

MOTIVATIONAL MEMORANDUM:**Application for Consent****for****Erf 1025 Garsfontein Ext. 3****on behalf of the****BRITISH ROYAL COLLEGE PTY LTD**

Date	20 May 2024	
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CONTENTS

1.	GENERAL INFORMATION	3
1.1.	THE APPLICATION	3
1.2.	AGENT AND CLIENT	3
1.2.1.	Agent.....	3
1.2.2.	Client	3
1.3.	LOCALITY	3
1.4.	LEGAL ASPECTS	4
1.4.1	Ownership	4
1.4.2	Company Resolution.....	4
1.4.3	Power of Attorney	4
1.4.4	Restrictive Title Conditions	4
1.4.5	Registered Mortgage Bonds	4
1.5.	EXISTING LAND USE.....	4
1.6.	SURROUNDING LAND USE	4
1.7.	EXISTING ZONING AND DEVELOPMENT CONTROLS	5
1.8.	SURROUNDING ZONING.....	5
2.	THE APPLICATION	5
3.	PROPOSED DEVELOPMENT	5
4.	BRITISH ROYAL COLLEGE	6
5.	STAFF COMPONENT.....	6
6.	SPATIAL PLANNING ENVIRONMENT	7
3.1	INTEGRATED DEVELOPMENT PLAN (IDP) 2022-2026	7
3.2	SPATIAL DEVELOPMENT FRAMEWORK.....	9
4	IMPACT ON ENVIRONMENT	9
4.1	POSITIVE IMPACTS.....	9
4.2	POTENTIAL NEGATIVE IMPACTS	10
4.3	MITIGATION STRATEGIES	10
5	ENGINEERING SERVICES	11
6	MOTIVATION	11
6.1	PUBLIC INTEREST	11
6.1	NEED FOR PRIVATELY RUN SCHOOLS	12
6.2	NEED AND DESIRABILITY.....	14
7	SPLUMA DEVELOPMENT PRINCIPLES	15
8	RECOMMENDATION.....	16

1. GENERAL INFORMATION

KiPD (Pty) Ltd, the authorised agent, has been appointed by the British Royal College Pty Ltd, the registered owner of the property, to lodge an application for consent to operate a Place of Instruction from Erf 1025 Garsfontein Extension 3. The property will be referred to as “the site”, “the subject properties” and/or “the proposed development” in this memorandum.

1.1. THE APPLICATION

The application for consent is hereby made in terms of Clause 16 of the Tshwane Town-planning Scheme, 2008 (revised 2014) read with section 16(3) of the City of Tshwane Land Use Management By-law, 2016 (the LUM By-law) and the Spatial Planning and Land Use Management Act (Act 16 of 2013).

1.2. AGENT AND CLIENT

1.2.1. Agent

The authorised town planning agent acting on behalf of the client is:

Name	KiPD (Pty) Ltd
Responsible Persons	Saskia Cole
Postal Address	44A Third Street, Linden, 2195
Contact Number	011 888 8685 / 082 574 9318
Email	saskia@kipd.co.za

1.2.2. Client

The client’s contact details are as follows:

Name	Douw Pretorius
Position	Director
Contact Number	084 556 3736
Email	douw@britishroyalcollege.co.za

1.3. LOCALITY

Garsfontein is located the eastern suburbs of Pretoria, east of Waterkloof Glen and Constantia Park, south of Faerie Glen and north of Moreleta Park.

The subject property is located at no 666 Keeshond Street, Garsfontein Ext 3.

1.4. LEGAL ASPECTS

1.4.1 Ownership

In terms of Deed of Transfer T86872/2023, the property is registered in the name of the British Royal College Pty Ltd and measures 1 176m².

1.4.2 Company Resolution

The Directors of the company have provided a resolution authorising the nominated individual to sign the necessary documents to enable KiPD to submit a formal application as per the requirements of the City of Johannesburg Municipal Planning By-Law, 2016.

1.4.3 Power of Attorney

(Annexure C- Power of attorney)

The authorised individual has in turn provided a signed power of attorney to enable KiPD to submit a formal application as per the requirements of the City of Tshwane Land Use Management By-law, 2016.

1.4.4 Restrictive Title Conditions

There are no conditions contained within the Deed of Transfer restricting the use of this property for a Place of Instruction.

