

REQUEST FOR SECRETARY'S ENVIRONMENTAL ASSESSMENT REQUIREMENTS

MORIAH COLLEGE - STATE SIGNIFICANT DEVELOPMENT

20 JUNE 2019
FINAL
PREPARED FOR MORIAH COLLEGE

URBIS

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1. INTRODUCTION

In accordance with Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act), this document is a request for Secretary's Environmental Assessment Requirement (SEARs) to guide the future redevelopment works at the Moriah College Queens Park Campus at Queen's Park Road, Queen's Park.

The proposal comprises a variety of new, replacement facilities and buildings to revitalise the educational mission of the school. Pursuant to Schedule 1 Clause 15 of the *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP), the proposal is considered **State Significant Development** (SSD), as it is development for the purposes of alterations and additions to an existing school with a capital investment value in excess of \$20 million.

The works proposed by Moriah College (the School) seek to achieve the following outcomes within a heavily constrained site:

- Replace dated and inefficient buildings within the site with new, modern facilities and spaces that are aligned with contemporary standards and teaching methodologies.
- Provide a new Science, Technology, Engineering, Arts and Mathematics (STEAM) facilities and an Independent Learning Centre (ILC) for the high school.
- Create a new 'front door' for the Queens Park Campus on Baronga Avenue.
- Enhance the existing Early Learning Centre (ELC).
- Increase open, green space for high school students to allow for greater social interaction and enhance collaborative knowledge sharing.
- Meet the future needs of a growing population by providing capacity for an additional 340 (approximate) students from ELC through to high school over the next 10-15 years.
- Address vehicle circulation around Moriah College by consolidating staff and visitor parking and reorienting access away from residential areas on Queens Park Road.

Figure 1 – Moriah College Redevelopment – Organising Principles



Source: FJMT

The purpose of this report is to provide scoping information to support the request to the Secretary. To assist in identifying the SEARs for the preparation of an Environmental Impact Statement (EIS) for the proposed development, this report provides:

- An overview of the site and context;
- A description of the proposed capital works;
- An overview of the relevant planning framework and permissibility; and
- An overview of the likely environmental and planning impacts.

This report should be read in conjunction with the following supporting material:

- Preliminary Concept Plans, prepared by FJMT (**Appendix A**).
- Cost Report, prepared by WT Partnership (**Appendix B**).
- Survey Plan, prepared by Hill and Blume (**Appendix C**).

2. SITE AND LOCALITY

2.1. SITE LOCATION

Moriah College Queens Park Campus is located in the suburb of Queens Park, approximately 6 kilometres south east of Sydney CBD. The subject site is an irregularly shaped site bounded by Queens Park Road, Baronga Avenue and York Road. It comprises of 3 lots that form the existing Moriah College Queens Park Campus.

An overview of the subject site is provided within the table below:

Table 1 – Site Overview

Site	Moriah College Queens Park Campus
Address/ Legal Description 1	101 York Road, Queens Park/ Lot 22 DP 879582
Address/ Legal Description 2	1 Queens Park Road, Queens Park/ Lot 1 DP 701512
Address/ Legal Description 3	3 Queens Park Road, Queens Park/ Lot 3 DP 701512
LGA	Waverly

101 York Road (Lot 22) has an approximate area of 4,830m². The lot is situated towards the southern end of the school campus and currently contains a single-storey classroom building, a hardstand amphitheatre, and landscaping. There is no significant vegetation located within the lot.

1 Queens Park Road (Lot 1) has an approximate area of 1.45 hectares. The lot comprises the junior school campus for Moriah College and accommodates a series of classroom and administration buildings, and associated facilities, play-spaces, and car parking. At the western boundary of the lot is an existing entry / egress point on York Road, used for staff and visitor parking, and student drop-off and pick-up.

3 Queens Park Road (Lot 3) has an approximate area of 2.6 hectares. The lot comprises the main senior school campus for Moriah College and comprises a series of classroom and administration buildings, and associated facilities, landscaping, and car parking. At the southern end of the lot is an existing entry / egress point on York Road (known as Gate 9), used for staff car parking, and two outdoor tennis courts.

The Moriah College campus is bound by Queens Park Road to the north, Baronga Avenue to the east, and York Road to the south and west.

North of the campus is the residential area of Queens Park comprising predominately single and two storey dwellings, and further north is the Bondi Junction retail precinct. South of the campus is the residential area of Randwick. Centennial Park is located to the west and south and Queens Park is located to the east. An area of Eastern Suburbs Banksia Scrub is located to the south-east of the Moriah College campus. This area is managed by the Centennial Park and Moore Park Trust.

