

2022 Annual Report to the School Community

School Name: Bayside Special Developmental School (5240)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 March 2023 at 12:01 PM by Michael Pepprell (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 03:36 PM by Megan Dare (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Bayside Special Developmental School (SDS) is a specialist school located in Moorabbin which provides a range of educational and therapeutic programs for student's aged 2.8 to 18 years, who have moderate to severe intellectual disabilities. A number of students have multiple disabilities including autism, physical or sensory impairments and conditions requiring medical interventions and management. During 2022 the school operated 9 school aged classes for 55 students and in addition conducted an Early Education Program which serviced 12 students on a part time basis.

At Bayside Special Developmental School, the health, safety and wellbeing of all children and young people is the highest priority. Bayside Special Developmental School works in partnership with The Royal Children's Hospital and the Monash Medical Centre to develop care plans and train members of staff in the care and management of students with additional medical needs. Bayside Special Developmental school strives to ensure the continued safety and wellbeing of children and young people. There is a zero tolerance of child abuse, and all allegations and safety concerns are treated seriously and consistently. Bayside Special Developmental School is committed to creating a safe, respectful and inclusive school environment where all students can be happy, confident and resilient, regardless of their sexual or gender identity, cultural background, disability or other circumstances. We take account of the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children. During 2022 Bayside Special Developmental School did not offer programs for overseas students.

The school's vision, purpose and values are:

Vision: Our vision is to maximise educational opportunities, engagement and enrichment for students with moderate to severe intellectual disabilities in an environment which is safe, welcoming and fun.

Purpose: To provide educational programs for students with moderate to severe intellectual disabilities .

Values: Teamwork - Working in teams offers a greater sense of belonging. By emphasizing the value of teamwork and the importance of collaboration we achieve better outcomes for our students. Respect - Accepting others for who they are, even when they are differ from you or you do not agree with them. Respect in relationships to build feelings of trust, safety, and wellbeing. Opportunity - We are committed to providing services, resources and encouragement that equip students and families for better outcomes, new futures, new hope and dignity. Compassion - Suspending judgment so that we can appreciate others' perspectives or situations when they are different from your own. To show genuine concern about the other person or people's needs. Community - Respect for the rights, differences, and dignity of others. Honesty and integrity with all members of the community. Accountability for personal behaviour.

The school has Equivalent Full Time (EFT) staff of 33.63 comprised of 2 EFT Principal class, 13.8 EFT teaching staff (including 1.4 Learning Specialists) and 19.83 EFT education support staff of whom none identified as Aboriginal and Torres Strait Islander. The majority of the teachers at the school have completed, or are in the process of completing, additional qualifications in special education and a large number of the classroom Education Support members of staff have extensive skill sets in the field. Paraprofessionals augment the curriculum with their diverse therapy programs, which further enriches the learning environment. The school is recognised as a centre of excellence in the Intensive Interaction approach and as a major player in the introduction and continuation of Intensive Interaction in Australia. The Early Education Program for students with significant disabilities aged from 2yr 8mth – 4yr 8mth at the beginning of the calendar year, operates at the school in addition to an inclusive Family Playgroup on each Friday. The school-aged enrolment to begin 2023 is anticipated to be 51 Effective Full Time (EFT) across two departments (juniors, and seniors) in addition to 8.5 (EFT) Early Education positions. The school SFOE is 0.1848 and the SFO is .2417. 2021 saw the school maintain and slightly improve its outstanding parent opinion survey and staff survey results with both surveys returning results above the state average in nearly all areas. Since late 2019 the school has operated out of new purpose-built buildings and also accommodates a regional professional development facility for use by schools and professional learning groups. During 2022, construction was completed on the final stage of our school's master plan. The final stage delivered the specialist areas of the school and ensures that the whole site is both safe and purpose built.

Progress towards strategic goals, student outcomes and student engagement

Learning

All students have Individual Education Plans (IEPs) with individual goals in the areas of English/Reading & Viewing, and English/Speaking & Listening. These include detailed and individualised adjustments and supports for each student to enable them to access the curriculum and to support engagement. Entry skills were recorded based on recent assessments (ABLES, Pre-DATES, previous reports, baseline testing, CCC, ROCC) and reflect each student's skills as they start the school year.

