

2023 Annual Report to the School Community

School Name: Skye Primary School (1222)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 16 April 2024 at 08:17 AM by Timothy Bernau (Principal)

- This 2023 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 29 April 2024 at 09:00 AM by Rachael Dekker (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'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.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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. These levels 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Skye Primary School is located in the City of Frankston in the south-eastern suburbs of Melbourne, approximately 38 kilometers from the Melbourne CBD. The school was established in 1873. Originally a rural school serving the local market garden community, the present-day surrounds include both suburban and rural aspects that maintain a unique setting and ambiance.

The school has undergone major capital works including the recent opening of a brand new basketball stadium including a music room, stage and commercial kitchen. Refurbishment of existing buildings have included the opening of the new Administration building and Library. A STEAM centre has replaced the old library space. The extensive grounds include a football oval, soccer pitch, two basketball / netball courts and three separate playground spaces including the 'Prep Backyard'. The school consists of five main buildings and four portable classrooms, with a combination of traditional and flexible learning spaces.

Skye's current enrolment is 495 students from Prep to Year 6. The 2024 Student Family Occupation Education (SFOE) index is 0.429, which is placed in the 'medium' band.

The staffing profile of Skye Primary School includes a Principal, Assistant Principal, Disability and Inclusion Coordinator and 3 Learning Specialists. There are 32.32 teachers and 10.48 Education Support (ES) staff including 3 office administration staff and a qualified school nurse. There are 21 single-age grades and 2 composite grades – a 3/4 grade and a 5/6 grade (23 grades in total). Specialist subjects include Visual Arts, PE, Music, STEAM and Japanese (LOTE). All classrooms are fitted with Interactive TVs and a student device ratio of 1:2. I-pads are provided for P-2 students and laptops are available for Grades 2-6.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, learning at Skye Primary School focused on 'Improving student learning, with an increased focus on numeracy' in line with a state-wide goal set by the department.

2023 saw the school continue to implement core components of the Science of Reading, with the Little Learners Love Literacy explicit phonics program being extended through Foundation - Year 2, alongside the implementation of a Structured Literacy Block for Year 3 to Year 6. These efforts were reflected in our NAPLAN data, showcasing the impact of our literacy focus with both Year 3 and Year 5 cohorts achieving well above similar schools in Reading.

Simultaneously, we introduced the Big Ideas Maths F - 6 Scope and Sequence, which marked a significant shift towards a cohesive school-wide maths curriculum. This initiative prompted a thorough analysis and reflection on our existing practices, allowing us to identify and address gaps and areas in need of enhancement. The professional learning sessions on Big Ideas in Maths, coupled with the development of the Maths 2.0 Curriculum, significantly bolstered our teachers' professional knowledge. This guidance proved instrumental in crafting more effective learning sequences for unit planning and establishing impactful goals for student learning. Our F-6 Maths Curriculum, with its enhanced coherence and connectivity across year levels and maths strands, ensured a more unified approach that moves away from teaching units in isolation and fosters deeper conceptual understanding among students.

A pivotal element of our success this year has been the integration and reinforcement of Professional Learning Communities (PLC), Peer Observations, and focused Sub-School Professional Learning (PL). These components have greatly contributed to the enrichment of teacher professional knowledge and practices. The refinement of PLC planning documents has introduced a new level of guidance, consistency, and rigour to our teams' processes. A significant emphasis was placed on identifying and utilising high-impact teaching strategies (HITS) during the development and planning phases, which in turn refined the objectives for peer observations. The increased engagement and ownership of the peer observation process, as evidenced by the formation of motivated triads seeking peer feedback, have underscored the value of the alignment of PLC and Peer Observations. This is further supported by our Staff Survey results, which highlight a growing investment in our current PL initiatives and an eagerness to enhance teaching practices. As a result, our School Climate score has seen a notable improvement, rising from 69.8% to 75.7%.

Wellbeing

In 2023, we continued to focus on supporting student wellbeing by working to 'mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable in line with the state-wide goal set by the department.

