

STATEMENT OF ENVIRONMENTAL EFFECTS

JINDABYNE CENTRAL SCHOOL

11 APRIL 2019
SA7389
FINAL
PREPARED FOR NSW DEPARTMENT OF EDUCATION AND
SCHOOLS INFRASTRUCTURE NSW

URBIS

URBIS STAFF RESPONSIBLE FOR THIS REPORT WERE:

Director	Peter Strudwick
Associate Director	Alaine Roff
Consultant	Brigitte Bradley
Project Code	SA7389
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1. INTRODUCTION

This Statement of Environmental Effects (**SEE**) has been prepared for the NSW Department of Education and Schools Infrastructure NSW (**the applicant**). It accompanies a Development Application (DA) to Snowy Monaro Regional Council (the Council) for Jindabyne Central School at 8-18 Park Road, Jindabyne (Lot 9 DP219584 and Lot 18 DP227006) for the relocation and formalisation of car parking on site and the construction of a new two storey school building.

This report is accompanied by a series of architectural drawings and supporting documentation as prepared by the following consultants:

- Architectural Drawings prepared by Gray Puksand - **Appendix A**
- Landscape Plan prepared by 360 - **Appendix B**
- Survey prepared by Kleven Spain - **Appendix C**
- Clause 4.6 Variation prepared by Urbis – **Appendix D**
- Civil Report and Drawings prepared by Taylor Thomson Whitting - **Appendix E**
- Transport Impact Assessment prepared by GTA Consultants - **Appendix F**
- Geotechnical and Environmental Investigation prepared by Coffey - **Appendix G**
- Acoustic Report prepared by JHA Consulting Engineers - **Appendix H**
- BCA Compliance Statement prepared by Steve Watson and Partners - **Appendix I**
- Cost Summary Report prepared by mbm - **Appendix J**

2. SITE AND SURROUNDING CONTEXT

2.1. SUBJECT SITE

The site is 8-18 Park Road, Jindabyne and is legally described as Lot 9 in DP219584 and Lot in 18 DP227006. The site has frontages to Clyde Street to the north, Park Road to the south, Kalkite Street to the east and Bent Street to the west. The site has a total area of approximately 2.7 hectares (Figure 1)

The site is in a residential area with child care located along the western boundary and the Jindabyne Town Centre to the east. A council car park is located on the Kalkite Street frontage providing additional parking during peak pick up/drop off times.

Figure 1 – Aerial view of the site



Source: Urbis

2.2. EXISTING DEVELOPMENT

The site is occupied by Jindabyne Central School, which is within the Rural Queanbeyan Network Schools Community Group. It provides 24 permanent teaching spaces and 19 demountable teaching spaces for 827 students (468 primary school and 359 secondary school students) and 80 teaching/administrative staff.

2.3. ACCESS AND PARKING

The site currently contains four vehicular access points. An informal staff car park providing spaces for approximately 20 vehicles is located on the north-west corner of the site, accessible from Clyde Street. The informal car park is also used as a loading dock with a permanent loading area accessible via the Bent Street frontage. A designated bus zone is located on Kalkite Street adjacent to the council car park. Secondary vehicular entries for use by service and emergency vehicles is provided on the Park Road frontage.

3. PROPOSED DEVELOPMENT

3.1. PROPOSED WORKS

The DA seeks consent for the following proposed works:

- Relocation of the existing informal staff car park to the southern boundary;
- Construction of a new car park including 20 formal spaces accessible via Park Road;
- Construction of a two storey Learning Building for the use of middle school students including:
 - Collaborative learning spaces;
 - Staff rooms;
 - Visual art classrooms and workshop spaces; and
 - Toilet and change rooms facilities.
- Construction of outdoor learning space and upgrades to existing pathways surrounding the new learning building; and
- Associated landscaping.

