**2023 Annual Report to the School Community**

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| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 07 April 2024 at 09:25 AM by Madeleine Tippens (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 12 April 2024 at 02:33 PM by Kirsty Watts (School Council President) | |

School Name: Glen Iris Primary School (1148)

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](https://nap.edu.au/naplan/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**

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| --- |
| **School context** |
| |  | | --- | | Located in Melbourne’s eastern suburbs, approximately 10 kilometres from the city centre, Glen Iris Primary School is situated near Ferndale Park and Glen Iris Park and part of the City of Boroondara.  Glen Iris Primary School strives to provide a relevant, engaging and differentiated teaching and learning program in a supportive environment that fosters deep thinking, creativity, collaboration and independence. Our aim is to nurture and develop individuals to become resilient and adaptable who will acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a sustainable global society. Our school values are gratitude, resilience, honesty, respect and empathy. As a community, we understand that we are responsible for ensuring that we try our best and have a positive impact on the learning of others, that a safe learning environment is provided for everyone and that we treat others fairly and with respect. In 2023, 22 equivalent full time teaching staff, 5 equivalent full time Educational Support Staff and 2 principal class supported 382 students, 179 female and 203 males. With 43 students speaking from twelve languages other than English and 46 students with a disability, we endeavour to honour diversity and a shared sense of belonging and respect. Additional learning opportunities exist through the school’s specialist programs, Visual and Performing Arts, French and Physical Education. A range of additional and extra-curricular opportunities including STEM, Maths Olympiad, Tournament of Minds, private instrumental lessons, private sport lessons, swimming, camping programs and lunch-time clubs such as choir also enhance student learning programs. The School Council and its sub-committees ensure that parents’ views are regularly represented and expressed through an organised, cohesive and focused body. School policies are developed through the vehicle of the Council ensuring that they represent both the spirit and the culture of the school and its community. | |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2023, Glen Iris Primary School progressed their goals and supported improvement in student learning outcomes guided by our Strategic Plan with a particular emphasis on mathematics and writing. One highlight was that the school continued to focus on its improvement goal to embed a whole school approach to the teaching of mathematics. With the support of our numeracy specialist and regional Education Improvement Leader, the teaching staff continued to embed the Big Ideas in Mathematics model by focussing on common misunderstandings. Grade level teams integrated common misunderstanding formative assessments and jointly moderated the data in order to develop responsive teaching that met all points of need in the classrooms. We showed growth in the School Staff Survey positive endorsement to the question *Teachers in this school have a deep understanding of how to use formative assessment* up 15% compared to 2019. Our NAPLAN data highlighted the success of our embedded whole school approach to the teaching of mathematics, with 96% of students in year 3 strong or exceeding in numeracy and 93% of students in year 5 strong or exceeding in numeracy. Another highlight in 2023 was that the school further embedded its writing program. We welcomed back a consultant that has been working with our school since 2016, who demonstrated the pedagogical model within all grades. Further, teachers were supported in writing moderation to pinpoint how to progress each student's writing. This was enhanced when teachers developed a consistent school approach to student goal setting in the writing classroom. 100% of staff positively endorsed the question *Teachers in this school promote student ownership of learning goals and learning progress* up 25% from 2019. Finally, as a teaching staff, to further embed the school's instructional model across all classes, teachers focussed on emphasising the lesson's learning intention and ensuring that students understood what they were learning and why. Improvement was measured by our Attitudes to School Survey taken by our grade 4-6 students with 91% of students positively responding that "My teacher tells us what we are learning and why" up seven percent from 2019. |
| Wellbeing |
| At Glen Iris Primary School, we endeavour to provide a supportive and engaging learning environment for our students. In 2023, the school progressed its wellbeing goals by reviewing the school's existing wellbeing processes with students and teachers. After consultation, the school continued explicit teaching with the Resilience Project curriculum whilst incorporating more practical strategies to support both inclusion, resilience, and mental health through support from the I Can Network, workshops on supporting neurodiverse learners, a visit from the Director of the Resilience Project, and support from the Berry Street Education Model. There was a positive endorsement increase from 77% to 83% on the School Staff Survey related to supporting students with the most unmet needs. In 2023, using survey data from the Attitudes to School Survey which surveys students in grades 4-6, students increased their positive resilience by 9% in comparison to 2021 data. 2021 was the first year resilience was measured in the survey. Further, through continued support in embedding the Resilience Project, the percentage of students who had reported bullying the term of the Attitudes to School Survey decreased by 8% in comparison to 2019 data. Students' attitudes to attendance increased by 3% to 94% positively endorsing the question *I always try to attend school* and perseverance increased by 4% to 93% with a positive attribution to the question *I try again when I don't succeed*. Further, student emotional awareness and regulation increased according to the Attitudes to School Survey compared to 2019 survey data with an increase of 4% positively endorsing *I know how to get through something even when I feel frustrated*; an increase of 5% positively endorsed *I know the emotions I feel;* there was an increase of 3% positive endorsement to the question *I know ways to calm myself down*; and an increase of 6% positive endorsement to the question *I know when my feelings are making it hard for me to focus*. We attribute these increases not only to explicit teaching of wellbeing strategies, but also an embedded instructional model across all classes that supports consistent, predictable routines. When comparing the positive endorsement of classroom behaviour for students in years 4 to 6 on the Attitudes to School Survey, Glen Iris Primary School is 87% positively endorsed compared to 76% in similar schools, 78% in network schools, and 77% in state schools. |
| Engagement |
| Our stimulating learning programs cater for the individual needs of all students. Student attendance is a key enabler of both student learning and wellbeing, in line with the Framework for Improving Student Outcomes (FISO) 2.0. In 2023, our staff strongly believed in a student's inherent motivation to learn with 0% of staff endorsing the question *Students here aren't motivated to learn*and 100% of staff positively endorsing the question *Staff here are confident they will be able to motivate their students*on the School Staff Survey. Additionally, 100% of staff positively endorsed the question *Teachers in this school believe that student engagement is a key component for learning*up from 85% in 2019. In 2023, to improve engagement, the school focussed on improving family partnerships for the 46 students with disabilities. The school instituted regular School Support Group (SSGs) and aimed to put student voice and agency at the centre of each SSG where each student was included in the support group meeting. The school enlisted the I Can Network to provide professional learning including a session led by the mother of an Autistic child providing belonging and engagement strategies teachers could provide from the point of view of a parent. We worked in close partnership with the Year 6 leaders in the Student Action Leadership Teams, or SALT. In consultation with each SALT group, in order to increase student voice, agency and leadership, Glen Iris Primary School not only liaised with the teams during focus groups, but also provided the teams significant leadership opportunities with several initiatives. Notably, the SALT Promotions team led the Parent Opinion Survey with the hopes that there was an increase in the percentage of parents responding to the survey. The result was that there was an increase from 13% in 2022 to 81% in 2023. As such, the Parent Opinion Survey data was more representative of the parent community than in all previous years. |
| **Financial performance** |
| |  | | --- | | Glen Iris Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2023 school year in a sound financial position. This has enabled the school to meet the current and future needs of all students providing an enriching, nurturing environment, which promotes personal growth and academic achievement. In 2023, our School Council entered contracts with third-party providers and the money from these contracts went to enrich our teaching and learning programs. Further, School Council agreed to use a bequest donation to develop Instrumental Music rooms in our Performing Arts space, thus enabling School Council to enter even more third-party contracts to enrich our programs. Our successful sporting program was enriched with a sporting grant totalling $3600. This enabled the school to purchase sporting equipment. Despite the financial constraints placed on our community, Glen Iris Primary School parents continued their support in 2023 via their voluntary contributions to the School Contributions, Building Fund and Library Funds as well as the successful fundraising activities via the Parents Association.  The Parents Association successfully raised $43172.18, which the school used to purchase 56 new iPads and a new library of readers. The school also raised $26000 in term one of the year. Near the end of 2023, Glen Iris Primary School was the successful recipient of two grants. The first, totalling nearly $300,000, is for an Inclusive Playground. Works are to commence in 2024. The second, an Emergency Grant, is to replace the two portable roofs, ceilings, lighting, and paint. Works are to commence in 2024. | |
| **For more detailed information regarding our school please visit our website at <glen.iris.ps@education.vic.gov.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 382 students were enrolled at this school in 2023, 179 female and 203 male.