1.4.5 Registered Mortgage Bonds

There is a registered bond with First National Bank, the consent from this bond holder is attached.

1.5. EXISTING LAND USE

There is an existing residential dwelling unit with outbuildings on site.

1.6. SURROUNDING LAND USE

The predominant land use in the Garsfontein suburb is single residential dwellings.

The British Royal College (school) operates from Erf 1039 Garsfontein Ext 3.

There are offices on Erven 961, 1040, Re/4172, 1/4172 Garsfontein Ext 3 and Erven 595 and 599 Constantia Park.

A beauty salon (nails bar) operates from Erf 1026 Garsfontein Ext 3.

Medical consulting rooms operate from Erf 1029 Garsfontein Ext 3.

There are townhouse complexes on Erven 1043, 1044, 1045, 1046 and 1047 Garsfontein Ext 3.

1.7. EXISTING ZONING AND DEVELOPMENT CONTROLS

In terms of the Tshwane Town-planning Scheme, 2008 (revised 2014), the property is currently zoned as follows:

Zoning	Residential 1
Primary Rights	Dwelling House, embassy/consulate
Height	Two storeys
Floor Area Ratio	n/a for dwelling houses
Coverage	50%
Density	Not applicable
Building Lines	5m on street boundaries

1.8. SURROUNDING ZONING

In terms of the Tshwane Town-planning Scheme, 2008 (revised 2014), most of the surrounding erven are also zoned "Residential 1" with Erven 1043, 1044, 1045, 1046 and 1047 Garsfontein Ext 3 zoned "Special" for a higher density residential develop and Erven 961 Garsfontein Ext 3 and Erven 595 and 599 Constantia Park zoned "Business 4".

2. THE APPLICATION

Application is made for consent to operate a Place of Instruction from Erf 1025 Garsfontein Extension 3 for which the zoning and development controls would be :

Zoning	Residential 1
Primary Rights	Dwelling House, embassy/consulate
With Consent	Place of Instruction
Height	Two storeys
Floor Area Ratio	0.3 for place of instruction (use not in column 3 or 4)
Coverage	50%
Density	Not applicable
Building Lines	5m on street boundaries
Parking	One parking space per classroom and/or Office.

3. PROPOSED DEVELOPMENT

The British Royal College is currently operating from the neighbouring Erf 1039 Garsfontein Extension 3. The approval of this application will allow for expansion of the school onto the subject property. As can be seen in the submitted proposed site plan, the existing dwelling house on the property can be converted into classrooms and an office within the current development controls of the property.

The proposal is to convert the house into four (4) classrooms, a reception area and an office. The classrooms can accommodate 60 children. The garden area will be used as a playground with sun covering. There is sufficient space to provide the required parking bays on site. Six (6) bays are required and ten (10) can be provided. The site can also accommodate a drive through area, where students can be dropped off and collected from Isie Smuts Street.

The British Royal College on the neighbouring Erf 1039 Garsfontein Extension 3 currently has 90 students in six (6) classrooms. The site plan for the school on Erf 1039 is included in this application. There are 10 parking bays on that property.

4. BRITISH ROYAL COLLEGE

Many parents find that the conventional education system is not suitable for their child. Some children work at a very fast pace, and others at a slower pace. Some children may be highly intelligent but have been diagnosed with ADD, Dyslexia or another learning barrier and may need individual support and personalised mentoring to reach their full potential. Students with learning barriers are able to successfully complete their schooling careers provided they receive the correct academic and emotional support. The British Royal College provides that support.

In addition to the above, parents are looking to expand their students University and future employability prospects to include the option of studying or working in other countries.

The school follows the British International curriculum by making use of Cambridge endorsed materials provided by the Cambridge University Press. This curriculum is known for propelling students forward in terms of study options but also equips a student to achieve greater success at tertiary level due to the fundamental principles the curriculum is based on. Students that complete the British International schooling curriculum are taught skills such as research, analysing information, critical thinking, independent reflection, collaboration and communication. These skills are paramount to a student's success at tertiary level and in the workplace. Harnessing these skills from a young age is vital in today's competitive world of work.

The British Royal College offers a student centric model for those looking for an alternative to traditional schooling. Many talented, intelligent and bright students miss their opportunity to achieve success in crowded classrooms, negative environments with inadequate student support services.