We made significant progress in the implementation and development of our School-Wide Positive Behaviour Support (SWPBS) framework. The focus was on refining and documenting our whole-school SWPBS processes and procedures, which has led to a more consistent and effective response to both minor and major behavioural incidents. The adoption of consistent SWPBS terminology by our teachers and Educational Support (ES) staff, coupled with the use of visual aids in every classroom, such as behaviour response flow charts and depictions of expected behaviours, has greatly enhanced students' understanding of behavioural expectations and responses. Furthermore, the introduction of area-specific visuals across the school has heightened student awareness of the varying behavioural expectations in different learning and recreational spaces. The revision of our processes for collecting data on major and minor behaviours has enabled a more nuanced analysis of trends, allowing us to tailor our responses more effectively to the needs of specific students, cohorts, and teachers.

Another key initiative has been the development and implementation of the Tier 1 Wellbeing Curriculum which draws heavily on Respectful Relationships and Zones of Regulation. Notably, hosting a Respectful Relationships open afternoon raised the program's profile within our school community, fostering a deeper understanding of its importance.

The impact of these initiatives on our school climate has been positive, as indicated by several key metrics. Our students' sense of connectedness has seen an increase from 62.3% to 66.3%. Moreover, the management of bullying incidents has improved, with positive endorsement rising from 50.4% to 64.3%.

The School Improvement Team (SIT) participated in the full four day training for the Berry St Education Model (BSEM) to learn about trauma-informed positive education. The completion of this training led to the implementation of consistent, predictable routines such as the morning circle in all classrooms from F-6. The quality of the training and the impact it had professionally on the SIT was a key factor in engaging the entire staff in the BSEM training for 2024/25.

A noteworthy development this year has been the appointment of a full-time Disability and Inclusion Coordinator, dedicated to enhancing student wellbeing outside the classroom. This role has been pivotal in mobilising resources and providing staff with comprehensive professional learning opportunities. These efforts focus on the creation of high-quality individual education plans, ensuring the development of both short and long-term goals and the implementation of precise adjustments to meet each student's unique needs.

Engagement

In 2023, Skye Primary School made substantial progress in fostering student engagement, an essential component of our strategic plan. A notable highlight was the improvement in student attendance, which increased from 88.8% in 2022 to 89.5% in 2023. Concurrently, the school average for absence days saw a decrease from 22.1% to 20.8%, reflecting our community's growing commitment to regular school participation.

A key component of our focus on student engagement has been the continued evolution of our Lunchtime Clubs program, which offers a diverse range of activities daily. This initiative has been particularly enriching for our senior school students, who have embraced the role of Play Leaders. By organising and facilitating weekly sports activities and games, these students have not only developed their leadership skills but also fostered a sense of inclusivity among younger peers.

The INSPIRE and TRIBES programs that run on alternate Fridays remains a cornerstone of our engagement strategy, offering students from Foundation to Year 6 the chance to explore a variety of electives and participate in small multi-aged groups. These programs are designed to ignite students' personal passions, encouraging them to express themselves creatively and explore a broad spectrum of interests. Teachers carefully design activities that reinforce our school values, foster connections, and strengthen their emotional attachment to the Skye Primary School community. This vertical relationship-building strategy ensures that students from Foundation to Year Six collaborate and learn from one another, embedding a deep sense of belonging and mutual respect across all year levels.

Improvements in student engagement were reflected in the Student Attitudes to School Survey with 'Student Voice and Agency' increasing from 37% in 2022 to 52% in 2023. The positive endorsement in the 'Sense of Inclusion' metric also improved from 77% in 2022 to 84% in 2023.

Other highlights from the school year

This year at Skye Primary School was marked by several notable highlights that underscored our commitment to community engagement and enriching educational experiences. A standout event was our 150th Year Celebration, which brought the school community together in a historic commemoration. This celebration, alongside a Community Picnic that bookended the year, provided wonderful opportunities for students, staff, and families to connect and reflect on our shared heritage and achievements.

Additionally, our school hosted a series of open afternoons, offering parents and the wider community a window into the dynamic world of teaching, learning, and wellbeing at the school. These events were well attended, fostering transparency and strengthening our community ties through shared insights into our educational practices.

Our partnership with Ardoch emerged as another highlight, enhancing our extra-curricular offerings. Through this collaboration, students enjoyed excursions to the Arts Centre and Moorabbin Air Museum, which were among the year's memorable experiences. These outings not only provided educational enrichment outside the classroom but also broadened our students' horizons and sparked their curiosity about the world.

The Literacy Buddies program continued to thrive, involving 25 students from Years 4 to 6. This initiative offered participants authentic writing opportunities, allowing them to engage in meaningful correspondence with professionals from various career paths. Through these exchanges, students not only honed their literacy skills but also gained valuable insights into different professions, further expanding their understanding of potential future career pathways.

