

2020 Annual Report to The School Community



School Name: Invermay Primary School (0882)



- 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 2020 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 24 June 2021 at 03:22 PM by Justin Marshman (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested offline by School Council President and processed by Daniel Belic (SPOT Admin) on 25 June 2021 at 01:28 PM

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

At Invermay Primary School we strive to develop 'Happy Kids - High Achievers,' empowering our students through our six core school values of Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence.

We are committed to providing a respectful, cooperative and inclusive environment for all students and aim to foster a healthy school culture where all students have equal access to education; strive to do their best; take pride in their own achievements; and value the success and achievement of others. Our IPS vision statement remains 'To provide a caring learning environment that promotes a lasting enthusiasm for learning, one which unites our students, staff and families in the development of happy kids & high achievers.'

Established in 1873, Invermay Primary School is a Foundation to Year 6 primary school, located 10 kilometres north of the major regional city of Ballarat. Current facilities include an administration building; two mod-5 classrooms accommodating Foundation-Year 2 and Years 3-6 classes; and a multi-purpose gymnasium including kitchen facilities. Our grounds encompass a central courtyard, two undercover adventure playgrounds, tennis courts, extensive grassed and asphalted play areas and a number of shelter and storage sheds.

Our school is situated in a semi-rural setting of small acreage holdings. The majority of surrounding homes - both existing and under construction - are substantial, high end dwellings. It remains a challenge to attract enrolments from these families, many of whom maintain historical family and/or denominational ties with nearby private and catholic schools. We do receive strong enrolment interest and support from families in neighbouring Ballarat suburbs who deem our programs and model an excellent fit for their children. Our 2020 Student Family Occupation Education (SFOE) index rating was 0.4461, down from 0.5357 in 2016.

Enrolment throughout 2020 varied between 63-66 students, having risen from just twenty-four in 2010. Four base classroom groupings of Foundation, Years 1-2, 3-4 & 5-6 operated throughout 2020, with fluid and varied groupings enabled to best support the individual learning needs of our students. Our school's 2020 staffing profile comprised our Principal; 4.4 EFT classroom teachers; one shared LOTE teacher (0.05 EFT); one shared music teacher (0.05 EFT); a school Chaplain/Engagement Officer funded through the Federal Government Chaplaincy program; and two Education and Administrative Support staff (1.7EFT). The proportion of our 2020 staff who recognise as Aboriginal and Torres Strait Islander was zero. We also maintained longstanding ties with local sport and music coaches who delivered subsidised piano, guitar, ukulele, tennis and golf programs to twenty-eight students throughout the school year. We do not offer any explicit programs for international students at this time.

Our 2020 School Review highlighted that Invermay Primary School plans comprehensively for schoolwide improvement within a calm, orderly & safe learning environment. We prioritise the academic & social development of our students and professional growth of our staff. Consistently high student, staff and parent opinion data throughout 2017-20 has supported these assertions.

Framework for Improving Student Outcomes (FISO)

Throughout the 2020 school year, Invermay PS placed a concerted focus on the FISO improvement initiative of 'Building Practice Excellence' among our staff.

Key improvement strategies included:

- Our second year of implementing of the Synthetic Phonics Program for all students F-2.
- Engaging a Literacy Consultant and Bastow Leading Literacy instructor to work privately with all staff right throughout 2020 - reviewing our school's evidence based instructional model for Reading and ensuring that it is consistently implemented across all classrooms. Our consultant mentored staff in highly effective strategies for reading instruction. Despite the impacts of Covid and remote learning, all teaching and education support staff undertook 2 x pupil free days of professional learning with Literacy Consultant Narissa, with our focus being to develop consistent & explicit

modes of reading comprehension instruction.

- Results of an F-6 Student Survey conducted by staff and our reading consultant identified reading influences, reading preferences and reading triggers - which were shared with all staff to better inform our reading instructional underpinnings and selection of texts for our learners.
- Collaborative team planning of Reading instruction units - with remote feedback and support from literacy consultant Narissa - was also initiated in Terms 3 & 4. These sessions will continue into 2021.

Evidence of improvement was noted as staff enhanced their Reading pedagogy & practice as a result of targeted, collective & reflective professional development opportunities completed during our pupil free days, professional practice days and during professional learning team meetings. Importantly, Staff Opinion Survey data was overwhelmingly supportive of professional learning undertaken and gains achieved across the year, with those teachers responding experiencing positive professional growth within the strands of Planning (94% positive); Practice Improvement (95% positive); and Professional Learning (95% positive).

A second FISO improvement initiative was Empowering Students & Building School Pride. Key improvement strategies included:

- Developing a remote learning model that was equitable, functional and accessible to students of all ages and abilities.
- Further refining the nomination process for Junior School Council Leadership roles.
- Student led weekly whole school assemblies.
- School Chaplain supporting staff and many families in dealing with grief & loss, hardship, challenges of remote learning and school refusal. Proactively, our chaplain also instigated recess table tennis; an online Minecraft Club; and Christmas grocery hampers for families in need.