An aerial photograph of the site is included at Figure 2.

Figure 2 – Aerial Photograph of the Site



2.2. EXISTING DEVELOPMENT

Moriah College is an independent Jewish School established in 1943. The school has operated from the Queens Park campus since 1994 and currently accommodates students across Preschool, Primary and High School educational levels.

The Campus contains 18 identified buildings, ranging in height from one to three storeys, with differing provisions and facilities (refer Figure 3). There are three existing vehicle entry / egress points, on York Road and Queens Park Road, and a pedestrian only entry / egress point on Baronga Avenue.

Figure 3 – Existing Moriah College Buildings



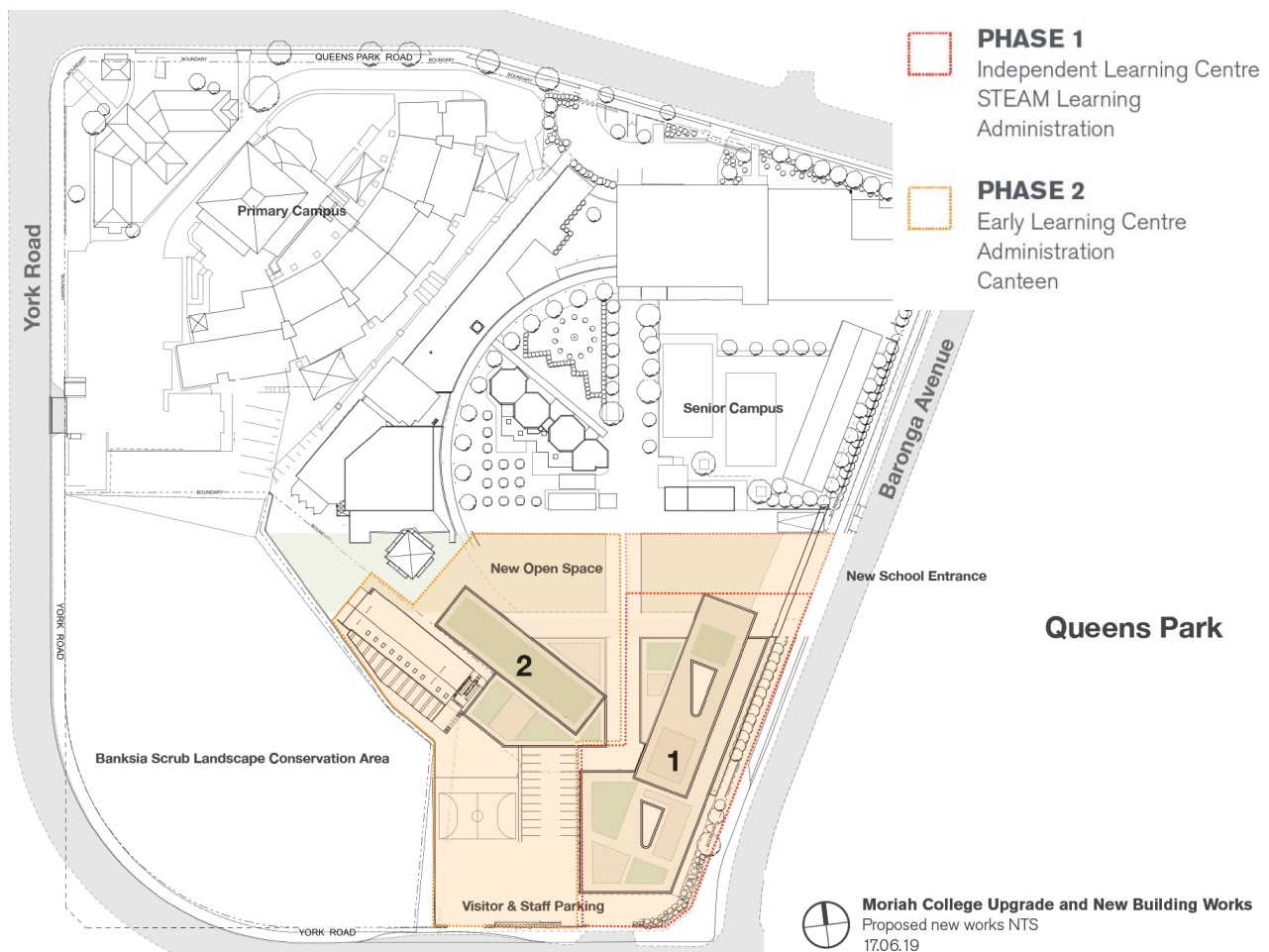
3. DESCRIPTION OF THE PROPOSAL

3.1. OVERVIEW

The proposal will involve the redevelopment of various out of date elements and buildings throughout the Campus. The proposal is still subject to design development. The development works will be limited to the lots: 3 Queens Park Road and 101 York Road. There are no proposed works within 1 Queens Park Road.