- The English PLT was established for the beginning of term 2, and has met fortnightly. The team represents a balanced cross-section of the schools' teaching staff, from EEP, Junior and Senior classes. Due to the team leadership remaining consistent from 2021, the team has hit the ground running and has continued to unpack the program of Comprehensive Literacy Instruction for Students with Complex Communication Needs.
- Working with the school Inclusion Outreach Coach (IOC), the PLT have successfully implemented a whole-school observation program in the area of Shared Reading in term 2. Classes have prioritised their English instruction in this area and have received a 30 minute observation, including video being taken. They then met with the IOC and the feedback discussion produced agreed actions for the teacher to further develop their Shared Reading instruction.
- The video taken during the classroom observations was used to develop a full-staff PD that focused on the successful differentiation of shared reading across the school. Seeing the videos of teaching from within the school was very impactful. A workshop element also allowed staff to identify the HITS in their practice and identify how they could further use the HITS in their shared reading instruction. A summary document from the HITS workshop was created and shared with staff.
- School-wide, consistent approaches to English assessment were implemented. In semester one, teachers completed ABLES for English Reading & Writing for all students and the three Pre-DATE (Diagnostic Assessment Tools in English, Levels A to D) for new students and those showing change since their semester 2, 2021 assessment. These assessments were used to inform mid-year reporting against IEPs. In semester 2, staff completed the three Pre-DATE assessments for all school-age students.
- A major outcome from the IOC observations was how we can support engagement, access and differentiation of shared reading through using Boardmaker software – which is flexible, interactive and supportive of complex communication needs through the provision of on-screen and printed symbol resources. All classes were asked to provide a new shared reading resource using Boardmaker that ensured the HITS are planned for and resourced effectively. The English PLT leader created a recorded Boardmaker PD and shared this with all staff. The English PLT Leader & IOC provided an additional work-shop after school for staff questions and support. These new teaching resources were made available to all classes going into term 4. Classes have committed to making a new resource each term going forward to share the load of creating quality and consistent resources for shared reading.
- In term 3, the PLT ran a full-staff professional learning session on the teaching of writing for emergent literacy learners. This looked at the three forms of writing instruction according to the Comprehensive Literacy program – Writing from Adults, Writing with Adults and Writing by Myself. Teachers were supported to plan how they would differentiate their instruction for each student in their class in terms of resources, writing tools and prompts used. A follow-up collaborative planning session was facilitated by department leaders to discuss students for whom further differentiation was required. Resources to support in class delivery were purchased, distributed and a borrowing library created (pocket charts, multi-sensory alphabet resources, book stands etc.).

The data wall was analysed with the following outcomes identified within the 3 areas of English, assessed through the Pre-DATE tool:

- 93% of school-age students had data completed for 2022. The remaining 7% (4 students), are long-term absent or accessing exceptional remote learning.

Of the students who had data points for 2021 and 2022 (excludes those not attending school and 5 students who were new to the school):

- 69% progressed up at least one curriculum level, in at least one assessed area (alphabet, concept of print or handwriting).
- 73% made significant progress in at least one assessed area (i.e. an additional 4% or 2 students made significant progress within a curriculum level).
- 22% maintained their assessed literacy skills.
- 4% saw a decline in their literacy skills (expected based on their diagnoses).

Of the students who had data points for 2021 and 2022 AND progressed up at least one curriculum level, in at least one assessed area:

- 52% went up a curriculum level in Alphabet
- 58% went up a curriculum level in Concepts of Print
- 48% went up a curriculum level in Handwriting

Of the students who had data points for 2021 and 2022 AND progressed up at least one curriculum level, in at least one assessed area:

- 55% went up at least one curriculum level in one literacy area
- 32% went up at least one curriculum level in two literacy areas
- 13% went up at least one curriculum level in three literacy areas

Of our school age students:

- 9% were assessed as Conventional literacy learners with complex communication needs
- 13% were assessed as Transitional literacy learners with complex communication needs
- 77% were assessed as Emergent literacy learners with complex communication needs

All students have an individual Mathematics goal in their IEP. The Maths PLT team split into the three strands Number and Algebra, Measurement and Geometry and Statistics and Probability to focus on the High Impact Strategies that were identified in semester one to support teaching each area.