With small classes (a maximum of 15 students per class), individualized student support, high expectations and the fostering of a growth mindset, our students can go from strength to strength. The school provides courses from Stage 1 to Stage 8, Foundation Stage 1 and 2, International GCSE Phase and AS levels, these being equivalent to South Africa's Grade 1 to Grade 12.

The school is open from Monday to Friday 07:30 to 14:00 for lessons and further until 17:00 for aftercare and homework support. The school follows a four (4) term calendar.

5. STAFF COMPONENT

The property will have four (4) classrooms with four (4) teachers, one of which is the academic head and will also have an office. There will also be a receptionist and a cleaning lady.

6. SPATIAL PLANNING ENVIRONMENT

This section therefore reviews all relevant spatial planning documents and plans, to determine the suitability and compliance to the spatial plans of the City.

The following spatial planning documents have been reviewed :

- City of Tshwane Integrated Development Plan (IDP) 2022-2026
- City of Tshwane Regional Spatial Development Plan, 2018

3.1 INTEGRATED DEVELOPMENT PLAN (IDP) 2022-2026

As the administrative seat of government and host to several embassies, Tshwane has proven to be a leader on the African continent in providing affordable industrial sites, various industries, office space, and educational and research facilities. Education is important to the economic growth in a country and the development of its industries, providing a trained workforce and skilled professionals required.

The number of people without any schooling in City of Tshwane Metropolitan Municipality accounts for 28.08% of the number of people without schooling in the province and a total share of 3.14% of the national. In 2021, the number of people in City of Tshwane Metropolitan Municipality with a matric only was 1.01 million which is a share of 24.51% of the province's total number of people that has obtained a matric.

The IDP for the City of Tshwane Metropolitan Municipality is intended to provide strategic direction and operational planning for the City in line with the provisions of the legislation and to address emerging developments and the current economic climate worldwide, the country and specifically in the City of Tshwane.

The South African government sees development planning as a means to achieve national development goals. Development planning is a result driven approach to promoting development objectives through setting measurable, high-impact targets linked to realistic implementation plans. In South Africa, all three spheres of government conduct development planning: the Medium-Term Strategic Framework (MTSF) 2019-2024 at a national level, the Provincial Growth and Development Strategies (PGDS) at a provincial level, and the Integrated Development Plans (IDP), set by each municipality to ensure effective service delivery. The Development planning framework is now supported by the Spatial Development Frameworks (SDFs) at National, Provincial and Local Government levels, which further guide development and facilitate land use prioritization and sustainable development.

The MTSF 2019-2024 aims to address the challenges of unemployment, inequality, and poverty through three pillars:

1. Achieving a more capable state
2. Driving a strong and more inclusive economy
3. Building and strengthening the capability of South Africans

The three pillars set out above underpin the seven priorities of this strategic framework. These priorities, which will be achieved through the joint efforts of government, the private sector and civil society, are as follows:

Priority 1: A capable, ethical, and developmental state

Priority 2: Economic transformation and job creation

Priority 3: Education, skills, and health

Priority 4: Consolidating the social wage through reliable and quality basic services.

Priority 5: Spatial integration, human settlements, and local government

Priority 6: Social cohesion and safe communities

Priority 7: A better Africa and world Driving a strong and inclusive economy.

Within Priority 3 with regards to education, the main strategic focus of the Gauteng Department of Education (GDE) infrastructure programme is to provide adequate support to curriculum administration and the overall process of teaching and learning. The Department's infrastructure programme seeks to support the various National and Provincial priorities to improve quality of learning.

Approving a school as a land use right aligns with the City of Tshwane Integrated Development Planning (IDP) in several ways:

1. Meeting Educational Needs:

Schools are crucial components of a city's infrastructure. Approving the establishment of schools is aligned with the IDP's goals of meeting the educational needs of residents, ensuring access to quality education, and promoting lifelong learning.

2. Spatial Planning:

The IDP includes spatial planning goals aimed at creating sustainable, well-designed communities. Allocating land for educational facilities such as schools ensures that land use is optimized to support the development of functional and livable neighborhoods.

3. Social Inclusion and Equity:

By approving schools in various neighborhoods across the municipality, the IDP can promote social inclusion and equity by ensuring that all residents have access to educational opportunities regardless of their socio-economic status or geographic location.

4. Economic Development:

Education is a key driver of economic development. By facilitating the establishment of schools, the municipality contributes to the development of a skilled workforce, attract businesses, and stimulate economic growth, all of which are typically objectives of an IDP.