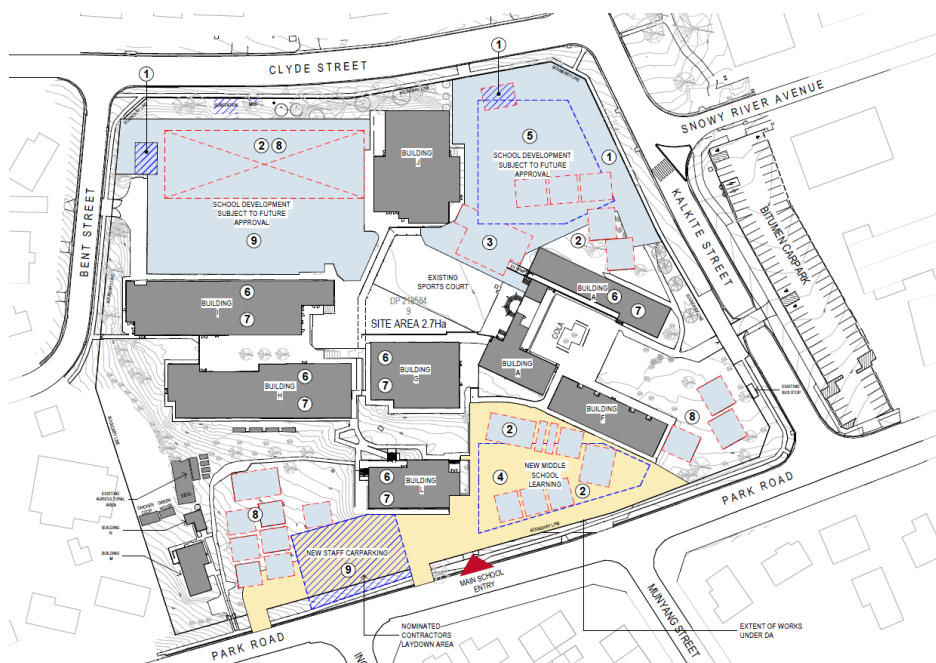
The proposed upgrades will allow for existing demountables to be replaced with a permanent building and facilitate a 10% increase in students.

3.2. CONSTRUCTION STAGING

Architectural Plans prepared by Gray Puksand are included at **Appendix A**. The overall master plan for the school includes additional works including a new Library / Learning Hub and removal of demountables. These works are not included in this application and will be subject to separate approvals.

Construction Staging has been addressed in the Staging Plan prepared by Gray Puksand, included at **Appendix A**. Formal parking arrangements are proposed to be constructed subsequent to the occupation of the proposed Learning Building. In the interim, GTA Consultants have identified in the Transport Impact Assessment that car parking demand will be satisfied using on street parking and the Council car park.

Figure 2 – Proposed Staging Plan identifying extent of proposed works in yellow



Source: Gray Puksand

4. STATUTORY PLANNING ASSESSMENT

The following environmental assessment addresses the relevant matters pursuant to Section 4.15 of the Environmental Planning and Assessment Act 1979.

4.1. STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENTS AND CHILD CARE FACILITIES)

State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (ESEPP) seeks to facilitate the delivery of new and improved education facilities by streamlining approval processes across NSW. Part 5 of the SEPP seeks to simplify planning approval pathways for schools by enabling development for the purpose of a school to be carried out by any person with development consent on land in a prescribed zone (clause 35).

The ESEPP enables a range of development types to be carried out as exempt, complying, or development without consent for the purpose of a school. Some of the works identified in the school's master plan fall within the exempt, development without consent or complying provisions under the Education SEPP. However, the works the subject of this development application require development consent from Council.

The R1 General Residential zone is a prescribed zone for the purposes of the ESEPP (clause 33) and development for the purpose of a school is, therefore, permissible on the site with consent.

The provisions of Part 4 to the ESEPP have been considered in the preparation of this SEE. Clause 35 (6) requires that development permitted with consent is to consider the following Design Quality Principles as outlined in Schedule 4 of the Education SEPP.

