

2021 Annual Report to The School Community



School Name: Nambrok Denison Primary School (5395)



- 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 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 17 March 2022 at 09:29 AM by Craig Pauwels (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 17 March 2022 at 09:32 AM by Nikki Weatherley (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, 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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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 do 'Similar Schools' refer to?

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.

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 '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').

About Our School

School context

The Nambrok Denison Primary School community displays vast pride in our school, our respectful and engaged students, the quality and competence of our teaching and support staff, the breadth of our learning and teaching programs and our extremely supportive parents. Our school values reflect the premise upon which we strive for academic, personal, social, emotional and collaborative success – Respect, Enjoy, Achieve and Learn – Keeping it REAL. Nambrok Denison Primary School is dedicated to an academic learning and teaching environment and offers a broad range of high quality programs to our 82 students, including a strong focus on English and Maths, which are interwoven by our STEM and HASS programs. A commitment to developing the ‘whole’ child is achieved by engaging learners in our Arts and Physical Education programs at all year levels, including specialist Music, Visual Arts, Library (MARC) and involvement each term in the Sporting Schools P.E. program with qualified coaches and teachers.

Nambrok Denison PS is a rural school situated approximately 20 kilometres from Rosedale, Sale, Heyfield and Maffra, in an area which is predominantly dairy farming. Our 2021 enrolment of 89 students worked within and between 5 classrooms, with class sizes ranging from 17 to 23 students. While the total enrolment remains relatively stable, the student population can be transient, as our dairy farming families follow the work. Our staffing ratios consist of 1 Principal Class staff member, 6.2 F.T.E (Full Time Equivalent) teaching staff, 1.57 F.T.E Education Support staff, 1 (0.3) Student Welfare Worker, 2 casual ES staff members and a cleaner.

Our school extremely is well supported by the local community. We value the strong partnership between parents, students and staff, with a very high level of parent participation in School Council, Parents Club, classroom support programs and social & fundraising activities. Effective communication between school and home helps to support this partnership. Local businesses provide substantial support to our school.

The school works in close partnership with seven other rural schools as part of the Sale Rural Cluster to provide additional engaging programs including student leadership development, school camps and purposeful transition programs. Commencing in 2017, we formalised a learning collaborative with our Rural School partners with a focus upon improving student outcomes in Literacy and Numeracy and through our Consultative Committee, teachers have chosen to utilise their Professional Practice Days by joining teachers from the Rural Cluster for collaborative planning.

Attendance remained a strong focus in 2021, however this proved to be a complex issue due to the lockdowns, isolations and effects of COVID-19. Common reasons for nonattendance include illness and extended family holidays during quiet periods on the family farms. Nambrok Denison PS has a strong focus on, 'It's Not OK to Be Away', and 'Everyday Counts,' however we also respect our farming families' decision to take family holidays at opportune times. Work does occur with families to support students whose attendance levels could improve and outside agencies may be involved in supporting families to have their children at school every day.

Over the past 5 years the enrolment of EAL students has increased, indicating that EAL students now count for approximately 10% of the school population. This is due to the increase in international families working on the local farms. These families can be transient as they are shifted from farm to farm in the pursuit of current work.

Initially in 2021 the major key improvement focusses were the continuation of the PLC (professional learning community), utilising learning intentions and success criteria, student goal setting, working on a whole school instructional model, improved attendance, a consistent approach to teaching social and emotional health and intensive literacy and numeracy modelling, coaching and observations for our staff. Obviously these focusses altered with the effects of COVID-19 and the lockdown periods with Remote Learning. During these periods and upon the return to school the school focused on student wellbeing, engagement and the core literacy and numeracy skills.

Framework for Improving Student Outcomes (FISO)

Nambrok Denison Primary School has continued to monitor its development and improvement on the FISO continuum. Having been through the review process at the beginning of 2020, ensured that the FISO outcomes had been thoroughly worked through and updated to reflect the levels that the school are currently achieving.

The major focusses for our school in 2021 have been around continuing Building Practice Excellence, Curriculum Planning and Assessment, Empowering Students and Building School Pride, Setting Expectations and Promoting Inclusion and Building Leadership Teams.

The school was part of wider work represented by the principal at the Regional Principals Network sessions where the focus was around developing an Instructional Model with direct links to Learning Intentions and best practice. Communities of Practice were established for teachers and / middle leaders to continue to develop their skills, particularly in the areas of literacy and reading which were brought back to the staff.