The proposal includes the demolition of buildings A, B, C, D, and Z to facilitate multiple new buildings. The proposed works are to be undertaken in at least 2 stages. A description of each stage is provided in the following sections.

Figure 4 – Moriah College Redevelopment – Indicative Staging Plan



Source: FJMT

3.2. PHASE 1

Phase 1 works involve the construction of a new STEAM building which will facilitate new teaching spaces for design and technology, home economics, science and art. The building will also provide a new Independent Learning Centre and Library and will consolidate College administration and some teaching administration.

It is anticipated this will be a 4-storey building with basement parking, accessed via the existing gate on York Road. The new STEAM building will be facilitated by the demolition of buildings A and B, as well as the existing tennis courts on Baronga Avenue.

3.3. PHASE 2

Phase 2 works involve the construction of a new Early Learning Centre and Administration building. It is anticipated this will be a 3-4 storey building with some basement and surface parking, accessed via the existing gate on York Road. The new ELC and Administration building will be facilitated by the demolition of buildings C, D and Z.

3.4. STUDENT AND STAFF NUMBERS

The new facilities will create capacity for the College to grow sustainably over time in order to meet anticipated future demand. The School currently has capacity for 1,680 students across ELC to the high school. However, current enrolment numbers are approximately 1,450 students.

The application will seek an increase of up to 20% or 340 students over the next 10-15 years, in order to meet the future needs of a growing population. Staff numbers will also need to increase proportionally over time.

3.5. PEDESTRIAN AND VEHICLE ACCESS

The proposal seeks to re-orient the Campus away from the residential area of Queens Park by:

- Consolidating staff and visitor parking to the southern end of the site, utilising the existing access / egress point at Gate 4A on York Road.
- Creating a new 'front door' on Baronga Avenue where students, staff, parents and visitors will access the campus.

Directing vehicles and pedestrians away from Queens Park Road is expected to significantly improve traffic congestion for the surrounding residential properties.

For Moriah College to operate safely and efficiently, and to minimise disruption to neighbours, a Transport, Traffic and Parking Plan is currently enforced. The Plan encourages the use of public transport, and limits pick-up and drop-off via private transport to the established 'internal ring road' and 'go with the flow' systems. The Plan will be updated as part of the application to account for the proposed re-orientation of the campus.

4. PLANNING FRAMEWORK

The following legislation, policies and guidelines are considered relevant to the proposal and are addressed in more detail below:

- *Environmental Planning and Assessment Act 1979*;
- *Biodiversity Conservation Act 2016*;
- *State Environmental Planning Policy (State and Regional Development) 2011*;
- *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017*;
- *State Environmental Planning Policy No. 55 – Remediation of Land*;
- *State Environmental Planning Policy No. 64 – Advertising and Signage*;
- *Waverley Local Environmental Plan 2012 (WLEP)*; and
- *Waverley Development Control Plan 2012 (WDCP)*.

4.1. ENVIRONMENTAL PLANNING AND ASSESSMENT ACT 1979

The assessment framework for SSD is established under Part 4 Division 4.7 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). Section 4.12 of the Act requires the SSD application be accompanied by an Environmental Impact Statement (EIS). Matters relevant to the preparation of an EIS (including the application for SEARs) are set out under Schedule 2 of the Regulation.

Section 4.5 of the EP&A Act identifies that the Minister is the consent authority for SSD.

4.2. BIODIVERSITY CONSERVATION ACT 2016

Section 7.9 of the *Biodiversity Conservation Act 2016* requires that an application for SSD under the EP&A Act must be accompanied by a Biodiversity Development Assessment Report (BDAR).

4.3. STATE ENVIRONMENTAL PLANNING POLICY (STATE AND REGIONAL DEVELOPMENT) 2011

Pursuant to Schedule 1 Clause 15 (2) of *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP), development for the purpose of alterations or additions to an existing school that has a capital investment value (CIV) of more than \$20 million is declared state significant.

As detailed in the Cost Estimate Letter prepared by WT Partnership (refer **Appendix B**), the proposal has an estimated CIV of \$90,500,000 and is therefore state significant development.