Table 1 – Education SEPP – Design Quality Principles

Principle	Proposal	Complies
Principle 1— context, built form and landscape	Pathways have been designed to integrate into the existing pedestrian pathway network. Landscape has been integrated into the design of the building to enhance on-site amenity and provide an outdoor learning area for students.	Yes
Principle 2— sustainable, efficient and durable	Proposed works have been designed to meet the future requirements of Jindabyne Central School to improve the overall environmental, social and economic outcomes of the school.	Yes
Principle 3— accessible and inclusive	The proposed include upgrades to the existing paths and access from the Park Street frontage. The proposed development will include upgrades to wayfinding and accessibility through compliance with the provisions of the Disability Discrimination Act 1992 (Commonwealth).	Yes
Principle 4— health and safety	Crime Prevention Through Environmental Design measures will also be incorporated into the design and management of the School to ensure a high level of safety and security is upheld for students and staff.	Yes
Principle 5— amenity	The proposal will contain state of the art facilities, spaces and equipment for use by students and staff. These areas will provide a pleasant learning environment and encourage students to learn.	Yes
Principle 6— whole of life,	The new learning building has been designed to prepare for additional student capacity to cater for future demand within Jindabyne and the wider Rural	Yes

flexible and adaptive	Queanbeyan Network. The proposal building also provides a range of multi-use facilities, including an outdoor learning spaces and flexible classroom spaces.	
Principle 7— aesthetics	The scale, materials, finishes and landscaping chosen for the proposed School are aesthetically pleasing and complement the surrounding natural and built environment of Jindabyne. Accordingly, the proposal evokes smart building design and sets a desirable design precedent.	Yes

4.2. SNOWY RIVER LOCAL ENVIRONMENTAL PLAN 2013

Snowy River Local Environmental Plan 2013 (SRLEP2013) is the applicable planning instrument for the site. The provisions of the LEP are discussed in the following sections.

4.2.1. Zoning, Permissibility and Objectives

The site is within the R1 General Residential zone. Development for the purpose of an educational establishment is not identified as permissible within the R1 zone under SRLEP. However, development for the purpose of a school is permissible by virtue of the ESEPP. The relevant objectives of the R1 zone are:

- *To enable other land uses that provide facilities or services to meet the day to day needs of residents.*

The proposal satisfies the above objective as the proposed works are intended to meet the education needs of residents and the broader Jindabyne community.

4.2.2. Height of Building

Pursuant to Clause 4.3 of SRLEP2013, a maximum height limit of 9 metres applies to the site. The proposal has a maximum height of 10.10 metres. This non-compliance has been addressed as a Clause 4.6 Variation which forms part of this development package (refer to **Appendix D**).

4.2.3. Floor Space Ratio

Pursuant to Clause 4.4 of SRLEP2013, a maximum floor space ratio of 0.5:1 applies to the site. The proposed development has a gross floor area of 6,653m² including existing buildings on site. The proposed development results in a proposed FSR of 0.25:1 compliant with SRLEP2013. The final GFA has not included demountables which are to be removed prior to the construction of the car park.

4.3. SNOWY RIVER DEVELOPMENT CONTROL PLAN 2013

The proposed development has been assessed against the relevant provisions of the Snowy River Shire Development Control Plan 2013 (DCP).

General planning considerations are identified in outlined in Chapter C.

Control	Proposal	Complies
1-5 Building Design		
(a) The design and site coverage of the development should reflect the slope of the site and it may be desirable to leave steeply sloping parts of sites in their natural state.	The site generally falls towards the north to Kalkite and Clyde Streets at varying grades throughout the site. The proposed Learning Building is located on the southern portion of the site. The area is suitable for development as current demountables are located in the general location.	Yes

Control	Proposal	Complies
(b) All structures are designed and sited in order to minimise the need for excavation or fill for foundations and associated hardstand areas.	Minimal excavation is proposed on site. Due to the falls across the site, stairs and accessible access will require some works to reach standards. For further details refer to the Civil Package located in Appendix E .	Yes
(c) Buildings should utilise suspended slab construction, pole or steel frame, or brick and/or steel piers in order to minimise the disturbance to the natural grade caused by the building. Where areas on a site are already disturbed, those areas should be used for siting of buildings.	The Learning Building contains a split level ground floor with partial suspended slab in response to natural slope of the site allowing for level entries to each side of the ground level and to minimise earthworks. Landscape design incorporates outdoor tiered seating space utilising the natural topography stepping up toward the building. For further details refer to the Civil Package located in Appendix E.	Yes
(d) On steeply sloping sites and treed hillsides, building height and bulk, particularly on the downhill side is to be minimised and the need for cut and fill is to be reduced by designs which minimise the building footprint and allow the building mass to step down the slope	The roof line of the Learning Building slopes down following the ridge line. Cut and fill is minimal with sediment and erosion measures included in the in place to avoid disturbance during construction. For further details refer to the Civil Package located in Appendix E .	Yes
(e) Sub-floor areas must be enclosed or otherwise treated so that they do not look untidy when viewed from a public place.	Not proposed.	Yes
(f) Building heights are similar to those in the surrounding landscape with taller buildings sited so as to minimise impacts on the landscape	The Learning Building is a two storey development which is similar in height and built form to the adjacent school building to the west. Both buildings form a cohesive streetscape along Park Road.	Yes
(g) New structures are designed to blend rather than contrast with the existing environment and the use of external reflective finishes is restricted.	The proposed School has been appropriately designed with external materials and finishes that complement the surrounding natural and built environment. Materials include: • Timber external soffit; • Colorbond cladding and powdercoat elements in “ironstone”; • Brink inlay finish to reinforced concrete panels; • Metal roof sheeting.	Yes