Ongoing checks into the FISO continuum demonstrate that the school is currently working in and beyond the embedding stage in many areas of the continuum and reaching into the excelling stage in some of the domains.

Achievement

Nambrok Denison Primary School continued to place a strong emphasis on improving individual student achievement.

Nambrok Denison Primary School has demonstrated consistent results with Teacher Judgements. We continue to be above our like schools and close to the state average.

Teachers have continued to use individual student data to monitor student achievement in comparison to their grade targets to inform their progress, groupings and teaching for students. Student data sets are submitted each semester.

To achieve these goals for our students, teachers at NDPS are committed to meet on a weekly basis as a Professional Learning Community (PLC) to assess and analyse student performance data, and to plan for precise and personalised teaching in the classroom. Intervention and extension for children requiring their learning trajectory to be accelerated or stretched has been a primary focus of the PLC.

Work with our PLC Leader and Literacy Leader allowed strengthened and targeted work with our teachers in further up-skilling them in their program deliveries. This work focused on a whole staff approach to establishing the essential learnings and scope and sequences at all levels in reading, writing and maths, consistent planning documents and modelling with clear targets for moving forward. Students also worked with their teachers on more explicit goal setting, feedback and monitoring and re-setting of goals. This work also saw the further development of teachers as middle leaders in driving the improvement forwards.

During the Remote Learning periods, the educational focusses were on the core Literacy and Numeracy skills and student Wellbeing.

Learning packs and programs were differentiated to cater for the individual student needs and teachers ran small group sessions online to continue to support individual learning. Regular contact was maintained with students through whole group, small group and individual contact being made.

Remote Learning consisted of a mix of online and hard copy materials to cater for students working whilst out on the farm and the poor quality of the local internet connections.

Intensive Literacy Intervention is made possible, with 0.5 position of Intervention Aide where identified and targeted children each term work in a 1-1 accelerated learning environment.

Engagement

The School's goal is for each student to experience engagement through positive transitions and learning pathways into our school, through the school and onto secondary education. To support this we have a comprehensive, yet flexible, program underpinning the various transitions students make, including Kinder to Prep and Year 6 to Year 7.

In 2021 our Prep transition program was modified from what we normally conduct. We had to hold a reduced amount of sessions, much later in the year. It remained a successful transition for our incoming Prep students. Prior to this communication occurs with the kindergartens to begin building relationships and understanding the needs of our future students. Prep students are supported with a buddy student from Grade 6 in their initial year of school.

Throughout Remote Learning, teachers ensured that they were connecting with their students on a regular basis. This was done through whole group online classes, small group online sessions, one on one online sessions and individual phone calls to parents and students.

Upon returning to school after the Remote Learning periods, consistency was the key to maintaining a harmonious environment.

With COVID restrictions in place, we were only able to hold a highly modified Swimming Carnival and Athletics Carnival throughout the year. Teachers still connected with their cluster colleagues for online planning options. When permitted, a NDPS 3-6 Camp was carried out in Term 4 along with an End of Year Fun Day.

With an increasing number of students transitioning to our school part-way through their primary school years, an ongoing focus is to develop a consistent process for quickly and effectively engaging these students and their families.

An area of development in classes is creating stronger ownership and understanding of students own learning, thus resulting in improved engagement and investment from the students. This has begun occurring through Learning Intentions and Success Criteria for students to understand what they are learning and why, individual goal setting and a continued focus on clear and precise feedback. Student responses demonstrate solid growth in regards to student engagement levels.

Wellbeing

The school continued to utilise School Wide Positive Behaviour Systems (SWPBS) as a means of promoting and teaching positive behaviours within the school. The schools values of Respect, Enjoy, Achieve and Learn remained a strong focus in improving behaviours. An active SWPBS team met occasionally to look at student data and develop strategies for improvement. A consistent process for responding to student behaviour is enhanced by recognising, acknowledging and celebrating expected behaviours.

Teachers continued to work on developing positive relationships with their students in order to ensure their positive wellbeing. Staff meetings had time dedicated to discussing the wellbeing and strategies employed for individual students. Regular whole school positive behaviour focuses were implemented as determined by our behaviour data and the 'Marble Tube' reward system continued.

Educational Support Staff were employed to work with funded and targeted students with specific needs. This was done one on one, in small groups and supporting them within the whole class environment.

A school chaplain was employed three days per fortnight (funded by an anonymous philanthropist with an additional top up from school funding) to provide individual support to students, group support and support within the school yard. Cyber-safety is explicitly taught and promoted through the e-Smart framework. ICT User Agreements were signed by all students before having access to technology.