Financial performance

Skye Primary School maintained a sound financial position throughout 2023. The Financial Performance and Position Report shows a net operating surplus of \$111,912. This surplus is partly due to fundraising supported by the PTF and Carrum Gardens Social Club donations.

There is an operating reserve of \$132,453 and committed funds for \$667,722. \$168,000.00 future school works was carried over from 2022 of which \$56,000 was spent on buildings and grounds upgrades including the development of the back path and the refurbishment of four portables which were repainted, recarpeted and the installation of new interactive televisions.

Extraordinary revenue includes donations of \$140,000 for 2023. The 2022-2026 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide a framework for school council allocation of funds to support our programs and priorities. Additional Government funding we received beyond the SRP was Tier 2 Funding and Mental Health Funding, which was used to support staffing resources and programs to support student wellbeing. Equity funding is used to provide staffing resources to support intervention programs, particularly in Reading.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

For more detailed information regarding our school please visit our website at
www.skyeps.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 429 students were enrolled at this school in 2023, 213 female and 216 male.

3 percent of students had English as an additional language and 3 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).

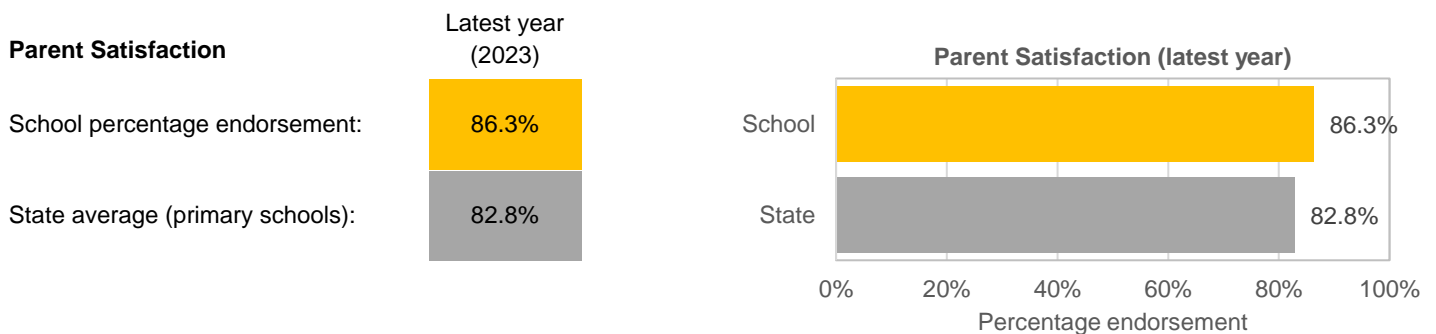
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

