



Eileen O'Connor Catholic School - Social Impact Assessment

March 2025

Prepared for Catholic Schools Broken Bay

Planning Secretary's Environmental Assessment Requirements

Development Details

Application No: SSD-67173718
 Project Name: New Eileen O'Connor Catholic School
 Location: 84 Gavenlock Road, Mardi NSW 2259
 Lot 9 Section 4 DP3368 within Central Coast
 Applicant: Catholic Schools Broken Bay

The following documentation has been prepared to support the State Significant Development Application for the above project and in accordance with the Planning Secretary's Environmental Assessment Requirements (SEARS) dated 19th February 2024 as follows:

	Issue and Assessment Requirements	Relevant Section of this Report
20	Social Impact:	
	Provide a Social Impact Assessment prepared in accordance with the Social Impact Assessment Guidelines for State Significant Projects.	Sections 4-7

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Document Control			
Version	Author	Review/Approval	Date
Initial Draft	Natasha Ross	Fiona Larkin	June 2024
Final Draft	Natasha Ross	Greg Lake	March 2025

Table of Contents

1.0	EXECUTIVE SUMMARY	5
1.1	Report Purpose and Scope	5
1.2	Methodology	5
1.3	Potential positive and negative social impacts	5
1.4	Proposed migration, enhancement and management measures	6
2.0	INTRODUCTION	7
2.1	Report Purpose and Scope	7
2.2	SIA Guideline and Requirement	7
2.3	Project Background	8
2.4	Proposed Development	8
2.5	Authorship and SIA Declaration	11
2.6	Structure of this report	12
3.0	METHODOLOGY	13
3.1	Assessment Methodology	13
3.2	Approach to Assessing Social Impacts	13
4.0	SOCIAL BASELINE	15
4.1	Site Location	15
4.2	Social Locality	16
4.3	Community Profile	17
4.4	Policy Context	18
4.5	Literature Review – Disability Education	19
4.6	Demographic Profile	19
4.7	Surrounding Education Infrastructure	28
4.8	Crime and Safety	29
5.0	SIA FIELD STUDY	31
5.1	Engagement with Local Community	31
5.2	Consultation with Central Coast Council	32
5.3	Consultation with NSW Department of Planning and Environment	32
5.4	Consultation with State Design Review Panel (SDRP)	32
5.4	Consultation with Stakeholders	32
5.5	Summary of SIA Field Study Findings	33

6.0	SOCIAL IMPACT ASSESSMENT	37
6.1	Mitigation and Enhancement Measures	37
6.2	Way of Life	38
6.3	Community	39
6.4	Accessibility	41
6.5	Culture	43
6.6	Health and Wellbeing	44
6.7	Surroundings	46
6.8	Livelihoods	47
6.9	Decision-making Systems	48
6.10	Cumulative Social Impacts	49
7.0	MITIGATION ENHANCEMENT AND MANAGEMENT	51
8.0	REFERENCES	52
8.1	Demographic, Crime, and Health Data	52
8.2	Policy Documents	52
8.3	Technical Studies Prepared for this Proposal	52
8.4	Other Sources	52
9.0	REFERENCES	52
10.0	DISCLAIMER	54

This SIA has been prepared to satisfy the Secretary's Environmental Assessment Requirements (SEARs) for the proposal issued on 19 February 2024. The individual SEARs item relevant to this SIA is outlined the table below.

20. Social Impact	Provide a Social Impact Assessment prepared in accordance with the Social Impact Assessment Guidelines for State Significant Projects.
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1.0 Executive Summary

1.1 Report Purpose and Scope

Catholic School Broken Bay (CSBB) (the Proponent) engaged Lake Advisory to prepare a Social Impact Assessment (SIA) to inform a State Significant Development Application (SSDA) for the proposed 'Eileen O'Connor Catholic School', a Kindergarten to Year 12 special needs schools. The proposed development is located at 84 Gavenlock Road, Mardi (Lot 9 Section 4 DP 3368) (the site).

A SIA is an independent and objective study which identifies and analyses the potential positive and negative social impacts associated with a proposed development. It involves a detailed study to scope potential positive and negative social impacts, identify appropriate mitigation and enhancement measures and provide recommendations aligned with professional standards and statutory obligations. It is the intention of that the SIA process will inform the proposal, not just reflect and report on impacts. Social impacts can be understood as the consequences that people (individuals, households, groups, communities, or organisations) experience when a new project brings change. A SIA considers physical and intangible impacts, direct and indirect impacts, short term (construction) and long term (operational) impacts.

The Social Impact Assessment Guideline (NSW Department of Planning and Environment 2023) states that a SIA should consider the likely changes to the following social elements of value to people: way of life, community, accessibility, culture, health and wellbeing, surroundings, livelihoods and decision-making systems.

1.2 Methodology

The following methodology undertaken to prepare this SIA is outlined in Section 3. This methodology was informed by the guidance contained within the SIA Guideline and Technical Supplement (DPE 2023). The potential social impacts of the proposal are assessed by comparing the magnitude of impact (minimal to transformational) against the likelihood of the impact occurring (very unlikely to almost certain). This risk assessment methodology has been applied from the SIA Guideline: Technical Supplement (DPE 2023) and is outlined in Section 6 of this report.

1.3 Potential positive and negative social impacts

The potential positive and negative social impacts identified are listed below. The full assessment of each impact is provided in Section 6.

Way of Life

- Potential for disruption to daily routines of residents, staff and students during construction and operation

Community

- Increased community cohesion by keeping students and parents within the local community with the provision of high-quality special needs education at this location.

Accessibility

- Reduced travel times for student and parents, limiting the need for using Sydney metropolitan special education schools
- Potential pressure on existing road networks
- Improved road access for residents and future students

Culture

- Incorporation of Country in the proposal's design

Health and wellbeing

- Access to targeted special education services
- Providing holistic and integrated special education.

Surroundings

- Change in visual character
- Amenity impacts during construction and operation

Livelihoods

- Increased need for local disability services
- Increased patronage of local business from construction activities
- Increased availability of specialist education jobs and construction jobs
- Increased use of local businesses by keeping students and parents in the community

Decision-making systems

- Feedback opportunities provided for stakeholders and community

Cumulative social impacts

- Consolidation of education services on the CSBB site

1.4 Proposed migration, enhancement and management measures

The proposed EOCCS is unlikely to generate any long term or significantly negative social impacts that require mitigation. While it is acknowledged that the proposed school and resultant increase in activity represents an intensification of use of the site, that intensification of use is not significant, or out of context within an area experiencing growth where there is a need for infrastructure to support the population with local specialist education services.

As the site is located adjacent to a residential area as a management measure EOCCS will continue to liaise closely with neighbours and local community once the school is operational.

2.0 Introduction

Lake Advisory was engaged by Catholic School Broken Bay (CSBB) (the Proponent) to prepare a Social Impact Assessment (SIA) to inform a State Significant Development Application (SSDA) for the proposed 'Eileen O'Connor Catholic School', a Kindergarten to Year 12 special needs schools. The proposed development is located at 84 Gavenlock Road, Mardi (Lot 9 Section 4 DP 3368) (the site).

2.1 Report Purpose and Scope

A SIA is a specialist technical study which identifies and analyses the potential positive and negative social impacts associated with a proposal. It involves a detailed and independent study to scope potential social impacts, identify appropriate mitigation measures and provide recommendations aligned with professional standards and statutory obligations.

In line with the Department of Planning, Industry and Environment's (DPIE) SIA Guideline for State Significant Projects (2023), social impacts are the consequences that people experience when a new project brings change. For the purposes of an SIA, 'people' can be individuals, households, groups, communities, businesses or organisations. These impacts can be categorised as follows:



Figure 1: Social Impact Categories
Source: SIA Guideline for State Significant Projects (2023)

2.2 SIA Guideline and Requirement

This SIA aligns with the best practice methods contained within the SIA Guideline (DPE 2023). The Guideline provides a framework to identify, predict and evaluate likely social impacts and helps to provide greater clarity and certainty for proponents and the community.

This SIA has been prepared to satisfy the Secretary's Environmental Assessment Requirements (SEARs) for the proposal issued on 19 February 2024. The individual SEARs item relevant to this SIA is outlined in Table 1 below.

20. Social Impact	Provide a Social Impact Assessment prepared in accordance with the Social Impact Assessment Guidelines for State Significant Projects.
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Table 1: SEARs item
Source: SEARs issued for the project, issued 19 February 2024 (DPE 2024)

2.3 Project Background

Catholic Schools, Broken Bay (CSBB) provide excellence in Catholic education for the Northern Sydney Metropolitan Area, Northern Beaches and Central Coast of NSW. Due to their work with students with diverse learning needs in their existing schools they have identified the need for a purpose-built school to provide access to inclusive, quality education for students with disability and highly individualised learning needs. A school where educators and allied health professionals work collaboratively to provide resources and services that will help students with disability flourish.

After a review of demographic needs and their existing land assets, CSBB have developed this proposal to develop the Eileen O'Connor Catholic School in Mardi NSW fronting Keefers Glen, on land that was formerly part of St Peter's Catholic College, 84 Gavenlock Road, Mardi.

The Eileen O'Connor Catholic School will have capacity for 200 students and is planned to be constructed in one stage.

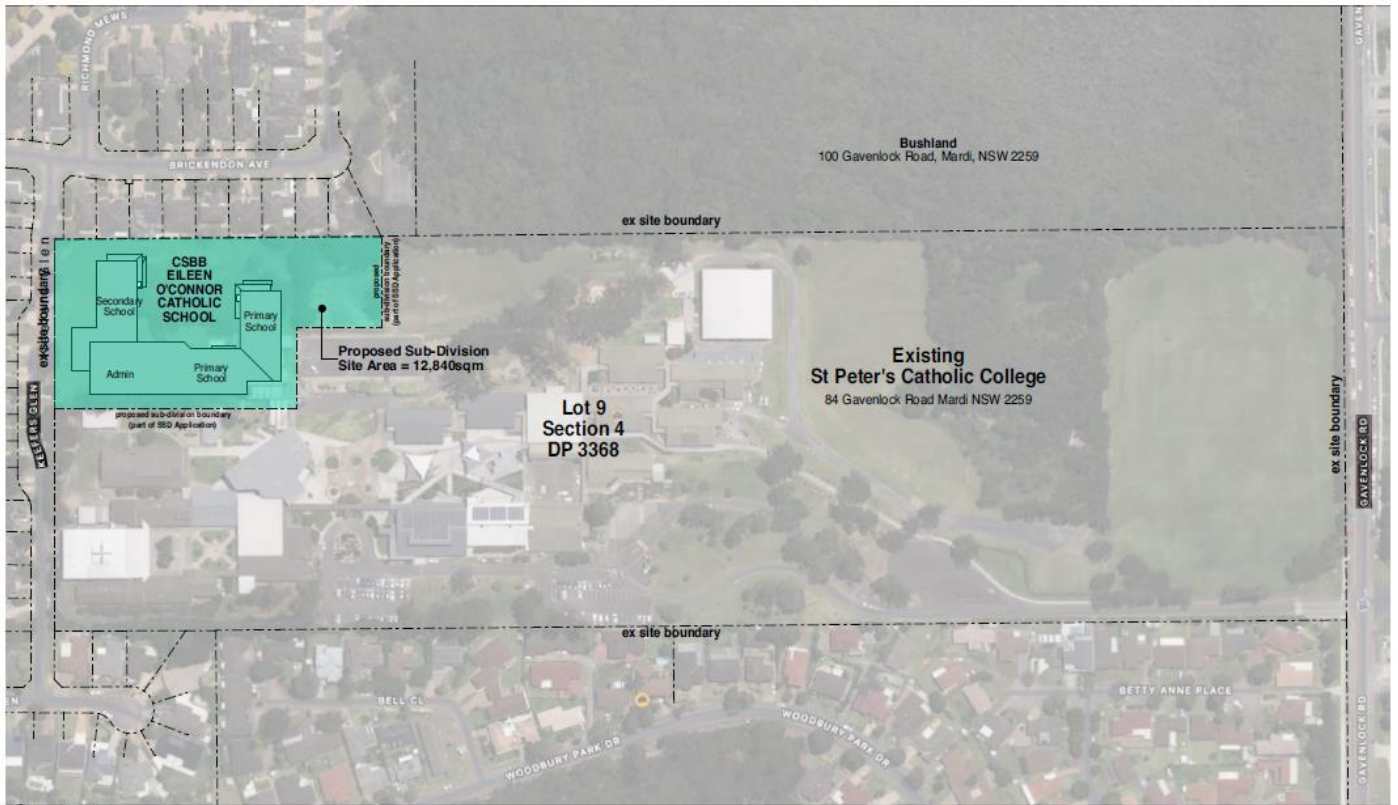
2.3.1 Design

The design has been progressed based on the CSBB's functional design brief for the specialist education requirements for the proposed EOCCS student cohort. The design approach considers the site conditions and the proximity to neighbours with the site gradient being used to nestle the building into the terrain and reduce the height of the building to the adjacent residential streetscape.

2.4 Proposed Development

Catholic Schools, Broken Bay (CSBB) are proposing the development of the Eileen O'Connor Catholic School as a purpose-built Kindergarten to Year 12 school for 200 students. The SSD application seeks consent for the following development in accordance with the proposed development:

- Demolition of existing sheds, netball courts, infill of existing dam and removal of selected existing trees
- Construction of a two-three storey building comprising of:
 - 20 General Learning Areas catering for 2 streams of Kindergarten to Year 6 and a single stream Years 7-12.
 - Flexible workspaces for Kitchen, TAS (Technology and Applied Studies)/STEAM (Science, Technology, Engineering, the Arts and Mathematics), Visual Arts.
 - State of the art Library.
 - Multi-purpose rooms to cater for activities including gym, fitness, performing arts space and school community events.
 - Sensory indoor and outdoor play spaces, basketball court and landscaping
 - Complimentary learning spaces to support collaboration with allied health professionals for tailored interventions and in-class support.
 - Amenities and storerooms
 - Administration and operational facilities
 - Three car parking areas for cars and buses with independent entry & exit points from the site.
 - Parent/carer and transport provider drop off area including a covered drop off zone.
- Ancillary works including site services infrastructure.
- Universally accessible connections across the campus.



