

A background image showing a classroom setting. In the foreground, a student's hand is visible, holding a pen and writing on a piece of paper. Another student's hand is visible in the background, also writing. The image is slightly blurred, focusing on the text overlay.

REQUEST FOR SECRETARY'S ENVIRONMENTAL ASSESSMENT REQUIREMENTS

ALEXANDRIA PARK COMMUNITY SCHOOL

1 MARCH 2017
PREPARED FOR NSW DEPARTMENT OF EDUCATION



URBIS STAFF RESPONSIBLE FOR THIS REPORT WERE:

Associate Director	Alaine Roff
Assistant Planner	Jarred Statham
Project Code	SA6451

TABLE OF CONTENTS

1.	Introduction	4
2.	Site and Locality.....	5
2.1.	Site Location	5
2.2.	Existing Development and Vegetation.....	5
2.3.	Surrounding Development	6
3.	Proposed Development	7
4.	Planning Framework	8
4.1.	State Environmental Planning Policy (State and Regional Development) 2011	8
4.2.	State Environmental Planning Policy (Infrastructure) 2007	8
4.3.	State Environmental Planning Policy No.55 – Remediation of Land.....	8
4.4.	Sydney Local Environmental Plan 2012	9
4.5.	Sydney Development Control Plan 2012.....	10
4.6.	Strategic Planning Framework.....	11
5.	Likely Planning IMpacts	12
5.1.	Architectural Quality and Built Form	12
5.2.	Environmental Amenity	12
5.3.	Ecological Sustainable development (ESD)	12
5.4.	Flora and Fauna.....	12
5.5.	Heritage	12
5.6.	Contamination and Geotechnical.....	12
5.7.	Transport and Accessibility	13
5.8.	Noise and Vibration.....	13
5.9.	Stormwater Management and Flooding.....	13
5.10.	Building Code of Australia and Access.....	13
5.11.	Waste.....	13
5.12.	Construction Management.....	13
5.13.	Stormwater Management	13
5.14.	Civil Engineering Detail.....	14
5.15.	Social and Economic Impacts.....	14
5.16.	Safety and Security	14
5.17.	Contributions.....	14
5.18.	Consultation	14
6.	Conclusion	15
	Disclaimer	16

Appendix A QS Report

Appendix B Concept Plans

FIGURES:

Figure 1 – Proposed Development.....	4
Figure 2 – Subject Site	5
Figure 3 – Surrounding Context	6
Figure 4 – Proposed Development.....	7

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 re-development of Alexandria Park Community School (the 'School') at Park Road, Alexandria (the 'site').

The proposal is to redevelop the school site to accommodate 1,000 primary students and 1,200 high school students to meet the needs of the growing inner Sydney population. The redevelopment will include new classrooms, collaborative learning spaces, open space, sports fields and associated facilities.

This development has a capital investment value (CIV) more than \$30 million. Pursuant to Schedule 1 Clause 15 of the *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP), development for the purposes of educational establishments (including schools) with a CIV more than \$30 million is state significant development for the purposes of the SRD SEPP.

The re-development of Alexandria Park Community School by the Department of Education (DoE) reflects the significant need for additional public education infrastructure in the inner Sydney area. Across New South Wales, the DoE is funding new schools, upgrades to existing schools and improved facilities as public school enrolments are anticipated to be 40,000 students higher in 2019-20 than 2015-16. The Alexandria and inner Sydney area is a location where significant residential growth will result in a concentration of new student enrolments. To meet the future demand, the DoE is required to provide a school at this location with the modern facilities required for a contemporary teaching and learning environment.

The proposal provides an opportunity to deliver a new educational model within a unique campus setting. It will include of up to 26,000m² of floor space across three and four storey buildings with:

- Classroom homebases;
- Collaborative learning spaces;
- Library areas;
- Sports hall;
- New outdoor play areas; and,
- New outdoor sports courts on site.

The purpose of this report is to provide 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 development;
- An overview of the relevant planning framework and permissibility; and
- An overview of the likely environmental and planning impacts.

