suitably sized spaces for the interim target number of students, and the longer term 550 students envisaged has the potential to compromise the physical and mental well-being of the students and teaching staff, as well as impacting operational efficiency from day one. Pathways and accessways between buildings do not provide suitable outdoor play areas. The Communal Hall should not be counted as an outdoor play area, nor should areas below verandas. The rooftop gardens, while being an admirable facility for supervised teaching are not a substitute for outdoor playgrounds. In terms of indoor areas, the multipurpose Communal Hall is insufficient in area to handle at one sitting, the anticipated 391 students in 2023. It will require the school to be running indoor assemblies and gatherings that are "split" to accommodate student (without even considering visiting parent and carer) numbers from day one. These matters are basic needs of the school and not even a discussion around excellence.

Thirdly, the application fails to address how it will work with the changes brought on in 2024 by the opening of Barangaroo Station, the rapid transit station and its network linking the lines to Tallawong, Sydenham and Bankstown, and its foreshadowed connections with the West Metro. These major high capacity infrastructure connections are on the western flank of the school and will undoubtedly change the school circumstances. As an example, there is a complicated school pick-up operation today where lessons end 15 mins prior to the end of the school day, and students split into four carefully managed pick-up operations. Some of these groups require teachers to walk students off-site to public transport points so that everyone is kept safe. The introduction of high capacity transport networks will no doubt impact this.

Fourthly, and most surprisingly the application does not seek from or provide guidance to a future masterplan of Observatory Hill. This is truly remarkable given the circumstance of an iconic park. Further, Fort Street education facilities have been an intrinsic part of Observatory Hill for more than 170 years. In recent history, while Millers Point was an area of public housing, a school size of about 80 students appeared sufficient. The school campus has been tragically dissected by the introduction of various transport initiatives over the last 90 years and relegated to the current small circular site. Without considering the relationship between Fort Street Public School, Observatory Hill and the National Trust (immediately south of FSPS) the application misses an opportunity for the school to reassert itself on its former landholdings now occupied by the National Trust.

Lastly, on Community Consultation, there were two information sessions held at FSPS on a wet afternoon under a small shelter on 29<sup>th</sup> August and on 4<sup>th</sup> November 2019 that only presented high level information, with insufficient information on the detail of the application.

The broader school community does not feel that it has been consulted adequately in the preparation of the plans. In particular, consultation has not occurred that has explained how a school with a present population of 220 students has been nominated as having 391 students in the opening capacity in 2023, and how and over what period of time the population will grow to 550 students.

Further, the consultation has not explained how the school will operate in 2023 with 391 students but have a Communal Hall (Building G) with a capacity of 250 students.

## **Detailed Discussion of Concerns**

### **1. The proposed rate of growth for the school is not understood**

No demographic study has been provided to support the construction of such a large school. This is of concern because we recognise the constraints around the site size and accessibility. In accommodating a larger than necessary student population, the design is compromised and outcomes are less than ideal.

The school is currently at 220 students and typically has been growing an additional class (20+ students) a year. At this rate of increase, it will be on average another 5-8 years before we reach the opening number (391 students) and 10-15 years before it reaches its rated capacity.

We note that the EIS canvasses the possibility of FSPS supporting a wider catchment than its current CBD catchment because of its good accessibility by public transport. It is unclear whether this is the unspoken rationale for a larger school.

A larger school than what is required to service the expected population growth in its CBD catchment has a number of deficiencies and is strongly argued against. Ideally, students at the school should be drawn from its own catchment, so that there is greater opportunity for families to participate in before or after school activities, and to be part of a community with other families living in the same locality.

In accommodating a larger student cohort than what would be required for the foreseeable future, the scope of redevelopment is much larger than warranted. Classrooms will be constructed and cold shelled until needed. These cold shelled buildings reduce the available space on the site for active play by the children. Further, it is unclear as to when this additional capacity will be required, thereby penalising the current generation of students for students that may attend the school in the distant future.

### **2. The Safe Operation of the School During Construction and Post Redevelopment**

It is imperative that there is clarity about the upgrade of the Sydney Harbour Bridge Cycleway and the redevelopment of FSPS. The matters are interrelated due to their close proximity and sharing of linkages.

#### **2.1. Harbour Bridge Cycleway Construction timing and Relationship to the construction timing of the Redevelopment of the School**

The preliminary Construction Management Plan submitted with the application shows the interface of the Site gate 1 adjoining the Cycleway and the Cycleway being fenced by a Class A Hoarding. Refer to page 7 of the Preliminary Construction Management Plan, on the basis that the Cycleway is in operation while the school construction is occurring. This may be problematic.