01 Site Context
1:1000

Figure 1: Site Campus Master Plan Source: Stanton Dahl Architects



01 Proposed Site Plan
1:2400

Figure 2: Proposed Site Plan. Source: Stanton Dahl Architects





Figure 3: 3D images of the Eileen O'Connor Catholic School. Source: Stanton Dahl Architects

2.5 Authorship and SIA Declaration

The report authors meet the qualifications and experience criteria outlined in the SIA Guideline – i.e. have qualifications in relevant social science disciplines and/ or proven experience over multiple years and competence in social science research methods and SIA practices.

This SIA has been prepared by Natasha Ross (SIA Project Manager) under the guidance and review of Fiona Larkin (SIA Project Director).

**Natasha Ross,
Senior Associate**

Qualifications

Experience

**Fiona Larkin,
Executive Director**

Qualifications

Experience

**Greg Lake,
Managing Partner**

Qualifications

Experience

Lead Author

Master of Human Rights, Curtin University
Bachelor of Arts (Political Science and Public Policy), University of Canberra
Experience in major infrastructure program management, governance, reporting and assurance. Experience in disability services and supports

Review and quality assurance

Bachelor of Science (Architecture), Sydney University
Bachelor of Architecture, Sydney University

Experience in development of SIA reports for education projects in the context of the SIA Guideline and best practice social research, evaluation and impact assessment.

Peer Review / Final Approval

Bachelor of Business and Commerce (Economics and Law)
Diploma of Theology

McKinsey Institute, Executive Leadership Program
Experience in authoring of SIA reports for social infrastructure projects in the context of the SIA Guideline and best practice social research, evaluation and impact assessment. Greg has worked with the Australian Senate on a range of policy areas and led a 20-country civil society engagement strategy for the 2014 G20 summit in Brisbane, Australia

Table 2: Author experience

The authors declare that this SIA:

- Was completed in March 2025:
- Has been prepared in accordance with the EIA process under the EP&A Act
- Has been prepared in alignment with the SIA Guideline (DPE 2023)
- As far as Lake Advisory is aware none of the information included in the SIA is false or misleading.
- Contains all reasonably available project information relevant to the SIA.

[Electronically]	[Electronically]	[Electronically]
Natasha Ross	Fiona Larkin	Greg Lake
Senior Associate	Executive Director	Managing Partner
13 March 2025	13 March 2025	13 March 2025

2.6 Structure of this report

This SIA has eight sections as summarised below:

- Section 1 - provides an executive summary of the report and its findings.
- Section 2 - introduces the proposal, purpose and scope of this report.
- Section 3 - (this section) outlines the methodology applied to complete this SIA.
- Section 4 - provides a social baseline of the study area including the site's locality, social and demographic characteristics, and policy context.
- Section 5 - provides an overview of the field study undertaken to inform the SIA, including an overview of the key findings.
- Section 6 - assesses the positive and negative social impacts of the proposal, including with and without mitigation and enhancement measures.
- Section 7 - summarises the mitigation and enhancement measures of the assessed impacts, and additional SIA recommendations.
- Section 8 - summarises reference material used in this report.

3.0 Methodology

3.1 Assessment Methodology

The methodology undertaken to prepare this SIA is outlined below in Table 3. The methodology was informed by the guidance contained within the SIA Guideline and Technical Supplement (DPE 2023).

Stage	Activities
Stage 1: Inception and social baseline	<ul style="list-style-type: none"> • Desktop review of surrounding land uses and site. • Review of relevant state and local policies and strategies to understand potential social implications. • Analysis of relevant data sets to understand the existing community profile and community values, strengths and vulnerabilities. • Identification of the project's social locality and likely impacted groups. • Early identification of potential social impacts (positive and negative) based on research tasks undertaken
Stage 2: SIA field study	<p>As specified in the SIA Guideline (DPE 2023), SIAs require community and stakeholder engagement to be undertaken to develop an understanding of potential impacts to communities and people as a result of the proposal.</p> <p>Community and stakeholder engagement also provides the opportunity for potentially impacted people and groups to provide feedback and input into a project. To achieve this, the following engagement activities were conducted:</p> <ul style="list-style-type: none"> • Information sessions with school and parish communities • Letterbox drops • Website updates • Meetings with stakeholders • Written correspondence from local and federal members of Parliament, including the NSW Premier • Analysis of field study data from community and stakeholder engagement and identification of key themes.
Stage 3: Impact scoping	<ul style="list-style-type: none"> • Review of social baseline and SIA field study outcomes • Review of proposal plans, project documentation and relevant technical assessments • Identification and scoping of potential social impacts (positive and negative), mitigation and enhancement measures. • Identify potential opportunities for additional measures to be incorporated into the proposal.
Stage 4: Assessment and reporting	<ul style="list-style-type: none"> • Assessment of social impacts (positive and negative) with and without mitigation and enhancement measures.

Table 3: SIA Methodology

3.2 Approach to Assessing Social Impacts

The assessment of social impacts can be approached in several ways. The International Association for Impact Assessment (IAIA) highlights a risk assessment methodology, whereby the significance of potential impacts is assessed by comparing the consequence of an impact against the likelihood of the impact occurring. This approach is also used in the DPIE SIA Guideline: Technical Supplement (DPIE, 2023).

		Magnitude level				
		1	2	3	4	5
Likelihood level		Minimal	Minor	Moderate	Major	Transformational
A	Almost certain	Low	Medium	High	Very High	Very High
B	Likely	Low	Medium	High	High	Very High
C	Possible	Low	Medium	Medium	High	High
D	Unlikely	Low	Low	Medium	Medium	High
E	Very unlikely	Low	Low	Low	Medium	Medium

Table 4: Significance Matrix (Source: SIA Guideline: Technical Supplement (DPE 2023))

Likelihood and magnitude level characteristics

The likelihood and magnitude levels are determined by subjective and objective components. It considers both individual experiences, community perceptions and technical evaluations. The likelihood level assesses the probability of the impact occurring impact. The level of magnitude assesses the likely significance of the impact and considers several characteristics including:

Extent – the volume of people expected to be affected and their relative location to the proposal

Duration – the timeframe and frequency of potential impacts

Severity or scale – the degree of change from the existing condition as a result of the impact

Sensitivity or importance – the extent to which people or an environment can adapt to or mitigate the impact, including the value they attach to the matter and their capacity to cope and/or adapt to change.

Level of concern/interest – the level of interest or concern among the people affected.

Management measures

Social impacts are assessed before and after the implementation of management measures. Management measures are designed to reduce negative impacts and enhance positive impacts. These measures can take different forms and may be incorporated in the planning, construction, or operational stage of the proposal.

4.0 Social Baseline

The proposed site for Eileen O'Connor Catholic School is located at 84 Gavenlock Road, Mardi, New South Wales. The suburb is located adjacent to Tuggerah. Tuggerah itself is a growing suburb on the Central Coast, known for its mix of commercial and residential developments. The suburb is home to Tuggerah Westfield, a large shopping and entertainment complex, and is well-served by public transportation including Tuggerah Railway Station. These features make the suburb an ideal location for a school that aims to be a hub for community and educational activities.

At present Tuggerah has a range of education options for students from state to independent schools. There are currently limited disability education providers in the area with many students leaving the area on a daily basis to attend schools in the Sydney metropolitan region.

Demographic data demonstrates that Tuggerah-Mardi has a higher percentage of young people than the broader Central Coast region, reflecting the number of young families which choose to live in the Tuggerah-Mardi community.

4.1 Site Location

4.1.1 Local Context

The proposed site for Eileen O'Connor Catholic School is located at 84 Gavenlock Road, Mardi, New South Wales. This project site is to be subdivided from land currently occupied by the St Peter's Catholic College, which is situated approximately 4 km west of Tuggerah Lake. It is approximately 20 km northeast of the Gosford CBD and about 100 km north of the Sydney CBD. The location is strategically selected for its accessibility and potential to integrate with the community. Fronting Keefers Glen, the site is near the M1 Pacific Motorway, enhancing connectivity to major cities such as Sydney and Newcastle, which is vital for a school intended to serve a broad geographic catchment area.

The site is legally referred to as Lot 9 Section 4 DP 3368 and is within the County of Northumberland and Parish of Tuggerah. It is approximately 133,053 m2 in size. The project site is located within North-West corner of the property identified as Lot 09/04, DP 3368, accessed by Keefers Glen. The subject site is an 12,840sqm parcel of land which is gradually sloping North-South. The subject site is vacant with a small dam, scattered trees and turf areas. The site is adjacent to residential single and double story dwellings on two frontages with St Peter's Catholic College on the other side. The Northern aspect of the site faces bushland and a riparian corridor.

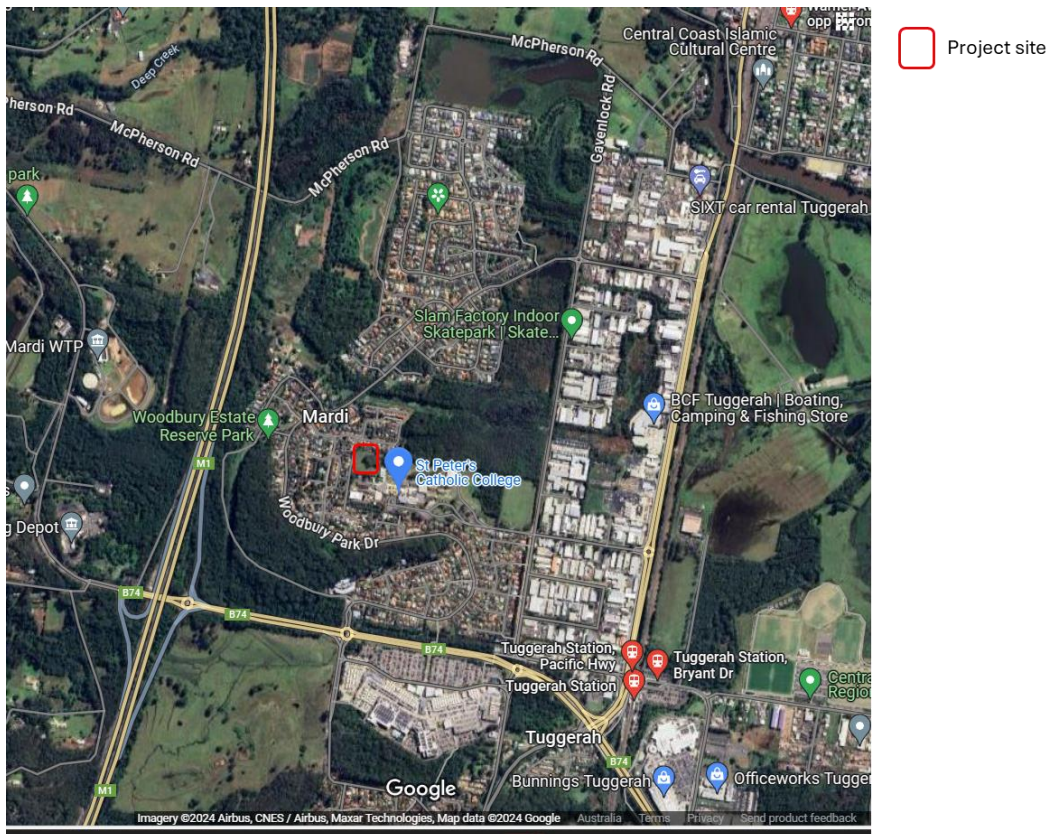


Figure 4: Site location and proximity to transport and amenities



Figure 5: Site photos with views of the site to the North-East and East

4.2 Social Locality

Tuggerah is a growing suburb on the Central Coast of New South Wales, characterised by its blend of commercial developments and residential areas. The suburb is strategically situated along the Pacific Highway, making it a key commercial hub within the region. Tuggerah is known for its large shopping complex, Tuggerah Westfield, which serves as a major retail and entertainment centre for the locality.

The Eileen O'Connor Catholic School is located in a particularly accessible area of Tuggerah, close to the M1 Pacific Motorway, enhancing connectivity to larger cities such as Sydney and Newcastle. This site is within the vicinity of key community facilities including Tuggerah Railway Station, offering excellent rail links to both the north and south.

The school's location is also near Tuggerah Lake, a significant natural resource that provides recreational opportunities for the local community and contributes to the area's scenic beauty. Residential developments are mainly situated to the east and south of the school, with newer housing estates expanding the suburb's boundaries and increasing the local population.

Community facilities around the school include various parks, sports fields, and local government services, which support the suburb's growing residential community. The presence of these amenities, along with the school's strategic location near essential transport and commercial services, positions it as an integral part of the Tuggerah community fabric.

The proposal's likely social locality is shown in the Figure 6 below. The map shows two key areas which are described below along with the likely impacted groups:

- Nearby businesses and residents immediately surrounding the site. These communities may experience localised impacts such as noise, dust and changes to the traffic and pedestrian network.
- A larger area comprising the potential education catchment area for the proposal – the Broken Bay Catholic Diocese (shown in light blue). This would include students, parents/carers and staff.



Figure 6: Suburb location and potential catchment area and proximity to Sydney

4.3 Community Profile

A community profile identifies the demographic and social characteristics of a proposal's likely area of social influence. This baseline is an important tool in understanding how a community currently lives and its potential capacity to adapt to changes arising from a proposal.

A community profile has been developed for the suburb of Tuggerah. The profile is based on 2021 census data from the Australian Bureau of Statistics (ABS, 2021) and the .idcommunity profile demographics data available for the Tuggerah – Mardi community (idCommunity, 2023), where the site is located. Tuggerah – Mardi is bounded by Yarramalong Road and the Wyong River in the north, Tuggerah Lake in the east, Ourimbah Creek, the railway line, the locality of Kangy Angy, the Sydney-Newcastle Freeway and Old Maitland Road in the south, and the localities of Ourimbah and Wyong Creek in the west.