This request for SEARs report should be read in conjunction with the QS Report attached at **Appendix A** and the supporting concept plans provided at **Appendix B**.

2. SITE AND LOCALITY

2.1. SITE LOCATION AND DESCRIPTION

The site is located at Park Road, Alexandria (Figure 1). It is an irregular shape parcel and has frontages to Park Road and Buckland Street. It has an area of 2.83 hectares and comprises the following lots:

- Lot 11 in DP 615964;
- Lot 1 in DP 74696;
- Lot 2 in DP 69494;
- Lot 3 in DP 69494;
- Lot A in DP 109038; and,
- Lot B in 109038.

A 6m wide stormwater drainage easement traverses the site in a south-west to north-east direction. The drain is a covered concrete channel.

Figure 1 – Site Location



Source: LPI Six Viewer

2.2. EXISTING DEVELOPMENT AND VEGETATION

Alexandria Park Community School (APCS) is a Kindergarten to Year 12 school, originally located across two sites know as Park Rd campus and Mitchell Road campus. The junior school currently occupies the southern end of the Park Road campus. There are temporary demountable buildings located on the northern part of the site to provide accommodation for the high school students who have been relocated from their original Mitchell Road campus.

The Park Road Campus has two storey school buildings and play areas and green spaces which students from both campuses use during lunchtimes, at sport and for lessons.

Vehicular access to the staff car park is from Belmont Street to the west. A drop off/pick up zone is provided off Park Road to the east.

2.3. SURROUNDING DEVELOPMENT

The site is surrounded by education establishments, recreation facilities, public open spaces, low density residential development and some light industrial and retail uses. The site is surrounded by the following:

- To the north on the opposite side of Buckland Street are one and two storey dwellings.
- To the East is Alexandria Park, a public open space and recreation facility with sports ovals, tennis courts, basketball courts and open space. The Park is managed by City of Sydney Council. Also to the east are commercial, light industrial and medium density residential development.
- To the south are commercial, retail and mixed use residential developments along McEvoy Street.
- To the west are light industrial and residential development. Further west, on the opposite side of Mitchell Road is the Department's site formerly occupied by Alexandria Park Community School Senior school.

3. PROPOSED DEVELOPMENT

Alexandria Park Community School is a K-12 school. The NSW Department of Education (DoE) is redeveloping Alexandria Park Community School to cater for up to approximately 1,000 primary school students and up to approximately 1,200 secondary school students. The redevelopment will deliver significant upgrades and improvements to facilities, ensuring the school can cater for the increasing population in the areas and the increasing student enrolments from Kindergarten to Year 12.

The design principles for redevelopment are:

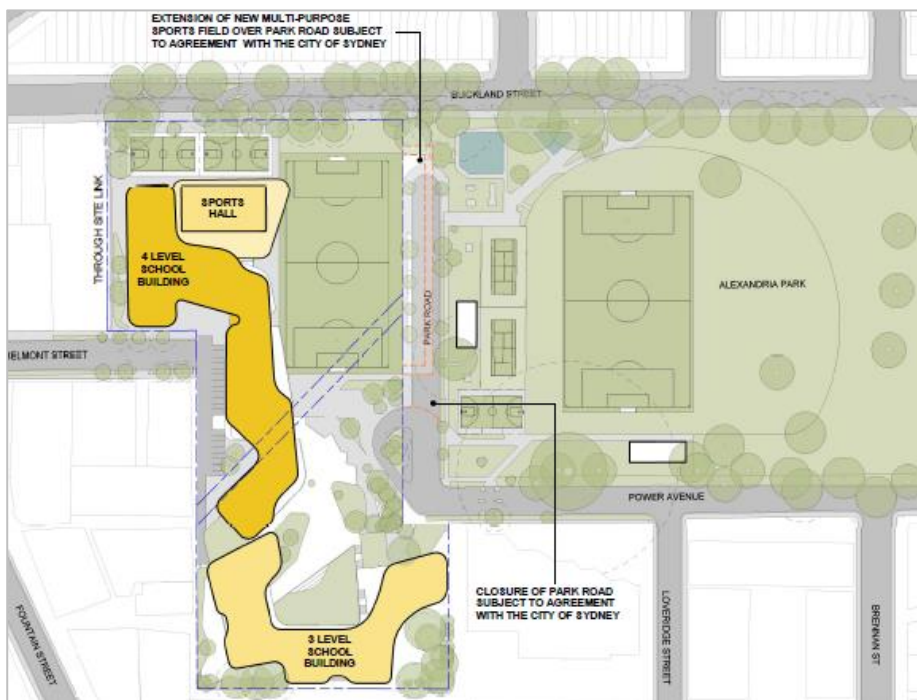
- Provide flexible, future focussed learning spaces that will enhance innovative and engaging learning and teaching practices;
- Maximise outdoor green space; and
- Consolidate the existing dual campuses into one campus (the Park Road Campus). The Mitchell Road Campus will be fitted out to facilitate a new language school.