A review of 2020 progress and remaining needs have identified the following improvement strategies into 2021: FISO - Curriculum Planning and Assessment - School Improvement Team comprising Principal + two teaching staff are enrolled for an 8 day Professional Learning Communities course in Semester 2, 2021.

- Building Leadership Teams - develop capacity of teachers to collect, evaluate and utilise data at a PLC level
- Evidence-Based High Impact Teaching Strategies - embed our Invermay Primary School Readers Workshop instructional model with consistency across all four literacy classrooms.

In reviewing and approving this report during our 2021 School Council AGM, school councilors requested special mention be made of the time, energy, care and inclusivity provided by IPS staff during periods of remote learning in 2020, both to students and families. Our existing Google platform, ongoing contact, whole school timetable and feedback sought enabled a remote learning model that our families were extremely grateful for. On behalf of all Invermay PS Councilors, or thanks go to all IPS teaching and support staff for excelling, during what was a most challenging time for educators and learners globally.

Achievement

In 2020, Invermay PS staff continued to work on our strategic plan goal of maximising learning & growth in English & Maths for all students. Creating and revising our remote learning instructional model largely dominated the planning time, meeting time and energies of our staff. Notwithstanding, each teacher was able to identify, model or provide evidence of some personal growth in their reading instructional practice. Providing students with explicit language to articulate what their thinking/prediction/comprehension relates to; developing gradual release using the readers workshop model; providing time for collaborative discussions and ideas with and among students; being more mindful of text selection - sometimes linked to explicit comprehension strategies; and having a focus during independent reading time; are all examples provided by our teaching team of changes in professional knowledge, behaviour and practice during 2020.

In addition to providing students with daily placement in Literacy and Numeracy classes at their point of need, rather than a standard fixed grade structure, additional morning sessions of targeted, small group Numeracy extension were provided to three students in our structured and sequenced EMU (Extending Mathematical Understanding) intervention program. This program supported the mastery of number skills not yet attained. Invermay Primary School completed our eighth year of daily, direct instruction Spelling Mastery lessons for all Gr3-6 students, to accelerate the development of independent readers and writers at our school. Our Spelling Mastery program runs for 30 mins per day,

as part of 2 1/4 hours of uninterrupted literacy learning time being dedicated to our students each and every school day.

In 2020, 70% of our 63 enrolments at the conclusion of the school year achieved a teacher judgement grade of C or higher in both Reading & Writing. In Mathematics, 71% of our F-6 students achieved a teacher judgement grade of C or higher in Number at the conclusion of the school year. These results unfortunately did not meet the targets set for ourselves in our 2020 Annual Implementation Plan. It should be noted however that this assessment data is inclusive of our entire student population, including those funded under the Program for Students with Disabilities (PSD) and also those most recently transferring into our school. We proudly engage and support a much higher proportion of PSD (Program for Students with Disabilities) students than the Victorian State Schools average. All students with a disability showed satisfactory progress in achieving their personal goals as identified in their Individual Learning Plans and helped us to become a more inclusive and respectful community in their own right.

All students across the state of Victoria were impacted by remote learning - some positively, others less so. Our staff delivered a blend of live and pre-recorded remote learning instruction and support, making a concerted choice to increase the level of pre-recorded instructional videos during the second round of remote learning to create greater flexibility for both students and parents/ carers to engage at home. Education Support staff also offered timetabled, live video support to at-risk and funded students throughout our two extended stints of remote learning.

Engagement

Many elements contribute toward a happy and positive community at Invermay PS. Pupil Support Group meetings in week 3 of each term for PSD funded, at-risk and out of home care students respectively, a fortnightly newsletter and a range of 24/7 digital/social media were all utilised to foster links between school and home and provide an ongoing window for parents into classroom learning, school strategy & student achievement. We continued to develop our mid and end of year report format to more comprehensively inform families of student application and achievement. Our school council also investigated and trialed multiple Home-School communication platforms, with a view to rolling out our preferred option to all families during 2021.

Whilst we continued to work with families to ensure students are at school and learning, our school F-6 average of 17.1 days absence for 2020 was an improvement on the previous school year, though still above the state average of 13.8 days. We will continue to support our students and families wherever possible to minimise absence and maximise attendance. Staff utilised the GradeXpert electronic attendance platform each day, enabling live SMS absence notifications to parents and carers and requesting timely acknowledgement of student absences and late arrivals. DET student services staff were engaged during remote learning to support our most at-risk learners and families struggling with engagement and attendance.

