

Eileen O'Connor Catholic School

Engagement Report – 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
26	Engagement:	Section 2
	Detail engagement undertaken and demonstrate how it was consistent with the Undertaking Engagement Guidelines for State Significant Projects. Detail how issues raised and feedback provided have been considered and responded to in the project. In particular, applicants must consult with: <ul style="list-style-type: none"> the relevant Department assessment team. any relevant local councils. any relevant agencies, including: <ul style="list-style-type: none"> Transport for NSW for development within the Western Parkland City, the Western Parkland City Authority. the community. if the development would have required an approval or authorisation under another Act but for the application of s 4.41 of the EP&A Act or requires an approval or authorisation under another Act to be applied consistently by s4.42 of the EP&A Act, the agency relevant to that approval or authorisation. 	

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1.0 Introduction

1.1 Report Overview

The Catholic Church Broken Bay is committed to providing access to quality education for all student cohorts and to meet the demand for providing disability support education services. The Eileen O'Connor Catholic School will provide an inclusive model of education in action - in purpose-built facilities - focusing on student strengths and high expectations for learning growth. Learning will be tailored to individual differences through systematic delivery of contemporary innovative curriculum to meet the needs of students with disability.

This report summarises the consultation and communication activities that have been undertaken in relation to the proposed Eileen O'Connor Catholic School. It forms part of the Environmental Impact Statement required for the State Significant Development (SSD-67173718) application as specified in the Secretary's Environmental Assessment Requirements (SEARs).

The purpose of the consultation process was to ensure stakeholders and the community were informed about the proposal, and ensure they had the opportunity to provide feedback prior to the submission of the SSD application. Through the consultation process, SINSW was able to review feedback and incorporate key feedback into the project. This report summarises the engagement undertaken in line with the Department of Planning and Environment (DPE)

Undertaking Engagement Guidelines for State Significant Projects by outlining:

- the SEARs for stakeholder and community consultation
- the consultation process undertaken, including key meetings with stakeholders
- a summary of feedback received, and issues raised, by specific stakeholders, and
- how feedback has been considered in the development of the SSD application.

1.2 Project Summary

Catholic School Broken Bay (CSBB) provides inclusive education for students with a disability across a range of schools including satellite classes in existing schools. To increase specialist disability education opportunities, CSBB are proposing the development of the purpose-built Kindergarten to Year 12 Eileen O'Connor Catholic School (EOCCS) using land located within St Peter's Catholic College Tuggerah.

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

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/carers and transport provider drop off area including a covered drop off zone

- Ancillary works including site services infrastructure
- Universally accessible connections across the campus.