The HITS included:

- Differentiated Teaching,
- Explicit teaching,
- Multiple exposures,
- Questioning and
- Feedback
- And the inclusion of Print Rich environment.

These HITS were then combined into individual documents Level A, B, C, D and Foundation to form What a learner looks like?

In each level A – D/Foundation documents have been developed which contain:

- characteristics of a learner,
- the Achievement standards,
- resources and
- learning activities through the High Impact Strategies
- Formative and Summative Assessments

The BSDS Maths checklists were created and formatted for levels A - D/F with the achievement standards and columns marked Not Yet/Sometimes/Always. The vocabulary, set up and guidelines were based on teacher prior knowledge using the Literacy Pre Date stools at the school and one that has been successful for collecting data. Once completed for each student, the entry point data for each strand would be uploaded onto a spreadsheet beginning the first maths collecting and monitoring of numeracy achievement levels for three strands for each student. It is anticipated that the checklists will be placed in the BSDS Assessment Timeline as annual tool.

Professional Development presentation.

A power point was created to introduce class team members to Numeracy - specifically the use of the documents What a learner looks like? and the BSDS maths checklists.

- Class teams were paired with PLT members and their class team over five tables
- A review of the Numeracy strands included each class given a pack of containing three example of resources that could be used for each strand – a die, laminated pack of numbers, shapes and money, sensory numbers and sensory shapes.
- Short video clips showcasing a student working towards or learning in a specific level were viewed and then moderated by each team using the What a learner looks like documents.
- Teams were asked to indicate which level they thought the student was working at and what did they see to support their choice.
- In the kit were BSDS checklists. Each class team were asked to select a student to focus on and complete a checklist.

Wellbeing

The school had a strong focus on the health and wellbeing of all school stakeholders that includes embedding approaches to build community connection and connectedness across the school year. This includes a whole school approach to social-emotional learning and engagement utilising key resources and strategies to support students and families, effectively identifying at risk

students and providing targeted support in a timely manner. These have included Tier two and three plans developed for discrete teaching of specific skills/ tasks for example transitioning, data collection for behaviours of concern to a) guide development of a plan b) inform next steps, Individual plans to improve student safety and staff training as indicated.

Within departments, teachers and ESS are continuing to co-create resources including Video Self Model (VSM) and social stories focussed on the whole school expectation. These resources reflect the opportunities for explicit teaching of the expectation. Collaborative planning, resource sharing and problem-solving have featured through the established community of practice as staff have adjusted to the primary agenda of student wellbeing during fortnightly meetings.

During 2022 Classroom teams have an established routine of reviewing student well-being and submitting monthly check-ins for all school-aged students. Data is reviewed, rated, and collated then distributed for actions and celebrations with each department. Where indicated a referral is activated to a school therapist or the SWPBS team. Further specific data may be requested either as an observation, FBA, or MAS; this may indicate the need to develop a Tier 2 or 3 Behaviour Support Plan. Resources have been added to the staff resource drive in the area of relationships and sexual health. An Occupational Therapist will be actively and directly supporting this area. One member of staff has completed the So Safe (Promoting social safety) training run by Family Planning ACT. NDIS information exchange meetings have been sustained once to twice per term to understand community-based therapies and share practices at Bayside Special Developmental School. Additionally, where COVID restrictions have allowed, external therapists have conducted classroom observations as required.

Engagement

The school upheld its strong focus on engagement and supported students with additional assistance who did not return to school for extended periods due to health reasons via both paper-based activities and through the google classrooms platform. The Tutor Learning Initiative (TLI) continued to successfully support the whole student cohort as having 'gaps in their learning' caused by an inability to effectively engage impacting their potential to progress. Many students at BSDS rely heavily on augmented systems to communicate effectively and unfortunately, in most cases, those systems were underutilised by families during lockdown and following months. During 2022 the school continued to employ a Speech Pathologist under the tutor leaning initiative. Every child who attends Bayside SDS has a recognised communication system, in which the classroom members of staff, have received individual training. Parent information sessions started during 2022 with the parents of students in the early education program attending an AAC expo It is planned to extend this training to all families during 2023. Additionally, the Speech Pathologist (Tutor) has continued to emphasise the Core Word program in 2022, in parallel to the Comprehensive Literacy program.