Control	Proposal	Complies
	For further details refer to the Materials and Finishes Schedule within the Architectural Package located in Appendix A .	
(h) The building design is not to include highly reflective surfaces such as 'zincalume' or tinted glass panels. External finishes may be natural or untreated, or where colours are used, these should have a light reflectivity index of 12% or below	For further details refer to the Materials and Finishes Schedule within the Architectural Package located in Appendix A .	Yes
4-1 Car Parking		
Based on the DCP Table of Parking Requirements the following car spaces are required. <i>1 parking space per employee;</i> <i>1 parking space per 10 students in Year 12 (where applicable); and</i> <i>1 bus parking space per 100 enrolled students</i>	Based on current number of staff and students, the school needs to provide: • 85 car spaces; and • 8-9 bus parking spaces. Assuming a 10 per cent increase in staff (eight additional staff) and year 12 students (five students), an additional 9 car spaces and 1 bus parking space is required totalling 94 car spaces and 10 bus parking spaces. As stated in the DCP, Council may be flexible in establishing parking conditions according to an expert Traffic Impact Assessment which takes into account existing parking and traffic conditions in the vicinity of the subject site and surveys of similar sites to justify an appropriate parking rate for any development. A Traffic Impact Assessment prepared by GTA Consultants is located in Appendix F. The assessment states: <i>"Whilst the on-site parking does not meet DCP 2013 requirements, the on-site parking and on-street parking available near the school will continue to be able to accommodate the small increase parking demand associated with the proposal. This is similar to current conditions which is understood to have minimal effect on surrounding residents and businesses to date."</i>	

Specific controls for educational establishments are identified in outlined in Chapter E – Non Residential Development.

Table 2 – DCP Compliance Table

Control	Proposal	Complies
1-1 Access for People with a Disability		
(i) Reasonable provision within the building and access areas is to be made for movement and circulation by people with disabilities.	Architectural Plans prepared by Gray Puksand identify all accessibility provisions proposed. The proposal will comply with the relevant BCA provisions.	Yes
(j) The development must comply with the provisions of the Disability Discrimination Act 1992 (Commonwealth).	Architectural Plans prepared by Gray Puksand identify all accessibility provisions proposed. The proposal will comply with the relevant BCA provisions.	Yes
1-2 Amenity		
(a) Noise and odour impacts must be assessed and determined not to adversely impact on the amenity of neighbours or other land holders within the vicinity of the site.	An Acoustic Report prepared by JHA Consulting Engineers is attached at Appendix H . The Report concludes that the proposed development will not exceed the noise criteria established from the relevant guidelines.	Yes
(b) Suitable documentation is to accompany the development application that clearly demonstrates that no impacts on land uses in the vicinity of the development will result from noise or odour emissions from the subject development.	An Acoustic Report prepared by JHA Consulting Engineers is attached at Appendix H .	Yes
1-3 Year-Round Operation Basis		
(a) The educational facility is to provide sufficient diversity to maintain a year-round operation.	Jindabyne Central School provides year-round operation.	Yes
1-4 Waste Management		
(a) Waste is to be managed in a safe, tidy and environmentally responsible manner and in accordance with legislative requirements.	Waste Management will not be altered from the current school arrangements.	Yes
1-5 Car Parking		
(a) Car parking and manoeuvring is to be sufficient to ensure safe and adequate on-site parking	The proposed development formalises current parking arrangements to ensure safe and adequate parking is available within the school grounds with additional parking available on the surrounding streets.	Yes
(b) Car parking, loading and manoeuvring areas are to be visually attractive and located, designed and constructed to	Car parking has been designed to provide safe access away from pedestrian entry points into the school.	Yes

