**2021 Annual Report to**

**The School Community

School Name: Glenroy Specialist School (4915)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2021 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 29 March 2022 at 04:08 PM by Allan Waterson (Principal) |

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| * This 2021 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 27 May 2022 at 09:30 AM by Kellie Barnes (School Council President) |

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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, an outline of the school’s performance over the year and future directions.

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 ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

**Achievement**

* 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, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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**

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| School context |
| Glenroy Specialist School is one of four schools in Victoria for students who have physical and multiple disabilities and significant health concerns. In 2021 the enrolment was 135.2 EFT students ranging from 5 to 18 years. The student population is drawn from across the Northern and Western suburbs of Melbourne and most students travel to and from school in a fleet of 20 buses.The school Vision is that Glenroy Specialist School will provide a respectful, safe and supportive environment that encourages dynamic, active learning and growth for all members of the school community. The school Values are: Teamwork, Professionalism, Respect and Learning. The school motto of 'Working Together To Achieve' acknowledges the strong partnerships that underpin all that is achieved by the school and our students.Glenroy Specialist School is housed in a world class facility designed to support the specific learning and care needs of our students. The building features natural light, wide spaces, specialist learning and physical activity areas and integrated manual handling and care systems to support the occupational health and safety of all members of the school community. Extensive landscaping enables the students to enjoy learning in protected and engaging outdoor environments.The school is divided into Junior, Middle and Senior sub-schools. The school started the year with 21 classes and ended the year with 20 classes due to staffing changes. The average class size was 7. Classes are structured to bring together groups of students of similar ages with similar learning styles.The school has a staff of 166 comprising 33 teachers, (EFT 29.6) including 5 Leading Teachers, 3 Learning Specialist and 2 Principal Class members. Over half of the teaching staff have Special Education qualifications or are working towards these qualifications. The school has 131 Education Support staff, (EFT 75.92). Of these, 8 are administration officers, 77 are classroom assistants, along with 26 staff members each working 2 hours per day as mealtime assistants who have specific training to support the students at lunchtimes. The school staff also includes 5 Speech Pathologists, 5 Occupational Therapists, 5 Physiotherapists, 4 nurses and 2 general maintenance personal.The school has adopted the Team Around the Learner model, where teams of teachers, therapists, support staff and nurses work together to enable each student to access and be actively engaged in age appropriate and challenging learning programs whilst ensuring that their physical health and wellbeing is well attended to.The COVID-19 pandemic which commenced in March 2020 continued into 2021. 2021 proved to be a challenging time for all members of the school community as we transitioned in and out of lockdown throughout the year. The impact on families as they managed home schooling, working from home along with supporting their families has meant that some families were not able to remain as connected to the school as they would have liked.Families were offered remote learning sessions, joining both morning and afternoon sessions on a regular basis. Some families due to family circumstances did not join. Learning packs were sent home on a weekly basis via the school bus run. These learning packs provided resources for upcoming lessons. Classroom teachers made weekly welfare checks on families. Whilst most families engaged in these conversations, some families failed to answer when telephoned or chose not to engage with the school. During the lockdown 4 in May, 10 – 14 students attended on site on any given day. These were students of essential workers or students identified as being vulnerable. During this lockdown we had a minimum number of staff in attendance to support the students, which were timetabled on a roster basis. The remainder of the staff worked from home.With the changing of guidelines made by the Premier, we progressively saw an increase in the number of students attending on-site. During the last 5 weeks of lockdown 6 (August – September 2021), we were averaging 50 students onsite daily. We subsequently moved into sub-school bubbles, with all staff working on alternate days. Feedback from staff indicated that this model provided them with some long-term stability regarding their work roster instead of waiting for the weekly staffing roster to be emailed out.The staff adapted and transitioned smoothly between on-site learning and remote learning. The staff managed this whilst managing the remote learning needs of their own families. The remote lessons provided along with the development of sequential lessons at the different learning levels were of an extremely high standard and one that all staff are proud of. Teaching staff would meet with a designated Therapist prior to lessons to discuss the delivery of the online lessons.The focus on returning from Lockdown 6 in late September was on re-engaging the students in their learning as well as on the mental health and wellbeing of staff, students and families, and transitions across the school. Student attendance progressively grew, with the percentage of students attending increasing each week. To ensure that staff met the vaccination requirements mandated by the Department of Education, two vaccination clinics were hosted at the school with a large number of staff taking up the offer to be vaccinated. Only a small number of staff are yet to meet the vaccination requirements mandated by the Education Department. All staff at Glenroy Specialist School along with the students and their families are to be congratulated for their efforts and commitment throughout 2021. |