The 2022 School Performance Report shows the school's overall performance as being lower or significantly lower in the illustrated areas however most indicators within the area of School Climate and Engagement as increasing or maintaining high levels above the average of similar schools and other schools in the Kingston network. Attendance is carefully monitored with protocols in place to follow up on absenteeism. The average number of student absences across the school rose significantly and can be explained in some part to impact of Covid-19 and quarantining procedures, a higher than usual number of students undertaking medical procedures, NDIS appointments and operations after being on waiting lists during the last couple of years. Additionally, the disruption and stress in the home environment has seen an escalation in severe challenging behaviours in a small section of the student body which has led to school refusal. For the most part of 2022 Specialist schools across Victoria have had extra protections in place to protect vulnerable students with restrictions finally easing on October 12th when the Victorian Government announced the end of the Pandemic declaration and associated Pandemic orders. Full credit goes to our amazing members of staff who have shown so much loyalty, flexibility, resilience and good will during challenges with staff absences due to COVID -19 absences.

Other highlights from the school year

After 5 years of a two-stage building program the new school buildings and play areas are finally complete and are now occupied by our staff and students. The resilience shown by the students during the building program has been amazing with most embracing the excitement of diggers, cranes, concrete trucks and deliveries of various materials onsite as a welcome distraction. The new bus turn around and car park extension has been transformational in making bus transitions to and from the classrooms easier and safer for our students.

Whilst external activities were limited during 2022 the school was involved in the Specialist Schools interschool basketball competition, with the team falling just short of the grand final after having to forfeit its last match due to a large number of absences. The riding for the disabled association (RDA) was re-established during the year with 16 riders attending across the year and our school community was able to gather onsite once again to celebrate the student performances in the end of year concert.

Financial performance

During 2022 the school received funding beyond the SRP of \$13,865 Swimming in Schools Program and \$1,336 Mental Health Practitioners in Specialist Schools. From the Commonwealth Government, Bayside SDS received the Sporting Schools Grants for four terms totaling \$4,000. Other locally raised funds included \$9,542 Bank Interest, Donations of \$2,020 and \$1,045 Facilities Hire (Contractual Agreement with a special needs dance company). Bayside SDS SRP Surplus stands at \$313,505 at the end of 2022. All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<https://www.baysidesds.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 59 students were enrolled at this school in 2022, 21 female and 38 male.

11 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

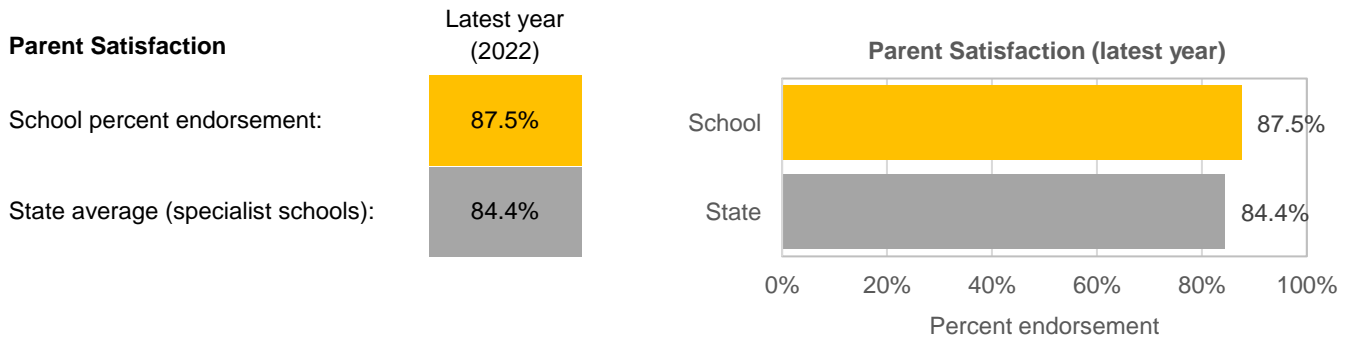
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