4.4. STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENTS AND CHILD CARE FACILITIES) 2017

State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP) aims to streamline the delivery of new schools and upgrading existing facilities with a focus on good design.

The Education SEPP establishes consistent State-wide assessment requirements and controls, that override development standards contained within other environmental planning instruments. Part 4 of the Education SEPP identifies school specific development controls.

4.4.1. Clause 35 – Schools – development permitted with consent

Clause 35 (1) states: *Development for the purpose of a school may be carried out by any person with development consent on land in a prescribed zone.* The Moriah College campus is located within an SP2 Infrastructure Zone, which is identified as a 'prescribed zone'. Accordingly, the proposal can be carried out with development consent.

Clause 35 (6) requires the consent authority take into account the following:

- The design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 4, and
- Whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.

The SSD application will need to demonstrate consistency with the relevant provisions of the Education SEPP including the design quality principles for Schools. The EIS will provide details regarding any proposed shared use of facilities with the wider community.

4.4.2. Clause 42 – State significant development for the purposes of schools – application of development standards in environmental planning instruments

Clause 42 provides that development consent may be granted for development for the purpose of a school that is SSD even though the development would contravene a development standard imposed by this or any other environmental planning instrument under which the consent is granted.

4.4.3. Clause 57 – Traffic Generating Development

Under the provisions of Clause 57 of the Education SEPP, the proposal is classified as 'traffic generating development' as it involves the enlargement or extension of existing premises on a site that has direct vehicular or pedestrian access to any road, and will result in the educational establishment being able to accommodate 50 or more additional students. Consequently, the application will be referred to NSW Roads and Maritime Services for comment as part of the assessment process.

4.5. STATE ENVIRONMENTAL PLANNING POLICY NO 55—REMEDIATION OF LAND

State Environmental Planning Policy No 55—Remediation of Land (SEPP 55) provides a state-wide planning approach to the remediation of contaminated land. SEPP 55 aims to promote the remediation of contaminated land for the purpose of reducing the risk of harm to human health or any other aspect of the environment.

Clause 7 of SEPP 55 requires that: *a consent authority must not consent to the carrying out of any development on land unless: it has considered whether the land is contaminated, and if the land is contaminated, it is satisfied that the land is suitable in its contaminated state (or will be suitable, after remediation) for the purpose for which the development is proposed to be carried out, and if the land requires remediation to be made suitable for the purpose for which the development is proposed to be carried out, it is satisfied that the land will be remediated before the land is used for that purpose.*

The subject site has been used for educational purposes for many years. The site is unlikely to have been used for any uses that would cause the Campus to be contaminated. However, as the proposal requires demolition and excavation, the relevant geotechnical and contamination investigations will be undertaken as part of the preparation of the EIS and a Preliminary Phase 1 Site Investigation Report will be provided.