The proposal provides an opportunity to deliver a new educational model within a unique campus setting. It will include of up to 26,000m² of floor space across three and four storey buildings with:

- Classroom homebases;
- Collaborative learning spaces;
- Library areas;
- Sports hall;
- New outdoor play areas; and,
- New outdoor sports courts on site.

This application does not seek a staged development, with consent sought for the detailed redevelopment of the entire school site. Construction will be staged to reflect enrolment requirements. The Concept Site Plan is shown in Figure 1 and Preliminary Concept Plans are provided at **Appendix B**.

Figure 2 – Proposed Concept Site Plan



4. PLANNING FRAMEWORK

The relevant statutory planning policies that apply to the proposed development are as follows:

- *State Environmental Planning Policy (State and Regional Development) 2011*;
- *State Environmental Planning Policy (Infrastructure) 2007*;
- *State Environmental Planning Policy No.55 – Remediation of Land*;
- *Sydney Local Environmental Plan 2012*; and
- *Sydney Development Control Plan 2012*;
- *Draft State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017*.

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

Pursuant to Schedule 1 Clause 15 of *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP), development for the purposes of educational establishments (including schools) with a CIV more than \$30 million is declared state significant development. The proposal has a CIV more than \$30 million and is therefore SSD for the purposes of the SRD SEPP.

4.2. STATE ENVIRONMENTAL PLANNING POLICY (INFRASTRUCTURE) 2007

State Environmental Planning Policy (Infrastructure) 2007 (ISEPP) provides the legislative planning framework for infrastructure and the provision of services across NSW. The relevant provisions of ISEPP are discussed below:

School Facilities Standards:

Clause 32 of ISEPP provides the relevant matters for consideration in the determination of a development application for 'educational establishments'. Clause 28(2) states that before determining a development application for a school, the consent authority must take into consideration all relevant standards in *School Facilities Standards—Landscape Standard—Version 22 (March 2002)*, *Schools Facilities Standards—Design Standard (Version 1/09/2006)* and *Schools Facilities Standards—Specification Standard (Version 01/11/2008)*.

The above standards are no longer fully relied on as the guidelines for school design. The proposal has, and will continue to be designed to be consistent with several other industry and government benchmarks including the NSW Educational Facilities Standards and Guidelines (EFSG).

Traffic Generating Development:

Schedule 3 stipulates that development for the purposes of an 'educational establishment' with 50 or more students and with access to any road must be referred to the RTA. Accordingly, Roads and Maritime Services (RMS) will be consulted during the preparation of the EIS.

4.3. 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 requires the consent authority to consider whether the subject land of any rezoning or development application is contaminated. If the land requires remediation to ensure that it is made suitable for a proposed use or zoning, the consent authority must be satisfied that the land can and will be remediated before the land is used for that purpose. Accordingly, geotechnical and contamination investigations will be undertaken and discussed as part of the EIS.

4.4. SYDNEY LOCAL ENVIRONMENTAL PLAN 2012

Sydney Local Environmental Plan 2012 (SLEP) is the principal environmental planning instrument governing development at the subject site. An assessment against the key relevant controls of the SLEP has been undertaken below.

Land Use and Permissibility:

The site is zoned as SP2 Educational Establishment. 'Educational establishments' are permitted with consent. The proposal is therefore permitted with consent.