Teachers implemented 'Mindfulness' sessions in their classes and utilised the Respectful Relationships and Be You resources to implement wellbeing sessions in their classes.

A P.E. teacher was employed almost weekly through the Sporting Schools grants to deliver sporting sessions to our students and to promote our students to be more active.

Student and family wellbeing was closely monitored throughout the year with the effects of COVID-19, creating restrictions, remote learning and additional stress upon families.

School staff met regularly and noted individuals or families requiring additional support, which was then actioned appropriately.

The SSS Key Contact meetings ensured that the school were continuing to monitor where support was required. Online wellbeing sessions were created and the school chaplain connected with individual students and families through telephone and online meets.

Significant improvements have been achieved in student's contentedness towards the school and their reported incidents of and the management of bullying over the past years. These improvements are support by the schools ongoing data collection and monitoring.

Finance performance and position

Nambrok Denison Primary School continues to be in a sound financial position. This is due to the time and commitment put into effective budgeting, the fundraising from our school community including our strong Parents Club and School Council. Our credit budget ended in surplus due to increased student numbers, which therefore increased funding in 2021. Our cash budget balance allows for funds for committed projects (School Council approved) and a small operating reserve.

Critical to our healthy financial position is a finance sub-committee whose members are committed to investigating and long term planning for improvements to buildings, grounds, furniture, ICT and teaching resources which has in turn led has led to judicious saving and purposeful, focused spending. Expenditure is monitored by School Council with approval sought for items valued over \$5,000. The School finished with a healthy surplus in the credit budget.

The receipt of equity funding under the Gonski strategy enabled an intervention aide to be employed in 2021 and an additional classroom aide, which in turn allowed for further focused small group work and intensive, personalised teaching within classrooms. The tutor funding initiative allowed for the employment of a tutor working with target groups in all year levels.

For more detailed information regarding our school please visit our website at <http://nambrok-denisonps.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 89 students were enrolled at this school in 2021, 41 female and 48 male.

8 percent of students had English as an additional language and 0 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).

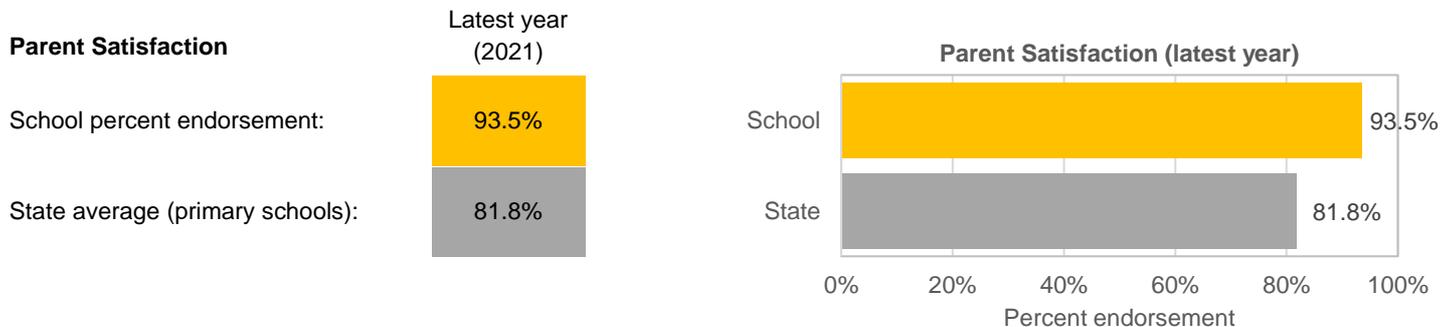
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