At the time of the 2021 census (ABS, 2021), the population was 5,728 across 2,231 dwellings with an average household size 2.70. The estimated population in 2023, based on the ABS estimated resident population was 5,740. Key characteristics of this community include:

- The total population slightly decreased from 5,790 in 2016 to 5,723 in 2021. The gender distribution is fairly balanced with 48.2% males and 51.8% females in 2021.
- There was an increase in the Aboriginal and Torres Strait Islander population from 207 in 2016 to 276 in 2021.
- Australian citizens make up 90.7% of the population, with an increase in eligible voters to 3,925 in 2021.
- The employed population increased to 2,793 in 2021, maintaining a high employment rate.
- The number of total dwellings rose to 2,231 in 2021, with most being occupied private dwellings.
- The land area is 21.96 square km with a population density of 261.4 persons per square km.

4.4 Policy Context

The education of students with disabilities in Australia has undergone significant evolution, characterised by the development and implementation of inclusive education policies and practices.

One of the foundational pieces of legislation for disability education in Australia is the *Disability Discrimination Act 1992* (Disability Discrimination Act, 1992). This Act aims to eliminate discrimination against individuals with disabilities across various sectors, including education. It mandates that educational institutions provide equitable access and opportunities to students with disabilities.

In alignment with this, the Disability Standards for Education were introduced to ensure that students with disabilities can access and participate in education on the same basis as other students (Disability Standards for Education, 2005). These standards outline the obligations of education providers to make reasonable adjustments to accommodate the needs of students with disabilities.

The Disability Strategy 2021 - 2031 further supports inclusive education by promoting a unified, national approach to improving the lives of people with disabilities (Australia, 2021). This strategy underscores the importance of inclusive education and the need for systemic change to support the full participation of students with disabilities in mainstream education settings.

The *Disability Inclusion Act 2014* (NSW) is another critical piece of legislation that focuses on the accessibility of mainstream services and facilities, promoting community inclusion, and providing funding, support, and services for people with disabilities (Government, 2014). This Act reinforces the commitment to inclusive education by ensuring that students with disabilities receive the necessary support to participate fully in educational activities.

In 2023, the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability ('the Royal Commission'), presented a range of findings in relation to disability education in Australia. In considering the future of education for people experiencing disability, there was disagreement between the commissioners relating to the phasing out and ending of special/segregated education. The Chair and Commissioners Mason and Ryan recommended an alternative approach in recommendation 7.15 (Commission, 2023) which focuses on locating non-mainstream schools within close proximity to mainstream schools, creating partnerships between mainstream and non-mainstream schools to encourage regular interchange, and facilitating engagement in mainstream activities including sports and participation in educational activities with their peers.

While this disagreement has not been resolved, the central ethos of the recommendations is in the delivery of increasingly inclusive educational models. The operating model provided by the Eileen O'Connor school is foundationally based on an operational model which supports students to access appropriate supports and engage with mainstream schools across the Catholic Schools Broken Bay catchment zone. This approach provides children and young people with access to purpose-built and designed educational settings.

The role of infrastructure design in supporting people with disabilities in educational settings is critical to achieving inclusive education. Effective infrastructure design ensures that physical environments are accessible and conducive to learning for all students. This includes the construction of ramps, wide doorways, and accessible restrooms to accommodate students with mobility impairments. Additionally, classrooms should be equipped with assistive technologies such as screen readers, hearing loops, and adjustable desks to support students with various disabilities. Thoughtful infrastructure design also extends to outdoor spaces, ensuring that playgrounds and sports facilities are inclusive and safe for all students. By creating educational environments that are physically accessible and supportive, schools can better accommodate the diverse needs of students with disabilities and promote their full participation in all aspects of school life (Accessibility and Universal Design).

4.5 Literature Review – Disability Education

This literature review provides an understanding of the existing research and theories related to social impacts, particularly focusing on educational environments for students with disabilities. By exploring relevant literature, this review lays the foundation for analysing the social impacts of the proposed Eileen O'Connor Catholic School project, ensuring that the assessment is grounded in evidence-based research.

Universal Design Principles

Universal design (UD) principles are central to creating inclusive environments that cater to a wide range of abilities. Developed in the 1970s, these principles aim to maximise usability for all individuals, regardless of their physical or cognitive capacities. According to the foundational work on universal design, the seven principles include:

1. Equitable Use: Designs that are useful and marketable to people with diverse abilities (Liebermann, 2024).
2. Flexibility in Use: Accommodating a wide range of individual preferences and abilities (Liebermann, 2024).
3. Simple and Intuitive Use: Designs that are easy to understand regardless of the user's experience, knowledge, or language skills (Liebermann, 2024).
4. Perceptible Information: Communicating necessary information effectively, irrespective of ambient conditions or the user's sensory abilities (Liebermann, 2024).
5. Tolerance for Error: Minimizing hazards and adverse consequences of unintended actions (Liebermann, 2024).
6. Low Physical Effort: Efficient and comfortable designs that require minimal fatigue (Liebermann, 2024).
7. Size and Space for Approach and Use: Providing adequate space for approach, reach, manipulation, and use, regardless of user's body size, posture, or mobility (Liebermann, 2024).

These principles are crucial in the context of educational facilities to ensure accessibility and inclusivity for all students, particularly those with disabilities.

Impact of Class Sizes on Student Outcomes

A systematic review by Bondebjerg et al. (2023) examined the effects of small class sizes on students' academic achievement, socioemotional development, and well-being in special education settings. The review concluded that smaller class sizes are generally associated with improved academic outcomes and enhanced socioemotional development. These findings highlight the importance of considering class size in the design and operation of educational programs for students with disabilities to promote optimal learning environments.

Inclusive Instructional Design

Inclusive instructional design, as discussed in "Universal Access Through Inclusive Instructional Design: International Perspectives on UDL" by Gronseth and Dalton (2019), emphasizes the need for educational frameworks that support diverse learning needs. Universal Design for Learning (UDL)

4.6 Demographic Profile

Source from ABS, Council/LGA data, Census, Department of Education provide information regarding the demographic profile of the area and potential users of the facilities.

4.6.1 Population and Age

As of 2021, the population of Tuggerah - Mardi stands at approximately 5,260, showing a slight decrease from the 2016 population estimate of 5,442. This trend provides an insight into the subtle demographic shifts occurring in the area over recent years.

The age composition in Tuggerah is diverse:

- The younger segment (0-17 years) includes around 1,254 individuals.
- The majority, 3,155 people, fall within the working age bracket of 18-64 years.
- Older adults (65+ years) comprise 814 of the population.

This age distribution reflects a balanced community with a significant proportion of working-age individuals, which suggests a dynamic demographic structure supporting a mix of residential, commercial, and recreational activities.

The broader Central Coast area had a population of 344,951 in 2021. This region shows a steady population growth, indicative of its appeal as a significant urban area in New South Wales, drawing residents for its lifestyle, employment opportunities, and natural attractions.

The Central Coast displays a more mature age profile compared to Tuggerah-Mardi. The Central Coast generally features a substantial portion of the population in the 65+ category, influenced by retirees and elderly residents who find the area attractive for its amenities and coastal lifestyle. While Tuggerah-Mardi is home to young families and a greater percentage of children and young people under 24. This is also reflected in the high number of young workforce (25 – 34).

Service Age Group	2021 Number	2021 %	Central Coast Council Area %	Change 2016-2021
Babies and pre-schoolers (0 to 4)	337	5.9%	5.6%	-50
Primary schoolers (5 to 11)	560	9.8%	8.6%	-27
Secondary schoolers (12 to 17)	458	8.0%	7.4%	-30
Tertiary education and independence (18 to 24)	559	9.8%	7.6%	+42
Young workforce (25 to 34)	728	12.7%	11.0%	-8
Parents and homebuilders (35 to 49)	1,081	18.9%	18.3%	-98
Older workers and pre-retirees (50 to 59)	783	13.7%	12.9%	+59
Empty nesters and retirees (60 to 69)	582	10.2%	12.4%	-15
Seniors (70 to 84)	552	9.7%	13.2%	+36
Elderly aged (85 and over)	80	1.4%	3.0%	-12
Total	5,720	100.0%	100.0%	N/A

Table 5: Service Age Group

4.6.2 Culture and Diversity

Tuggerah-Mardi, nestled in the Central Coast of NSW, boasts a rich tapestry of cultural heritage, particularly highlighted by its Indigenous history. The area is part of the traditional lands of the Darkinjung people, who have a long-standing connection to this region. Local landmarks and natural resources in Tuggerah-Mardi have been integral to the Darkinjung community for thousands of years, encompassing a range of activities from fishing to cultural ceremonies, which continue to influence the region's cultural practices today.

In recent years, there has been a concerted effort to preserve and celebrate this heritage. Programs and initiatives, often led or supported by local councils and community organizations, focus on educating both residents and visitors about the significant Aboriginal history of the region. These efforts include environmental conservation projects that incorporate traditional knowledge and practices, highlighting the intertwined relationship between the community's culture and its natural surroundings.

The Central Coast, more broadly, is characterised by a diverse demographic, with a growing population that brings together a mix of cultural backgrounds. This diversity is reflected in community events, local food offerings, and the various religious and cultural institutions found throughout the region. The area's cultural diversity is also mirrored in its arts and music scenes, which include galleries, theatres, and community choirs that contribute to a vibrant cultural life.

Tuggerah-Mardi and the Central Coast's approach to cultural diversity and heritage showcases a model of inclusivity and respect for history. Continuous efforts to celebrate and integrate the rich cultural backgrounds of its inhabitants not only enrich the community's social fabric but also strengthen communal ties across diverse groups.

Ancestry			
Ancestry	2021 Number	2021 %	Change 2016-2021
English	2,369	41.4%	+9
Australian	2,233	39.0%	-132
Irish	624	10.9%	+2

Scottish	604	10.6%	+25
Australian Aboriginal	271	4.7%	+243
German	220	3.8%	+26
Italian	162	2.8%	+16
Chinese	145	2.5%	+10
Indian	118	2.1%	-11
Filipino	102	1.8%	+39

Table 6: Ancestry Data

Birthplace			
Birthplace Category	Tuggerah - Mardi (2021)	Central Coast Council Area (2021)	Change (2016-2021)
Total Overseas Born	1,058 (18.5%)	16.1%	+7
Australia	4,460 (78.1%)	79.0%	+32
Not Stated	196 (3.4%)	5.0%	-119
Total Population	5,714		-80

Table 7: Birthplace Data

4.6.3 Housing

The housing landscape in Tuggerah-Mardi, as part of the Central Coast area, showcases a variety of dwelling types. Based on the most recent census data, the dominant housing type in the Central Coast area consists of separate houses, accounting for 76.4% of all dwellings. This is complemented by 18.1% medium density and 4.5% high-density dwellings. These statistics reflect a preference for spacious, family-oriented housing in the region, while also indicating a growing trend towards more compact living arrangements such as townhouses and apartments ([Profile.id](#)).

In 2021, the Central Coast reported that 90.4% of dwellings were occupied, which aligns with the overall trend for Greater Sydney. However, the region also recorded a higher proportion of unoccupied dwellings at 9.5%, compared to Greater Sydney's 7.9%. This could indicate a higher rate of seasonal homes or investment properties that are not in constant use ([Profile.id](#)).

Between 2016 and 2021, there was an overall increase in the total number of dwellings in the Central Coast area, adding 8,283 units to the housing stock. This increase was primarily seen in separate houses, which grew by 6,011 units. Additionally, the area saw a rise in high-density dwellings by 1,966 units and medium density by 1,133 units, reflecting a gradual shift towards more diverse housing options to accommodate different demographic needs ([Profile.id](#)).

The housing data suggests a gradual diversification of dwelling types in Tuggerah-Mardi and the broader Central Coast region. While separate houses remain predominant, the increase in medium and high-density housing reflects broader demographic shifts and possibly changing preferences among residents towards smaller, more manageable living spaces. This trend is critical for urban planning and housing policy, as it highlights the need for infrastructure and services that cater to a more densely populated area.

Household Type	2021 Percentage	Change 2016-2021	Comparison with Central Coast Council Area (2021)
Couples with children	33.9%	-41	Higher than area average (27.1%)
Couples without children	23.8%	+11	Slightly less than area average (25.8%)
One parent families	16.1%	+68	Higher than area average (12.8%)
Other families	0.8%	+5	Similar to area average (0.9%)
Group household	2.5%	-7	Slightly less than area average (2.8%)
Lone person	19.7%	+45	Lower than area average (26.0%)
Other not classifiable households	2.6%	-12	Lower than area average (3.7%)
Visitor only households	0.6%	+2	Similar to area average (1.0%)

Table 9: Household Types

Dwelling Type	2021 Percentage	Change from 2016	Comparison with Central Coast Council Area (2021)
---------------	------------------------	-------------------------	--

Separate House	81.2%	+59	Higher than area average (76.4%)
Medium Density	18.4%	-1	Slightly less than area average (18.1%)
High Density	0%	0	Significantly lower than area average (4.5%)
Caravans, Houseboats	Cabins, 0%	0	Lower than area average (0.7%)
Other	0%	-9	Lower than area average (0.1%)
Not Stated	0.4%	-2	Similar to area average (0.2%)

Table 10: Dwelling Types

Tenure Type	2021 Percentage	Change from 2016	Central Coast Council Area (2021)
Fully owned	29.2%	+80	33.3%
Mortgage	38.0%	+27	32.6%
Renting - Total	27.7%	+40	26.4%
- Social housing	0.8%	+2	3.2%
- Private	26.7%	+34	23.0%
Other tenure type	1.3%	+16	2.5%
Not stated	3.7%	-48	5.2%

Table 11: Tenure Types

4.6.4 Education and Qualifications

Tuggerah-Mardi, as a part of the Central Coast region of NSW, exhibits a unique educational profile that is reflective of its community's needs and socio-economic status. According to the latest community profile data, approximately 24.9% of people in the Central Coast Council area possessed a vocational qualification in 2021, an indicator of the region's focus on skills-based education and training.