Control	Proposal	Complies
ensure safe use and minimise conflict between vehicles and pedestrians.		
(c) A car parking plan is to be provided that demonstrates adequate on-site parking and manoeuvring and sufficient screening through design and landscape treatment to minimise visual impact of car parking areas. The car parking plan must show: • Car parking layout • Landscape treatment • Site entry and exit points • Loading and unloading areas (where required) • Manoeuvring • Disabled access and parking (where required) must meet the requirements of the Building Code of Australia.	A Car Parking plan forms part of the Architectural Plans prepared by Gray Puksand located in Appendix A.	Yes

5. SECTION 4.15 ASSESSMENT

The following assessment has been structured in accordance with Section 4.15(1)(a) of the *Environmental Planning & Assessment Act 1979 (EP&A Act)*.

The proposed development has been assessed in accordance with the relevant state, regional and local planning policies, as follows:

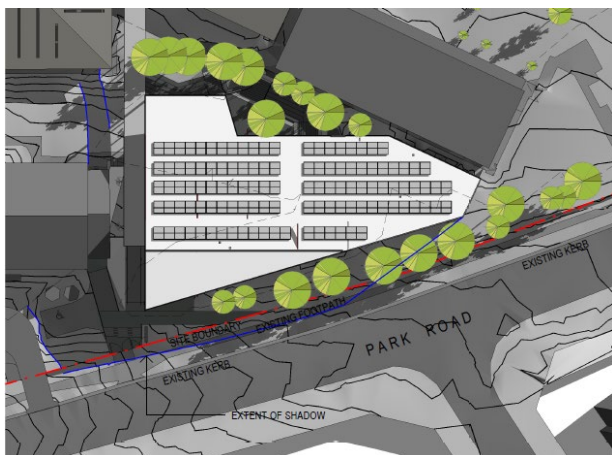
- SEPP (Educational Establishments and Child Care Facilities) 2017.
- Snowy River LEP 2013.
- Snowy River DCP 2013.

5.1. LIKELY IMPACTS OF THE DEVELOPMENT

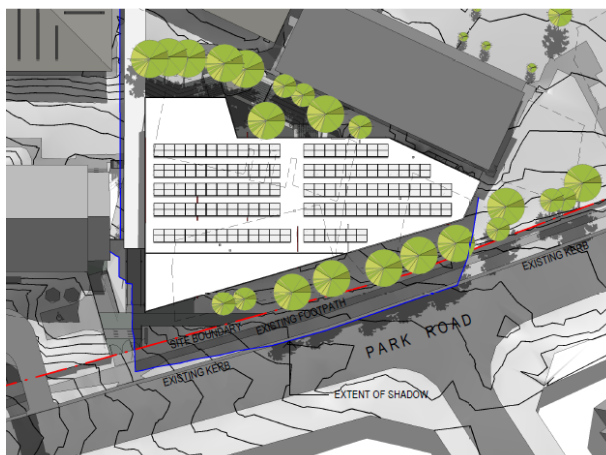
5.1.1. Shadow Impacts

Shadow diagrams for 9am, 12pm and 3pm during winter solstice have been prepared by Gray Puksand and are included in the Architectural Package located in **Appendix A**. The shadow diagrams show that there are no significant overshadowing impacts on neighbouring properties with the majority of additional shadowing occurring between 12pm to 3pm and falling onto Park Road. The proposed building does not overshadow any open space provided within the school grounds.