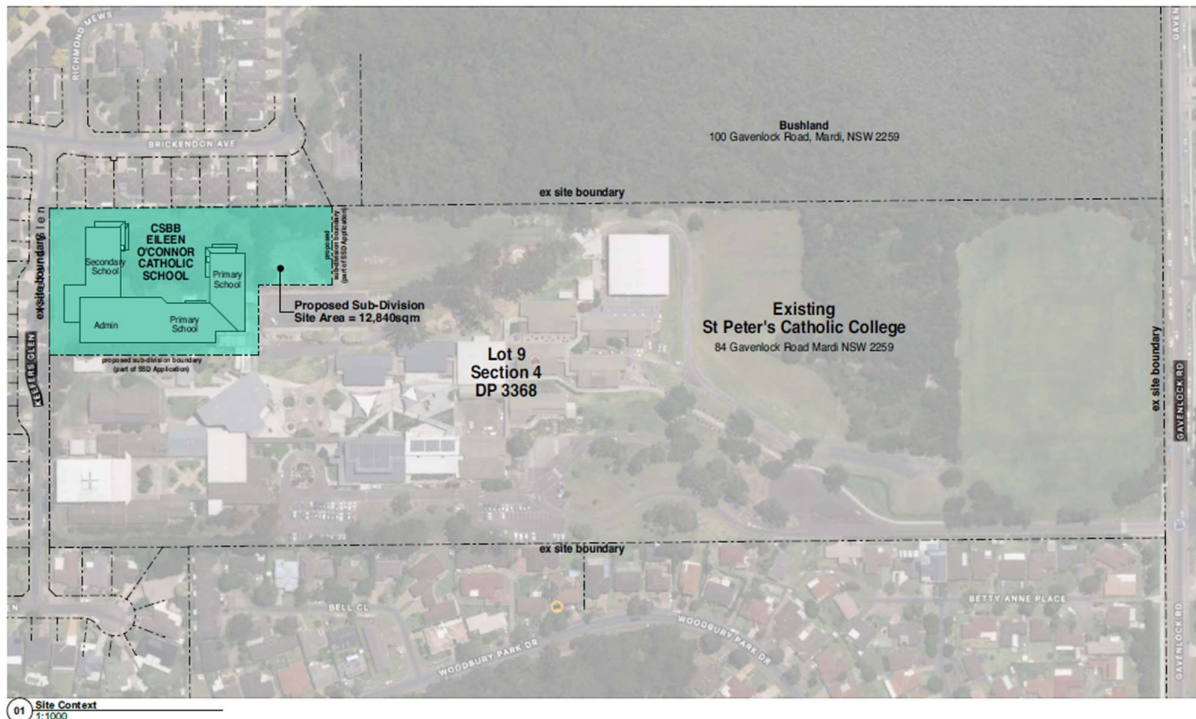


Figure 1: Site Campus Master Plan Source: Stanton Dahl Architects

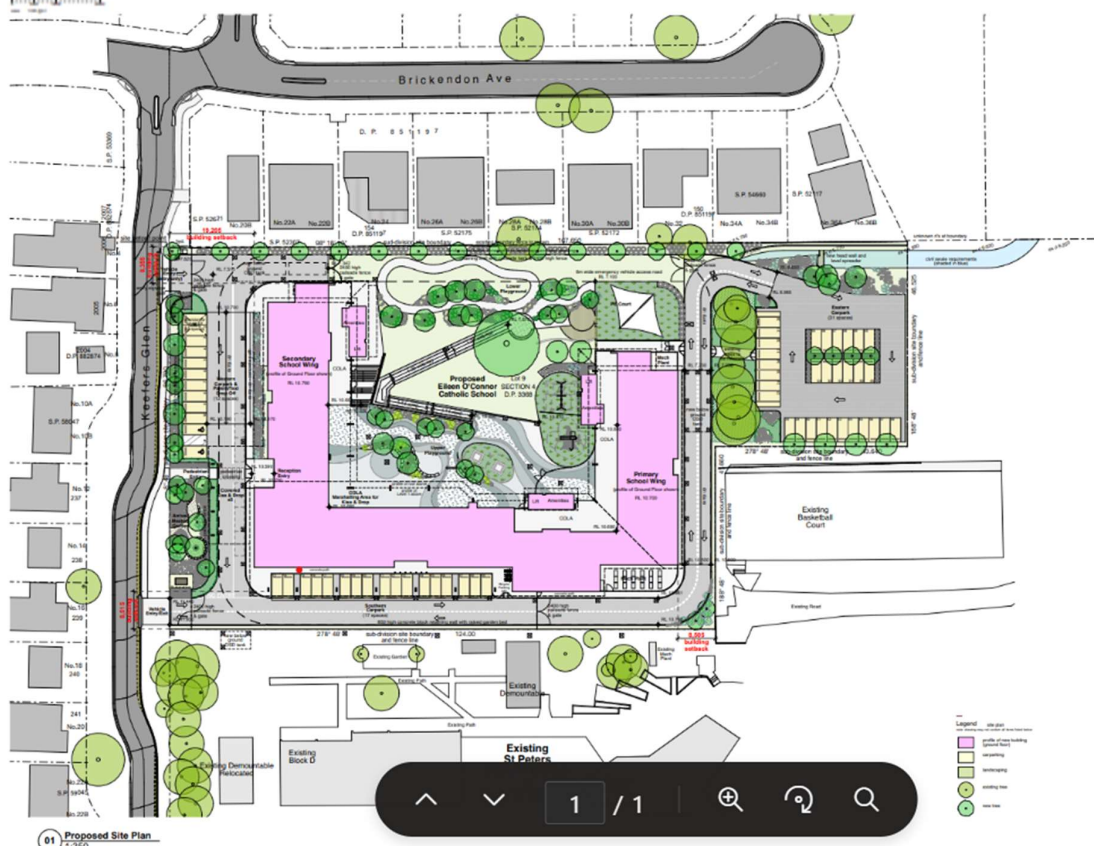


Figure 2: Proposed Site Plan. Source: Stanton Dahl Architects





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

2.0 Community and Stakeholder Engagement

2.1 Engagement Objectives

The following engagement objectives have been identified for this proposal:

- Identify all relevant stakeholder groups and understand their individual interest in the project, how it may affect them and how to best consult with them.
- Ensure stakeholders are kept up to date on project benefits, design details and potential impacts.
- Ensure affected persons are provided timely opportunities to engage and collaborate on project related matters to provide input into the identification and consideration of preferred solutions.
- Provide a variety of methods for the provision of stakeholder feedback including anonymous comment if preferred.
- Consider all views of stakeholders in a meaningful way and use insights gained from consultation exercises to inform project planning and design, mitigation, and enhancement measures,
- Ensure stakeholders know how their input and views have been considered.
- Ensure stakeholders understand how specialist studies have guided project decisions.
- Continue community engagement throughout the entire project period to continually monitor community response.
- Manage community expectations and build trust by delivering on our commitments
- Leave a positive legacy in the community.

2.2 Secretary's Environmental Assessment Requirements (SEARs)

The SSD application for this proposal will adhere to the SEARs Item 26 Engagement, which states the following requirements in relation to engagement:

Detailed engagement undertaken and demonstrated how it was consistent with the Undertaking Engagement Guidelines for State Significant Projects. Detail how issues raised and feedback provided have been considered and responded to in the project. In particular, applicants must consult with:

- the relevant Department assessment team.
- any relevant local councils.
- any relevant agencies, including:
 - Transport for NSW