| Framework for Improving Student Outcomes (FISO) |
| The main areas focused on in 2021 was Excellence in Teaching and Learning: Curriculum planning and assessment. The focus was on developing teacher capacity to identify and interpret student outcomes and use assessments to inform the next step in student learning. This was done through PLCs. A school based Evidence Pyramid was developed in PLCs, that allowed staff to assess the quality of the evidence they were gathering on the students. The Evidence Pyramid provided for a common language and reference point for all staff. Through the PLCs we undertook a forensic analysis of our practices to ensure we delivered a viable and engaging curriculum. The ‘Team Around the Learner ‘model was strengthened to ensure all students have optimal access to and engagement with learning.In addition to Curriculum planning and assessment, a focus was also the on health and wellbeing of students and staff. Remote and flexible learning sessions were delivered by staff, weekly well-being contact was made with every family. The focus on the wellbeing of all members of the Glenroy Specialist School community was paramount in the minds and actions of the school leadership team. Glenroy Specialist School only partly delivered on the Key Improvement Strategies outlined in the 2021 AIP due to the change in priorities resulting from the impact of COVID-19. |
| Achievement |
| All students had Individual Education Plans (IEP) that were developed and then reviewed when families and school based teams met as the Student Support Group. The curriculum was developed using the Victorian Curriculum Foundation Levels. Due to the impact of COVID-19 SSGs were conducted over the phone or via Zoom. The school has a set of Teaching and Learning Protocols that provided the foundation for all teaching and learning programs. The PLC work commenced in 2020, continued in Term 1 2021. In 2021 PLCs were realigned so that teachers who have classes with similar learning levels work together. With the return to remote learning the PLCs planned activities and delivered a series of sequential lessons at specific learning levels. Teachers met on a weekly basis in term 1. The major focus of PLCs in term 1 was on developing a school wide consistent understanding of what good evidence looked like in relation to our student population. Each PLC group contributed to the development of an Evidence Pyramid. The Evidence Pyramid outlined the different types of evidence that may be used by staff to judge student progress along with a set of parameters that helps determine the quality of the evidence. An evidence expo was held at the end of term 1 where teachers displayed pieces of evidence with a brief description about what tier it is, how it was collated, how it is used. There was considerable buy in from staff as they could see how the PLCs and the use of an Evidence Pyramid could have a positive impact on their teaching. There was now a common understanding and language, Anecdotally, conversations amongst staff related to the use of student data often referred to the Evidence Pyramid as a reference point. Teachers provided families with modified IEPs and associated learning activities. Zoom learning sessions were designed and presented across learning levels with support material being sent home via the school bus system the week prior to the lessons. Where families had no or limited access to digital technology, laptops and internet dongles were sent home to support families. Along with learning level lessons in the morning, class teachers ran zoom individual class sessions daily in the afternoon. Teachers completed modified mid-year reports to reflect the remote learning environment that they we were working in. To support families who were unable to attend the remote classes at the scheduled time, access to a closed YouTube channel continued in 2021. Families were able to access the channel 24 hours per day, seven days per week. The focus of all our work was to ensure staff, students and families remained connected to the school and learning during the two remote learning periods School performance data published by the Department of Education for Glenroy Specialist school indicates the following - Teacher judgements in English 31.9% of students are at Level A, 36.7% of students are at Level B, 12.8% of students are at Level C, 18.6% of students are at level D or higher.Teacher judgements in Mathematics, 33.7% of students are at Level A, 37.3% of students are at Level B, 9.9% of students are at Level C, 19.1% of students are at level D or higher.The collaboration between teachers and therapy staff to plan and deliver an interactive online lesson whilst also providing and engaging curriculum for those students onsite was a highlight and showed a strength in the collaborative partnership. This will lead to greater collaboration in 2022 leading to improved student outcomes.During the periods of remote learning many parents continued to develop their skills in using PODDs to assist communication. An aim in 2022 would be to further enhance parents understanding of how they can assist their child.  |
| Engagement |
| 2021 has proved to be a challenging time for all members of the school community as we transitioned in and out of lockdown throughout the year. The impact on families as they managed home schooling, working from home along with supporting their families has meant that some families were not able to remain as connected to the school as they would have liked.Formal remote learning classes based on learning levels were provided to families in the morning sessions, with individual class catchups occurring in the afternoon. In addition to the remote learning, families could also access the school-based YouTube channel. Materials required by students to participate in the online sessions were sent home to families using the school buses on a weekly basis. The school continued to hold sub-school and whole school assemblies and events via zoom e.g Book week, end of term assemblies. Whilst it was an extremely challenging year for our school community with a high level of anxiety amongst many of our families, the work undertaken by the leadership team and staff enabled all members of our community to remain connected to the school. The DET Parent Opinion Survey that was administered in third term and anecdotal conversations with parents throughout the lockdowns, highlighted