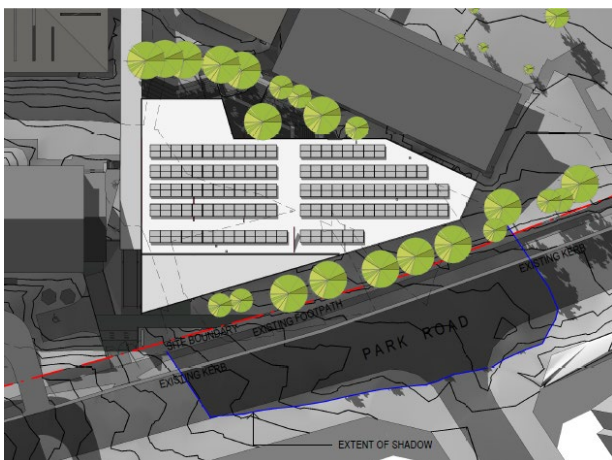
Figure 3 – Shadow Diagrams



Picture 1 – 9am 21 June



Picture 2 – 12pm 21 June



Picture 3 – 3pm 21 June

5.1.2. Streetscape

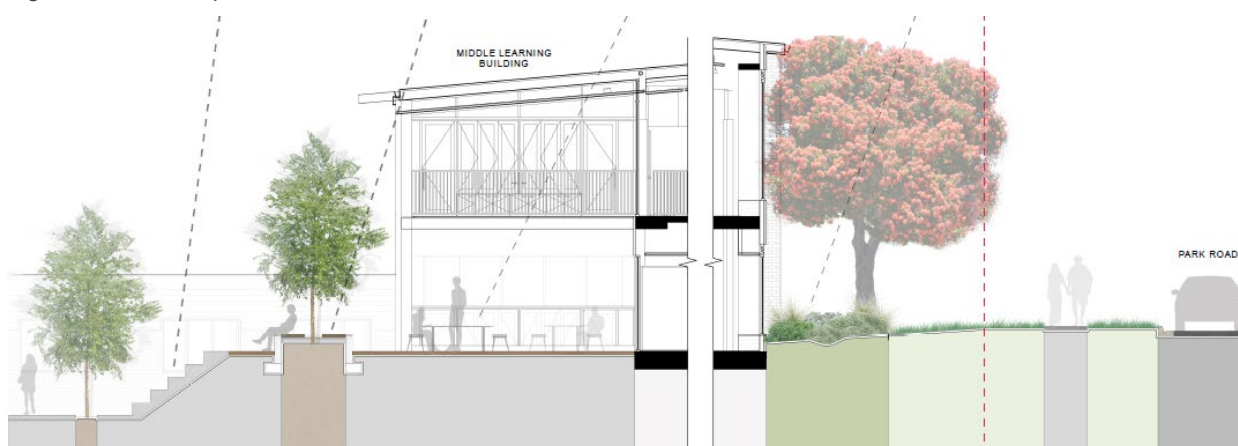
The bulk and scale of the development has been designed to integrate with the existing Building L provide a cohesive built form along the Park Road frontage. Turf areas and boundary gardens along the boundary are proposed to improve the street interface. An additional pedestrian entrance located on the Park Road frontage provides improved access to the proposed Learning Building and additional school facilities, separated from vehicular access.

5.1.3. Privacy Impacts

The proposal has been appropriately designed to prevent privacy impacts on surrounding residents and future students. The proposed Learning Building is located approximately 35 metres from the closest residential properties located on the intersection of Park Road and Munyang Street and approximately 85 metres from Snowy Mountains Care and Early Learning Centre providing sufficient separation distance. Significant tall trees are proposed along the Park Road frontage, screening the building from the street as illustrated in Figure 4.

The school will continue to generally operate during standard school hours, when most residents are at work. This will ensure privacy is maintained during the early morning, evenings and at night.

Figure 4 – Landscape Section



Source: 360 degrees

5.1.4. Construction

The proposal will not result in the removal of significant flora and fauna on the site. All appropriate measures will be implemented during the construction phase to ensure that there is no adverse amenity impacts to students, staff and surrounding properties in terms of dust, soil erosion, air and noise. Erosion prevention and sediment control measures are provided in the Civil Drawings and concurrent report prepared by Taylor Thomson Whitting, refer to **Appendix E**.