 - for development within the Western Parkland City, the Western Parkland City Authority.
- the community.
- if the development would have required an approval or authorisation under another Act but for the application of s4.41 of the EP&A Act or requires an approval or authorisation under another Act to be applied consistently by s 4.42 of the EP&A Act, the agency relevant to that approval or authorisation.

2.3 Stakeholders – SEARs

The SEARs identifies some key stakeholders for consultation on the project. These include:

- Department of Planning
- Transport for NSW
- EPA (if required)
- Local Council
- State Design Review Panel

2.4 SEARs Stakeholder Engagement

The SEARs stakeholder engagement has been undertaken by various members of the design team to fulfil the requirements of the SEARs and the EIS. The engagement process has included documented meetings and discussions.

2.5 Stakeholders – Community

Stakeholders engaged for the purposes of this Engagement Report 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

Other stakeholders that have been engaged as part of the process and reported on in other parts of the State Significant Development application are:

- Central Coast Council and NSW Government agencies as per the planning process.
- 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)
 - Wendy Pawley (Artist)
- Catholic Schools Diocese of Broken Bay
 - Taylor Lee Cheney (Aboriginal Education Teacher)
 - Cindy Noah (Aboriginal Education Teacher)
- Aboriginal Cultural Heritage Assessment (ACHA) Engagement
 - Darkinjung Local Aboriginal Land Council (DLALC)
 - A1 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

2.6 Community and Engagement Approach

Communication Approach

The project milestones below were identified through planning phase for the project as trigger points for providing appropriate and timely engagement with key stakeholder groups and the community groups throughout the planning, design, and delivery stages of the project.

The key stakeholders for the project have been identified for the project and engagement activities and communications activities designed in line with the *Undertaking Engagement Guidelines for State Significant Projects*.