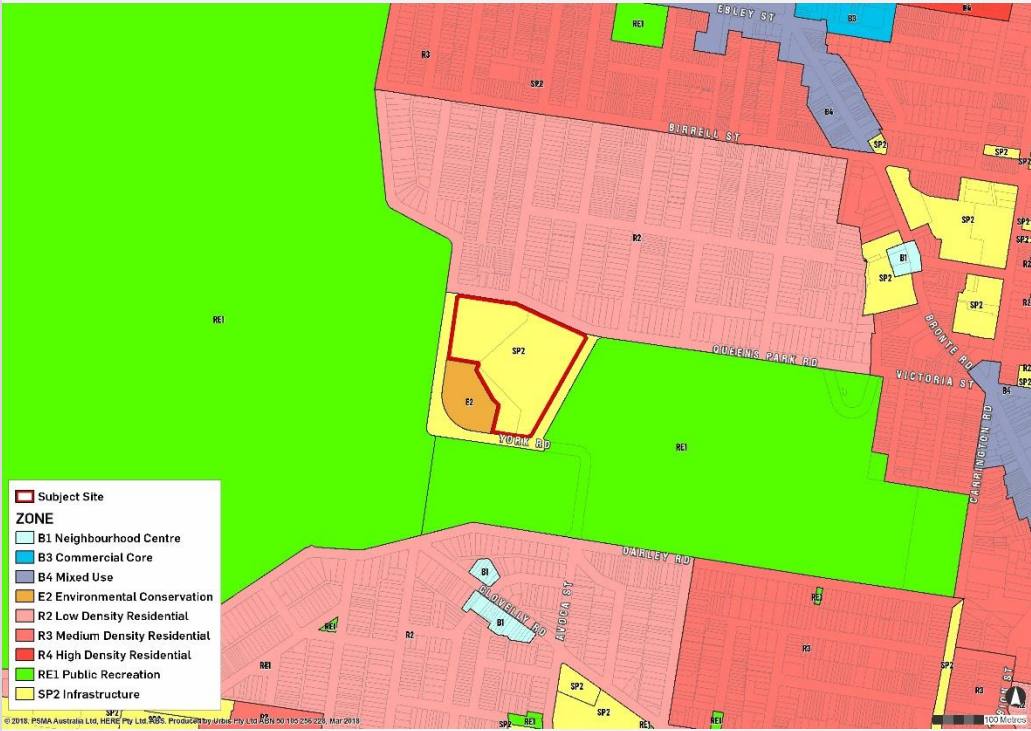
4.6. STATE ENVIRONMENTAL PLANNING POLICY NO. 64 – ADVERTISING AND SIGNAGE

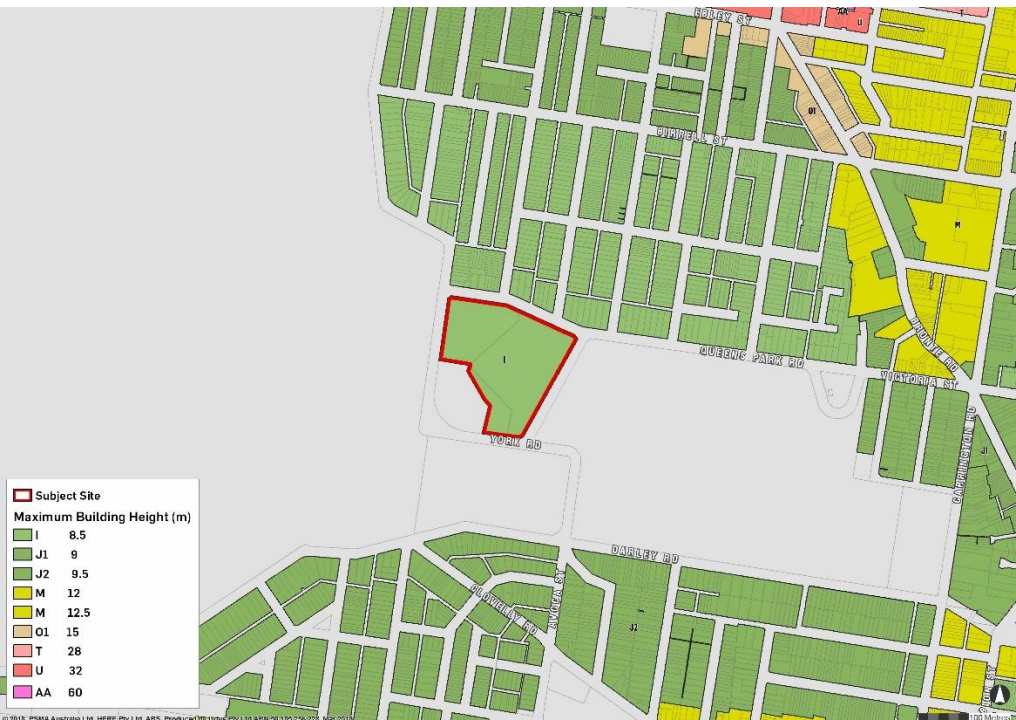
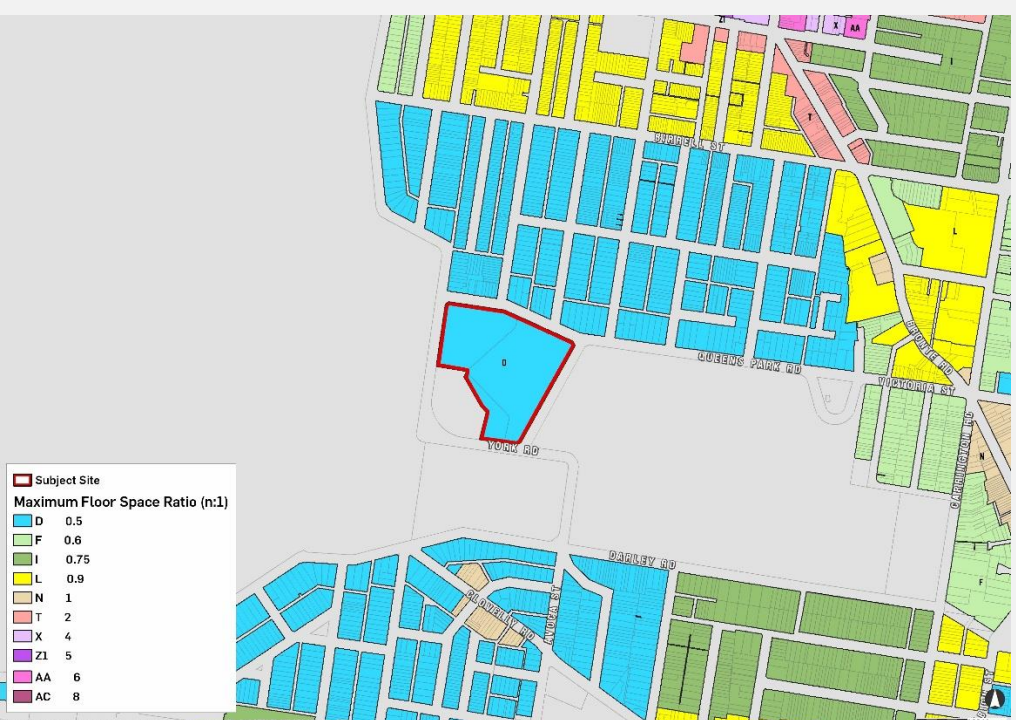
State Environmental Planning Policy No. 64 - Advertising and Signage (SEPP 64) sets out provisions relating to the assessment of development which comprises signage, including business identification signs. It is likely that there will be some minor signage included in the proposal to display the school name and to provide wayfinding, although the location, size and content of any such signage has not yet been determined. Details will be provided with the application and the provisions of SEPP 64 will be considered as part of the EIS.