At page 39 of the Traffic and Management Plan shows the proposed diversion of the Cycleway during the construction of the Cycleway.

There is a need to clarify how and when the Sydney Harbour Bridge Cycleway redevelopment will occur in relation to the FSPS reconstruction.

## **2.2. The concern about the Cycleway deviation in relation to community safety**

We are extremely worried about the safety of pedestrians commuting to work, tourists, residents, and especially children, as a result of the planned diversion of cycle traffic from the current cycle path from the Harbour Bridge to the Kent Street underpass. Refer to the Traffic Report pages 40 and 41.

The current plans propose to divert current Cycleway route down Watson Road, Argyle Street and Kent Street which has approximately 2,000 bicycles a day during the week (and 1,000 a day at weekends). This diversion will be in place for the duration of the build and then for an unconfirmed period when the school is completed to upgrade the Cycleway.

Potentially up to 1,000 of these will travel this route Monday to Friday during the morning peak. This will conflict not only with morning traffic, but, once the school is completed, with parents dropping off kids at the school and local residents and workers.

## **2.3. Concern about the sharing of the footpath of the Western Distributor with Cyclists**

The 300m long shared pathway along the Western Distributor is a major concern to parents and students. Cyclists are on the same footpath, adjacent to the Western Distributor, as families walking their child to school. This is not mentioned in the Traffic Report nor the Architectural Design statement. To increase the school size from the current 220 students to 550 will give rise to more users of this shared pathway. The traffic report acknowledges that the primary catchment of the school is from Town Hall, Chinatown and Haymarket.

The circular off ramp or alternative version, if constructed, still results in cyclists coming off the ramp onto this footpath, which is one of the main access routes to the school for walking families. It would seem the only way to ensure the safety of children is to have the temporary diversion of the cycleway down Watson Street and Argyle Street to join Kent Street, as the permanent cycle route to and from the Harbour Bridge.

## **2.4. The school entrance is a highly constrained area with all students having to gain entry through just one main entrance, giving rise to major safety and management issues.**

The main entrance to the school remains as the entrance from Upper Fort Street. There is contradicting information in the SSDA about a western bridge being proposed, refer to page 81 of the Architectural Design Statement; the EIS at page 26 makes no reference to a western bridge being part of the application.

Whilst the driving choke point approach to the school at Upper Fort Street is being widened to allow two-way vehicular access, the current design only provides for one main entry point to the school.

550 students trying to get entry to the school through one main entrance will be a challenging proposition. The major use of the entry will be a cul-de sac turn where cars queued will need to load and unload on a radial turn. This gives rise to congestion, sight line issues with children disembarking from side doors and moving to open to retrieve school bags from the rear gate of the vehicle. Picking up and dropping off at a circular roundabout is far less efficient than a linear drop off, with attendant safety issues. The traffic report at page 44 shows how 60 cars may arrive in a car queue to pick up 87 students, with Watson Road and Upper Fort Street being able to handle 48 queued cars. The Traffic Report also suggest traffic management issues for Argyle Street and Argyle Place on the assumption that these be available for further overflow parking. Refer to page 45.

Furthermore, the P&C does not agree with the statement at page 42 of the Traffic Report on the basis that it is an untested assumption:

*In addition, for a 550-student school in this location it could be expected that a wide catchment will continue which favours travel by train, bus and ferry. On this basis, a 25% reduction in car mode has been applied which will be supported by travel demand management strategies and the wider catchment.*

The access to the campus buildings needs to be considered in relation to emergency access for fire vehicles and ambulances. While the P&C is unable to comment on detailed safety matters, it would seem that the western portion of the school plans is inaccessible by vehicle access due to the change in grades associated with stairs and ramps. For this reason, the western access bridge may be necessary.

3. Provision of suitably sized spaces for its target numbers of student with the potential to compromise the physical and mental well-being of the students and teaching staff, and to impact operational efficiency from day one.