The area is served by a variety of educational institutions that cater to a broad range of ages and educational needs, from primary and secondary schools to vocational and higher education facilities. Tuggerah-Mardi, in particular, has access to facilities that offer a wide spectrum of programs, including vocational training which aligns with the significant presence of industries and businesses in the region. This accessibility to varied educational opportunities supports lifelong learning and skill development essential for the local economy.

The educational qualifications of residents significantly influence the socio-economic landscape of Tuggerah-Mardi. Higher vocational education levels in the area, compared to the broader Sydney region, suggest a workforce that is skilled in trades and technical disciplines, which are crucial for the local industries. This educational attainment is pivotal in driving the economic sectors of the region, particularly in manufacturing, retail, and service industries.

Education and qualifications in Tuggerah-Mardi form an integral part of the community's fabric, supporting economic development and providing pathways for personal and professional growth for its residents. The emphasis on vocational training highlights the region's strategic approach to education, tailored to meet the immediate and future needs of its dynamic industrial and business sectors. This focus not only helps in workforce development but also enhances the socio-economic well-being of the Tuggerah-Mardi community.

Qualification Level	Tuggerah - Mardi (%)	Central Coast Council Area (%)	Change (2016-2021)
Bachelor or Higher Degree	18.5	17.9	+187 individuals
Advanced Diploma or Diploma	11.0	9.8	+100 individuals
Vocational	25.6	24.9	+20 individuals
No Qualification	38.8	38.7	-130 individuals
Not Stated	6.0	8.8	-147 individuals

Table 12: Community qualification levels

Level of Schooling	Tuggerah - Mardi (%)	Central Coast Council Area (%)	Change (2016-2021)
Year 8 or below	2.7%	3.7%	Decreased
Year 9 or equivalent	7.2%	7.8%	Decreased
Year 10 or equivalent	28.4%	29.1%	Decreased

Year 11 or equivalent	7.3%	7.1%	Decreased
Year 12 or equivalent	50.3%	45.6%	Increased
Did not go to school	0.3%	0.4%	Increased
Not stated	3.8%	6.3%	Decreased

Table 13: Community level of schooling

4.6.5 Employment and Income

In 2021, the Central Coast area, including Tuggerah-Mardi, saw a significant portion of its population engaged in the workforce. Of the 150,840 employed individuals, 53% were employed full-time, and 35% part-time. This distribution highlights a robust labour market with diverse employment opportunities ranging from full-time careers to flexible part-time roles. The unemployment rate stood at 4.7%, showing a decline from previous years, reflecting a strengthening local economy and potentially successful employment policies ([Profile.id](#)).

The income levels across the Central Coast vary widely, with 18.7% of households earning \$3,000 or more per week, indicating a segment of the population with relatively high earnings. However, the largest group fell into the lowest income quartile, making up 29% of the population, showcasing the socio-economic diversity within the area. This quartile distribution is crucial for understanding the varying economic conditions and the need for targeted economic and social programs ([Profile.id](#)) ([Profile.id](#)).

The varied income and employment statistics in Tuggerah-Mardi and the broader Central Coast region reflect a diverse socio-economic landscape. With a significant part of the population in lower income brackets, there is an ongoing need for policies that support economic growth and social welfare enhancements to ensure that all community members can benefit from the region's developments.

The employment and income data suggest a dynamic economic environment in Tuggerah-Mardi and the Central Coast. Ongoing developments and investments in the area are likely to further influence these trends, potentially increasing employment opportunities and affecting income distribution patterns.

Employment Status	Tuggerah - Mardi (%)	Central Coast Council Area (%)
Employed Full-time	55	Similar to area average
Employed Part-time	32	Similar to area average
Unemployment Rate	Higher than area average	Slightly lower than Tuggerah - Mardi

Table 14: Employment Status

Occupation Category	Tuggerah - Mardi (%)	Central Coast Council Area (%)
Managers	11.2	12.3
Professionals	18.8	20.4
Technicians and Trades Workers	15.4	14.6
Community and Personal Service Workers	13.5	13.0
Clerical and Administrative Workers	13.6	13.1
Sales Workers	9.2	9.2
Machinery Operators And Drivers	7.7	6.0
Labourers	9.3	9.7

Table 15: Occupation Category

Industry Sector	Tuggerah - Mardi (2021)	Central Coast Council Area (2021)	Change (2016-2021)
Agriculture, Forestry and Fishing	0.8%	0.8%	Increased
Mining	0.3%	0.5%	Decreased
Manufacturing	7.5%	5.9%	Decreased
Construction	10.0%	11.5%	Increased
Retail Trade	10.9%	10.2%	Decreased
Accommodation and Food Services	7.1%	7.0%	Stable
Transport, Postal and Warehousing	4.3%	3.7%	Increased
Professional, Scientific and Technical Services	5.5%	6.0%	Increased
Public Administration and Safety	6.7%	6.1%	Decreased

Table 16: Industry Sector

Income Range	Percentage in Tuggerah - Mardi	Central Coast Council Area (%)
Negative/Nil income	8.9%	7.5%
\$1 - \$149	3.4%	3.3%
\$150 - \$299	4.3%	4.8%
\$300 - \$399	6.7%	8.7%
\$400 - \$499	7.9%	9.2%
\$500 - \$649	8.2%	8.9%
\$650 - \$799	8.4%	7.9%
\$800 - \$999	9.8%	8.4%
\$1,000 - \$1,249	9.9%	8.9%
\$1,250 - \$1,499	7.1%	6.5%
\$1,500 - \$1,749	6.1%	5.3%
\$1,750 - \$1,999	4.8%	4.0%
\$2,000 - \$2,999	7.2%	6.3%
\$3,000 - \$3,499	1.0%	1.3%
\$3,500 or more	1.6%	2.1%
Not stated	4.7%	6.9%

Table 17: Income Range

4.6.6 Health and Wellbeing

Tuggerah-Mardi has a noticeable prevalence of various long-term health conditions compared to both New South Wales and Australia-wide statistics. Mental health conditions are particularly significant, affecting 12.4% of Tuggerah-Mardi's population, which is higher than the state average of 8.0% and the national average of 8.8%. This indicates a critical need for mental health services and interventions tailored to this community.

Other prevalent conditions in Tuggerah-Mardi include arthritis and asthma, affecting 8.3% and 9.5% of the local population, respectively. These rates are comparable to state and national averages, suggesting that Tuggerah-Mardi faces typical health challenges found in similar regions. Chronic conditions like these require ongoing management and support, underscoring the importance of accessible healthcare services.

The presence of conditions like diabetes, heart disease, and cancer, although less common, highlights the diversity of healthcare needs within the community. With diabetes affecting 4.5% and heart disease 3.5% of the population, there is a sustained demand for specialised medical services and preventive care in Tuggerah-Mardi.

The higher prevalence of mental health conditions and other chronic diseases in Tuggerah-Mardi suggests a particular demand for specialised healthcare services. It also points to the need for community-based health initiatives that can offer prevention, early intervention, and management strategies tailored to these conditions.

Age Group	Persons Needing Assistance (2021)	Percentage of Total Age Group	Change from 2016
0 to 4	12	3.5%	+2
5 to 9	33	8.6%	+2
10 to 19	44	5.5%	+21
20 to 59	86	2.9%	+20
60 to 64	21	6.4%	+1
65 to 69	22	8.5%	+8
70 to 74	26	10.4%	+14
75 to 79	25	14.7%	-10
80 to 84	33	24.4%	+18
85 and over	44	55.7%	+22
Total	345	6.0%	+68

Table 18: Age Groups and assistance requirements

Long-term Health Condition	Tuggerah - Mardi (2021)	Central Coast Council Area (2021)
Arthritis	9.9%	11.5%
Asthma	9.8%	9.6%
Cancer	3.1%	3.7%
Dementia	0.4%	1.1%
Diabetes	4.9%	5.5%
Heart Disease	4.1%	5.0%
Kidney Disease	1.1%	1.3%
Lung Condition	1.9%	2.7%
Mental Health Condition	11.2%	11.0%
Stroke	0.8%	1.3%
Other	9.0%	9.0%

Table 19: Long Term Health Conditions

4.6.7 Vulnerable Groups

Disadvantage Overview in Tuggerah – Mardi

Socio-Economic Indicators (SEIFA Indices)

Tuggerah - Mardi has a SEIFA score for Relative Socio-Economic Disadvantage at 1,018, placing it in the 52nd percentile nationally. This suggests a moderate level of disadvantage.

Tuggerah - Mardi's demographic profile exhibits moderate economic disadvantage with notable disparities in income distribution and employment rates compared to the broader Central Coast area. The data suggest targeted interventions in employment support and educational programs could effectively address these socio-economic challenges.

Economic Factors

Income Distribution:

Income Bracket	Tuggerah - Mardi (%)	Central Coast Area (%)
Below \$650 per week	30.5	Higher
\$650 - \$1,499 per week	45.1	Similar
Above \$1,500 per week	24.4	Lower

Table 20: Vulnerable Groups Income Distribution

Employment Status:

Employment Status	Percentage	Change 2016-2021
Employed Full-time	55%	+3%
Unemployed	7.5%	+1.2%

Table 21: Vulnerable Groups Employment Status

Demographic and Household Composition

Household Types:

Household Type	2021 Percentage	Change from 2016
Couples with children	33.9%	-41
Single-parent families	16.1%	+68
Lone-person households	19.7%	+45

Table 22: Vulnerable Groups Household Types

Education Levels:

Education Level	Percentage
Completed Year 12	50.3%
No Year 12 completion	49.7%

Table 23: Vulnerable Groups Education Levels

4.6.8 SEIFA

Index of Relative Socio-economic Disadvantage

Central Coast NSW's small areas and benchmark areas

Area	2021 index	Percentile
Holgate - Matcham - Erina Heights	1,107.9	98
Avoca Beach - Picketts Valley - Copacabana - MacMasters Beach	1,081.7	91
Coastal District	1,081.7	91
Forresters Beach - Wamberal	1,081.0	91
Terrigal - North Avoca	1,077.8	89
Kincumber South - Bensville - Empire Bay - Killcare	1,059.5	79
Valleys	1,057.8	78
Valleys District	1,057.8	78
Yattalunga - Saratoga - Davistown	1,056.2	77
Lisarow - Mount Elliot	1,053.5	75
Gosford East Ward	1,052.4	74
Mountains and Valleys	1,041.1	67
Point Clare - Tascott - Koolewong - Woy Woy Bay	1,040.4	67
Ourimbah - Palmdale - Kangy Angy	1,039.7	66
Ourimbah District	1,039.7	66
East Brisbane Water District	1,038.5	65
West Brisbane Water District	1,038.1	65
Kariong	1,035.3	63
Mountains	1,022.6	55
Mountains District	1,022.6	55
Green Point	1,020.3	54
Narara - Niagara Park	1,019.9	54
Gosford City	1,019.7	54
Tuggerah - Mardi	1,018.0	52
Woongarra	1,016.7	52
Berkeley Vale - Chittaway Bay - Glenning Valley	1,013.9	50
Springfield	1,013.0	49
Erina	1,011.0	48
Kincumber	1,010.6	48
Greater Sydney	1,010.0	48
Narara Valley and Ourimbah	1,007.9	46
Southern Lakes District	1,005.9	45
Hamlyn Terrace	1,005.2	45
Noraville - Norah Head	1,004.4	44
Narara Valley District	1,003.2	44
Warnervale - Wadalba District	1,002.4	43
The Entrance Ward	1,001.4	43
Australia	1,001.2	42
New South Wales	1,000.0	42
Bateau Bay	999.8	42
Killarney Vale - Tumby Umbi	997.4	41
Gosford Central District	995.6	40
Gosford Central	995.6	40
Central Coast Council area	994.2	39
Warnervale - Wallarah - Bushells Ridge	990.6	37
East Gosford - Point Frederick	989.6	36
East Brisbane Water and Coastal	987.8	35
Southern Lakes and The Entrance	986.8	35
Gosford West Ward	986.6	34
Wyong Ward	984.4	33
West Brisbane Water and Peninsula	984.0	33
Umina Beach - Pearl Beach - Patonga	982.1	32

Regional NSW	982.0	32
Gwandalan - Summerland Point	981.5	32
Tuggerawong - Tacoma - Rocky Point	981.0	32
Wadalba	979.0	31
Gosford - West Gosford	977.7	30
North Gosford - Wyoming	970.4	27
Long Jetty - Shelly Beach - Toowoan Bay - Blue Bay	969.0	26
The Entrance District	968.6	26
Wyong Shire	967.1	26
Peninsula District	963.5	24
Ettalong Beach - Booker Bay	963.5	24
Northern Lakes District	962.8	24
Lake Munmorah - Chain Valley Bay	955.8	21
Wyong, Warnervale and Gorokan	954.3	21
Budgewoi - Halekulani - Buff Point	953.6	21
Kanwal - Wyongah	951.3	20
Budgewoi Ward	947.7	19
Wyong District	947.2	19
Northern Lakes, San Remo-Budgewoi and Toukley	946.0	18
Blue Haven	941.5	17
Toukley District	938.6	17
Manning Park	938.4	17
Woy Woy - Blackwall	937.6	17
San Remo - Budgewoi District	935.6	16
Gorokan District	912.7	11
The Entrance - The Entrance North	906.7	10
Watanobbi	904.2	10
Gorokan	899.4	9
Charmhaven - Lake Haven	895.2	9
Toukley - Canton Beach	891.3	8
San Remo - Doyalson - Colongra	890.3	8
Wyong	879.4	7

Table 24: SEIFA Central Coast Data

4.6.9 Disability

Disability affects a significant portion of Australians, with one in five experiencing some form of disability. This diverse group participates actively in all societal aspects, though disabilities can sometimes limit engagement in various life areas, particularly for those requiring substantial assistance. The following section outlines the prevalence and characteristics of disability within the Central Coast area, drawing from the latest Census data and the Survey of Disability, Ageing, and Carers (SDAC) by the Australian Bureau of Statistics (ABS).

