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By e-mailed to school_planning@education.gov.ie

The Secretariat to the Commission on School Accommodation,
Forward Planning Section,
Department Education & Science,
Portlaoise Road,
Tullamore,
Co. Offaly

23 July 2009

Dear Sirs,

On behalf of DUBLIN 15 COMMUNITY COUNCIL I wish to make the following observations as part of the public consultation on the *Review of the Process for Recognising new Primary Schools*.

Respondent's Details

Name:	
Position (if applicable):	
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Date:	23 July 2009

Is this response a personal view or is it made on behalf of your organisation?

Personal [] On behalf of organisation [X]

Information in relation to this submission may be made available to any person who makes a request under the Freedom of Information Act, 1997 as amended in 2003.

Commentary/ Observations:

The Dublin 15 Community Council has previously and continues to support a diverse range of schools to meet the needs of our rapidly developing area. In the Review of the Process for Recognising new Primary Schools our recommendations are:

- *In each area, the needs of parents and children should be met with a diverse range of schools.*
- *New and existing schools should support integration of newcomer children and avoid ghettoisation.*
- *New schools in developing areas should be catchment area based.*
- *New school planning should be integral with development, not added on in an emergency mode when the crisis emerges.*
- *Existing schools capacity should be a key parameter to sustainable development of area, Dept of Education & Science should actively participate in the development process by advising local authorities of projected constraints and opportunities.*
- *New school planning should address and integrate primary with post primary needs.*

1. *Introduction*

The Dublin 15 Community Council was formed 15 years ago (merging the Castleknock & Blanchardstown community councils which date from the early 1970's) to provide an umbrella organisation for the many residents and voluntary community groups in the Dublin 15 area. The Dublin 15 Community Council also represents the Castaheany and Ongar area, through the affiliated Castaheany Ongar Community Council.

Our main objective is to develop the consensus views of the Dublin 15 community in matters relating to Planning & Development, Public Transport, Environment, Education, Health Care, Policing, Job Creation, Recreational Facilities, General Infrastructure and Tourist facilities. Having developed the consensus, make representation to State and other Statutory Bodies through a wide variety of communication channels, with the aim of improving the quality of life for the residents of Dublin 15.

Residents Associations and Community groups focus on their own specific areas but often feel powerless to influence the big issues like transport, educational, recreational & sporting infrastructure or crime prevention. The Community Council provides a forum to discuss these issues and potential solutions.

Dublin15 now has one of the most ethnically diverse and numerous immigrant communities in Ireland. The rate of settlement by immigrants into this area has thrown up a number of issues and special difficulties that need to be addressed.

Over the past decade the Government and Fingal County Council have facilitated intensive residential and commercial development in the wider Dublin 15 area. However, whilst there was huge effort put into building, comparable little effort was being made to properly plan adequate social and amenity structures for the new communities. As a Community Council we are concerned at the slow pace of addressing the deficits that exist in these various areas.

The recent growth has produces an ever increasing demand for school places with a very diverse population, as documented in the report “Intercultural education in Dublin 15” available at www.bap.ie

Over the last 10 years, the Dublin 15 community council has supported the establishment of a wide diversity of new schools in the past (Catholic, Church of Ireland, Educate Together and VEC Community National Schools) by submissions to the New School Advisory Board, Fingal County Council and the lobbying of our public representatives at local and national level.

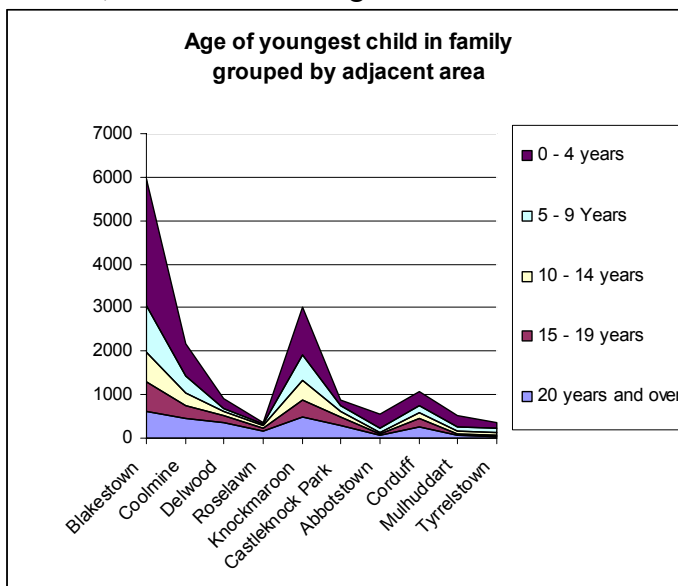
2. *In each area, the needs of parents and children should be met with a diverse range of schools.*