**3.1. The Outdoor Play area appears insufficient and does not meet Regulations 107 and 108 in Outdoor Play Area Guidelines /National Quality Standards 2020 as published by the Australian Children’s Education and Care Quality Authority (ACECQA) and under NSW Legislation.**

*Regulation 108 of the National Regulations in relation to Outdoor Play specifically state that:*

- (2) The approved provider of an education and care service must ensure that, for each child being educated and cared for by the service, the education and care service premises has at least 7 square metres of unencumbered outdoor space.*

*Penalty: \$2000.*

- (3) In calculating the area of unencumbered outdoor space required, the following areas are to be excluded—*

*(a) any pathway or thoroughfare, except where used by children as part of the education and care program;*

*(b) any car parking area;*

*(c) any storage shed or other storage area;*

*(d) any other space that is not suitable for children.*

- (4) A verandah that is included in calculating the area of indoor space cannot be included in calculating the area of outdoor space.*

- (5) An area of unencumbered indoor space may be included in calculating the outdoor space of a service that provides education and care to children over preschool age if—*

*(a) the Regulatory Authority has given written approval; and*

*(b) that indoor space has not been included in calculating the indoor space under regulation 107.*

- (6) In this regulation a reference to a child does not include—*

*(a) a child being educated or cared for in an emergency in the circumstances set out in regulation 123(5); or*

*(b) an additional child being educated or cared for in exceptional circumstances as set out in regulation 124(5) and (6).*

- **Note.**

- A compliance direction may be issued for failure to comply with subregulation (2).



The application provides insufficient area calculations to demonstrate meeting of this regulation.

The areas shown for both outdoor play at pages 47 and 48 of the Architects Design Statement show play areas which are encumbered by tree planting and which are in numerous locations, pathways and accessways between buildings. Spaces are also irregularly shaped and not necessarily suitable for outdoor play. The note on the drawings makes it clear that both scenarios are using the area of the Communal Hall, the roof areas of buildings E,H and J, as well as the western ball court which is identified as a future expansion building site.

The Landscape Architects report at page 19 shows that the Multipurpose forecourt will be a converted use of the Vehicle Pick Up and Drop Off. This area is shown as holding 600 children in an area of 20m by about 20m, at a density of 3 students per sqm for school events and assemblies. The use of a managed road environment for multi-use activities is fraught with issues, including emergency access. Such space would ideally be considered “surplus extra” outdoor space, rather than contributing to the minimum space guidelines.

A Sports Court is proposed and shown at page 20 of the Landscape Architects outdoor but this area is insufficient to accommodate ball games like basketball or netball. The hand ball areas shown at page 19 of the report is shown partially on a road surface and a paved surface immediately adjacent to veranda columns, i.e. these areas are unworkable and unsafe.

The new Building G is meant to be a sports court (and multipurpose for other types of indoor gatherings). However, it is unclear whether this hall will be of sufficient size or height to allow indoor ball games, in which case it is hard to consider this as functional play space.

### **3.2. Play space per child is reduced by 30% when student numbers increase from 391 to its maximum capacity of 550**

When the student population grows, from 391 to 550, there will be a 30% reduction in available play space for each child. In a school located in the heart of Sydney, where most families are living in apartments, it is even more important that the school has sufficient play spaces and sports facilities where children can be active and be outdoors.

Drawings show that a future building site has been included, with the future western entry shown and three roof areas. The inclusion of the roof top areas as part of the outdoor space has inherent issues since the children in these areas cannot be supervised easily on three separate building roof tops.

### **3.3. The multipurpose hall (Building G) is insufficiently sized for indoor whole of school gatherings**

Building G is the primary indoor Communal Hall and has capacity for only 250 people. This makes it too small for whole of school gatherings from day one, if capacity is the stated 391 students. Even more so when visitors such as parents and carers attend. Currently FSPS is able to hold weekly whole of school assemblies, with parents and carers invited, and are one of the regular activities that form the fabric of the culture of the school.

**4. Deficiency in Observatory Hill Master planning considerations for the application as well as the ignorance placed on the Impact of the Barangaroo Station on the context of FSPS.**

4.1. The Paul Davies study “The Millers Point and Walsh Bay Heritage Review” prepared by Paul Davies for the City of Sydney describes the location of Observatory Hill as: *“iconic in Sydney.”*

“The Observatory Hill Park is of outstanding historical significance and a major component of the Observatory Hill precinct. The park commands panoramic views to the north, west and south. The Observatory is of exceptional significance in terms of European culture. Its dominant location beside and above the port town and, later, City of Sydney made it the site for a range of changing uses, all of which were important to, and reflected, stages in the development of the colony. These uses included: milling (the first windmill); defence (the first, and still extant, fort fabric); communications (the flagstaffs, first semaphore and first electric telegraph connection); astronomy, meteorology and time keeping.”

4.2. The EIS correctly cites that Cl. 8 (2) (i) of the Education SEPP, Cl 7.20 of the SLEP does not apply. However, in the public interest and in the opinion of the P&C this does not abrogate the application being mindful of the context of the site and considering the changing circumstance of Observatory Hill, as well as Barangaroo, and the Barangaroo Station.