In summary, approving a school as a land use right is in line with the City of Tshwane’s Integrated Development Planning by supporting educational goals, promoting spatial planning objectives, fostering social inclusion and equity and contributing to economic development..

3.2 SPATIAL DEVELOPMENT FRAMEWORK

The Spatial Development Framework (SDF) is a citywide spatial policy document that identifies the main challenges and opportunities for the City, sets a spatial vision for the future city and outlines a set of strategies to achieve that vision.

The subject property is located within Region 6 of the City of Tshwane Regional Spatial Development Framework, 2020. In terms of the RSDF, Garsfontein Road, south of the subject property has been identified as an existing mobility spine (trunk route) and for a future BRT route. The subject property lies within a “linear zone” i.e. corridors and spines where medium residential density of up to 80 units a hectare is encouraged, and lies approximately 300m from a local node.

Linear zones call for a drastic change in the built environment in terms of densities, typologies, built form and urban design, moving away from suburban typologies in these areas toward a more urban fabric. Priority will be given to densification directly adjacent to the trunk route.

Residential development within Region 6 is be guided by the principles contained in the Tshwane Compaction and Densification Strategy. A core principle of this strategy is that areas targeted for densification should be treated as whole environments, i.e. densification should not happen in isolation but as part of a larger program aimed at creating a suitable high density environment and further that areas targeted for densification should be well served by social facilities such as education, open space, recreation etc. or should have the potential to be well served by social facilities. Related uses such as schools, crèches and places of instruction must be accommodated in these areas as densification takes place.

The application for a place of instruction thus supports the vision and principles of the RSDF.

4 IMPACT ON ENVIRONMENT

The establishment of a small school in Garsfontein can have various positive and potential negative impacts on its environment.

4.1 POSITIVE IMPACTS

Enhanced Community Cohesion

The school can serve as a community hub, fostering stronger ties among residents through school events, meetings, and activities. This can lead to a more united and engaged community.

Increased Property Values

Proximity to a reputable school often boosts local property values as families are drawn to the area for its educational opportunities. This can lead to an overall improvement in the neighborhood's socio-economic status.

Economic Stimulus

Local businesses, such as shops, cafes, and service providers, may see increased patronage from families and school staff, stimulating the local economy.

Reduction in Traffic Congestion

If students can walk or cycle to school, there could be a decrease in traffic congestion and pollution, contributing to a healthier environment.

Promotion of Holistic Development

The school can introduce programs that emphasize environmental awareness and community service, encouraging students and families to engage in eco-friendly practices and community improvement projects.

Safer Neighborhoods

The presence of a school often leads to improved safety measures in the area, including better lighting, increased security patrols, and safer pedestrian pathways.

4.2 POTENTIAL NEGATIVE IMPACTS

Increased Traffic and Noise

School drop-off and pick-up times can create traffic congestion and noise pollution in the immediate vicinity.

Parking Issues

Limited parking space for staff and visitors can lead to parking issues in the surrounding residential areas, causing inconvenience for local residents.

4.3 MITIGATION STRATEGIES

To maximize the positive impacts and mitigate the negative ones, several strategies will be employed:

- **Traffic Management Plans:** Implementing effective traffic management strategies, including designated drop-off/pick-up zones and staggered start/end times to reduce congestion.

- The use of noise dampening solutions in and around the school.
- Community Involvement: Engaging the community in planning and decision-making processes to ensure that the school's development aligns with local needs and concerns..

The establishment of a small school in Garsfontein, Pretoria, can bring numerous benefits to the community, including enhanced cohesion, economic growth, and improved safety. However, it also poses challenges like increased traffic and environmental impact. By implementing thoughtful mitigation strategies, the school can positively contribute to the local environment and community well-being.

5 ENGINEERING SERVICES

Adequate and sustainable Engineering Services are available or could be made available for the school. Any additional bulk services required will be installed by the owners of the application property to the satisfaction of the municipality.

6 MOTIVATION

6.1 PUBLIC INTEREST

The presence of privately run primary and high schools within Garsfontein serves the public interest for several reasons.

1. Alleviating Pressure on Public Schools

Public schools in Tshwane, like in many other parts of South Africa, often face significant overcrowding. This can lead to strained resources, such as inadequate classroom space and overburdened teachers. Private schools can help alleviate this pressure by providing additional capacity, thereby enabling public schools to function more effectively and improving the overall quality of education.