13 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: Low

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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 80.4% |
| State average (primary schools): | 82.8% |

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 (2023) |
| School percentage endorsement: | 83.4% |
| State average (primary schools): | 78.1% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 95.5% |
| Similar Schools average: | 95.5% |
| State average: | 87.2% |

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| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 96.4% |
| Similar Schools average: | 95.7% |
| 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.

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| **Reading**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 95.8% |
| Similar Schools average: | 85.6% |
| State average: | 69.6% |

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| **Reading**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 93.3% |
| Similar Schools average: | 91.3% |
| State average: | 76.9% |

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| **Numeracy**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 95.8% |
| Similar Schools average: | 84.7% |
| State average: | 67.4% |

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| --- | --- |
| **Numeracy**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 93.3% |
| Similar Schools average: | 85.8% |
| State average: | 67.9% |

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.

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| --- | --- |
| **Reading**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 95.6% |
| Similar Schools average: | 89.7% |
| State average: | 76.6% |

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| --- | --- |
| **Reading**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 92.2% |
| Similar Schools average: | 87.1% |
| State average: | 70.2% |

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| **Numeracy**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 93.3% |
| Similar Schools average: | 79.8% |
| State average: | 64.0% |

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| **Numeracy**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 86.3% |
| Similar Schools average: | 73.0% |
| State average: | 54.2% |

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).

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 85.4% | 86.7% |
| Similar Schools average: | 75.7% | 76.6% |
| 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 80.0% | 83.7% |
| Similar Schools average: | 73.8% | 75.1% |
| 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.

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| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 17.0 | 12.3 |
| Similar Schools average: | 17.1 | 13.6 |
| 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.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 92% | 92% | 92% | 92% | 90% | 91% | 91% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $3,270,976 |
| Government Provided DET Grants | $361,618 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $40,400 |
| Revenue Other | $20,935 |
| Locally Raised Funds | $528,538 |
| Capital Grants | $0 |
| Total Operating Revenue | **$4,222,467** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$5,000** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $3,138,277 |
| Adjustments | $0 |
| Books & Publications | $15,654 |
| Camps/Excursions/Activities | $199,491 |
| Communication Costs | $3,456 |
| Consumables | $77,689 |
| Miscellaneous Expense 3 | $25,797 |
| Professional Development | $7,807 |
| Equipment/Maintenance/Hire | $30,445 |
| Property Services | $180,351 |
| Salaries & Allowances 4 | $134,073 |
| Support Services | $172,238 |
| Trading & Fundraising | $14,634 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $32,198 |
| Total Operating Expenditure | **$4,032,109** |
| Net Operating Surplus/-Deficit | **$190,358** |
| Asset Acquisitions | **$250** |

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 16 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 | $197,654 |
| Official Account | $41,888 |
| Other Accounts | $84,769 |
| Total Funds Available | **$324,311** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $121,571 |
| Other Recurrent Expenditure | $1,753 |
| Provision Accounts | $0 |
| Funds Received in Advance | $32,326 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $96,768 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$252,418** |

*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.*