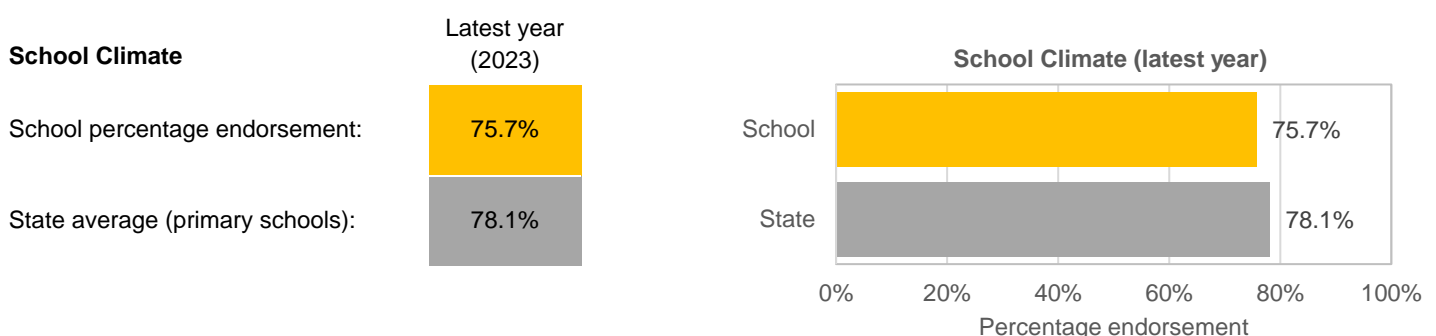


School Staff Survey

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

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

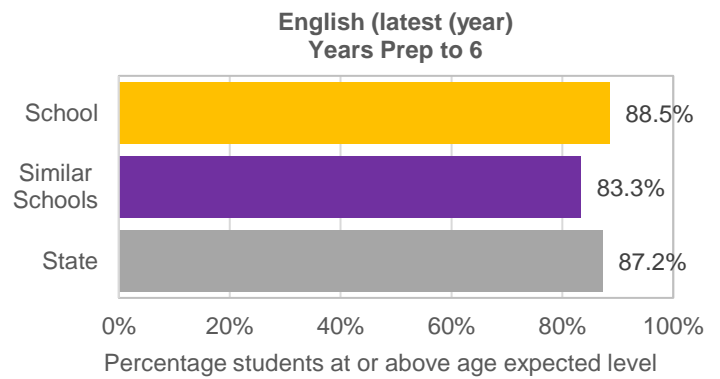
88.5%

Similar Schools average:

83.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

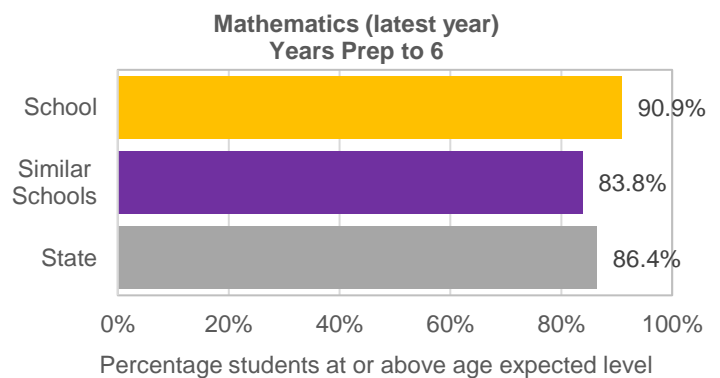
90.9%

Similar Schools average:

83.8%

State average:

86.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.9%

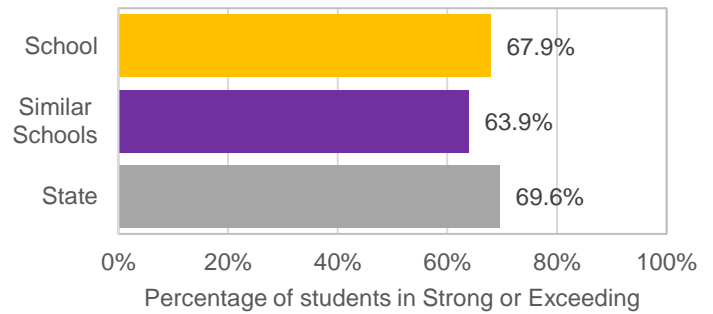
Similar Schools average:

63.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.0%

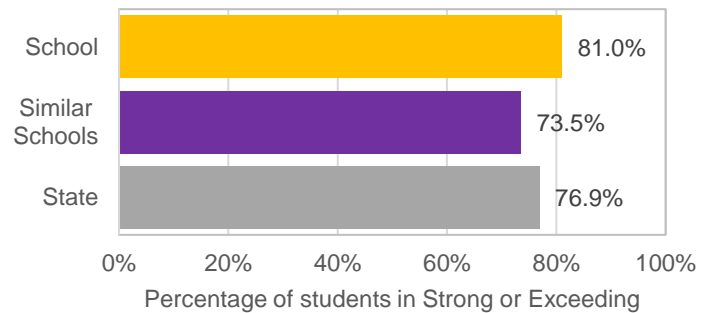
Similar Schools average:

73.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.7%

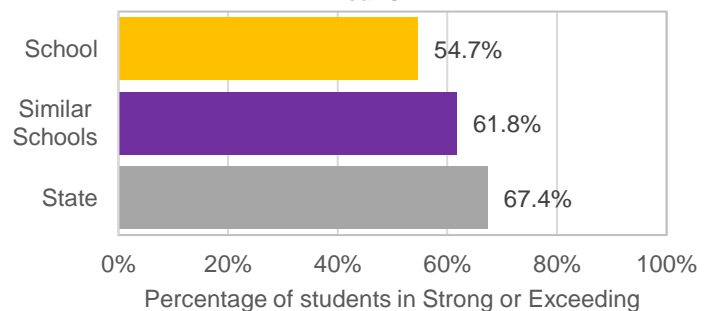
Similar Schools average:

61.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.4%

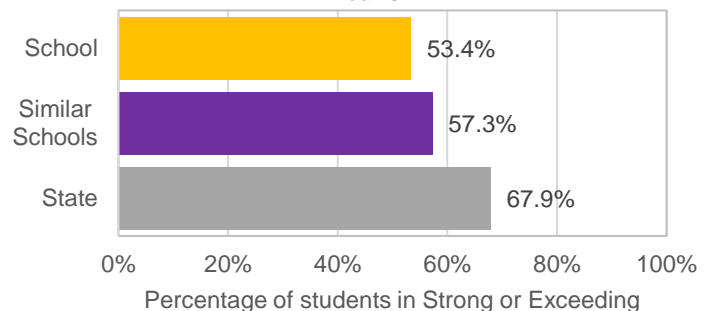
Similar Schools average:

57.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.4%

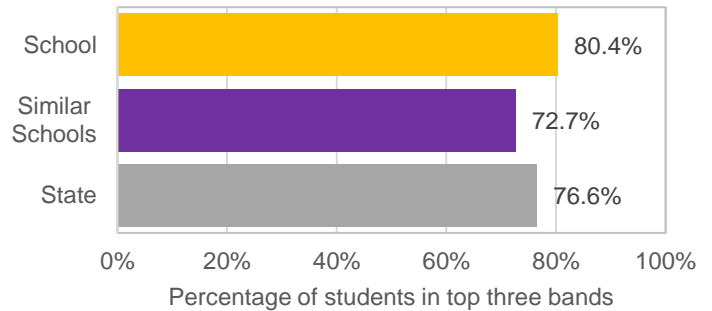
Similar Schools average:

72.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

62.2%

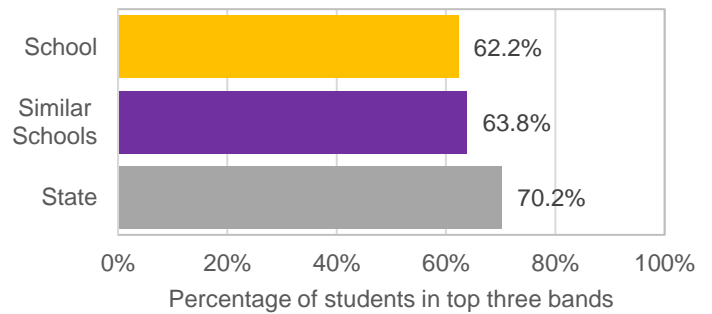
Similar Schools average:

63.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

54.9%

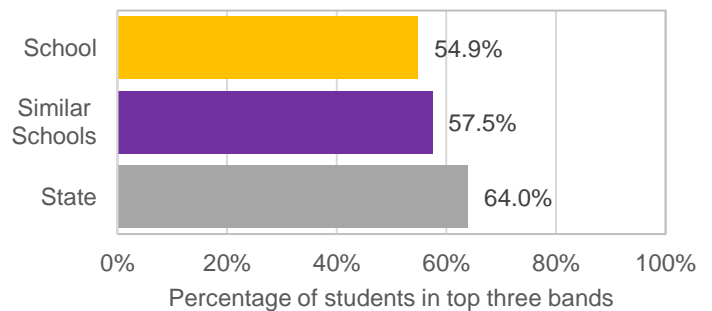
Similar Schools average:

57.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.9%

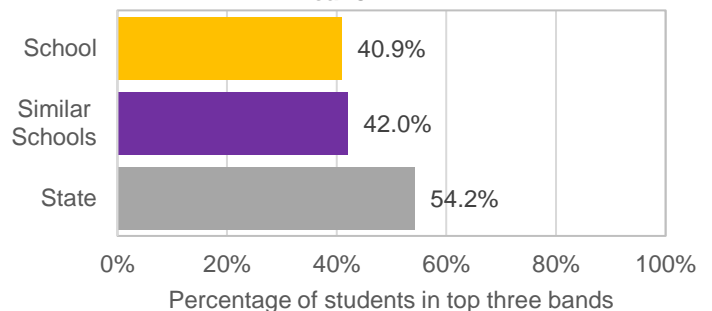
Similar Schools average:

42.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

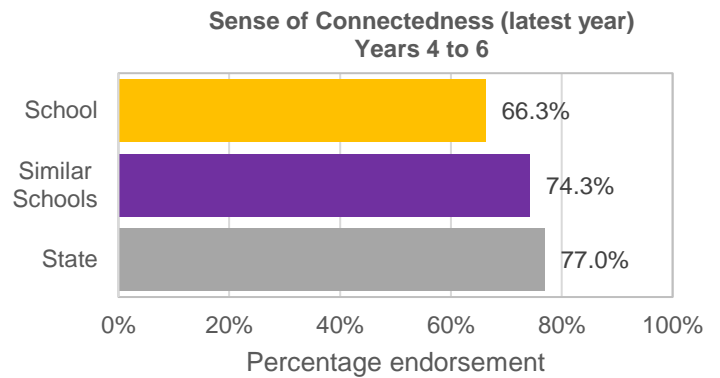
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	66.3%	67.7%
Similar Schools average:	74.3%	76.0%
State average:	77.0%	78.5%

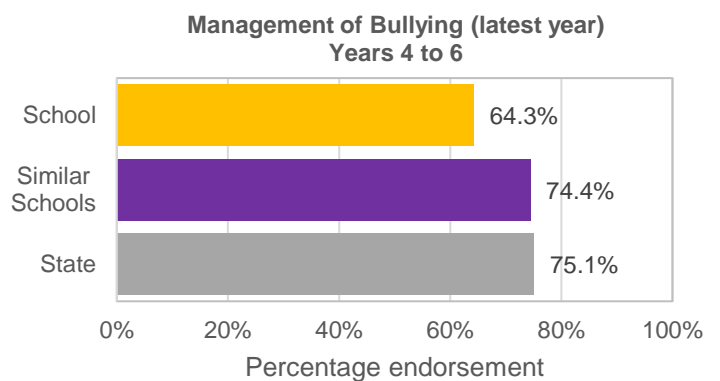


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	64.3%	63.9%
Similar Schools average:	74.4%	75.4%
State average:	75.1%	76.9%



ENGAGEMENT

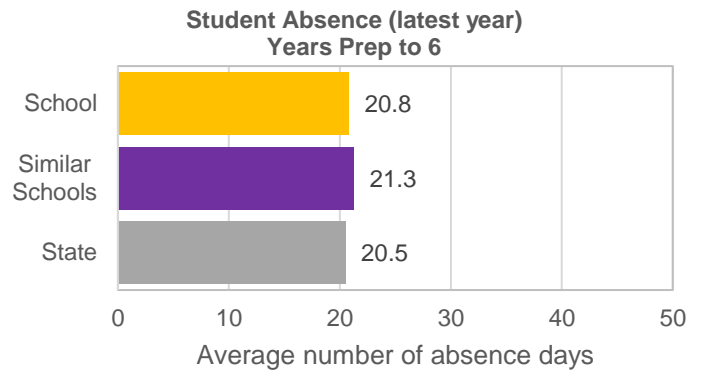
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.8	17.8
Similar Schools average:	21.3	19.4
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	91%	89%	89%	87%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,376,808
Government Provided DET Grants	\$545,111
Government Grants Commonwealth	\$9,028
Government Grants State	\$0
Revenue Other	\$103,943
Locally Raised Funds	\$425,219
Capital Grants	\$0
Total Operating Revenue	\$5,460,109

Equity ¹	Actual
Equity (Social Disadvantage)	\$173,264
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$173,264

Expenditure	Actual
Student Resource Package ²	\$4,372,629
Adjustments	\$0
Books & Publications	\$1,669
Camps/Excursions/Activities	\$115,701
Communication Costs	\$6,175
Consumables	\$118,781
Miscellaneous Expense ³	\$30,019
Professional Development	\$48,094
Equipment/Maintenance/Hire	\$56,018
Property Services	\$198,252
Salaries & Allowances ⁴	\$141,305
Support Services	\$155,535
Trading & Fundraising	\$57,514
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,505
Total Operating Expenditure	\$5,348,197
Net Operating Surplus/-Deficit	\$111,912
Asset Acquisitions	\$65,638

- (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 18 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,088,896
Official Account	\$31,594
Other Accounts	\$31,025
Total Funds Available	\$1,151,515

Financial Commitments	Actual
Operating Reserve	\$132,453
Other Recurrent Expenditure	\$4,695
Provision Accounts	\$0
Funds Received in Advance	\$39,695
School Based Programs	\$362,819
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,533
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$112,528
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$667,722

All funds received from the Department of Education, 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.