The Dublin 15 area has grown rapidly from 53,221 in 1996 to 90,952 at the last census in 2006, an increase of 71%. The rapid population growth in Dublin 15 was reflected in junior infant enrolment which grew by 50% between 2000 and 2005. Subsequent years, school enrolments continue to rise with parents experiencing considerable anxiety finding school places.

Back in 2000, Dublin 15 was served by 20 primary schools and 6 post primary schools catering for an enrolment of 8,116 primary pupils. Since then:

- ❑ 7 new primary schools were given official sanction between 2000 & 2007 (3 in Diswellstown/ Castleknock, 3 in Castaheany-Ongar, 1 in Tyrellstown).
- ❑ Three of these new schools were Educate Together, 3 schools were under catholic patronage and 1 school established under temporary catholic patronage.
- ❑ In addition, existing catholic primary schools have expanded to take 3 and 4 classes/year (24 to 32 classroom schools).
- ❑ The Church of Ireland established a new school in Dunboyne (having considered locating this in Clonsilla).
- ❑ The Department of Education & Science selected this area for the VEC national school pilot (Scoil Choilm and Scoil Ghráinne)

The CSO small area statistics published recently convey the picture of the population on census day. Attached is our analysis of this data, grouped by adjacent areas so that you get an overall picture of the population, the age of the youngest person in the families, the ethnic and religious distribution.

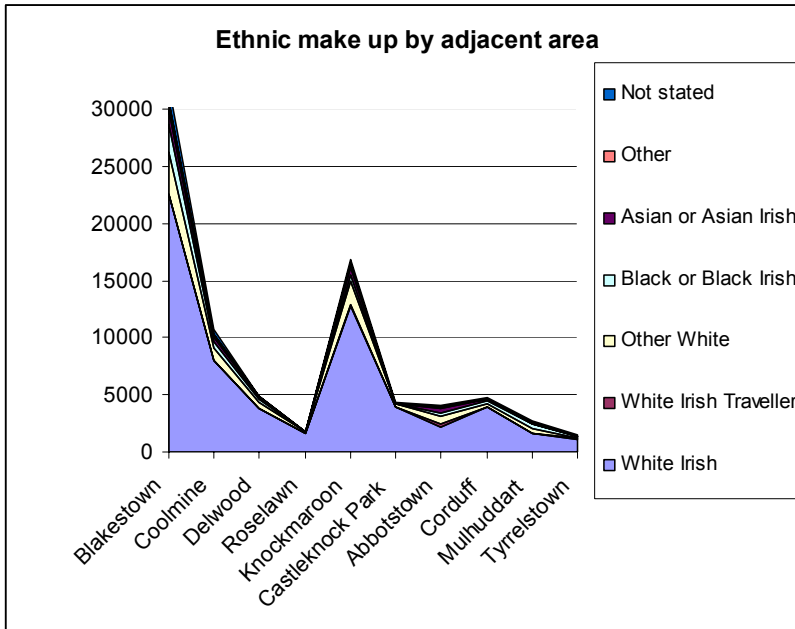


The figures are not surprising, with the Blakestown electoral division (Castaheany-Ongar) showing the greatest increase in young families.