4.7. WAVERLEY LOCAL ENVIRONMENTAL PLAN 2012

Waverley Local Environmental Plan 2012 (WLEP) is the principal environmental planning instrument applying to the site. The zoning, permissibility and key built form controls are addressed in Table 2.

Table 2 – WLEP – summary of relevant controls

Control	Comment
Clause 2.2 Zoning	<p>The site is zoned 'SP2 Infrastructure'. Development for the purpose of 'Educational Establishment' including any development that is "<i>ordinarily incidental or ancillary to development for that purpose</i>" is permitted with consent (refer Figure 5). The proposal is classified as an 'educational establishment' and is therefore permissible with consent in the SP2 Infrastructure zone.</p> <p>Figure 5 – WLEP 2012 Zoning Map</p> 
Clause 4.3 Height of Buildings	<p>The site has a maximum height of building control of 8.5m (refer Figure 6).</p>

Control	Comment
	<p>Figure 6 – WLEP 2012 Height of Buildings Map</p> 
<p>Clause 4.4 Floor Space Ratio</p>	<p>The site has a maximum floor space ratio of 0.5:1 (refer Figure 7).</p> <p>Figure 7 – WLEP 2012 FSR Map</p> 
<p>Clause 5.10 Heritage Conservation</p>	<p>The subject site contains two landscape conservation areas: <i>Conservation Area – Landscape: Eastern Suburbs Banksia Scrub (C57)</i> and the <i>Conservation Area – Landscape: Remnant Bushland (C40)</i> (refer Figure 8).</p>

Control	Comment
	<p>Figure 8 – WLEP 2012 Heritage Map</p>

4.8. WAVERLEY DEVELOPMENT CONTROL PLAN 2012 (WDCP)

The Waverley Development Control Plan 2012 (WDCP 2012) applies to the site, although it does not contain controls specific to educational establishments. Where possible, the proposal will have regard to the relevant general provisions of the WDCP 2012 (such as waste, heritage, transport, and stormwater).

It is noted pursuant to Clause 11 of SEPP SRD, Development Control Plans do not apply to SSD.

5. PRELIMINARY IMPACT IDENTIFICATION

The key likely impacts of the proposal are discussed below and will be addressed in detail within the EIS and technical studies required to accompany the SSD application.

5.1. OPERATION

Moriah College currently operates under an approved Plan of Management (dated 18 September 2017). The Plan of Management details the:

- Approved educational, school community, and general public uses;
- Core and 'out of core' hours of operation;
- Student and staff numbers; and
- Transport management procedures.

Relevant sections of the Plan of Management will be updated as part of the application to account for the changes to student and staff numbers, introduction of new facilities, and alternative access arrangements.

5.2. BUILT FORM AND URBAN DESIGN

The EIS will detail how the built form of the new development complements existing developments on the site, and sits within the landscape.