the positive work undertaken by staff to ensure all members of the school community remained connected during the remote and flexible learning periods. We had an increase in the number of families completing the 2021 parent opinion survey with twenty-four families participating. The survey showed that 96% of families felt connected and believe that their child is connected to the school. When asked the question, ‘Overall, I am satisfied with the education my child receives from this school’, 91% of families answered in the positive. All families (100%) indicated the ‘school always aims to improve the quality of education it provides’, 86% of families believe that there is strong parent participation and involvement and 91 % of families indicated that the school values parent/carer/guardians contributions. When asked about the support services provided by the school to support students, 90% of families answered in the positive.When asked specific questions about the remote and flexible learning provided during 2021, 80% of families indicated that they were satisfied with the school’s approach to remote and flexible learning. 80% of families believe that the amount of schoolwork their child had received while learning from home was about right. Returning to onsite learning in Term 4, the school community displayed a positive attitude which was demonstrated through staff, student, and parent comments. There was a positive attitude in relation to adhering to COVID safe practices. The focus for Term 4 was on the mental health and wellbeing of staff, students and families, student learning and transitions across the school. Learning activities were designed to help students reconnect face-to-face with their peers and the learning environment. As the term progressed student attendance increased. Staff continued to contact families who were reluctant to send their child back to school. |
| Wellbeing |
| The COVID-19 pandemic continued to have a significant impact on the entire Glenroy Specialist School community.The leadership team continued to remain vigilant and cognisant of the cumulative effects of continued rolling lockdowns and the uncertainty that surrounded lockdowns. Many families were attempting to provide remote learning for multiple siblings whilst also trying to work from home. Staff were also managing remote learning for the students of Glenroy Specialist School and their own families. Added to this was the need for staff to attend school on a timetabled basis to support families of essential workers and students deemed to be at risk. Like 2020, a major focus was on ensuring students and families remained connected to their peers and the school. Leadership was also very aware of the need to support staff in all aspects of staff wellbeing whilst ensuring staff provide stimulating and engaging lessons in a remote learning environment. Staff, student, and family well-being continued to be a major priority for the leadership team. This involved staff touching base with all families in their class on a weekly basis and the leadership team monitoring and touching base with staff across the school on a weekly basis.Some families were appreciative of and receptive to the weekly contact whilst a small number found it challenging. A large number of families were regular online attenders to the morning learning sessions, a large number of families also participated in the individual class sessions in the afternoons. There was a small number of families who did not engage with the school at all during both phases of remote learning.With the changing of guidelines made by the Premier, we progressively saw an increase in the number of students attending on-site. During the last 5 weeks of lockdown 6, we were averaging 50 students onsite daily. We subsequently moved into sub-school bubbles, with all staff working on alternate days. Feedback from staff indicated that this model provided them with some long-term stability regarding their work roster instead of waiting for the weekly staffing roster to be emailed out.An additional experienced staff member was employed in second semester as part of the DET Mental Health Practitioner Initiative. They were charged with the responsibility of developing a wellbeing focused curriculum to support the specific needs of our secondary aged students. This program will continue in 2022 and will prove to be invaluable in supporting our students. With the mandating of vaccinations for staff two vaccination clinics were held at Glenroy Specialist School to support staff in getting their first and second vaccinations. These clinics were well supported by the staff. Staff who had vaccinations appointments at alternative clinics were released to attend their vaccination appointments. The management of staff and student physical and emotional fatigue continued to be a priority when staff and students came back on-site in term 4. This was achieved through the simplification of tasks and the cancelling of some regular meetings.Go-Vember proved to be a highlight of the return to onsite learning. Over the course of a week in November students participated in several team events. The culmination of Go-Vember was an online family fun night. Families joined in several online fun events., with over thirty families joining in activities.  |
| Finance performance and position |
| Glenroy Specialist School has continued to operate with strong financial management based on careful Human Resources management and detailed program budget development and monitoring. These processes have underpinned the school ending the 2021 year in a financial surplus. Approximately $9.8 million dollars of the Student Resource Package was used for staffing. The school received Equity Funding of $ 22,500 and this was used to contribute to the running of the Home-Based Learning Support Program and the increase in staffing to support Key initiatives. The school received an $8,000 donation from RSL to support community access programs and grants from the DET to support school maintenance. New students enrolled in the school had increasingly complex levels of multiple disabilities which necessitated the employment of additional support staff to manage the health and personal care needs of the students whilst maintaining good occupational health and safety for the staff. |
| **For more detailed information regarding our school please visit our website at** [**https://www.glenroyss.vic.edu.au**](https://www.glenroyss.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.