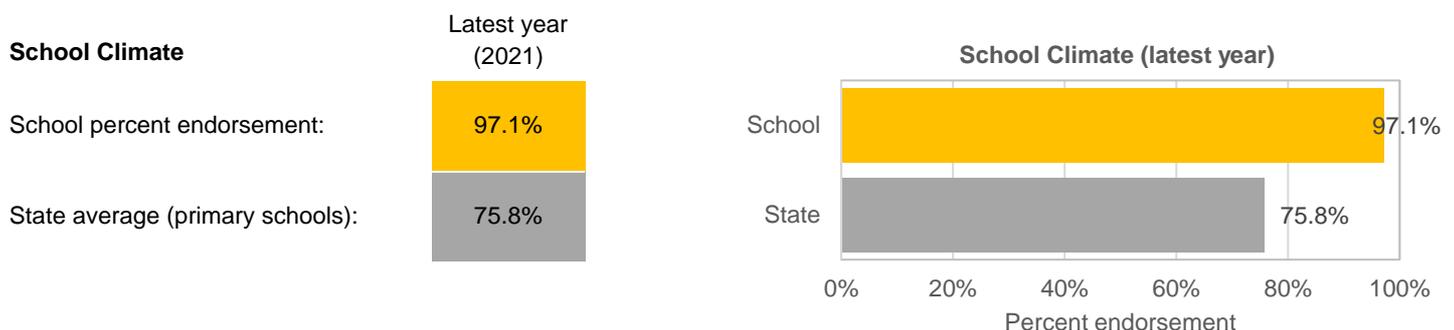


School Staff Survey

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.



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

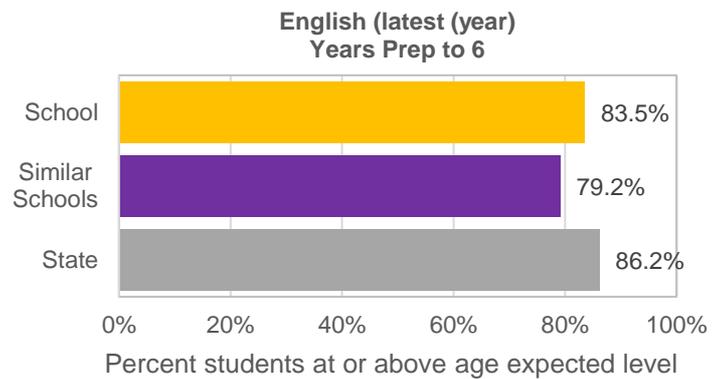
83.5%

Similar Schools average:

79.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

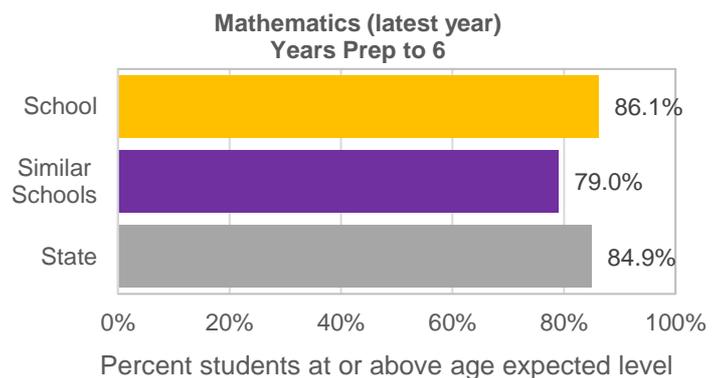
86.1%

Similar Schools average:

79.0%

State average:

84.9%



ACHIEVEMENT (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.

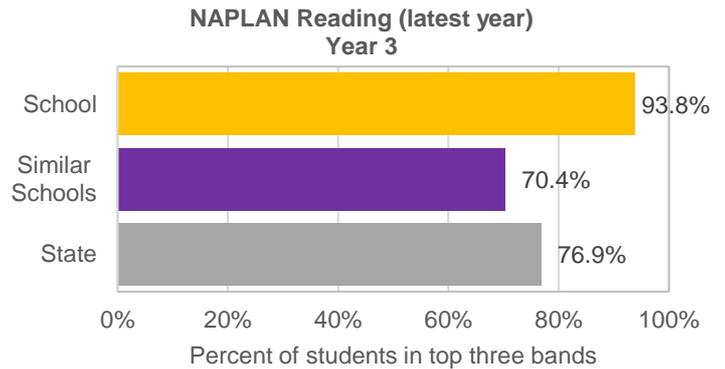
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

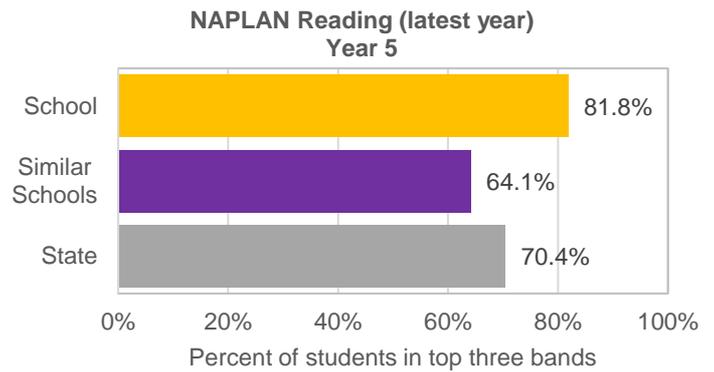
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.8%	89.7%
Similar Schools average:	70.4%	69.7%
State average:	76.9%	76.5%