5.3. ENVIRONMENTAL AMENITY

5.3.1. Solar Access and Overshadowing

The replacement of existing buildings should not have any significant adverse impacts on the solar access of existing and proposed rooms and open spaces. Shadow diagrams will be submitted as part of the EIS showing the impacts of the new buildings.

There are no residential properties located to the south of the site. As such the proposed works will not result in overshadowing of residential properties.

5.3.2. Visual Privacy

The impact of the proposal on surrounding development is anticipated to be minimal, if not improved, given the location of the new buildings and works related to the neighbouring residential properties. Regardless, the impacts to visual privacy of neighbouring properties will be assessed.

5.3.3. View Loss

The EIS will include an evaluation and assessment of any potential impacts on views currently enjoyed by surrounding residents. Due to the design and location of the proposed works, it is not expected that any views will be impacted.

5.3.4. Acoustic Impacts

An acoustic report will be submitted with the EIS to confirm that the sounds emitted by the new buildings and changes in building use meet the relevant standards. Building uses with greater potential noise impacts (e.g. the design and technology facilities) have been located as far from existing residential properties as possible and will be constructed with the relevant noise insulating mechanisms where required.

5.3.5. Wind Impacts

The EIS will include an evaluation of any wind impacts due to the new buildings and alterations.

5.4. TRANSPORT AND ACCESSIBILITY

A traffic and parking access report will be included with the EIS to demonstrate that the proposed changes to parking areas and access / egress points comply with the relevant standards. The report will address staff and visitor parking requirements, intersection analysis, vehicular and pedestrian access / egress, as well as loading, unloading and servicing requirements.

The traffic engineer has commenced intersection analysis including traffic counts (refer Figure 9). In addition to the traffic counts, a written survey is currently being completed by the staff and students at the College, which will form the basis of the 'mode to school' data and analysis to be prepared by the engineer.

Figure 9 – Intersection Analysis and Traffic Counts



Source: TTPP

5.5. ECOLOGICALLY SUSTAINABLE DEVELOPMENT

The EIS will detail how ESD principles will be incorporated into the design and ongoing operation phases of the development. The EIS will also detail how measures will be implemented to minimise consumption of resources, water and energy.

5.6. SOCIAL AND ECONOMIC IMPACTS

The social and economic impacts of the proposal will be detailed in the EIS. The anticipated social impacts will relate to provision of contemporary school infrastructure and the positive impact that such facilities have on the local community, whilst the economic impacts will be related to employment generated during construction and operational phases.

Moriah College has a long-standing policy of enabling the wider community to make use of School-owned facilities in an appropriate manner. It is anticipated that the new buildings and open space will be made available for community use, ensuring the School continues to connect with and serve its local community.

5.7. BIODIVERSITY

Biodiversity impacts are to be assessed in accordance with the Biodiversity Assessment Method and documented in a Biodiversity Development Assessment Report (BDAR). The BDAR must include information in the form detailed in the Biodiversity Conservation Act 2016 (s6.12), Biodiversity Conservation Regulation 2017 (s6.8) and Biodiversity Assessment Method.

5.8. HERITAGE

Lot 22 and Lot 1 are identified within the Landscape Conservation Area: Eastern Suburbs Banksia Scrub (under WLEP 2012). Lot 3 is identified within the Landscape Conservation Area: Remnant Bushland. The proposal includes the removal of multiple trees throughout the site and new landscaping works. The proposed works must be unlikely to bear any impacts on the conservation areas. As such the Biodiversity Assessment and the associated assessment report will be used to assess the heritage impacts of the proposal.

5.9. BUILDING CODE OF AUSTRALIA

A BCA Report will be submitted as part of the EIS to confirm that the proposed development and its respective components will comply with the relevant provisions of the BCA.

5.10. CONTAMINATION

The relevant geotechnical and contamination investigations will be undertaken as part of the preparation of the EIS.

5.11. UTILITIES AND DRAINAGE

The relevant stormwater management and civil engineering plans and assessment will be included with the EIS to accommodate the proposed works.

5.12. WASTE

A Waste Management Plan will be submitted with the EIS to outline the management and monitoring of waste generated as part of the proposed development.

5.13. SAFETY AND SECURITY

The EIS will outline the specific measures which have been integrated into the design to ensure the safety of students and the security of the broader site both in and out of school hours.

5.14. CONSTRUCTION MANAGEMENT

Moriah College anticipates construction will take approximately 18 months with the new school facilities expected to be open for operation in early 2023. The preliminary construction management plan will be prepared and submitted with the EIS, which will address:

- Construction hours;
- Construction traffic management;
- Construction waste management;
- Noise and vibration.