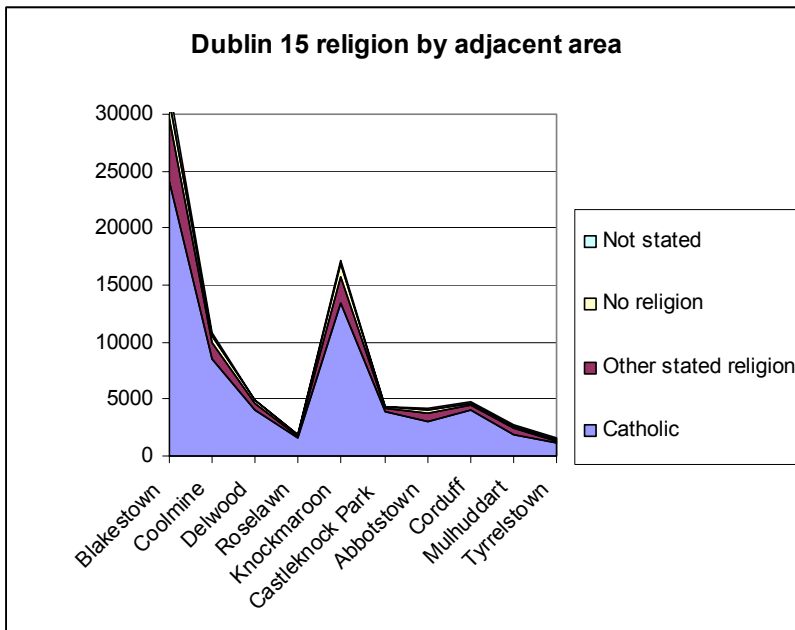
The second peak is in the Knockmaroon electoral division (Carpenterstown - Diswellstown).



When we look at the ethnic make up of Dublin 15 we see a similar profile with the Blakestown electoral division (Castaheany-Ongar) and the Knockmaroon electoral division (Carpenterstown - Diswellstown) showing a significant ethnic diversity



This profile is repeated in the declared religious make up.



What the census data clearly indicates is that population growth is unevenly distributed; there are significant differences between the more 'mature' areas closer to the Phoenix Park / centre of Blanchardstown and more recently developed areas in

the western end of Dublin 15. Additionally, more recent decisions by Fingal County Council to increase housing densities is having a more dramatic impact on housing developments closer to the County Meath border. If further evidence were needed that, from an inclusion perspective, more coherent planning of amenities, services etc., including housing policy, is an urgent necessity, these figures are utterly convincing. However, it is not just growth in population that is significant, diversity within this 'new' population is also dramatic, thus requiring unusual and sustained attention if community integration, stability, sustainability and harmonious diversity are to be planned for appropriately.

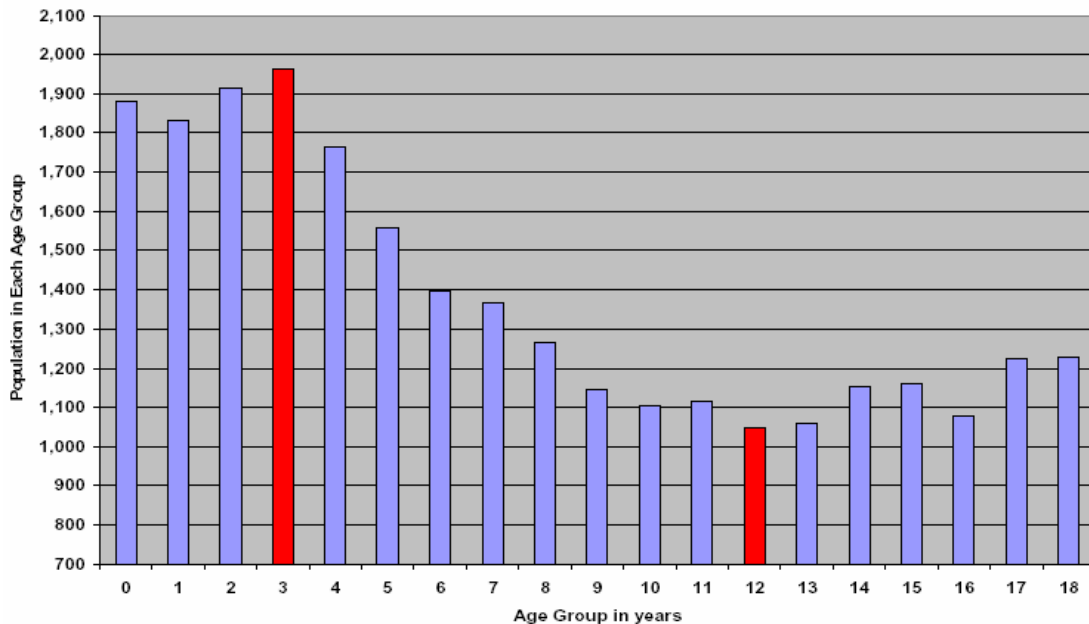
The Dublin 15 area is projected to continue as a rapidly developing area, and additional new schools offers the opportunity to increase the diversity of primary schools.