As per the 2021 Census, the Central Coast region mirrors national trends with a notable portion of the population requiring assistance due to disability, long-term health conditions, or the effects of aging. Approximately 24,360 people in the Central Coast Council area reported needing help in their daily activities due to such conditions. This represents about 7.0% of the local population, marking an increase from 6.4% in 2016 ([Profile.id](#)).

The demographic analysis reveals that disability prevalence increases significantly with age. The youngest groups show the lowest need for assistance, gradually rising with age, peaking among those aged 85 and over. This age group exhibits the highest percentage needing assistance, emphasising the intersection between aging and increased disability prevalence.

The Census collects data to understand better those who require assistance with core activities like self-care, communication, and mobility. Such data is crucial for planning community services and facilities tailored to this group's needs. For instance, understanding geographic and age-related variations helps allocate resources efficiently and inclusively.

Detailed demographic data from sources like the Census and SDAC are instrumental in planning local services such as healthcare, residential care, and community support programs. These programs are designed to

meet the specific needs of people with severe disabilities, ensuring they receive the necessary support to lead fulfilling lives.

The data from the 2021 Census underscores the growing need to address the disabilities sector proactively within the Central Coast region. With an aging population, the demand for disability services and inclusive community planning is set to increase, necessitating continued focus and resource allocation to support this vital community sector effectively.

4.6.10 Mental Health

Mental health issues, encompassing conditions like depression and anxiety, significantly impact communities worldwide, including Tuggerah-Mardi. The prevalence of mental health conditions in Tuggerah-Mardi is a critical public health issue that merits attention and tailored intervention strategies.

Approximately 12.4% of the population reports suffering from a mental health condition, a figure notably higher than the state average of 8.0% for New South Wales and the national average of 8.8%. This indicates a significant burden of mental health issues in the community, highlighting an urgent need for enhanced mental health services and support systems.

Mental health issues in Tuggerah-Mardi surpass the prevalence of several other long-term health conditions, such as diabetes (4.5%), heart disease (3.5%), and lung conditions (1.9%). This comparison underscores the relative severity of mental health challenges in the area, suggesting that mental health care should be a priority in health planning and resource allocation.

The high prevalence of mental health conditions affects not only the individuals and their families but also the broader community. It influences workforce productivity, social interactions, and overall quality of life. Effective management of mental health issues is crucial in fostering a resilient community capable of thriving economically and socially.

4.7 Surrounding Education Infrastructure

Tuggerah-Mardi and the surrounding areas offer a range of educational facilities from primary to high school that cater to diverse student needs, including those with disabilities. Here's a brief overview of the schools along with the disability support they offer:

Primary Schools

1. Chittaway Bay Public School
2. Tuggerah Public School
3. Tacoma Public School
4. St Cecilia's Primary School - Wyong
5. Wyong Creek Public School
6. Wyong Public School
7. The Entrance Public School
8. Kanwal Public School
9. Ourimbah Public School
10. Berkeley Vale Public School
11. Porters Creek Public School
12. Killarney Vale Public School

Secondary Schools

1. Wyong High School
2. St Peter's Catholic College
3. Tuggerah Lakes Secondary College - Berkeley Vale Campus
4. Wadalba Community School

Early Childhood and Special Education

1. Nido Early School Tuggerah
2. Wyong Preschool Kindergarten
3. Goodstart Early Learning Tuggerah
4. Bundilla Preschool
5. Goodstart Woodbury Park

While these institutions have made strides in accommodating students with disabilities, there are limitations in specialist facilities that are more comprehensive and require significant resources. Specialized educational services such as extensive occupational therapy, speech therapy, and tailored learning programs for severe disabilities might still require access to services outside the immediate area, including in Sydney.

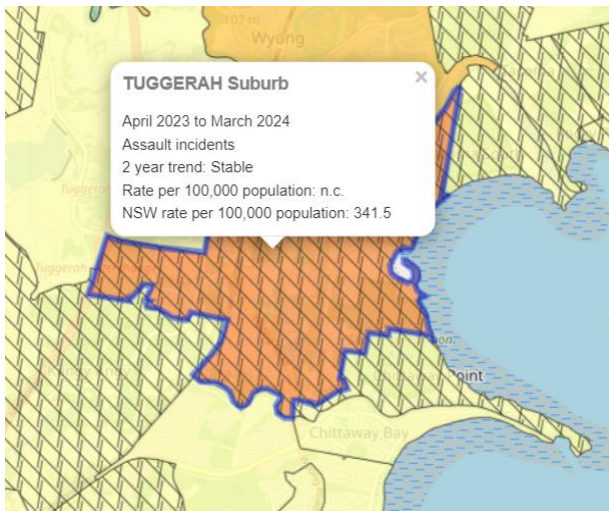
For certain advanced or highly specialised disability support services, families may need to travel to larger cities. This not only adds a logistical challenge but also highlights the need for more localized comprehensive services that could support the community better.

As the community in Tuggerah-Mardi grows, the demand for enhanced and specialized disability support in schools will likely increase. This underscores the importance of expanding current facilities and potentially introducing new educational institutions equipped with state-of-the-art disability support services. Developing these resources locally could significantly reduce the need for travel and make specialized education more accessible to all residents.

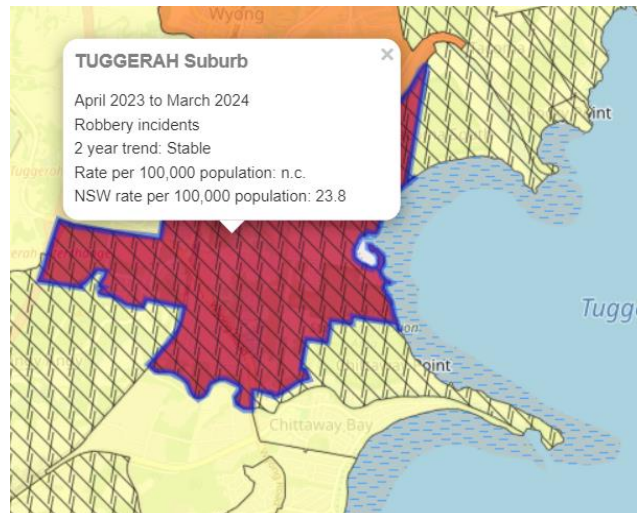
4.8 Crime and Safety

Crime statistics in the Tuggerah-Mardi region across the 24-month period to March 2024 represent a stable trend across domestic violence related assaults, non-domestic violence related assaults, sexual assault, break and enter (non-dwelling) steal from motor vehicle, steal from retail store and other stealing offences. Across the 24-month period there were increases in break and enter swelling, motor vehicle theft and malicious damage to property.

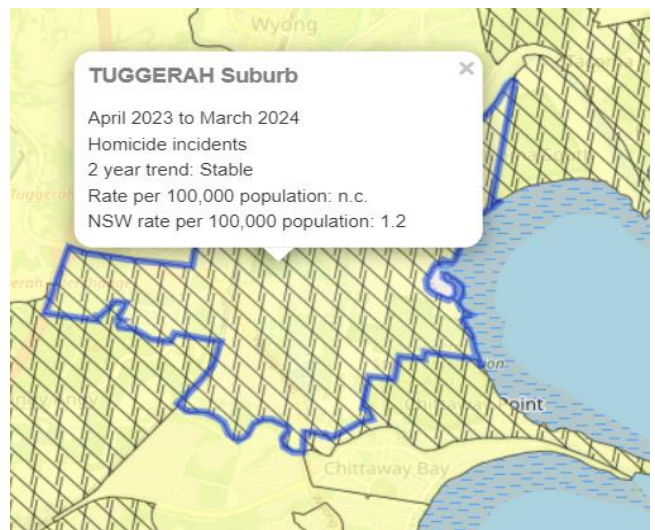
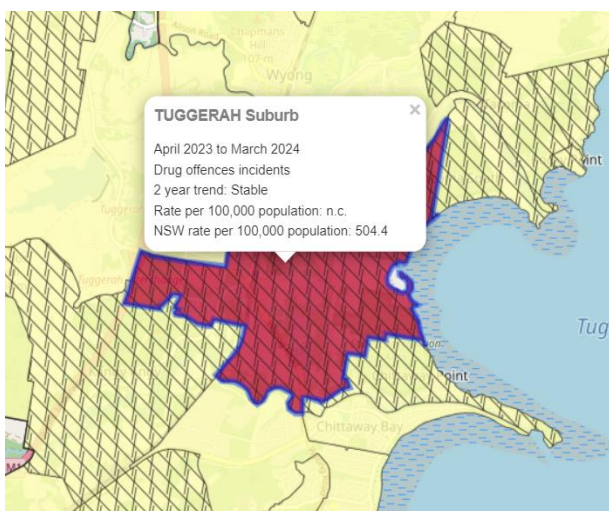
Assault Incidents



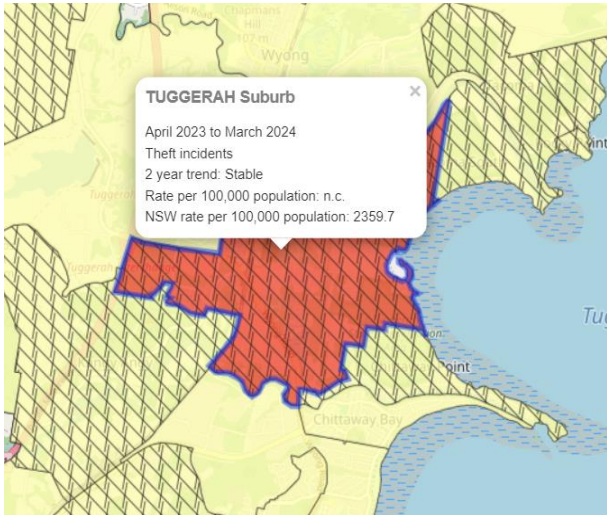
Robbery Incidents



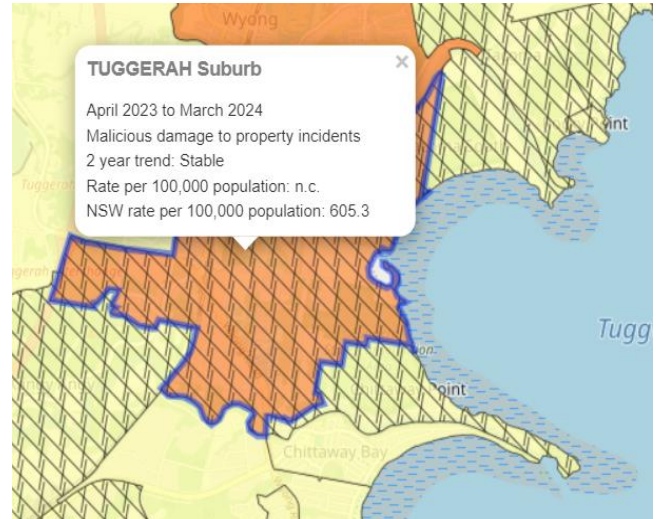
Drug



Theft Incidents



Malicious Damage to Property



5.0 SIA Field Study

5.1 Engagement with Local Community

Stakeholders engaged for the purposes of this SIA were the local community, including residents and local businesses. Engagement has been via letterbox drops, information sessions with the local parish community and a range of presentations and meetings.

This included notification via direct email to the following key stakeholders along with meetings identified below:

- Government representatives:
 - Central Coast Mayor, Deputy Mayor and Councillors
 - NSW State Members for Wyong, The Entrance, Gosford, Terrigal, Davidson
 - NSW State Premier
 - Minister for Education and Early Childhood Learning
 - NSW Leader of the Opposition
 - Shadow Minister for Finance
 - Federal Members for Dobell, Robertson and Shortland
- Local faith community:
 - Broken Bay
 - Wyong
- Local faith school community:
 - St Peter's Catholic College, Tuggerah
 - St Celia's Catholic School Wyong
 - St John Fisher Catholic School Tumby Umbi
 - Our Lady of the Rosary Shelly Beach
 - Our Lady of the Rosary Catholic School – The Entrance
 - Our Lady Star of the Sea Catholic School – Terrigal
 - St Brendan's Catholic School – Lake Munmorah
 - St Patrick's Catholic School – East Gosford
 - St John the Baptist Catholic School – Woy Woy
 - MacKillop Catholic College – Warnervale
 - St John Fisher Catholic School – Tumby Umbi
 - OLR – Wyong
 - Holy Cross Catholic School – Kincumber
- Local Disability Support Groups:
 - Central Coast Compassionate Care
 - Everyday Independence
 - Coastwide Disability Care
 - Central Coast Family Support Services
 - Fairhaven

The following educational entities were also notified of the proposal:

- AISNSW – Association of Independent Schools of NSW
- AHISA – Association of Heads of Independent Schools of Australia

- ACEL – Australian Council for Educational Leaders
- Australian Association of Special Education (AASE) – NSW Chapter
- Special Education Principals' and Leaders' Association

5.2 Consultation with Central Coast Council

Central Coast Council has been involved in the development of the project through a range of early discussions with the Mayor and Council officers. A pre-DA meeting was held on 20 September 2023 prior to the transition of the project to an SSD planning pathway.

Additional consultation was undertaken as a pre-SSD submission briefing on 10 July 2024.

5.3 Consultation with NSW Department of Planning and Environment

Consultation with the Department of Planning and Environment has been going with attendance at SDRP meeting and discussions regarding development of the application.

5.4 Consultation with State Design Review Panel (SDRP)

Two reviews have been undertaken with the SDRP:

- Review 1 – 24 April 2024
- Review 2 – 26 June 2024

The design has been refined to incorporate SDRP responses as appropriate to the EOCCS' unique functional and operation requirements as a special needs school.