4.3. The FSPS P&C believes that a whole government approach is required to prepare a suitable and workable plan for Observatory Hill. Key considerations are:

4.4. The impact of the opening of Barangaroo Station on the movement of students and parents to FSPS needs to be planned. The station is due to open in 2024 and will be approximately concurrent with the redevelopment of FSPS. Arrival and departures are likely to be from High Street and Kent Street from the Station. The use of Agar Steps as an access direction to the school is imperative.

4.5. Clearly the National Trust Building is very underutilised, and it is suggested that relocation of their space to Glover Cottages would be a better and more suitable outcome. The expansion of the FSPS into the National Trust site should be a designated step which builds on the site’s history, stepping in time when the former Military Hospital was converted to the Fort Street Infants School and later the Fort Street Public School.

4.6. The intensification of road related uses in the vicinity of the Sydney Observatory, the extensive parking areas on the north side of the National Trust building are degraded, wasteful and inappropriate for such an iconic site.

4.7. The City Council's Harbour North Study of 2012 is now very dated and the subsequent consented at Barangaroo, and the foreshadowed opening of the Barangaroo Station in 2024 require major Planning and Urban Design attention.

## **5. Lack of Consultation with the P&C and School community.**

5.1. There were two information sessions held at the FSPS on a wet afternoon under a small shelter on 29th August and 4th November 2019 presenting high level information, with insufficient information on the detail of the application. At those meetings parents asked about the adequacy of the outdoor areas for play, the safe entry into the school grounds given the proximate cycleway, and vehicle access issues, a western access to the school from Barangaroo Station and the intended number of students. These questions were raised but until the SSD application there has been no meaningful consultation with the P&C and school community.

5.2. Due to COVID-19 many parents have chosen to undertaken home schooling and are away from the school community. Furthermore, the exhibition period has occurred during the COVID-19 lock-down.

5.3. We submit that there was not genuine community consultation consistent with the 28th June 2019 letter of the Department of Planning and Environment to the Department of Education:

5.4. The Department wishes to emphasise the importance of effective and genuine community consultation where a comprehensive open and transparent community consultation engagement process must be undertaken during the preparation of the EIS. This process must ensure that the community is provided with a good understanding of what is proposed, description of any potential impacts and they are actively engaged on issues of concern to them.

5.5. Consultation has not occurred that has explained how a school with a present population of 220 students has been nominated as having 391 students in the opening capacity in 2023, and how and over what period of time the population will grow to 550 students.

5.6. Consultation has not explained how the school will operate in 2023 with 391 students but have a Communal Hall (Building G) with a capacity of 250 students.

Signed:



Luke Lee,  
President of the P&C, FSPS



Nigel Dickson,  
Architect NSW ARB # 5364 and Registered  
Planner

## **Appendix**

### **History of Fort Street Public School**

#### **Fort Street National School (also called Fort Street Model School)**

Fort Street National School was established in 1849 at the old military hospital, which is now part of the National Trust Headquarters, a short walk south of the current school setting. It was one of the first public schools in Australia and known to locals in Sydney as "the school on the hill."

The school was proposed by the Board of National Education, which itself was established in 1848 to fund and run the first government schools in Australia. Under the leadership of William Watkins in the 1850s, the school set the standard for public education in NSW for other schools to follow. Fort Street Training School adjoined and trained all NSW public school teachers.

From the 1850s, Fort Street Model School offered its older pupils a secondary education.

#### **Fort Street Superior Public School**

In 1881, Fort Street Model School was raised in status to become Fort Street Superior Public School. This meant the provision of better secondary education for older pupils.

#### **Fort Street Public School**

In 1911, three schools were formed from Fort Street Superior Public School: Fort Street Boys High School, Fort Street Girls High School and Fort Street Public School. All three schools existed on the one campus, in what is now the National Trust Headquarters.

In 1916, Fort Street Boys High School relocated to its present site on Parramatta Road, Petersham. In 1942, Fort Street Public School was rehoused to its present building, which has since been heritage listed for its unique style and charm. Throughout the 1970s, Fort Street Girls High School amalgamated with the boys to become Fort Street High School, leaving Fort Street.

The school went through huge upheaval in the 1930's 1940's and 1950's associated with the construction of the Sydney Harbour Bridge, then the ring road to the Cahill Expressway 1940-41.

The present Fort Street Public School campus is anchored by the main building opened by Clive Evatt, in 1940. Evatt had himself attended Fort Street High School.