3. New and existing schools should support integration of newcomer children and avoid ghettoisation.

2007 report on "Intercultural Education: Primary Challenges in Dublin 15"

This report funded by the Social Inclusion Unit of the Department of Education and Science in 2007 and was compiled by Enda McGorman (Principal, Mary, Mother of Hope National School, Littlepace) and Ciaran Sugrue (Education Department, St. Patrick's College, Drumcondra), available at www.bap.ie.

The intercultural education report looks in detail at the population growth and subsequent demand for education places in Dublin 15. The data is presented on a Dublin 15 area based analysis and looks at the problem in a holistic way. Figure 4. page 31 graphs the Youth population of Dublin 15 by year group



The report draws attention to the profile of the youth population and its impact on the provision of new school places. While the number of children in the 9 to 18 years age range hovers at or below 1,200, there is a sharp rise in the younger cohort, many of whom are in the pre-school years. There were 1,559 five year olds, rising to a peak of 1,964 three year olds. The most startling statistic in this data is perhaps a comparison of the number of twelve year olds with the number of three year olds, which reveals an increase of 87%.

This problem of population growth represents an opportunity to tackle the larger problem of integration and intercultural education.

3.1 Challenges with a significant diverse population

This report documents in considerable detail the major demographic shifts that have occurred in recent years in Dublin 15, and their manifold impact on primary schools in the area. From being a series of small rural hamlets only three decades ago, the greater Blanchardstown area today is one of the most rapidly growing areas in the country as a whole. The area is also ‘home’ to a major proportion of recent immigrants, a percentage that is well above the national average.

The statistical evidence presented in “Intercultural Education: Primary Challenges in Dublin 15” chapters three and four makes this case overwhelmingly while indicating also that these recent and dramatic demographic shifts have had equally dramatic impact on school enrolment, provision of school places, as well as a plethora of

knock-on implications for teaching and learning, their quality and delivery. When the voices of teachers, parents, principals, children and community activists are added to this ‘hard’ evidence, the full scale of the multi-cultural challenge is immediately apparent. It is evident also that there are considerable tensions around enrolment, distribution of resources within schools and the inadequacy of these resources in light of these major changes.

The evidence also points clearly to the necessity for appropriate legislative and policy responses if social fragmentation, and ghettoisation, exacerbated by ‘white flight,’ are not to become established and entrenched.

Analysis of the ethnicity of those leaving and joining these class groups indicates a significant trend—that of Irish pupils leaving the schools and immigrant pupils joining over the period, as Table 11 (page 59 of the report) below indicates.

Ethnic background of those joining and leaving classes 2003 - 2007	Number of Pupils	Irish	Non-Irish
Number of pupils who left in the period	175	82 (47%)	93 (53%)
Number of pupils who joined in the period	192	40 (21%)	152 (79%)

Consequently, these dramatic demographic shifts are not merely a responsibility for schools. Rather, they have major implications also for local authorities and central Government, to plan for and provide appropriate leadership to build systematically and imaginatively a ‘new’ multi-cultural, plural and diverse Ireland.

In establishing new schools in Dublin 15, the challenge is to promote quality teaching and learning as well as foster appropriate attitudes, values and behaviours that contribute to the development of multi-cultural, well integrated school communities that contribute also towards building diverse, yet, coherent and cosmopolitan communities.