5.4 Consultation with Stakeholders

A range of other key stakeholder groups have been consulted to inform the design and support the development of the SSD application these include:

- Central Coast Council (Pre-DA and Pre-SSD meetings)
- Transport for NSW
- Disability Groups
- First Nations/Indigenous groups for Connecting with Country
 - Local aboriginal community and elders
 - Kevin (Uncle Gavi) Duncan
 - Darkinjung Local Aboriginal Land Council
 - Adina Duncan (CEO)
 - Lisa Mundine (People & Community Executive Manager)
 - Jacob Cain (Cultural & Heritage OfÀFHU)
 - Wendy Pawley (Artist)
- Aboriginal Cultural Heritage Assessment (ACHA) Engagement
 - A total of twelve Aboriginal people and organisations registered an interest in being consulted for the project. The following list comprises the registered Aboriginal parties (RAPs) for the project:
 - Darkinjung Local Aboriginal Land Council (DLALC)
 - AI Indigenous Services
 - Amanda Hickey Cultural Services
 - Awabakal Traditional Owners Aboriginal Corporation
 - Awabakal and Guringai Pty Ltd
 - Corroboree Aboriginal Corporation
 - Gomeroy Consultation
 - Gunjeewong Cultural Heritage
 - Kevin Duncan
 - Thomas Dahlstrom
 - Trudy Smith

- Widescope Indigenous Group

5.5 Summary of SIA Field Study Findings

Potential social impacts identified by stakeholders throughout the SIA field study and previous engagement undertaken by CSBB are summarised in Table 25 below.

Key Issue	Project Response	Status	Relevant Report
Community			
Potential for increased traffic and noise with an additional school facility on the St Peter's Catholic College site	Transport planning has considered the intake area and implemented design strategies to encourage walking and active transport. In addition, there is a proposal to widen Keffers Glen and add a footpath. The design of the school shields neighbours from operational noise.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Traffic and Accessibility Impact Assessment • Green Travel Plan • Preliminary Construction Traffic and Pedestrian Management Plan • Noise and Vibration Impact Assessment • Architectural Drawings • Design Report
Public Authority Engagement			
State Design Review Panel (SDRP) – Meeting 1			
Suitable illustration of Connecting with Country principles in the design and approach for ongoing engagement with local Aboriginal knowledge-holders	Detailed engagement with local Aboriginal elders on the Connecting with Country design response endorsed by these groups	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Landscape Drawings • Design Report
Review of site strategy and landscape design to demonstrated built forma and landscape integration	Refined design demonstrating the site strategy and linkage between built form and landscape	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Landscape Drawings • Design Report
Concerns regarding location of the northern wing and the 'U-shaped building creating a split-level playground and accessibility issues. Test options including removal on northern wing and an additional third level	Options tested and refined design progressed retaining the northern wing to meet specialist education functional needs and shield neighbours from noise. Two storey 'unshaped design retained as it allows for 100 students to be located at grade and reduces the need for extensive cut and fill of acid sulphated soils and degradation of the natural landscape. Accessibility issues are resolved and meet operational needs.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Landscape Drawings • Design Report
Consider alternative parking areas as the location on the northern	Alterative options considered, however current location meets	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Landscape Drawings

boundary is in close proximity to residential neighbours	the operational needs for student drop-off with assistance from carers. Design refined to address visual presentation		<ul style="list-style-type: none"> • Design Report
School arrival is dominated by proposed car park on Keffers Glen with the building lacking street presence. Review design approach	Design approach meets the functional requirements for student assistance during drop-off and pick-up. Design refined and revised landscape response provided.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Landscape Drawings • Design Report
Develop a landscape plan informed by the site and identify significant trees. Provide a strategy for management water on the site on the dam is filled.	Landscape design refined and integrated with civil design for water management.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Landscape Drawings • Design Report
Reduce the complexity of playground design and introduce nature play	Playground design refined to meet special education needs and neurodiversity. Play areas rationalised.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Landscape Drawings • Design Report
A well-defined strategy and rationale for the built form is required. A lack of articulation in the massing restricts the building's ability to sit comfortably on the site and connect meaningfully with the landscape	Strategy and rationale refined and based on built form to align and respond to functional and operational needs for a special needs school. Further articulation of the massing to respond to site.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Landscape Drawings • Design Report
The design of the playground-facing facades should differ from that of the street-facing facades to establish a character for the building in response to its immediate context. Explore options for lightweight and permeable facades	Design refined. Options for lightweight and permeable facades are not appropriate for this student cohort with special needs	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Landscape Drawings • Design Report
The architectural language currently appears industrial and constrained. Continue to develop the colour palette, material selections and façade modulation, by drawing inspiration from the site's context and ecology, to further connect the building with the	Design refined and colour palette tested through Connecting with Country engagement. Aboriginal stakeholders have approved the colour palette and approach.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Design Report

landscape and to Country			
Develop a more open or semi-open approach to the vertical circulation so that the stairs are more permeable and have the potential to become social spaces. This may be achieved through further articulation of the built form.	Design refined. It is not appropriate for the stairs to be social spaces due to operational, functional and special needs considerations. Permeability also raises issues with neurodiversity.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Design Report
Demonstrate an ambitious sustainability strategy, response to urban heat island mitigation – reduction of hard surfaces and propose passive design strategies.	Net zero strategies include a highly efficient building envelope, blocking of hot westerly winds, natural shading through landscaping, LED efficient lighting and provision of PV solar system.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Design Report • ESD Report • Net Zero Statement • NABERS form
Review planning to provide natural light and ventilation to learning areas	Proposed changes to roof plane provide additional light to learning spaces.	Resolved - this feedback has been considered in the school design.	<ul style="list-style-type: none"> • Architectural Drawings • Design Report
State Design Review Panel (SDRP) – Meeting 2			
Continue to demonstrate how the natural systems within and surrounding the site can be protected and restored. Provide more detail on the proposed environmental sustainability measures	The project team has included options to incorporate interpretive panels, local materials and curriculum responses to the connectedness to natural systems.	Resolved – this feedback has been incorporated into final operational and design solutions	<ul style="list-style-type: none"> • Architectural Drawings • Design Report • Connecting with Country Framework
Seek expert environmental advice regarding the relocation of native fauna and flora that will be displaced through the removal of the dam	Further development of the landscape design has considered opportunities for relocation where possible.	Resolved – with further consideration of opportunities during detailed design.	<ul style="list-style-type: none"> • Landscape Report • Arborist Report • Architectural Tree Location Plan • Design Report
A lack of articulation in the massing and the rigid geometry of the proposal continues to restrict the building's ability to sit comfortably on the site and integrate with the landscape	Further consideration of the design's massing solution has been incorporated into the latest design package.	Resolved – further design updates have refined these elements	<ul style="list-style-type: none"> • Architectural Drawings • Design Report
Transport for NSW			
Operational nature of the school and increased traffic flows along with the scope of the SIDRA modelling to capture forecast population growth. Requested Inclusion of Preliminary Construction	Inclusion of a 10 Year Background Growth Scenario with a 1.5% compounded growth rate. Inclusion of Preliminary Construction Traffic Management Plan	Resolved - this feedback has been considered in the school design and operational plans.	<ul style="list-style-type: none"> • Traffic and Accessibility Impact Assessment • Green Travel Plan • Preliminary Construction Traffic and Pedestrian Management Plan

Traffic Management Plan (CTMP) and Green Travel Plan (GTP).	(CTMP) and Green Travel Plan (GTP).		
Central Coast Council			
CC Council outlines the expected planning pathway being an SSD (or possibly an RSD) and noted the range of potential issues (previously mentioned in this report) that may need to be addressed in any application. These issues included matters such as engineering, ecology, bushfire, urban design, traffic, water and sewer.	The project has considered the advice and most, if not all, of the required compliance reports, investigations and considerations have or will be met prior to the lodgement of the application.	Resolved – consideration of all items has been incorporated into the final consultant reports and designs. All recommended engagement has been complete and the project is aware that the approval pathway is likely to be via a SSD.	<ul style="list-style-type: none"> • Architectural Drawings • Design Report • Various engineering reports • Preliminary Construction Traffic and Pedestrian Management Plan

Table 25: Summary of stakeholder identified potential social impacts

6.0 Social Impact Assessment

6.1 Mitigation and Enhancement Measures

This section provides a ranking of the identified social impacts of the proposal. It is structured by the social impact categories outlined in the SIA Guideline (DPE 2023). Each impact is assessed in accordance with the risk assessment methodology applied in the SIA Guideline Technical Supplement, whereby the significance of potential social impact is assessed by comparing the magnitude of the impact against the likelihood of the impact occurring. This methodology is outlined below.

		Magnitude level				
		1	2	3	4	5
Likelihood level		Minimal	Minor	Moderate	Major	Transformational
A	Almost certain	Low	Medium	High	Very High	Very High
B	Likely	Low	Medium	High	High	Very High
C	Possible	Low	Medium	Medium	High	High
D	Unlikely	Low	Low	Medium	Medium	High
E	Very unlikely	Low	Low	Low	Medium	Medium

Table 26: Significance Matrix (Source: SIA Guideline: Technical Supplement (DPE 2023))

Likelihood level	Meaning
Almost certain	Definite or almost definitely expected (e.g. has happened on similar projects)
Likely	High probability
Possible	Medium probability
Unlikely	Low probability
Very unlikely	Improbable or remote probability

Table 27: Likelihood Levels (Source: SIA Guideline: Technical Supplement (DPE 2023))

Magnitude level	Meaning
Transformational	Substantial change experienced in community wellbeing, livelihood, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
Major	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
Moderate	Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	Little noticeable change experienced by people in the locality.

Table 28: Magnitude Levels (Source: SIA Guideline: Technical Supplement (DPE 2023))

Dimensions		Details needed to enable assessment
Magnitude	Extent	Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including any vulnerable people? Which location(s) and people are affected? (e.g. near neighbours, local, regional, future generations).
	Duration	When is the social impact expected to occur? Will it be time-limited (e.g. over particular project phases) or permanent?
	Intensity or scale	What is the likely scale or degree of change? (e.g. mild, moderate, severe)
	Sensitivity or importance	How sensitive/vulnerable (or how adaptable/resilient) are affected people to the impact, or (for positive impacts) how important is it to them? This might depend on the value they attach to the matter; whether it is rare/unique or replaceable; the extent to which it is tied to their identity; and their capacity to cope with or adapt to change.
	Level of concern/interest	How concerned/interested are people? Sometimes, concerns may be disproportionate to findings from technical assessments of likelihood, duration and/or intensity.

Table 29: Dimensions of social impact magnitude (Source: SIA Guideline: Technical Supplement (DPE 2023))

Social impacts are assessed before and after the implementation of mitigation measures (for negative social impacts) and enhancement measures (for positive social impacts). These measures can take different forms and may be incorporated in the design, planning, construction, or operational stage of the proposed development.

6.2 Way of Life

6.2.1 Potential Impacts

During Construction:

- Temporary negative impacts to way of life associated with the noise, dust and vibration caused by the construction activity across the site, which may result in disruption and associated inconvenience for local residents, local businesses, and other workers and visitors in the immediate vicinity. The impacts may disproportionality impact the following groups:
 - Local residents in close proximity to the site.
- A sense of disruption to users of the area related to establishment of the construction site and movement of construction vehicles that may result in changes to preferred way of life routines (e.g. preferred choice of transport modes, time and length of commute). These impacts are likely to be felt particularly by local workers, residents, and visitors, as well as student, staff and parents at St Peter's Catholic College and surrounding streets.
- Cumulative potential way of life impacts associated with other development projects close to the site, which have the potential to increase community sensitivity. This may cause a cumulative sense of disruption, inconvenience and frustration - residents and local workers experiencing "construction fatigue".
- It is noted that the acoustic assessment prepared for this SSSDA concludes that noise impacts associated with the project can be adequately mitigated for local residents and businesses.
- The implementation of suggested mitigation measures, as summarised below and per the Construction Management Plan, and ongoing consultation to track for 'construction fatigue' will be critical for successfully mitigating increased impact on residents' way of life.

During Operation:

Improvements to way of life and daily routines for local workers and students. Specifically, the project will result in:

- Delivery of widened access road and traffic management around EOCCS and also St Peter's Catholic College to provide safer access.
- Reduction in travel for students, carers and parents with EOCCS providing services that may only be available in the Sydney Metropolitan area.
- Potential increased disability support services to accommodate students staying within the local area for education services.

6.2.2 Responses/Mitigation Measures

During Construction:

- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with noise and vibration and visual amenity during the construction phase.
- Implement the Construction Traffic Management and Pedestrian Management Plan.
- Implement mitigation measures included in other technical reports, including Noise and Vibration Assessment, Air Quality Assessment, Construction Traffic Management Plan and Visual Impact Analysis.
- Develop and implement a communication and engagement strategy to communicate with surrounding residents, nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided. Engagement should explore opportunities to minimise impacts and to understand community attachment to the sites and venues impacted.
- Continue to consult with the Council, local residents, nearby businesses, TfNSW, and other key stakeholders, to minimise impacts and cumulative impacts.

During Operation:

- Develop and implement an Operational Plan of Management.

6.2.3 Summary

Overall Impact	<p>Potential for disruption to daily routines of residents, staff and students of the adjacent St Peter's Catholic College during the construction phase of the proposal.</p> <p>Overall improved access for residents and future students at EOCCS site with a widened access road.</p> <p>Social impact ratings associated with the change to Way of Life are considered Medium to High with following overall ratings:</p> <ul style="list-style-type: none"> • Construction: High (Likely Moderate) - negative • Operation: High (Likely Major) - positive
Duration	Operational benefits are long term, construction impacts are temporary (estimated as approximately 17 months).
Severity/Sensitivity	High sensitivity due to the change from a greenfields site to an education facility adjacent to a residential area. The new facility will generate traffic, noise and increased activity on the site during weekday operations.
Extent	Construction impacts would mainly impact residents, students, parents/carers and staff at St Peter's Catholic College. Operational impacts, such as the widened road and resolution of existing flooding issues would benefit the residents, students, parents/carers and staff at St Peter's Catholic College and workers in the local area.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the proximity of residential dwellings and school operations at St Peter's Catholic College. During operation, there is an ability for residents, students and local community to adapt to new facilities on the site due to the inclusion of widened roadways to provide better amenity around the EOCCS.