5.1.5. Parking

While the proposed parking is not compliant with DCP control, the Traffic Impact Assessment prepared by GTA Consultants proposes that parking on site and along the street frontages is enough to accommodate parking demand associated with the proposal. Formal parking arrangements are proposed to be constructed subsequent to the occupation of the proposed Learning Building. In the interim, GTA Consultants have identified that car parking demand will be satisfied using on street parking and the Council car park. Parking arrangements have been discussed with Council who have provided support to the arrangement in principle.

5.1.6. Traffic

GTA Consultants have prepared a Traffic Impact Assessment based on a potential 10% increase in staff and student population resulting in a total of 913 students and 88 staff. Based on this calculation, it is projected that Jindabyne Central School could generate an additional 30 vehicles in both the morning and afternoon drop off/pick up periods. Due to the low to moderate traffic volumes identified in the locality, an additional 30 vehicles during peak periods is not expected to compromise the safety or function of the surrounding road network.

5.2. SUITABILITY OF THE SITE FOR DEVELOPMENT

The site is suitable for the proposed development because:

- Works are proposed to an existing school to improve the functionality of the site in preparation of changes proposed by the Department of Education.
- The siting, scale and design of the new building has been designed having regard to the character of the area.
- It will not alter the suitability of the school use on this land.
- It will not have any environmental impacts that cannot be managed via conditions of consent.

5.3. THE PUBLIC INTEREST

The proposed development is in the public interest because:

- It will provide improved additional spaces for teaching and learning, recreation and outdoor play within an existing education establishment.
- The proposal aims to enhance on-site amenity providing quality design outcomes as identified in Schedule 4 of the ESEPP.
- The construction of the new Learning Building will allow for the removal of existing temporary demountables and provide a permanent teaching facility to accommodate future enrolments at Jindabyne Central School.
- Formalising current car parking arrangements will provide safer access to the site and allow the north-corner of the school to be used for future development.

6. CONCLUSION

The proposed development will provide formalised parking arrangements on site and a high-quality learning environment for students and staff. The additional building will result in the removal of temporary demountables and provide a permanent Learning Building.

The proposal is appropriate for the site and the surrounding area and warrants development consent, having regard to the following matters:

- The proposal satisfies the applicable local and state planning policies;
- The design responds positively to the site conditions and the surrounding environment; and
- The proposal will facilitate the future growth of Jindabyne Central School.

For the reasons outlined within this SEE, the proposal is in the public interest and should be approved.

DISCLAIMER

This report is dated 11 April 2019 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd's (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of NSW Department of Education and Schools Infrastructure NSW (**Instructing Party**) for the purpose of Statement of Environmental Effects (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

In preparing this report, Urbis was required to make judgements which may be affected by unforeseen future events, the likelihood and effects of which are not capable of precise assessment.

All surveys, forecasts, projections and recommendations contained in or associated with this report are made in good faith and on the basis of information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and budgets set out in this report will depend, among other things, on the actions of others over which Urbis has no control.

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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

APPENDIX A

ARCHITECTURAL DRAWINGS

APPENDIX B LANDSCAPE PLAN

APPENDIX C SURVEY

APPENDIX D

CLAUSE 4.6 VARIATION

APPENDIX E

CIVIL REPORT AND DRAWINGS

APPENDIX F

TRANSPORT IMPACT ASSESSMENT

APPENDIX G

GEOTECHNICAL AND ENVIRONMENTAL INVESTIGATION

APPENDIX H

ACOUSTIC REPORT

APPENDIX I

BCA COMPLIANCE STATEMENT

APPENDIX J

COST SUMMARY REPORT



BRISBANE

Level 7, 123 Albert Street
Brisbane QLD 4000
Australia
T +61 7 3007 3800

GOLD COAST

45 Nerang Street,
Southport QLD 4215
Australia
T +61 7 5600 4900

MELBOURNE

Level 12, 120 Collins Street
Melbourne VIC 3000
Australia
T +61 3 8663 4888

PERTH

Level 14, The Quadrant
1 William Street
Perth WA 6000
Australia
T +61 8 9346 0500

SYDNEY

Tower 2, Level 23, Darling Park
201 Sussex Street
Sydney NSW 2000
Australia
T +61 2 8233 9900

CISTRI – SINGAPORE

An Urbis Australia company
#12 Marina View
21 Asia Square, Tower 2
Singapore 018961
T +65 6653 3424
W cistri.com