The National Trust moved into the premises of the Fort Street Girls High School in 1975.

Incredibly, Met Building adjacent and "within" the school grounds has been in disrepair since 1991.

## Famous Fortians

Given its special place in the history of Sydney and Australia, many famous and prominent people, particularly from the fields of politics and law, have attended Fort Street throughout the years.

Sir Edmund Barton, who became Australia's first prime minister in 1901, received his formative education at Fort Street. He continued his secondary education at Sydney Grammar School.

H.V Evatt was enrolled in the Fort Street Model School, and attended the school from 1905 to 1911, in his final year serving as head prefect and captain of the cricket and rugby union teams. He finished second in the state senior examinations, and was dux of his school.<sup>1</sup> In 1945, he played a leading role in the founding of the UN. He was President of the United Nations General Assembly from 1948 to 1949, and was prominent in the negotiations that led to the creation of Israel as chair of the Ad Hoc Committee on the Palestinian Question. He wrote in his memoirs: "I regard the establishment of Israel as a great victory of the United Nations." He helped draft the United Nations Universal Declaration of Human Rights.

Other graduates of the school were Sir Joseph Carruthers and Sir Bertram Stevens, Premiers of New South Wales.

Peter Dodds McCormick, a Scottish immigrant who penned *Advance Australia Fair*, was a teacher at Fort Street Model School.

## Supporting parents signatories list

P&C Executive Team	Child's Name	Year
Luke Lee, President	Sophia	2
Paula Jennings, Vice President	Sam	1
	Mia	Kindy
James Lockley, Treasurer	Chloe	4
	Aidan	3
Deina Ochwada, Secretary	Sarah	3
	Dan	1
Evelyn Dickson, Co-Treasurer & Co-Secretary	Harry	2
Angeline Teh	Jensen	5
	Angelica	2
Supporting Parents Name	Child's Name	Year
Hani & Biba Omran	Oliver	1
Oxana Dankova	Igor	1
Saskia Valentine	Samuel	2
Elly Nguyen	Lam	1
Shannon Scott & Rachel Scott-Lee	Sasha Scott-Lee	2
	Robin Scott-Lee	Kindy
Yuliani Chai	Marley Tandyono	1
Michelle Lee	Sophia	2
Jesslyn Wihandi	Lyndzey	2
Ivana Pe	Joelynn Bond	2
Yuvianti Tjhang	David Ferguson	1
Nicola Yu	Zeth	1
Ipon Ronju	Bruce Boentoro	2
Lisdya Lisdya	Jacelyn Lee	2
Pensy	Austrin Aurelia	2
Ruby Haase	Leopold	2
	Harrison	1
Sandra Villacorta	Jorge Quispe	6
Ian Chandler & Christina Maher	Max Chandler-Maher	6
Chris & Michelle Wood	Elliot	6
	Samuel	4
Eric Lindberg & Noelene Rose	Sonny	6
	Scout	3
Carmelo & Alexis Salerno	Melina	6
	Leopold	3
Matthew & Debbie Lee	Liam	2
Creel & Tania Price	Wilbur	2
Stacey Warner	Sydney Lewis	4
	Parker Lewis	2
Bridget Andersons	Quentin	1
Andrew Andersons, AO, architect & former Fort Street pupil (grandfather)	Quentin	1

## Supporting parents signatories list

Supporting Parents Name	Child's Name	Year
Shane & Fuyuko Lee	Sophia	3
	Ethan	Kindy
Glyn Williams	Ilsa	1
Gabrielle Spinks	Aiden Thrupp	2
Ben Moore & Vinaya Sunkersett	Avinash	5
	Shanavi	3
Remy Hidayat & Anne Lioe	Jayden	4
	Elyse	3
Evan Jodarsa & Catherine Kim	Penelope	3
Leslie Ochwada	Sarah	3
	Dan	1
Eva Marinas & Nuno Pancorbo	Dario	3
Ulrike Hamment	Marie	3
Anoop George	Ishana	2
Jacob Harris & Tarryn Cremin	Harvey Harris	2
	Elsie Harris	Kindy
Jeremie Stanojevic	Luka	1
Yong Chng	Kingsley	1
	Ansley	4
Vyacheslav Frolov & Viktoria Maksymova	Elizabeth	2
Kate Fredriksen	Mia	3
Alice Chung & Lap Kuen Fong	Gerrard	6
Moeko Kaneko	Charles	4
	Erika	Kindy
Kamal Daher & Young Joo Chun	Troy	4
	Oscar	1
Eric Lai & Carol Pang	Rachel	2