The detailed analysis in the Intercultural Education report give a break down by age cohort, the demand for school places year on year. This demonstrates that demand will continue to rise. It is worth noting that Dublin 15 continues to expand, has a large bank of residentially zoned land with many developments under construction.

3.2 Ensuring intercultural interaction.

One of the concerns expressed in 2007 was the emergence of a Catholic (Diswellstown) and Educate Together (Balbriggan) school catering exclusively for the children of foreign born parents.

The Government and Irish NGOs prefer to speak of "interculturalism" when addressing diversity - suggestive of an interactive exchange, framed in large part on the Canadian model - as a desired third way between the theoretical poles of assimilationism and multiculturalism, and the concept guides many important policy initiatives here.

As Ireland searches for a way to accommodate the recent immigration, it tries to avoid the failures of assimilation (in which the migrant is expected to give up their values, customs and traditions) and multiculturalism (autonomy of each culture and the commonality of none) by pursuing an "Intercultural" approach.

At its core, intercultural education has two focal points:

- ❑ It is education which respects, celebrates and recognises the normality of diversity in all areas of human life. It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches all of us.
- ❑ It is education, which promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built.

While it is possible to promote interculturalism in a monoculture school by following the Department of Education & Science's guidelines "*Intercultural Education in the Primary School*" it's easier when diversity exists in the classroom. Conversely providing an intercultural education in the absence of a native Irish population misses an important reference point for "newcomer" children.

The question then arises; is how to encourage native Irish catholic children and children of immigrants to enroll, participate and integrate? The most effective strategy appears to ensure these schools have a defined Catchment area to ensure a statistically significant native Irish population.

In our submission to the Department of Education & Science on the proposal to establish 2 pilot schools in Dublin 15 we recommended that these pilot VEC primary schools include a statistically significant native Irish population.

The report of the Department of Education and Science to the Joint Oireachtas Committee on Education and Science, the religious/faith groups currently represented in the two pilot schools are as follows:

	<i>Catholic</i>	<i>Orthodox</i>	<i>Pentecostal</i>	<i>Other Christian</i>	<i>Muslim</i>	<i>Hindu</i>	<i>Not Indicated</i>
<i>Scoil Choilm</i>	31 19%	20 12.4%	10 6.2%	40 24.7%	40 24.7%	1 0.6%	17 10.6%
<i>Scoil Ghráinne</i>	22 31%	2 3%	3 4%	18 26%	9 13%	2 3%	14 20%

3.3 Ensuring schools do not become an enclave for ethnic Irish.

The “Intercultural Education: Primary Challenges in Dublin 15” report had the following criticism of existing school enrolment policies in Dublin 15:

“As the changing demographics of Dublin 15 have altered in recent years and the number of school age children has increased dramatically, school enrolment policies have become sites and sources of conflict. The consequences of enrolment policy implementation for:

- (a) Diversity within their own schools,*
- (b) The knock-on effect this policy has on adjacent schools and*
- (c) A sense of guilt that enactment of current legislation is inimical to a policy of equality and the spirit of an inclusive school that provides equal participation for all.*

How schools in Dublin 15 prioritise the admission of pupils

Clearly, when schools are grossly over-subscribed, not all pupils will be offered a place. There are winners, those who are successful in securing a place, and there are losers, those who do not get a place. Schools argue that no matter how they attempt to cut the cake, someone will lose out. However, it is the decisions that schools make in relation to how they cut this cake that is the subject of considerable controversy. There is evidence that Dublin 15 primary schools operate quite different approaches to the admission of pupils. Where a school is over-subscribed, the school’s enrolment policy sets out the criteria that determine which applicants are granted places and which are not.

However, it is becoming increasingly apparent that decisions made in relation to the admissions policy of one school can have a significant knock-on effect on other schools in the area. In the interest of more coherent planning therefore, a more co-ordinated approach to enrolment seems necessary.