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 135 students were enrolled at this school in 2021, 58 female and 77 male.

27 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: Medium

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.

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| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 90.5% |
| State average (specialist schools): | 85.2% |

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.

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| --- | --- |
| **School Climate** | Latest year (2021) |
| School percent endorsement: | 77.8% |
| State average (specialist schools): | 64.9% |

ACHIEVEMENT

Teacher Judgement of student achievement

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

**English**

|  |  |
| --- | --- |
| Achievement Level | Latest year (2021) |
| A | 31.9% |
| B | 36.7% |
| C | 12.8% |
| D | 10.7% |
| 0.5 | 1.8% |
| F to F.5 | 1.5% |
| 1 to 1.5 | 3.0% |
| 2 to 2.5 | 1.2% |
| 3 to 3.5 | 0.3% |
| 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**

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| --- | --- |
| Achievement Level | Latest year (2021) |
| A | 33.7% |
| B | 37.3% |
| C | 9.9% |
| D | 10.8% |
| 0.5 | 1.8% |
| F to F.5 | 3.6% |
| 1 to 1.5 | 1.8% |
| 2 to 2.5 | 0.9% |
| 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. Absence data in 2020 and 2021 may have been influenced by COVID-19.

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| **Student Absence** | 2018 | 2019 | 2020 | 2021 | 4-year average |
| School average number of absence days: | 56.9 | 59.3 | 80.1 | 81.4 | 69.4 |

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'.

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| --- | --- | --- | --- | --- | --- |
| **Student Exits** | 2018 | 2019 | 2020 | 2021 | 4-year average |
| School percent of students with positive destinations: | 100.0% |  85.7% | 100.0% | 100.0% |  94.6% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $11,385,824 |
| Government Provided DET Grants | $574,243 |
| Government Grants Commonwealth | $9,250 |
| Government Grants State | $0 |
| Revenue Other | $18,136 |
| Locally Raised Funds | $43,003 |
| Capital Grants | $0 |
| Total Operating Revenue | **$12,030,456** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $45,060 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$45,060** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $9,817,031 |
| Adjustments | $0 |
| Books & Publications | $1,052 |
| Camps/Excursions/Activities | $4,378 |
| Communication Costs | $10,526 |
| Consumables | $50,837 |
| Miscellaneous Expense 3 | $19,601 |
| Professional Development | $19,188 |
| Equipment/Maintenance/Hire  | $99,724 |
| Property Services | $176,025 |
| Salaries & Allowances 4 | $0 |
| Support Services | $110,379 |
| Trading & Fundraising | $4,278 |
| Motor Vehicle Expenses | $5,653 |
| Travel & Subsistence | $161 |
| Utilities | $146,868 |
| Total Operating Expenditure | **$10,465,702** |
| Net Operating Surplus/-Deficit | **$1,564,754** |
| Asset Acquisitions | **$68,145** |

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 25 Feb 2022 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 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $1,686,941 |
| Official Account | $51,103 |
| Other Accounts | $0 |
| Total Funds Available | **$1,738,044** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $93,102 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $820,621 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $79,840 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $310,325 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$1,303,888** |

*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.*