Mitigation measures will be established to ensure construction impacts are minimised as much as possible for students of Moriah College as well as surrounding residents.

5.15. STAGING

The works are proposed to be undertaken in at least two stages. A Staging Report will be prepared as part of application that discusses in detail the following components of the proposal at each stage:

- Demolition and construction works;
- Mitigation of impacts arising from demolition and construction works;
- Operation arrangements for both school and community uses; and
- Mitigation of impacts arising from combined operations.

6. CONSULTATION

The School is committed to meaningful consultation with internal and external stakeholders, including its immediately surrounding neighbours. Urbis engagement have been appointed to conduct open and transparent consultation from the preparation of the SEARs request through to ultimate approval of the application, in accordance with the International Association of Public Participation's (IAP2) Public Participation spectrum.

The following key stakeholder groups have been identified:

- Surrounding residents (refer Figure 10 for near neighbour catchment);
- Current, past and prospective students, parents, and guardians;
- Waverley Council;
- NSW Roads and Maritime Service;
- Queens Park Precinct Committee;
- Moriah Community Consultative Committee (MCCC);
- Centennial Park and Moore Park Trust; and
- State Member for Vacluse, State Member for Coogee, Federal Member for Wentworth.

Figure 10 – Near Neighbour Catchment



Source: Urbis, Engagement Strategy

Engagement has commenced with a briefing letter issued to stakeholders about the planning pathway and community information sessions. Stakeholder briefings have also been scheduled with the Queens Park Committee and Waverley Council elected representatives.

Drop-in sessions will be held during the preparation of the EIS and prior to lodgement of the application. All consultation activities will be documented in the EIS.

6.1. SCOPING MEETING

A scoping meeting was held with the Department on 17 May 2019. The following matters were discussed during the meeting:

- Nature and scale of the development – including land uses, built form, traffic and access arrangements, and staging.
- Assessment pathway – confirmation that the proposal met the SSD thresholds.
- Engagement Approach – including key stakeholders and timeframes.
- Level of assessment required – including identification of likely impacts and technical studies required.
- Forecast date for the Scoping Report and ultimately lodgement of the SSD application.

7. CONCLUSION

Moriah College is seeking to provide a variety of new, replacement facilities and buildings to revitalise the educational mission of the school. The proposal is classified State Significant Development pursuant to Schedule 1 of SEPP SRD, as it is development for the purposes of alterations and additions to an existing school with a capital investment value in excess of \$20 million.

The works proposed by Moriah College seek to achieve the following outcomes within a heavily constrained site:

- Replace dated and inefficient buildings within the site with new, modern facilities and spaces that are aligned with contemporary standards and teaching methodologies.
- Provide a new Science, Technology, Engineering, Arts and Mathematics (STEAM) facilities and an Independent Learning Centre (ILC) for the high school.
- Create a new 'front door' for the Queens Park Campus on Baronga Avenue.
- Enhance the existing Early Learning Centre (ELC).
- Increase open, green space for high school students to allow for greater social interaction and enhance collaborative knowledge sharing.
- Meet the future needs of a growing population by providing capacity for an additional 340 (approximate) students from ELC through to high school over the next 10-15 years.
- Address vehicle circulation around Moriah College by consolidating staff and visitor parking and reorienting access away from residential areas on Queens Park Road.

The need for improved school facilities is essential in meeting the educational needs of the growing residential population of the Waverley Local Government Area and broader Eastern Suburbs catchment. The proposal will provide residents in the area and the broader school community with a new facilities and open space with exceptional access to existing public transport services, public open space, community facilities, and employment centres.

The proposal will provide opportunities to encourage public access to school-owned facilities (outside of core hours) such that the wellbeing and experiences of the broader community are being improved as well as those of the Moriah College community.

The site is able to accommodate the staged redevelopment contemplated in a sustainable way, ensuring impacts on surrounding properties and the School community are minimised during construction and operation.

Therefore, on behalf of Moriah College, we request that the Secretary of the NSW Department of Planning and Environment issue the SEARs for the proposal to facilitate the preparation of the EIS to accompany the application for development consent.

DISCLAIMER

This report is dated 20 June 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 Moriah College (**Instructing Party**) for the purpose of Request for SEARs (**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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APPENDIX A PRELIMINARY CONCEPT PLANS

APPENDIX B COST REPORT

APPENDIX C SURVEY PLAN



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