The following details the four broad strategies employed by different schools in the allocation of places:

*1. First come first served- whereby places are allocated to those who applied first
In general, the newer arrivals into a community, especially in the developing areas of Dublin 15, are newcomer families. They are at a disadvantage in relation to more established families given that they register their children for school later and are less likely to get a school place if the school is over-subscribed. A further difficulty with this approach is that families are less likely to be aware of the requirement to pre-enrol their children in advance, thus losing out on a school place, even if they have been living in the area for a considerable period. In the context of scarcity of pupil places in Dublin 15, potentially, therefore, children living outside of the local community could be enrolled in these schools and take up places with the result that more local children may be denied admission.*

2. Chronological age - whereby places are allocated to the oldest children in the cohort

One difficulty with this approach, when it is operated in a school established under a particular religious patronage is that children from that religious denomination are not guaranteed a place in that school, as an older child from a different denomination could secure a place ahead of that child. A further difficulty with this approach is that siblings of children already in the school are not given preferential consideration when it comes to the allocation of places. Consequently, younger siblings are unsuccessful in securing a place while older children of 'new' families are successful. This is an argument that is difficult to balance. For parents who already have children enrolled in the school, they regard reliance exclusively on this criterion as unfair.

A further problem is that there is no recognition given to people who are living in the area for a longer period of time. Given that applications are only accepted in the previous school year, there is the possibility that an older child in a family that has only moved into an area will secure a school place ahead of a younger child whose family has been living in the area for years. Needless to say, if this older child is also the child of an immigrant then the possibility of racial tension being increased around enrolment policies becomes a significant possibility.

3. *Priority given to members of a religious denomination- whereby applicants who subscribe to the religious ethos espoused by the school are prioritised for admission*

Where there is an acute shortage of school places, the enrolment policy of these schools may result in only siblings and members of that denomination securing places, with all other categories being unsuccessful. While some members of other denominations may secure places as they have siblings already in the school, this policy could, over time, have the effect that only members of a particular denomination would be successful in securing a place in the school, to the exclusion of members of all other denominations. This has important consequences for schools and communities from a social inclusion perspective.

4. *Language-based competencies of the parents are taken into consideration for access to the Gaelscoil.*

In terms of social inclusion, commitment to the Irish language and the language competencies of the parents makes it more difficult for a newcomer family to satisfy these criteria than an established Irish family. Evidence from Dublin 15 at least, suggests that the enrolment criterion around language acts as an exclusionary filter for the immigrant community.”

We are concerned at the social impact of the emergence of schools catering exclusively for native Irish children.

At post primary level several primary schools send pupils to a larger post primary school either through formal “feeder school” arrangements or through the larger catchment area of the post primary school.

Attitudes formed at primary schools catering exclusively for either native Irish children or children of immigrant parents, have the potential for ethnic and racial conflict where these children meet for the first time at post primary schools.

At a minimum, schools need to be more aware of the consequences of enrolment policy and practice beyond the confines of their own school, if more social fragmentation and ghettoisation are to be avoided.

We request the review group to evaluate these enrolment policies and where necessary recommend changes to ensure new and existing schools support integration of newcomer children and avoid ghettoisation.

Address of Archbishop Diarmuid Martin to the Irish Primary Principals Network, 16 June 2009 makes the following points:

- A system in which 92% of all primary schools is managed by the Roman Catholic Church in a country where the Catholic population is 87% is certainly not tenable.
- The Catholic school should be clearly Catholic, but the Catholic School should not be or be seen to be a Catholic enclave cut off from the realities of society, much less an enclave of elitism.
- In the Dublin area, as you know, a very large number of parents of different religions deliberately send their children to Catholic schools because they wish their children to be educated within a religious environment. A Catholic school must be open to children of a variety of backgrounds when parents wish their children to attend such a school.
- We already have a serious problem in Ireland about people opting out of diversity by sending their children to schools in which the percentage of ethnic variety and educational diversity remains low. I am not referring just to fee paying schools. I am referring to what is happening in cities and large town in which mobility offers some opportunity to opt for schools with smaller numbers on the outskirts of towns, rather than to schools that are local but ethically mixed.