Table 30: Summary of Way of Life Impacts

6.3 Community

6.3.1 Potential Impacts

During Construction:

The construction period may temporarily disrupt or change the existing local community surrounding the site, including:

- Impacts to size and composition: there will be increased numbers of students, parents/carers and staff in the area due to the estimated 71 jobs and 200 student headcount this project will create, which has the potential to change the composition of the local area. However, this impact is likely to

be minor to moderate, noting that the majority of the students are expected to be part of the existing Central Coast community,

- Impacts to how the community functions: increased numbers of construction workers required for this project has the potential to impact on perceptions of safety in the area due to 'strangers' in the area, however noting this process also occurred relatively recently for the St Peter's Catholic College on the adjacent site. Given the proximity of another school safety for students will be of concern.
- Impacts to sense of place: Changes to the streetscape due to construction activities has the potential to impact community connection to and sense of place.

During Operation:

- Potential changes to the community profile associated with the proposal accommodating up to 200 students onsite.
- Potential benefits to community cohesion and functioning associated with the provision of high-quality special needs education at this location.

6.3.2 Responses/Mitigation Measures

During Construction:

- Implement mitigation measures set out in the Construction Operation and Staging section of the EIS and Preliminary Construction Traffic and Pedestrian Management Plan to reduce the impacts associated with the construction phase.
- Develop and implement a communication and engagement strategy to communicate with surrounding residents, nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period.
- Opportunities for feedback and to ask questions should also be provided. Engagement should explore opportunities to minimise impacts and to understand community attachment to the site.

During Operation:

- Implementation of the Plan of Management for the school including the identification of any out of hours use of facilities or programming.
- Continue the use of outreach support classes that can feed into the EOCCS base school thereby reducing transport needs and allowing children to stay connected to family and community rather than travelling to the Sydney Metropolitan for education on a daily basis.
- Reduced burden on NSW government for the development of education facilities on the Central Coast.

6.3.3 Summary

Overall Impact	<p>Potential changes to community character, and sense of place and belonging associated with changes to streetscape and construction activity, and disruption or change to access to Keffers Glen. The redevelopment of the site, if impacts associated with construction and operation of the site are well mitigated, can support positive social outcomes for the community.</p> <p>Social impact ratings associated with the change to Community are considered Medium to High with following overall ratings:</p> <ul style="list-style-type: none"> • Construction: Medium (Possible Moderate) - negative • Operation: High (Likely Major) – change could be perceived either as positive or negative, depending on the receiver
Duration	Operational benefits are long term, construction impacts are temporary (estimated as approximately 17 months).
Severity/Sensitivity	High sensitivity due to presence of residential dwellings and previous greenfields sites
Extent	Construction impacts would mainly impact the residents, workers and visitors of the immediate and localised area around the site. Operational impacts, such as access to special education facilities and programs would benefit the broader community across the Local Government Area and beyond.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the proximity to residential areas and St Peter's Catholic College operations.

During operation, there is the ability for local students to access quality facilities and receive education programs close to home.

Table 31: Summary of Community Impacts

6.4 Accessibility

6.4.1 Potential Impacts

During Construction:

- Temporary negative impacts to accessibility associated with the noise, dust and vibration caused by the establishment of the construction site and construction activity across the site, which may result in impacts to access to residential areas and general traffic movements.
- Potential impacts to accessibility due to increased traffic movements and congestion along key roads in the locality due to construction activities and vehicle movements in the area. This can potentially impact access to and use of social infrastructure, businesses, or other amenity in the area.
- Potential impacts to accessibility from the road widening and footpath along Keffers Glen with construction activities affecting the daily routines of local active commuters.
- Potential disruption to access to local residential, educational buildings and open space in the area due to reduced availability of parking opportunities due to pressure from construction worker vehicles and movements.
- Potential streetscape impacts associated with establishment of the construction site (including hoardings) and construction activities that could disrupt ease of access for local residents, workers, and visitors in the area.

During Operation:

- The Traffic and Accessibility Impact Assessment (TAIA) prepared by Traffix indicates that the key intersections in the vicinity of the site will continue to operate at existing levels of service. The traffic distribution and SIDRA modelling demonstrates that the additional vehicle trips will have negligible impacts on the road network. Based on the above results, no infrastructure upgrades (for intersection performance) are considered necessary to facilitate the proposed development. Based on the findings of the TAIA, the proposal is not expected to have a significant impact on the traffic network. Potential accessibility impacts on users of the surrounding road network is therefore expected to be neutral.
- Increased use of the existing public transport will be limited to staff as most student will use private transport options.

6.4.2 Responses/Mitigation Measures

During Construction:

- Construction traffic impacts are expected to be moderate with truck movement planned to be scheduled outside of peak network periods and the School's peak drop-off/pick-up periods, where possible. In addition, workers typically arrive and depart the site (6am-4pm) outside of the network peaks, further reducing impacts.
- Vehicular access for construction traffic will be aided with the construction of a temporary driveway will be constructed on Keffers Glen to facilitate safe and efficient vehicle access during the early stages of construction. The proposed driveways will be utilised by construction vehicles once completed. The driveways and internal construction area allow construction vehicles to enter and exit the site in a forward direction, increasing safety and efficiency along Keffers Glen. There is sufficient area within the construction area to allow the largest design vehicle to stand and load / unload.
- To aid traffic management and safety the following approach is noted in the Preliminary Construction and Pedestrian Management Plan:
 - All loading and unloading activities are to be contained wholly within the site;
 - All adjacent property accesses will be maintained at all times; and
 - All vehicles are not to obstruct any pedestrian crossings or footpaths.

During Operation:

A number of mitigation strategies have been identified for the proposed project to mitigate accessibility issues and impacts during the operational phase as detailed below.

- The subject site is currently unoccupied and as such, the site does not currently generate any traffic. Changes to the road network, such as increased traffic volumes and changes in access routes, can increase commute times. This can reduce people's access to key activities, result in longer times away from home and impact on important day-to-day activities.
- Once operational, the site will be accessed by students, parents/carers and staff accessing the education facility. While the site has a number of transport connections to public and active transport routes, it is likely that the majority people within these groups will access the site by private motor vehicle.
- The Department of Education Assisted School Travel Program (ASTP) provides free specialised transport for eligible students with disability. As the proposed Eileen O'Conner Catholic School is specifically catered towards students with disability, it is envisioned that most students could be eligible for the travel program, with the school confirming that approximately 85% of students will likely utilise the program (based on experience with similar developments). The program links students with Assisted Travel Support Officers (ATSOs) which provide private transportation to and from school. The transportation services typically collect 1-9 students per route using a range of different vehicles, from standard passenger vehicles to larger commuter vans. This will significantly reduce the impact of traffic flows on the local road network.
- To ensure pedestrian safety the proposal seeks to provide a paved pedestrian footpath to connect the school with existing pedestrian infrastructure. This footpath will increase safety for all pedestrians near the development, by providing a paved path separated from vehicular traffic. Surrounding roads will be subject to 40km/hr school zone speed limits during critical student drop-off and pick-up periods, further increasing pedestrian safety in the vicinity of the site.
- The subject SSDA seeks to upgrade Keefers Glen by widening the existing road pavement to provide a minimum 6.0 metre wide carriageway (kerb to kerb) along its entire length (approx. 250m). The proposed widening will improve vehicle movements along Keefers Glen during school drop-off and pick-up times and addresses concerns raised by nearby residents during community consultation. The amount of widening required depends on the existing road formation which currently varies in width between Brickendon Avenue and Deloraine Glen.
- A Green Travel Plan (GTP) has been prepared by Traffix. The objective of this Green Travel Plan is to reduce potential private vehicle trips to and from the site to maximise the use of transport modes that have a lower environmental impact such as walking, cycling, or public transport etc. Specifically, this plan targets staff and visitor trips noting the school caters to students with disabilities that will utilise the Assisted School Travel Program with minimal use of public and active transport. The GTP also provides a range of recommendations which are to be implemented during the operational phase. These include, but are not limited to:
 - Provision of dedicated on-site Passenger Drop-off / Pick-up Areas
 - Consideration of inclusion of electric vehicle charging bays within the development
 - Management to encourage '10,000 step per day' walking initiatives in conjunction with the use of public transport
 - Inclusion of bicycle parking and end of trip facilities
 - Information on the location and accessibility of public transport options and routes to the site
 If implemented, these recommendations have potential to further reduce some pressure on the road network as well as increase accessibility to immediate users who can ride or cycle to the site.

6.4.3 Summary

Overall Impact	Potential changes to access for local social infrastructure and services will provide disruption and inconvenience during the construction phase for local residents, works and students/staff/parents at St Peter's Catholic College. Overall improved access through Keefers Glen would have a significant positive benefit to community once operational. Social impact ratings associated with the change to Accessibility are considered Medium with following overall ratings: <ul style="list-style-type: none"> • Construction: High (Likely Major) - negative • Operation: Medium (Likely Moderate) - positive
Duration	Operational benefits are long term, construction impacts are temporary (estimated as approximately 17 months).

Severity/Sensitivity	High sensitivity due to presence of high-density residential buildings in close proximity of the site. High sensitivity due to temporary impacts on active transport and road infrastructure in the area and impacts on existing school community at St Peter's Catholic College.
Extent	Construction impacts would impact the workers, residents and visitors of the direct local area. Operational impacts, such as access to new school facility would benefit the student, families, workers and residents from across the broader local area and the wider Central Coast region.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the adjacent residential environment and potential impacts on local users of the transport network. During operation, there is a high ability for workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design

Table 32: Summary of Accessibility Impacts

6.5 Culture

6.5.1 Potential Impacts

During Construction:

- Changes to appearance and uses of the site due to the construction period has the potential to change connection to place for local residents, workers and visitors (e.g. loss of the natural landscape features).
- Establishment of the construction site has the potential to impact access to and use of the open areas and existing netball courts.
- Possible impacts to accessibility and connectivity to St Peter's Catholic School and any school facilities that may be used out of hours.

During Operation:

- Potential positive impacts associated with the construction of the proposed education facility. The design solution for the proposed development has been through the State Design Review Panel process to ensure design quality. The design is response to the residential and bushland setting.
- Local Aboriginal stakeholders were consulted to inform the design and landscape of the site through a detailed connecting with Country process.
- Community consulted on the design of this site generally welcomes inclusion of such elements - Indigenous design elements on the façade and the landscape response had strong appeal, were culturally relevant and were found to have the potential to create a unique positioning for the development if given a strong focus.
- Potential negative impacts associated with the establishment of the proposed education facility within a residential area and the removal of the natural landscape.
- Increased activation of the site due to the new use of the site and increased capacity has the potential to facilitate new places narratives and improved connection to place.

6.5.2 Responses/Mitigation Measures

During Construction:

- Explore opportunities to utilise the hoardings to exhibit artwork or photography of local culture and heritage to reduce visual impact of construction activity and catalyse improved connection to place at the site during the construction phase.
- Develop and implement a communication and engagement strategy to communicate with surrounding residents, nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided. Engagement should explore opportunities to minimise impacts and to understand community attachment to the sites and venues impacted.
- Implement the recommendations included on the Aboriginal Cultural Heritage Assessment (ACHA) for stop work provisions in the unlikely event unanticipated Aboriginal archaeological material is encountered.

During Operation:

- Ensure outdoor gathering spaces are welcoming and any future planting and landscaping is in keeping with the design approach established.
- Maintain native plantings and landscape designs inspired by Australian environments Incorporate Aboriginal and Torres Strait Islander cultural heritage into the design of the indoor and outdoor spaces.

6.5.3 Summary

Overall Impact	<p>Potential changes to connection to place due to changes to the appearance and use of the site. The redevelopment of the site to highest architectural standard, if impacts associated with construction and operation of the site are well mitigated, can however contribute to new place narratives and reinforce the locality and connection to Country.</p> <p>Social impact ratings associated with the change to Culture are considered Medium with following overall ratings:</p> <ul style="list-style-type: none"> • Construction: Medium (Possible Moderate) - negative • Operation: Medium (Possible Moderate) – positive
Duration	Operational benefits are long term, construction impacts are temporary (estimated as approximately 17 months).
Severity/Sensitivity	Moderate sensitivity due to presence of residential dwellings in close proximity of the site, and cultural importance of this area.
Extent	<p>Construction impacts would impact workers, residents and students of the local area</p> <p>Operational impacts would be experienced by current and future residents, workers, students and staff to the local area.</p>
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the residential environment.

Table 33: Summary of Culture Impacts

6.6 Health and Wellbeing

6.6.1 Potential Impacts

During Construction:

Potential wellbeing impacts for residents, workers and visitors in the area, associated with construction dust, noise and vibration. Note particularly impacts on health and wellbeing of more sensitive users of the area, e.g. residents, workers and visitors that may have existing respiratory conditions, or are sensitive to noise or vibration.

- Potential impacts for pedestrian safety, associated with construction activities and vehicle movements, including any rerouting of traffic to other local streets.
- Potential impact to health and wellbeing of local businesses, associated with temporary disruption due to construction activities.
- Potential impact to health and wellbeing of the existing St Peter's Catholic College, associated with temporary disruption to due to construction activities.

It is noted that the acoustic assessment prepared for this SSDA concludes that noise impacts associated with the project will be able to be adequately mitigated for the duration of the construction phase. The construction impacts are temporarily adding to permanent noise levels. The implementation of suggested mitigation measures, summarised below, and ongoing consultation and communications will be critical for successfully mitigating impact on residents' wellbeing.

During Operation:

- New footpath and the widened Keefers Glen will have potential positive health and wellbeing impacts by enhancing convenience, and safety, that can encourage uptake and use of active transport modes for commuting and physical activity by residents, workers and visitors of the area.
- The potential use of the EOCCS by the community of facilities out of school hours at the discretion of EOCCS.
- Providing the community with access to local specialist education.