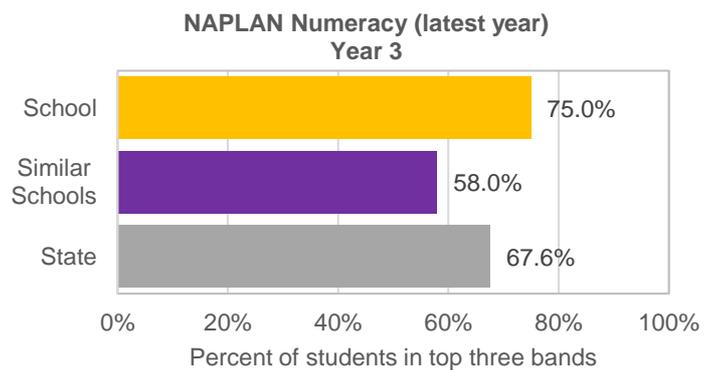
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	69.2%
Similar Schools average:	64.1%	60.3%
State average:	70.4%	67.7%



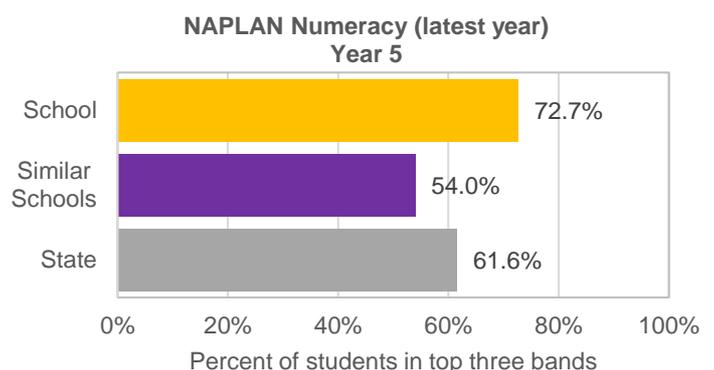
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	73.3%
Similar Schools average:	58.0%	61.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	61.5%
Similar Schools average:	54.0%	51.8%
State average:	61.6%	60.0%



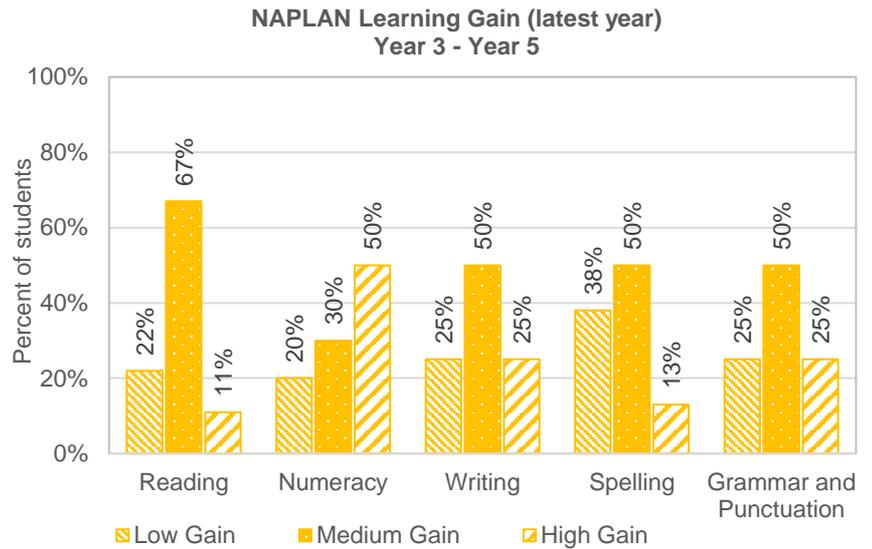
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	67%	11%	21%
Numeracy:	20%	30%	50%	20%
Writing:	25%	50%	25%	17%
Spelling:	38%	50%	13%	18%
Grammar and Punctuation:	25%	50%	25%	18%