Project Milestones:

- Project announcement
- Concept design completed
- Request for SEARS lodged
- Environment Impact Statement lodgement
- State Significant Development application lodgement
- Development consent issued
- Construction contract tendered
- Construction contract awarded
- Main construction commencement
- Construction completion
- Handover/ official opening

Engagement Techniques and Activities

Engagement technique	Level of participation	Strategic Intent
Project webpage	Sharing information	Clear, regular and accessible project information held on a public website. A project summary, progress update and next steps are outlined on the project page and all project updates, works notifications, images (including artist impressions) and other relevant documents are available for download from the site.
Project Updates	Sharing information	Regular updates to keep the community informed on the status of the project as well as upcoming information sessions and contact details for sourcing more information and providing feedback. Project updates are used to communicate project milestones, including concept design, public exhibition periods and commencement of early works/ main construction.

CSBB email service	Sharing information Consulting to collect information and insights	A quick, accessible service to enable interested stakeholders to access specific project information from CSBB. Details of this service are listed on the project webpage, communication materials. All enquiries and complaints are captured in a database and timely responses are provided.
Advertising (print and digital)	Sharing information	Advise all local community members on major project milestones, events and impacts.
Community information session	Sharing information Consulting to collect information and insights	Provide an opportunity for face-to-face engagement between residents, school community, staff and members of the project team at key milestones throughout the project, commencing as soon as a design is available. Held locally, staffed by the project team and community engagement team. Scheduled from the early stages of the project. Held after school/ work hours to allow all stakeholders the opportunity to attend regardless of their working status. Allow for Q&A's and concerns to be raised and discussed in detail. Information boards displayed at the event and information packs for attendees to take away provide the latest project scope, draft design, proposed traffic and transport initiatives, the project timeline and next steps. Information sessions are widely advertised through regular school communication channels (newsletters, emails, school app), project updates, letterbox drops, newspaper advertisements and the project webpage.
Information pack	Sharing information	An information brochure for distribution at Information Sessions and via school channels for stakeholders to take home to read and share with their networks. Content to be relevant and current including project scope, design developments and other relevant information. FAQ's answer key questions and address potential issues.
Project working groups (inc. Project Reference Group, Project Control Group, design user group)	Sharing information Consulting to collect information and insights Collaborating in decision making	Present working group members with project status update and seek feedback and input from members. A significant and important tool to shape projects to match design and infrastructure to school operation requirements.

Government agencies and consultation groups	Sharing information Consulting to collect information and insights Collaborating in decision making	Discuss and agree design intent and mitigations to address infrastructure impacts in the local area, Includes workshops, meetings and direct correspondence throughout the entire project lifecycle.
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2.7 Engagement Activity Summary and Outcomes

The following detailed engagement table details issues raised by the community and authorities, and how these issues have been addressed in the EIS. Noting the community is generally supportive of the project.

Community Issues and date raised	Date Raised	Issues addressed in the EIS
Neighbour concerns regarding the dam flooding and impact on homes.	Nov 2023	The design of the EOCCS include the dewatering and removal of the existing dam. Suitable drainage has been designed to avoid any overland flooding or surge issues
Request to remove red belly snakes removed	Nov 2023	Removal of long grasses will form part of the ongoing maintenance program to reduce the snake presence
Concerns if the EOCCS is built to close to the boundary	Nov 2023	The EOCCS has been designed to meet the planning requirement and setbacks from the boundary
Acoustic concerns regarding Public Address system being too loud	Nov 2023	To be addressed in the operation plan for the EOCCS. The 'U' shaped design of the school is in part to address acoustic issues for neighbours
Desire for a wider road in Keefers Glen to support the increased traffic	Nov 2023	The transport study and design response addresses this issue
Ongoing concerns regarding the removal of vegetation between the two fence lines	Nov 2023	The removal of vegetation from between the fences will be included in the ongoing grounds maintenance regime
Consideration to the inclusion of a footpath as currently groups of students from St Peter's Catholic College walk down the road from the back gate	Nov 2023	The transport study and design response addresses this issue
Authorities		
State Design Review Panel		
Suitable illustration of Connecting with Country principles in the design and approach for ongoing engagement with local Aboriginal knowledge-holders	May 2024	Detailed engagement with local Aboriginal elders on the Connecting with Country design response endorsed by these groups.
Review of site strategy and landscape design to demonstrated built form and landscape integration	May 2024	Refined design demonstrating the site strategy and linkage between built form and landscape
Concerns regarding location of the northern wing and the 'u-shaped building creating a split-	May 2024	Options tested and refined design progressed retaining the northern wing to meet specialist