2. Improving Education Quality

Private schools often have more resources and can offer higher standards of education. They typically have smaller class sizes, better facilities, and more qualified teachers. By providing a high-quality alternative to public schools, they raise the overall educational standards within the city. This can lead to better educational outcomes for students, preparing them more effectively for higher education and the workforce.

3. Diverse Educational Offerings

Private schools can offer specialized programs and curricula that may not be available in public schools. This includes international baccalaureate programs, advanced STEM courses, and arts-focused curricula. Such diversity in educational offerings can cater to different student needs and interests, fostering a more well-rounded education system.

4. Stimulating Economic Growth

Education is a key driver of economic development. By improving access to quality education, private schools assist in creating a more skilled and knowledgeable workforce. This, in turn, attracts businesses and investments to the city, stimulating economic growth and development.

5. Promoting Innovation in Education

Private schools often have the flexibility to innovate and implement new teaching methods, technologies, and curricula. These innovations can serve as models for public schools, fostering a culture of continuous improvement and adoption of best practices across the education system.

6. Encouraging Competition and Accountability

The presence of private schools introduces competition into the education sector. This can incentivize public schools to improve their performance and accountability. Competition can drive improvements in teaching quality, school management, and student outcomes across both private and public institutions.

7. Enhancing Parental Choice

Parents in Garsfontein benefit from having more educational choices for their children. Private schools provide alternatives that may better align with their values, educational preferences, and expectations. This empowerment through choice ensures that families can select the best educational environment for their children.

8. Community and Social Development

Private schools get involved in community development initiatives and social responsibility projects. These initiatives often extend benefits beyond the student body to the broader community, contributing to social development and cohesion.

The integration of privately run primary and high schools within Garsfontein is in the public interest because it enhances the overall educational landscape. It relieves pressure on public schools, improves educational quality, offers diverse learning opportunities, stimulates economic growth, promotes innovation, encourages competition and accountability, and enhances parental choice. Together, these factors contribute to a more robust, dynamic, and equitable education system that benefits students, families, and the broader community.

6.1 NEED FOR PRIVATELY RUN SCHOOLS

In South Africa, there is a significant need for the private sector to provide education facilities, particularly primary and high schools, due to several factors related to the public education system's challenges and the growing demand for quality education.

1. Overcrowding and Insufficient Resources in Public Schools

Public schools in South Africa often face overcrowding, with many schools accommodating more students than they were designed for. This situation is exacerbated by insufficient resources, including inadequate infrastructure, lack of textbooks, and insufficient teaching materials. These constraints can hinder the quality of education provided to students.

2. Quality of Education

The quality of education in many public schools is a major concern. Issues such as high student-to-teacher ratios, inadequate teacher training, and lack of access to modern educational tools and technologies contribute to subpar educational outcomes. The private sector can help bridge this gap by offering schools that provide better resources, smaller class sizes, and more qualified teachers.

3. Specialized Education Needs

There is a growing demand for specialized education that caters to diverse learning needs, including schools with specific curricula (e.g., STEM-focused, arts, or international baccalaureate programs). Public schools may not always have the flexibility or resources to offer such specialized programs. Private schools can fill this niche by providing tailored educational experiences.

4. Meeting the Growing Demand for Education

South Africa has a growing population, and with it, a rising demand for education. The public sector alone may not be able to keep up with this increasing demand. Private sector involvement can help expand educational capacity quickly and efficiently, ensuring that more children can access education without long waiting periods or travel distances.

5. Innovation and Best Practices

Private schools often have the flexibility to innovate and implement best practices in education. This can include the adoption of new teaching methods, integration of technology in classrooms, and development of holistic education models that emphasize not only academic excellence but also extracurricular and character-building activities.

6. Enhancing Competition and Standards

The presence of private schools can foster healthy competition, prompting public schools to improve their standards to retain and attract students. This competition can lead to overall improvements in the education system as schools strive to offer better educational experiences.

The private sector's involvement in providing primary and high school education in South Africa is crucial due to the limitations and challenges faced by the public education system. By addressing issues of overcrowding, resource constraints, quality of education, private schools can significantly contribute to the overall improvement of educational outcomes in the country.