One scenario worth examining in detail was the situation that emerged in 2007 in the catholic parish of Porterstown /Clonsilla. The two existing catholic schools had a capacity to enroll 7 classes of Junior Infants, where as the demand from children in the catchment area was sufficient to fill 10 classes of Junior Infants. The catholic schools faced with demand that was impossible to meet, enrolled on a catholic child and sibling (including non catholic siblings) preference.

This caused considerable anxiety within the community, generated national media coverage and resulted in the emergency establishment of Scoil Choilm under temporary patronage.

There was the clear risk that within a very short period of time the school diversity would change and it would become a school with very few, if any, non catholic children. After a period of reflection, the enrolment policy was changed to address this concern on a pilot basis. *Catholic children in the parish will offered up to two thirds of the places available and the remaining one third will be offered to children of other faiths and none. As is the practice in other schools refusal will be only on the basis of age, determined by the number of applicants.*

Consideration of the review board should be given to applying these principles to ensure schools do not become an enclave for ethnic Irish.

4. *New schools in developing areas should be catchment area based.*

Previous sections talk at length about the growth of Dublin 15 as a rapidly developing area, the diverse population, the difficulty parents have in finding a school place for their children and the new schools that have developed in recent years.

Our considered opinion is that new schools should be catchment area based.

The needs of the area should be assessed and the relevant patron bodies invited to submit proposals on how they would best meet the needs of the area.

There should be public consultation within the catchment area before a decision is made on which patron is invited to run the schools.

5. *New school planning should be integral with development not added on in an emergency mode when the crisis emerges*

As the number of new housing developments has increased in the last decade, and the population of these new estates has risen exponentially, so too has the demand for school places. Educational and local authority planners struggled to cope with the demand for school places. Planning delays and difficulties in acquiring appropriate school sites meant that the rolling out of new schools was delayed even further. Added to this general shortage of school places in Dublin 15 has been the dramatic increase of newcomer families, as already documented. In many cases, these are 'ready-made' families with children ranging in age from pre-school to post-primary school age. These families had very immediate needs for school places at primary and post-primary level. However, there was a lack of local infrastructure to meet these needs.

In the more traditional model of community development, first-time buyers acquired houses in developing estates. After a few years establishing themselves, these couples would have their first child and then perhaps a second. Primary schools were rolled out in accordance with this evolving need. However, the rules of the traditional model of community development no longer applied with the arrival of large numbers of ready-made families.

There is strong evidence that many have been forced to drive out of their locality to find a place for their child in schools outside the local catchment area, with particular difficulties at infant level. There is also evidence of a transfer of children back to the local school, as places become available. This contributes to an almost perpetual state of motion within the primary school system and has a serious effect on the continuity and stability of the schools involved.

Planners in the education sector would argue that they could not have anticipated such a development in their planning of the educational infrastructure of Dublin 15. This is vigorously disputed by the Dublin 15 Community Council, it was left to the local community to lobby for the reservation of school sites.

Local authorities planning departments failed to reserve school sites in lands zoned for new residential development unless specifically requested by the Department of Education & Science. The Department of Education & Science failed to anticipate the needs accurately, resulting in a crisis of school places that was an annual event in Dublin 15 for most of the last 10 years.

There is clearly a disconnect between the Department of Education & Science and the Local Authority in the planning and provision of school places. Points of failure appear to be:

- No clear accountability in who is responsible for the analysis of school demand and the reservation of school sites at earliest opportunity.
- No evidence of the evaluation of supply and demand for school places in decision making on land use planning and land re-zoning decisions.
- Freedom of Information request to both the Department of Education and Science and the local authority did not reveal a scientific approach to quantifying demand for school places for the Fingal County Development Plan 2005 - 2011.
- While it is difficult to predict with certainty primary school demand (as children enroll aged 4 and censuses take place at 5 year intervals), the primary school enrolment data and the 8 year cycle provide early warning of demand at post primary level. With the length of this early warning, there cannot be any denial about unforeseen demand for post primary places.
- Congestion and long commuting durations in greater Dublin area mean that provision of education should be provided locally.