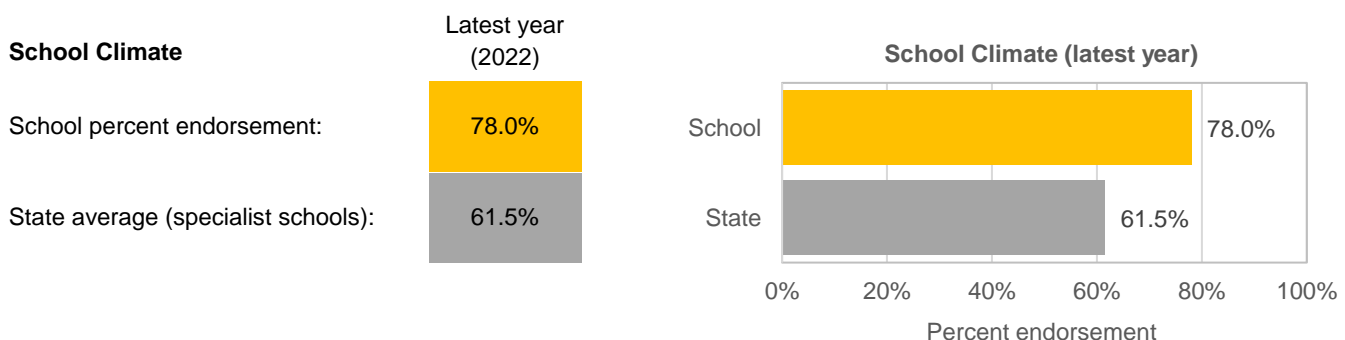


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



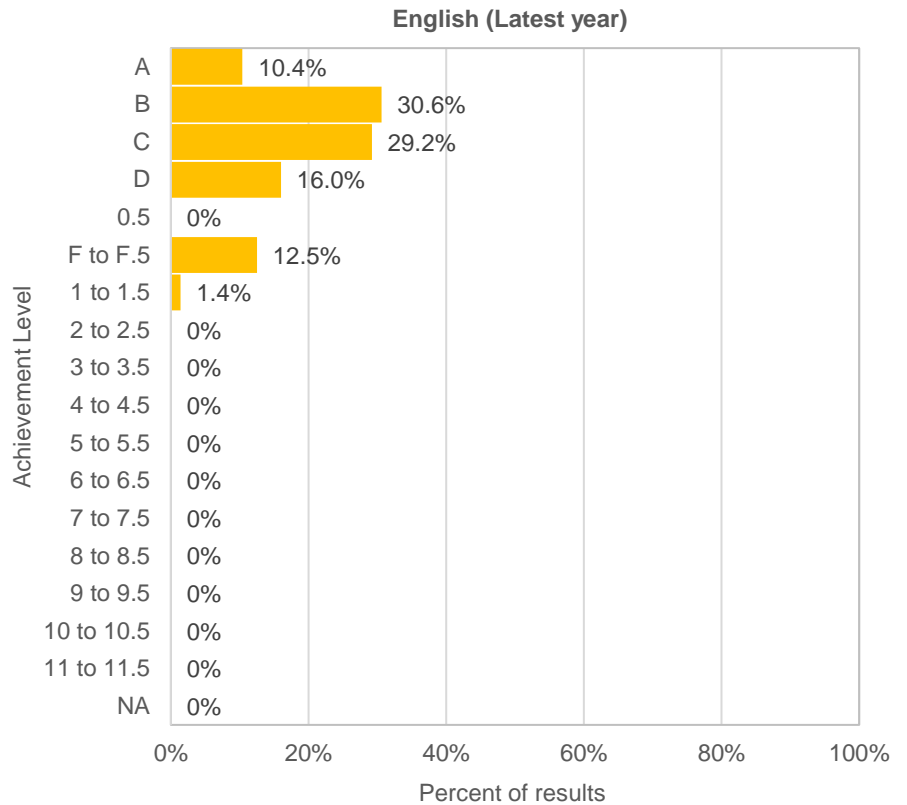
LEARNING

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

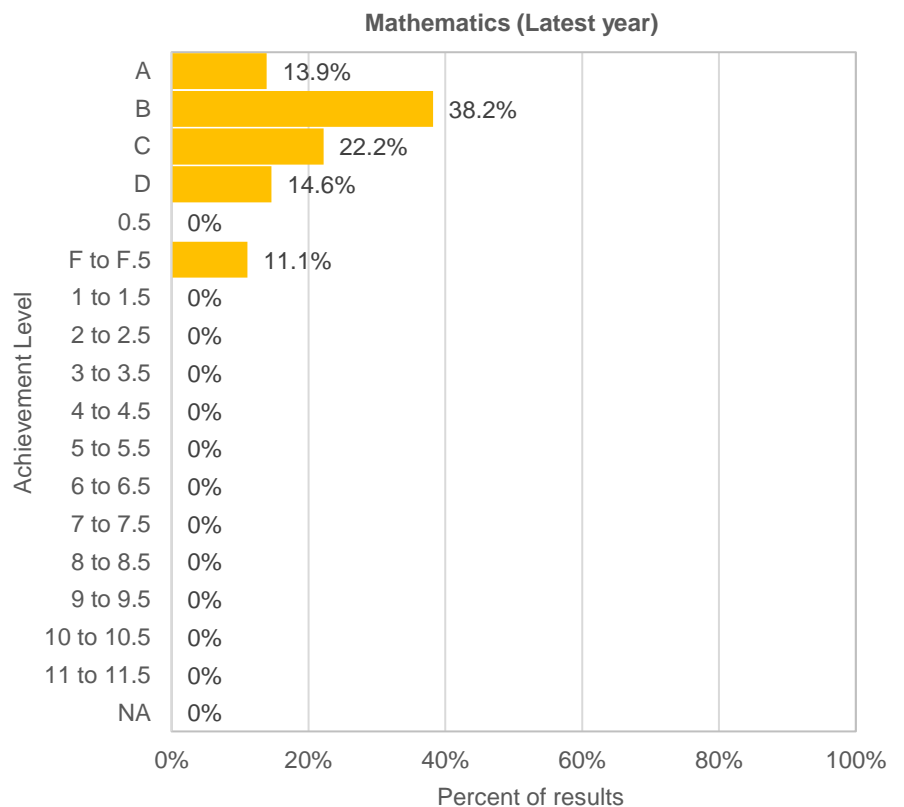
English

Achievement Level	Latest year (2022)
A	10.4%
B	30.6%
C	29.2%
D	16.0%
0.5	NDA
F to F.5	12.5%
1 to 1.5	1.4%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2022)
A	13.9%
B	38.2%
C	22.2%
D	14.6%
0.5	NDA
F to F.5	11.1%
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	25.4	18.7	26.2	43.0	28.0

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	69.2%	100.0%	50.0%	NDP	70.6%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,768,379
Government Provided DET Grants	\$489,688
Government Grants Commonwealth	\$215
Government Grants State	\$30,000
Revenue Other	\$20,767
Locally Raised Funds	\$13,512
Capital Grants	\$0
Total Operating Revenue	\$4,322,561

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,115
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,115

Expenditure	Actual
Student Resource Package ²	\$3,454,873
Adjustments	\$7,326
Books & Publications	\$689
Camps/Excursions/Activities	\$9,860
Communication Costs	\$6,362
Consumables	\$45,391
Miscellaneous Expense ³	\$17,759
Professional Development	\$11,730
Equipment/Maintenance/Hire	\$58,618
Property Services	\$108,191
Salaries & Allowances ⁴	\$168,370
Support Services	\$119,855
Trading & Fundraising	\$1,589
Motor Vehicle Expenses	\$15,825
Travel & Subsistence	\$14
Utilities	\$32,654
Total Operating Expenditure	\$4,059,106
Net Operating Surplus/-Deficit	\$263,455
Asset Acquisitions	(\$2,338)

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$573,400
Official Account	\$76,338
Other Accounts	\$0
Total Funds Available	\$649,738

Financial Commitments	Actual
Operating Reserve	\$87,106
Other Recurrent Expenditure	\$4,070
Provision Accounts	\$5,000
Funds Received in Advance	\$0
School Based Programs	\$313,396
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$118,782
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$528,354

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.