The proposed School may also include an ancillary out-of-school-hours (OOSH) service for its students. Since the OOSH service is ancillary to the total operation of the proposed educational establishment, the OOSH service is deemed permissible with consent at the site.

The proposed OOSH service is consistent with the SP2 zone land use objective *"to provide for infrastructure and related uses"*.

Other Key SLEP Provisions:

Table 1 – Other Key SLEP Provisions

Consideration	Control	Comment
Clause 4.3 - Height of Buildings	15m	The maximum height of the proposed building is approximately 16-17m. This height variation is less than a storey and considered acceptable in this instance. The variation will be addressed in the EIS by way of justification pursuant to Clause 4.6 – Exceptions to Development Standards.
Clause 4.4 - Floor Space Ratio (FSR)	1:1	0.9:1
Clause 5.9 - Preservation of Trees or Vegetation	A person must not ringbark, cut down, top, lop, remove, injure or wilfully destroy any tree or other vegetation without development consent.	The proposal seeks to remove some existing trees from the site. Accordingly, an Arborist Report will be prepared as part of the EIS. Most trees located around the perimeter of the site are to be retained.
Clause 5.10 – Heritage	Conserve the environmental heritage of the City of Sydney	Site not identified as a heritage item or within a heritage conservation area. The site adjoins the Alexandria park heritage Conservation Area. A Heritage Impact Statement will be prepared to assess the impact on the significance of the heritage conservation area.
Clause 6.14 - Community infrastructure floor space at Green Square	1:1	The site is eligible for additional FSR up to 1:1 for community infrastructure in Green Square. <i>Green Square community infrastructure means development at Green Square for the purposes of recreation areas, recreation facilities (indoor), recreation facilities (outdoor), public roads, drainage or flood mitigation works.</i>
Clause 6.21 – Design Excellence	A competitive design process is to be held for	A Design competition is required, unless the consent authority is satisfied that the design competition process is unreasonable and

Consideration	Control	Comment
	development in respect of which a development control plan is required to be prepared under clause 7.20.	<p>unnecessary in the circumstances. A design competition is unreasonable and unnecessary in the circumstances of this development because:</p> <ul style="list-style-type: none"> • DCPs do not apply to SSDAs. It would be counter intuitive to require or prepare a site specific DCP, and therefore redundant to undertake the competition process; • The proposal provides much needed community infrastructure in the area and this a special circumstance; • The design competition process would detrimentally impact on the funding for the project and timing for delivery; • Such a process would be detrimental to the success of the in-depth engagement with the school community. This engagement has been ongoing and has generated a meaningful brief and responsive concept that reflects shared values of the community; • Notwithstanding the increase in floor space, the development can be designed so as not to have significant adverse impacts on adjoining buildings and the public domain; • A top tier, well regarded architecture firm has been appointed for the project. TKD have extensive experience with school projects and delivering outstanding architectural outcomes for each; • Three design options were prepared by TKD to ensure the best outcome for the site. Rather than a formal design competition process, DoE have reviewed the three options and selected the best outcome. <p>The consent authority, being DPE, can and should waive the requirement on the basis that it is not reasonable or necessary in the circumstances. Council will be consulted on this.</p>
Clause 7.15 - Flood Planning	Minimise flood risk	<p>A Flood Risk Assessment Report will be submitted as part of the EIS to analyse flood risk at the site.</p> <p>A Stormwater Management Plan will also be prepared and submitted, detailing proposed flood risk management strategies and water sensitive urban design measures incorporated into the development.</p>
Clause 7.20 - Development requiring or authorising preparation of a development control plan	A development control plan is required if the site is more than 5,000m ² .	As per clause 6.21.

4.5. SYDNEY DEVELOPMENT CONTROL PLAN 2011

The Sydney Development Control Plan 2012 (SDCP) provides detailed controls for specific development types and locations. Most controls in the SDCP relate to character, streetscape and public domain works. The EIS will assess the proposal against all relevant controls within the DCP.