There needs to be a change in the way new school demand is anticipated, planned for, sites reserved and acquired.



- Existing schools capacity should be a key parameter to sustainable development of area, Dept of Education should actively participate in the development process by advising local authorities of projected constraints and opportunities*

Development constraints are generally restricted to water supply, sewage and road capacity.

Education provision is not generally considered a development constraint. The impact of planning and development on educational provision is that as areas grow the demand for school places is significant, urgent and requires additional classrooms.

As areas mature, the demand for schools diminishes with school population shrinking and eventually schools closing or finding alternative use.

If we apply the principles of sustainable development, the capacity of schools should be a factor in land use planning.

- New school planning should address and integrate primary with post primary needs.*

In an ideal case the assessment of a rapidly developing area would look at the provision of school places from entry at Junior Infants right through to completion of Leaving Cert at post primary school.

Our experience in Dublin 15, is that this does not happen. The rapid growth at primary level (discussed in detail above) was not accompanied by the assessment of post primary needs.

To some extent the crisis at primary level can be attributed to the failure to look at leading indicators of births and child allowance claims. This excuse does not apply at post primary level whereas Department of Education & Science has 8 years lead-in data to predict post primary needs based on primary school enrolments.

Because of the “hands off” approach by the local authority planning department, (reliant on official Department of Education & Science requests for school sites), site reservation at post primary level did not happen.

Site acquisition is even more problematic at post primary level where the average school size is 600 to 1,100 students requiring an 8 acre site compared to a 3 acre site for a primary school. Developer resistance to releasing these large sites has been a feature of all post primary schools constructed in this area for the last 15 years.

The educational infrastructure plan for an area should be catchment area based, with 1 community school or college planned as the destination for several different primary schools. The VEC community college model (with designated and non designated colleges) is capable of accommodating all existing forms of primary schools.

8. *Summary*

Diversity within a school and diversity among schools are both legitimate aspects of the principle of diversity. The balance between separate schooling and integrated schooling is a delicate and difficult one.

We have supported the establishment of a wide diversity of new schools in the past (Catholic, Church of Ireland, Educate Together and VEC community National Schools) by submissions to the New School Advisory Board, Fingal County Council and the lobbying of our public representatives at local and national level.

Schools must play a key role as Ireland tries to avoid the failures of assimilation (in which the migrant is expected to give up their values, customs and traditions) and multiculturalism (autonomy of each culture and the commonality of none) by pursuing an “Intercultural” approach.

We are concerned at the social impact of the emergence of schools catering exclusively for the children of foreign born parents and or native Irish catholic children. Appropriate legislative and policy responses are required to prevent social fragmentation, and ghettoisation, becoming established and entrenched.

The most effective strategy appears to ensure schools have a defined Catchment area, with primary schools aligned to post primary schools.

School enrolment policies; at minimum, schools need to be more aware of the consequences of enrolment policy and practice beyond the confines of their own school, if more social fragmentation and ghettoisation are to be avoided.

We request the review group to evaluate these enrolment policies and where necessary recommend changes to ensure new and existing schools support integration of newcomer children and avoid ghettoisation.

Establishing new schools should be based on an assessment of the needs of the area. Relevant patron bodies then invited to submit proposals on how they would best meet the needs of the area. There should be public consultation within the catchment area before a decision is made on which patron is invited to run the schools.



The new school planning should address and integrate primary with post primary needs. An educational infrastructure plan for an area should be developed with 1 community school or college planned as the destination for several diverse primary schools.

New school planning should be integral with Local Authority development plans, not added on in an emergency mode when the crisis emerges. Sites should be ring fenced so that they can be acquired at reasonable value (based on the fact that schools are an essential piece of infrastructure that makes an area suitable for development and hence justify a residential zoning).

We have discussed the issues arising out of the recent population growth, on how we can best resolve these issues and how we can ensure that our new arrivals integrate and actively participate/contribute to our wider community.

We are available to discuss further any of the issues raised in our submission.

Yours sincerely,

Chairperson

Public Relations Officer

Secretary