6.6.2 Responses/Mitigation Measures

During Construction:

- Develop and implement a communication and engagement strategy to communicate with surrounding residents, nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with the construction phase.
- Implement Construction Traffic Management and Pedestrian Management Plan.
- Implement mitigation measures included in other technical reports to support the SSDA, including but not limited to Noise and Vibration Assessment, Air Quality Assessment, and others.
- Collaborate with the Council, adjacent residential areas, nearby businesses, TfNSW etc to coordinate works to minimise impacts and cumulative impacts.

During Operation:

- Implement the Green Travel Plan to encourage active and public transport use by staff, future workers and visitors to the site, and to reduce traffic and congestion impacts across the neighbourhood.
- Education settings in residential areas needs to consider accommodating a range of uses in a limited space. Explore opportunities to minimise conflict between EOCCS and neighbours (e.g. noise and complaints).
- Ensure high quality design in relation to the landscape setting, amount of vegetation and shade, condition of facilities, and equipment.

6.6.3 Summary

Overall Impact	<p>Potential wellbeing impacts associated with aspects of construction activity (e.g. sensitivity to noise and vibration), and wellbeing impacts associated with construction activities may reduce opportunities for or discourage physical activity. Overall improved amenity and provision of local specialist education services would have a significant positive benefit to community, once the site is operational. The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive health and wellbeing outcomes for the community.</p> <p>Social impact ratings associated with the change to Health and Wellbeing are considered High with following overall ratings:</p> <ul style="list-style-type: none"> • Construction: High (Likely Moderate) - negative • Operation: High (Likely Major) - positive
Duration	Operational benefits are long term, construction impacts are temporary (estimated as approximately 17 months).
Severity/Sensitivity	High sensitivity due to presence of high density residential and office buildings and high use leisure area in close proximity of the site, and various sensitive groups (children, elderly, people with limited mobility, and others) likely to be accessing Sydney CBD daily.
Extent	Construction impacts would mainly impact the workers, residents and visitors of the Primary Study Area. Operational impacts, such as access to the new publicly accessible park and active transport links would benefit the residents, workers and visitors from across the Secondary Study Area and beyond.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the residential environment close to the site. During operation, there is a high ability for residents, visitors and local community to adapt to the new facilities on the site, due to their proposed quality and design and the proposed upgrades to Keffer's Glen. EOCCS will also allow for local students and families to reduce travel times and stay close to community.

Table 34: Summary of Health and Wellbeing Impacts

6.7 Surroundings

6.7.1 Potential Impacts

During Construction:

The establishment of the construction site, including hoardings, has the potential to create negative amenity impacts, including:

- Visual impacts on the surroundings. It is noted that the existing location has existing sheds, netball courts, a dam and trees adjacent to bushland.
- Impacts on amenity of the area associated with vibration, dust, noise, and truck movements associated with construction activity.
- Potential amenity impacts due to increased activation of the locality from an increased number of construction workers in the area - approximately 100+ jobs are expected to be created to deliver this project, of which many of these will be construction workers.
- Impacts on amenity associated with the removal of existing trees and foliage on the site.

During Operation:

- Permanent changes to the streetscape through establishment of buildings on the previously predominately greenfield site.
- Potential positive impacts associated with the construction of the EOCCS in accordance with State Design Review Panel recommendations. The design solution for the proposed development would deliver highest quality architectural and landscape design response.
- Increased activation of the site due to increased capacity and re-design has the potential to improve perceptions of safety in the surroundings.
- Proximity to bush fire prone vegetation and need for emergency egress protocols.

6.7.2 Responses/Mitigation Measures

During Construction:

- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with the construction phase.
- Implement mitigation measures included in technical reports, including Noise and Vibration Assessment, Air Quality Assessment, Construction Traffic Management Plan and Visual Impact Analysis.
- Develop and implement a communication and engagement strategy to communicate with surrounding residents, nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Explore opportunities to utilise the hoardings to exhibit artwork or photography of local culture and heritage to reduce visual impact of construction activity and catalyse improved connection to place at the site during the construction phase.

During Operation:

- Explore opportunities to minimise conflict between EOCCS and with neighbours (e.g. noise and complaints).
- Implement the Green Travel Plan to encourage active and public transport use by future staff to reduce traffic and congestion impacts across the local area.
- Develop and implement a Plan of Management for the proposed development to identify opportunities to enhance access and convenience for St Peter's Catholic College students, workers and visitors to the proposed development during its operation, to enhance safety and to manage any traffic and bushfire issues as they arise.

6.7.3 Summary

Overall Impact

There would be significant amenity impacts associated with construction. Provision of high quality architectural buildings and upgraded roads and pedestrian access at this location can have a positive benefit to surroundings if elements of the proposal are supported by the local community. However, it is noted that the change to the appearance of

	<p>the site will be significant and may not appeal to all current residents, workers and visitors to the area.</p> <p>Social impact ratings associated with the change to Surroundings and amenity are considered High with following overall ratings:</p> <ul style="list-style-type: none"> • Construction: High (Almost certain Moderate) - negative • Operation: High (Almost certain Moderate) - change could be perceived either as positive or negative, depending on the receiver
Duration	Operational benefits are long term, construction impacts are temporary (estimated as approximately 17 months).
Severity/Sensitivity	High sensitivity due to presence of residential area and St Peter's Catholic College in close proximity of the site.
Extent	Construction impacts would mainly impact the residents, visitors and St Peter's Catholic College in the area. Delivery of the new EOCCS will benefit the students and parents/carers, local community residents, workers and visitors to the area.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the residential environment. Ongoing contact and engagement will be crucial to ensure stakeholders are informed about all changes that may impact them throughout the project. The proposed Construction Management Plan will be key to ensure that any foreseeable construction impacts are mitigated prior to them arising. During operation, there is a high ability for students, parents/carers, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design. A proposed Plan of Management for the proposed development will be important to identify opportunities to enhance access and convenience for students, parents/carers, workers and visitors to the proposed development during its operation, to enhance safety and to manage any traffic and transport, or other issues as they arise.

Table 35: Summary of Surroundings Impacts

6.8 Livelihoods

6.8.1 Potential Impacts

During Construction:

Potential positive impacts for livelihoods from the establishment of the construction site and corresponding increase in construction workers include:

- Increased access to employment opportunities within the construction, manufacturing, and goods and services sectors during the construction phase. Establishment of this construction site is estimated to generate 100+ jobs. While some of these jobs will be temporary, project-based work is typical to the sector.
- Potential improved viability of businesses in the area associated with trade from construction workers (for example for cafes and shops in the locality).

Potential negative impacts for livelihoods due to the establishment of the construction site and associated activities include:

- Potential reduced patronage for local businesses located in the area due to loss of amenity, noise, vibration, dust, road closures, reduced parking and other impacts associated with the construction activities.

During Operation:

- Potential positive impacts from expanded capacity of the site. The proposal will support up to 200 students with 71 education jobs on an ongoing basis, making a significant contribution to education employment in the Central Coast area.
- Increased activation of the site due to the new EOCCS has the potential to increase patronage for other local businesses in the area with families of students staying within the local community rather than travelling to the Sydney metropolitan area.

6.8.2 Responses/Mitigation Measures

During Construction:

- Implement Communication and Engagement Strategy to communicate with surrounding residents, nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consider developing and implementing social procurement and employment practices (e.g. targeted employment of vulnerable groups during the construction and operational phase of the development) in order to amplify social benefit associated with livelihoods generation.
- Collaborate with the Council, adjacent businesses, TfNSW etc to coordinate works to minimise cumulative impacts.

During Operation:

- Consider partnering with local Universities and graduates to create job opportunities at EOCCS and the associated support classes.

6.8.3 Summary

Overall Impact	<p>Increased employment opportunities in the construction industry.</p> <p>Increased employment opportunities in this location in the specialist education sector, once operational. Potential changes to viability of businesses in the area associated with amenity impacts and change of foot traffic in the locality (during construction, and operation).</p> <p>Individuals may perceive negative impacts in relation to their personal and property rights and livelihoods during the construction and operational phase.</p> <p>Social impact ratings associated with the change to Livelihoods are considered High with following overall ratings:</p> <ul style="list-style-type: none"> • Construction: High (Almost certain Moderate) - change could be experienced either as positive or negative, depending on the receiver • Operation: High (Almost certain Moderate) - change could be experienced either as positive or negative, depending on the receiver
Duration	Operational benefits are long term, construction impacts are temporary (estimated as approximately 17 months).
Severity/Sensitivity	Sensitivity would depend on the profile of the contractors and workforce on this site, and nearby businesses.
Extent	Construction impacts would mainly impact the workers, residents and visitors of the Primary Study Area. Operational impacts, such as access to new retail offering, contemporary office space, and publicly accessible park would benefit the residents, workers and visitors from across the Secondary Study Area and beyond.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the proximity to residential environments. During operation, there is a high ability for residents, students, staff, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.

Table 36: Summary of Livelihoods Impacts

6.9 Decision-making Systems

6.9.1 Potential Impacts

During Construction:

- Potential negative impacts associated with establishment of a construction site (e.g. establishment of hoardings) and construction activities (e.g. drilling, concrete mixing, vehicle movements etc) that generate dust, vibration and noise. There are residential dwellings, local businesses and St Peter's Catholic College within walking distance from the site. Establishment of a construction site and construction activities may impact on some people being able to easily access and participate in decisions that affect their lives.

During Operation:

- Potential negative impacts associated with delivery of the proposed EOCCS that is transforming a greenfield site into a purpose-built special education facility. The proposed building will remove views and connection to the bushland beyond.

6.9.2 Responses/Mitigation Measures

During Construction:

- Undertake ongoing engagement to involve stakeholders in decisions that affect them and keep them informed of the information that affects how they go about their lives, work and business operations. Develop and implement a communication and engagement strategy to communicate with surrounding residents, nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Opportunity to create mechanism for easy and regular feedback and responding to questions, such as an online engagement webpage, and engaging social media channels with prompt responses to queries and concerns.
- Collaboration with the Council, adjacent stakeholders, TfNSW, will be critical to minimising impacts.
- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with the construction phase.

During Operation:

- Explore opportunities to minimise conflict between EOCCS and with neighbours (e.g. noise and complaints).
- Develop and implement a Plan of Management for the proposed development to identify opportunities to enhance access and convenience for St Peter's Catholic College students, workers and visitors to the proposed development during its operation, to enhance safety and to manage any traffic and transport issues as they arise.

6.9.3 Summary

Overall Impact	Potential impacts to decision-making systems associated with potential changes to the accessibility of residents, nearby businesses and St Peter's Catholic College in close proximity to the site. Social impact ratings associated with the change to access to Decision-Making Systems are considered Low to Medium with following overall ratings: <ul style="list-style-type: none">• Construction: Low (Unlikely Minor) – negative• Operation: Medium (Unlikely Moderate) - negative
Duration	Operational benefits are long term, construction impacts are temporary (estimated as approximately 17 months).
Severity/Sensitivity	Medium sensitivity due to residential environment.
Extent	Construction and operational impacts could impact local communities, as well as workers and visitors to the local area.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the residential environment. Any changes to access routes (should this occur) needs to be mitigated through close consultation and clear communication with residents and nearby communities.

Table 37: Summary of Decision-Making Impacts

6.10 Cumulative Social Impacts

Cumulative impacts are the result of incremental, sustained and combined effects of human action and natural variations over time and can be both positive and negative. They can be caused by compounding effects of a single project or multiple projects in an area, and by the accumulation of effects from past, current, and future activities as they arise.

As the site is located within an area that has a mix of residential and education facilities, there is the potential for cumulative social impacts to occur given surrounding buildings may be redeveloped in the future. Noting there will be some limitations to future developed based on the existing St Peter's Catholic College to the east and bushland to the northeast of the site. To understand the likelihood for cumulative

social impacts, a review of local and state significant development applications within Mardi has been undertaken. Other than residential alterations and additions the only significant development is the proposed Regional Animal Care Facility at Mardi Depot Nursery, 253 Old Maitland Road. This is located on opposite side of the M1 motorway, approximately 1.5km away from the site and consent is pending. If this development is approved, it will not impact on the EOCCS development. There are currently no State Significant Developments proposed for the Mardi area.

The development of the EOCCS combined with the existing St Peter's Catholic College establishes an education cluster at Mardi. The operations of both schools will impact the local community with additional students, traffic and the provision of much needed education services on the Central Coast. Operational Plan for both schools, and the management via CSBB will provide a considered response to provide services with minimal negative impacts to the community.

7.0 Mitigation Enhancement and Management

The proposed EOCCS is unlikely to generate any long term or significantly negative social impacts that require mitigation. While it is acknowledged that the proposed school and resultant increase in activity represents an intensification of use of the site, that intensification of use is not significant, pr out of context within an area experiencing growth where there is a need for infrastructure to support the population with local specialist education services.

As the site is located adjacent to a residential area as a management measure EOCCS will continue to liaise closely with neighbours and local community once the school is operational.

8.0 References

8.1 Demographic, Crime, and Health Data

8.2 Policy Documents

8.3 Technical Studies Prepared for this Proposal

- Traffic and Accessibility Impact Assessment - Traffix
- Green Travel Plan – Traffix
- Preliminary Construction Traffic and Pedestrian Management Plan – Traffix
- Noise and Vibration Impact Assessment – Acoustic Logic
- Aboriginal Cultural Heritage Assessment – Apex Archaeology
- Archaeological Report – Apex Archaeology
- Bushfire Assessment Report – Bushfire Consulting Services

8.4 Other Sources

- NSW Department of Planning and Environment, 2023, Social Impact Assessment Guideline and Technical Supplement
- NSW Department of Planning and Environment, 2022, Cumulative Impact Assessment Guidelines for State Significant Projects

9.0 References

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10.0 Disclaimer

This report is dated March 2025 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 Lake Advisory's opinion in this report. Lake Advisory prepared this report on the instructions, and for the benefit only, of CSBB for the purpose of the SSD application for the EOCCS project and not for any other purpose or use.