ENGAGEMENT

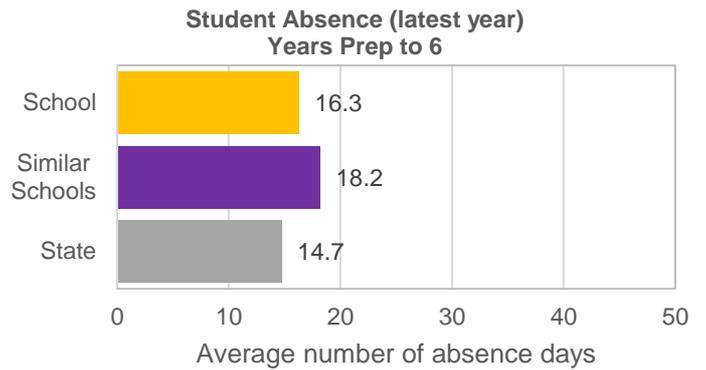
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.3	14.4
Similar Schools average:	18.2	16.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	90%	94%	94%	94%	95%	86%

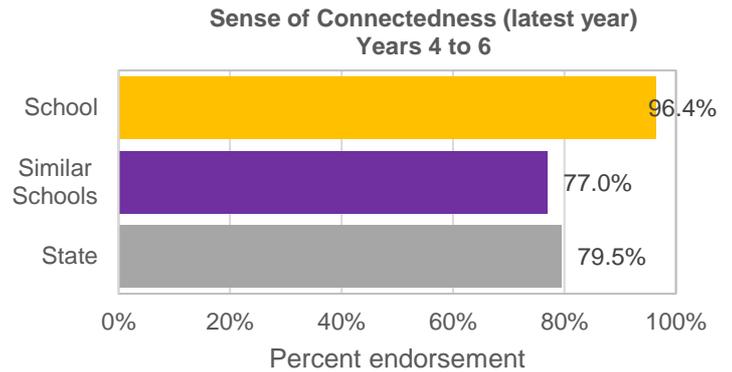
WELLBEING

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 percent 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 (2021)	4-year average
School percent endorsement:	96.4%	87.9%
Similar Schools average:	77.0%	78.3%
State average:	79.5%	80.4%

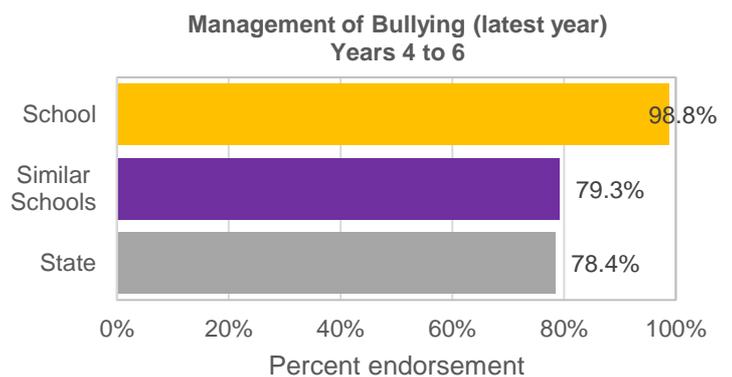


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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 (2021)	4-year average
School percent endorsement:	98.8%	86.0%
Similar Schools average:	79.3%	79.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,086,412
Government Provided DET Grants	\$204,112
Government Grants Commonwealth	\$6,800
Government Grants State	\$0
Revenue Other	\$8,193
Locally Raised Funds	\$42,271
Capital Grants	\$24,766
Total Operating Revenue	\$1,372,554

Equity ¹	Actual
Equity (Social Disadvantage)	\$90,435
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$90,435

Expenditure	Actual
Student Resource Package ²	\$1,024,243
Adjustments	\$0
Books & Publications	\$678
Camps/Excursions/Activities	\$18,565
Communication Costs	\$2,355
Consumables	\$24,487
Miscellaneous Expense ³	\$4,792
Professional Development	\$4,095
Equipment/Maintenance/Hire	\$28,340
Property Services	\$44,615
Salaries & Allowances ⁴	\$66,375
Support Services	\$4,079
Trading & Fundraising	\$12,104
Motor Vehicle Expenses	\$3,069
Travel & Subsistence	\$0
Utilities	\$12,501
Total Operating Expenditure	\$1,250,298
Net Operating Surplus/-Deficit	\$97,490
Asset Acquisitions	\$40,298

- (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 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	\$51,092
Official Account	\$109,860
Other Accounts	\$0
Total Funds Available	\$160,953

Financial Commitments	Actual
Operating Reserve	\$34,595
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$16,506
School Based Programs	\$1,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$84,428
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,000
Capital - Buildings/Grounds < 12 months	\$7,700
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$160,229

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.