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

The draft *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* (Education SEPP) is on exhibition until 7 April 2017 and is a matter for consideration. The Education SEPP aims to simplify and standardise the approval process for schools. The key changes for government schools are:

- Expansion of works as Exempt or Complying Development (except for heritage items);
- Reduction in the State Significant DA CIV threshold for new schools or alterations and additions to schools (with development consent) from \$30 to \$20million;
- Introduction of Design Quality Principles for all development.

Most of the provisions of the draft SEPP are not relevant to the proposal. However, the EIS will include an assessment against the Design Quality Principles.

4.7. STRATEGIC PLANNING FRAMEWORK

The relevant strategic planning policies which apply to the proposed development include:

- NSW State Priorities;
- A Plan for Growing Sydney;
- Draft Central District Plan;
- NSW Long Term Transport Master Plan 2012;
- Sydney's Cycling Future 2013;
- Sydney's Walking Future 2013; and
- Healthy Urban Development Checklist, NSW Health.

The EIS will assess the proposal against these relevant strategic planning policies.

5. LIKELY PLANNING IMPACTS

The following key planning impacts resulting from the proposal will be addressed within the EIS:

5.1. ARCHITECTURAL QUALITY AND BUILT FORM

The site design has been subject to significant consideration by the DoE and the project team, and demonstrates DoE's commitment to the reuse and re-purposing of existing educational assets. An Urban Design Report will be prepared as part of the EIS. The assessment of the architectural quality and built form will focus on the height, scale, setbacks and building materials of any potential new development and the introduction new open space and play areas.

The report will explain the design principles of the proposed development and how it addresses the surrounding locality. An external finishes and colours schedule will also be provided as part of the Architectural Plans.

5.2. ENVIRONMENTAL AMENITY

The impact of the proposal on surrounding development is anticipated to be minimal. Given the proximity to neighbouring residential developments, the following impacts will be assessed:

- Solar access and overshadowing;
- Acoustic;
- Visual privacy;
- View loss;
- Visual impact; and
- Wind impacts.

Shadow diagrams, perspectives, an Acoustic Assessment and Wind Impact Assessment Report will be provided with the EIS. The proposed scale and siting of the development will minimise impacts on neighbouring properties and open space areas.

5.3. ECOLOGICAL SUSTAINABLE DEVELOPMENT (ESD)

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.

5.4. FLORA AND FAUNA

The EIS will consider the impact of the proposal on any vegetation species and provide an Arborist Report to assess impact on trees. If required, the EIS will assess any potential impact on native vegetation communities, the habitat of any threatened species, population or ecological community, and any regionally significant species of plant, animal or habitat.

5.5. HERITAGE

Site not identified as a heritage item or within a heritage conservation area. The site adjoins the Alexandria Park Heritage Conservation Area. A Heritage Impact Statement will be provided as part of the EIS to assess the impact of the development on the HCA.

5.6. CONTAMINATION AND GEOTECHNICAL

As discussed in relation to SEPP 55, Geotechnical and contamination investigations will be undertaken as part of the preparation of the EIS.

5.7. TRANSPORT AND ACCESSIBILITY

A Transport and Accessibility Impact Assessment report will be provided as part of the EIS. The report will analyse parking requirements, existing and expected traffic impacts and the design of proposed vehicular access points.

The report will also outline a Sustainable Travel Plan for the proposed development. This will aim to encourage staff, students and parents to access the site by walking, cycling or public transport.

5.8. NOISE AND VIBRATION

A Construction and Operational Noise Report will be provided as part of the EIS. The report will provide a detailed assessment of potential noise and vibration impacts caused by the construction and operation of the School, and recommendations to mitigate these impacts.

5.9. STORMWATER MANAGEMENT AND FLOODING

A Flood Risk Assessment Report will be submitted as part of the EIS to analyse flood risk at the site.

A Stormwater Management Plan will also be prepared and submitted, detailing proposed flood risk management strategies and water sensitive urban design measures incorporated into the development.

5.10. BUILDING CODE OF AUSTRALIA AND ACCESS

The proposed school will be designed in accordance with the requirements of the Building Code of Australia and will provide legible, safe and inclusive access for all. This will be addressed within a Building Code of Australia and Accessibility Report to be provided as part of the EIS.