level playground and accessibility issues. Test options including removal on northern wing and an additional third level		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 sulphate soils and degradation of the natural landscape. Accessibility issues are resolved and meet operational needs.
Consider alternative parking areas as the location on the northern boundary is in close proximity to residential neighbours	May 2024	Alternative options considered, however current location meets the operational needs for student drop-off with assistance from carers. Design refined to address visual presentation
School arrival is dominated by proposed car park on Keffers Glen with the building lacking street presence. Review design approach	May 2024	Design approach meets the functional requirements for student assistance during drop-off and pick-up. Design refined and revised landscape response provided.
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.	May 2024	Landscape design refined and integrated with civil design for water management.
Reduce the complexity of playground design and introduce nature play	May 2024	Playground design refined to meet special education needs and neurodiversity
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	May 2024	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.
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	May 2024	Design refined. Options for lightweight and permeable facades are not appropriate for this student cohort with special needs
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 landscape and to Country	May 2024	Design refined and colour palette tested through Connecting with Country engagement. Aboriginal stakeholders have approved the colour palate and approach.
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	May 2024	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.

spaces. This may be achieved through further articulation of the built form.		
Demonstrate an ambitious sustainability strategy, response to urban heat island mitigation – reduction of hard surfaces and propose passive design strategies.	May 2024	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.
Review planning to provide natural light and ventilation to learning areas	May 2024	Proposed changes to roof plane provide additional light to learning spaces.
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	July 2024	The project team has included options to incorporate interpretive panels, local materials and curriculum responses to the connectedness to natural systems.
Seek expert environmental advice regarding the relocation of native fauna and flora that will be displaced through the removal of the dam	July 2024	Further development of the landscape design has considered opportunities for relocation where possible.
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 July 2024integrate with the landscape	July 2024	Further consideration of the design's massing solution has been incorporated into the latest design package.
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 Traffic Management Plan (CTMP) and Green Travel Plan (GTP).	April 2024	Inclusion of a 10 Year Background Growth Scenario with a 1.5% compounded growth rate. Inclusion of Preliminary Construction Traffic Management Plan (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.	September 2023	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.

2.8 Next Steps

During project delivery CSBB will undertake a range of community engagement activities as outlined in Sections 2.6 at regular intervals.

3.0 Appendices

3.1 Consultation Register

3.2 Community Flyer

https://issuu.com/catholicschoolsbb/docs/eos_trifold_2024_v6_final_issuu

3.3 Media Coverage

[Broken Bay launches new inclusive education model at Bishop's Breakfast - Catholic Diocese of Broken Bay \(bbcatholic.org.au\)](https://bbcatholic.org.au)

cathnews.com/~documents/media-releases/media-releases-2024/240315-catholic-schools-broken-bay-eileen-oconnor-catholic-school-launch/?layout=default

[Catholic Schools Broken Bay Launches New Education Model and Long-Term Commitment to Serve Students with Disabilities - Catholic Schools \(csbb.catholic.edu.au\)](https://csbb.catholic.edu.au)

[\\$65 million special education school on the Central Coast | Newcastle Herald | Newcastle, NSW](https://www.newcastleherald.com.au)

[\\$65 million special education school on the Central Coast | Port Macquarie News | Port Macquarie, NSW \(portnews.com.au\)](https://www.portnews.com.au)

3.4 Websites

[Eileen O'Connor Catholic School - Catholic Schools \(csbb.catholic.edu.au\)](https://csbb.catholic.edu.au)

[Eileen O'Connor Catholic School \(eocsdbb.catholic.edu.au\)](https://eocsdbb.catholic.edu.au)

3.5 Local, State and Federal Members of Parliament letters

3.6 Feedback Form

[Eileen O'Connor School - Feedback \(office.com\)](https://office.com)