6.2 NEED AND DESIRABILITY

The establishment of a small private primary and high school in Garsfontein, Pretoria, is both a necessity and a desirable development for the community. This combination of need and desirability highlights the multifaceted benefits and justifications for such an institution in this specific area.

1. Overcrowding and Resource Constraints in Public Schools

Public schools in Tshwane are faced overcrowding and resource limitations, impacting the quality of education. A private school will alleviate this pressure, providing an alternative for families and helping to balance the student load across educational institutions.

2. High Demand for Quality Education

There is a significant demand for high-quality education in Garsfontein, an affluent suburb where families seek personalized, advanced, and holistic educational experiences for their children. A private school can meet this demand by offering superior resources, smaller class sizes, and specialized curricula.

3. Educational Diversity

A private school can introduce diverse and specialized educational programs which are not available in public schools. This caters to varying student interests and needs, fostering a more well-rounded educational environment.

4. Local Capacity Building

Establishing a school within Garsfontein helps to develop local educational capacity, ensuring that children in the area have access to quality education without the need for long commutes, thus enhancing the overall educational infrastructure of the suburb.

5. Enhanced Community Cohesion

A small school can serve as a community hub, fostering stronger relationships among parents, students, and staff. This sense of community enhances social cohesion and collective responsibility for the school's success.

6. Economic and Property Value Benefits

The presence of a reputable private school can boost local property values and attract families to the area, stimulating economic growth and enhancing the neighborhood's socio-economic status.

7. Convenience and Improved Quality of Life

A local school offers convenience for families, reducing travel time and associated stress. This improves the quality of life for residents and makes daily routines more manageable.

8. Safety and Security

Smaller private schools typically provide a safer and more controlled environment, which is a significant concern for parents. This can contribute to a greater sense of security and well-being within the community.

9. Environmental Advantages

Reduced commuting distances decrease traffic congestion and lower the community's carbon footprint. Promoting walking or cycling to school contributes to a healthier lifestyle and a cleaner environment.

10. Parental Involvement and Community Engagement

Proximity to home encourages higher levels of parental involvement and volunteerism, fostering a supportive educational environment and enhancing the school's integration into the community.

11. Stimulating Local Economy

Local businesses benefit from increased patronage by school families and staff, contributing to the area's economic vitality.

12. Combined Impact

The need for and desirability of a small private primary and high school in Garsfontein intertwine to create a compelling case for its establishment. The school would address significant educational gaps and overcrowding issues while simultaneously offering substantial benefits to the local community. These include improved property values, economic stimulation, enhanced community cohesion, and environmental advantages. By providing high-quality, convenient, and safe educational options, the school would not only meet the current demands but also contribute to the long-term prosperity and development of the Garsfontein area.

7 SPLUMA DEVELOPMENT PRINCIPLES

In terms of Section 7 the Spatial Planning and Land Use Management Act (Act 16 of 2013) (SPLUMA), the following principles apply to spatial planning, land development and land use management and are hereby applied to this application:

SPLUMA Referral		Proposed Development Compliance
7 (a)	Spatial Justice	The development addresses the principle of spatial justice as it answers to the rectification of previous injustices by improving access to high quality community support services.
7 (b)	Spatial Sustainability	The principle of spatial sustainability is addressed in the fact that the development is being implemented in an area that is considered viable for the development to occur within and addresses the immediate need to the amenity.

7 (c)	Efficiency	The land development optimises the use of existing engineering infrastructure. The proposed use will not use more than a residential house would in this area.
7 (d)	Spatial Resilience	By providing more community support facilities, the principle of spatial resilience applies in that the Spatial Development framework supports the type of development that’s been instituted in the area, therefore adhering to the vision of the City.
7 (e)	Good Administration	The development answers to the broader scope and the microscope of all spheres of government, in that it answers the need of the intention to increase accessibility to necessary social needs within South Africa.

8 RECOMMENDATION

In conclusion, supporting the establishment of a place of instruction as a land use right on Erf 1025 Garsfontein Extension 3 is essential because it addresses overcrowding and resource constraints in public schools, meets the high demand for quality education, and provides diverse educational options. Additionally, it fosters community cohesion, boosts local property values, stimulates economic growth, offers convenient and safer learning environments, and contributes to environmental sustainability. These combined benefits make the school a valuable asset to the Garsfontein community and its long-term development.

We therefore recommend that the application be approved.

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