5.11. WASTE

A Construction and Demolition Waste Management Plan will be prepared and accompany the EIS. The Plan will detail all likely waste streams to be generated during demolition and construction, and outline proposed measures to dispose of the waste offsite.

An Operational Waste Management Plan will also be submitted as part of the EIS and detail proposed waste servicing arrangements, loading zones and ongoing waste management practices to be employed at the site. All demolition, construction and operational waste will be reused or recycled where possible.

5.12. CONSTRUCTION MANAGEMENT

A Preliminary Construction and Environmental Management Plan will be prepared and provided as part of the EIS. The plan will detail:

- Timing of construction works to be undertaken;
- Construction hours of operation and programme;
- Materials handling strategy;
- Construction traffic, noise, soil erosion, dust control and stormwater management;
- Environmental management strategies during construction; and
- Waste management.

A Construction Traffic Management Plan will also be prepared to outline proposed traffic control plans and truck routes.

5.13. STORMWATER MANAGEMENT

A Stormwater Management Plan and Erosion and Sediment Control Plan will accompany the EIS detailing a comprehensive management process.

5.14. CIVIL ENGINEERING DETAIL

Civil engineering matters will be addressed in relevant Civil Engineering Plans.

5.15. SOCIAL AND ECONOMIC IMPACTS

The social and economic impacts resulting from the proposal will be detailed in the EIS. Anticipated social and economic impacts include:

- Significant new direct and indirect jobs will be created during both construction and operational phases;
- Redevelopment of the School will alleviate pressure on existing aged school facilities and cater for future population growth;
- The school will have sufficient areas for indoor and outdoor recreation to improve the health and wellbeing of future students; and
- The design will create a series of teaching spaces which are flexible and promote increased social interaction among students and teachers.

5.16. SAFETY AND SECURITY

The EIS will outline how specific Crime Prevention Through Environmental Design (CPTED) principles (surveillance, access control, territorial re-enforcement and space/activity management) have been integrated into the design of the School to deter crime, manage space and create a safe environment.

5.17. CONTRIBUTIONS

The City of Sydney Development Contributions Plans 2015 excludes government schools from the need to pay a contribution.

5.18. CONSULTATION

Preliminary community consultation has been undertaken, including information booths and discussions with Council. Further consultation will be undertaken in preparing the EIS. It is anticipated that the following parties will have an interest in the proposal and will be consulted with:

- Department of Planning and Environment (DPE);
- DoE;
- City of Sydney Council;
- Roads and Maritime Services (RMS);
- Transport for NSW (TfNSW);
- Sydney Water;
- Ausgrid; and
- Community stakeholders.

6. CONCLUSION

This report provides support to the request for SEARs for the redevelopment of the Alexandria Park Community School Park Road Campus. The redevelopment will provide a K-12 school with a 1,000 primary school and 1,200 senior school. The development is driven by residential growth in the surrounding area and the need for the DoE to provide contemporary school facilities to meet population demand and education requirements.

The proposal demonstrates the DoE's commitment to the reuse and re-purposing of existing educational assets and provides an opportunity to deliver a new educational model within a unique campus setting.

All relevant impacts will be assessed in the EIS, as guided by the SEARs.

DISCLAIMER

This report is dated 1 March 2017 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 (**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.

In preparing this report, Urbis may rely on or refer to documents in a language other than English, which Urbis may arrange to be translated. Urbis is not responsible for the accuracy or completeness of such translations and disclaims any liability for any statement or opinion made in this report being inaccurate or incomplete arising from such translations.

Whilst Urbis has made all reasonable inquiries it believes necessary in preparing this report, it is not responsible for determining the completeness or accuracy of information provided to it. Urbis (including its officers and personnel) is not liable for any errors or omissions, including in information provided by the Instructing Party or another person or upon which Urbis relies, provided that such errors or omissions are not made by Urbis recklessly or in bad faith.

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 QS REPORT

APPENDIX B CONCEPT PLANS



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