A focus on students developing a special talent through our school subsidised Sport & Music Specialist Programs was again well received, with more than 50% of eligible Gr 1-6 students accepting opportunities to join our IPS Guitar, Ukulele, Piano, Tennis & Golf programs. Unfortunately, remote learning severely impacted tennis and piano programs in particular during Semester One. Our T-Birds HPV Cycling, T-Birds Spelling, T-Birds Netball & T-Birds Cricket teams also were unable to compete in interschool competition. Pleasingly, our specialist programs were all able to resume during Term 4.

Our Jnr School Council collaborated with staff to design and construct a paved seating area for students, along with weekly icy pole, cookie & hot chocolate sales. A 2019-20 Federal Government Chaplaincy & Wellbeing grant once again enabled private, onsite support on a needs basis for both students and families in need one day per week. Peter Reghenzani was once again our chaplain for the 2020 school year.

Our T-Birds Breaky Club, facilitated by ES staff, was attended by between 1 & 11 students between 8.00-8.45am each Monday, Thursday & Friday morning throughout the year, with average attendance of 3 students per morning down just a little from previous years.

Wellbeing

All staff were introduced to the Respectful Relationships program content and resources over two PLT meetings during Term 1 2020, including opportunities to explore and research content and lessons online, as well as building a plan for roll out in our school throughout 2020. Our whole school subsequently engaged in Respectful Relationships lessons and activities each Tuesday 12:30-1pm, led by members of our Respectful Relationship team. Observable changes from a student perspective include students better identifying how they can manage a situation, referencing lessons and language learned during Respectful Relationships lessons, as well as students understanding their role as a member of a team, group or class. These outcomes are reflective of Student Attitudes to School Survey results compiled by DET, where 89% of IPS students surveyed in 2020 indicated a positive response to management of bullying in our school - far above the state average of 78%. In the same survey, 79% of IPS students surveyed for a positive sense of connectedness to their peers, staff and school community (equal to the Vic state average of 79%).

Financial performance and position

Invermay PS maintained a sound financial position throughout 2020, with our final closing balance in actual terms reaching \$9,631 as at Dec 31, 2020. (down from \$40,798 at 31.12.19). Whilst many elements of revenue and expenditure were impacted either positively or negatively by remote learning and COVID, of most significance to our end of year cash position were unplanned for Bushfire Preparedness Tasks - combining for spending of \$33,000 over budget collectively. As these projects are to be reimbursed in their entirety by DET, the impact was to end of year cash flow only. We still await reimbursement for approximately half of this funding into the 2021 school year.

At Invermay PS we have no Finance Sub Committee - detailed financial reports are presented and discussed at each monthly school council meeting by all members of our IPS Council. Of note, back in Term 4 of 2017 our school council moved to fundraise and save \$10,000 for each of 2018, 2019 & 2020 toward the re-development of an artificial multisport and play surface. Though unable to achieve this in 2020, P&F Fundraising pleasingly still totalled \$3,483 for the year, with a Pie Drive, IGA Community Rewards, Bunnings BBQ, Easter Raffle and Family Portrait Fundraiser all contributing to this amount. Despite the impacts of COVID cancelling plans for some proposed fundraising and social events, diligent monitoring of all budget areas by leadership and school council enabled us to finish closely within range of budget across all other areas for the school year.

Our school received \$25,295 in Cash Equity funding from the Education Department in 2020, which funded EMU Maths intervention for students; staff training and mentoring in Reading instruction; and the employment of Reading consultant Narissa Leung.

For more detailed information regarding our school please visit our website at

<http://www.invermayps.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 66 students were enrolled at this school in 2020, 30 female and 36 male.

NDP 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) which takes into account parents' occupations and education.

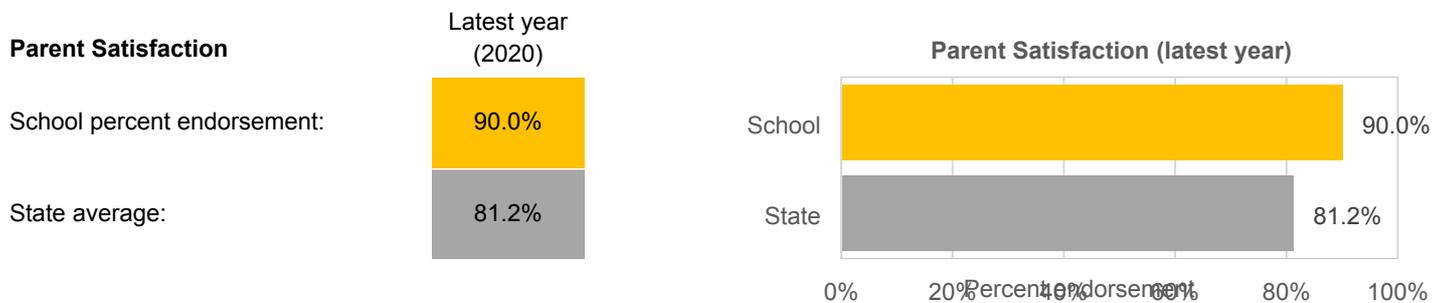
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

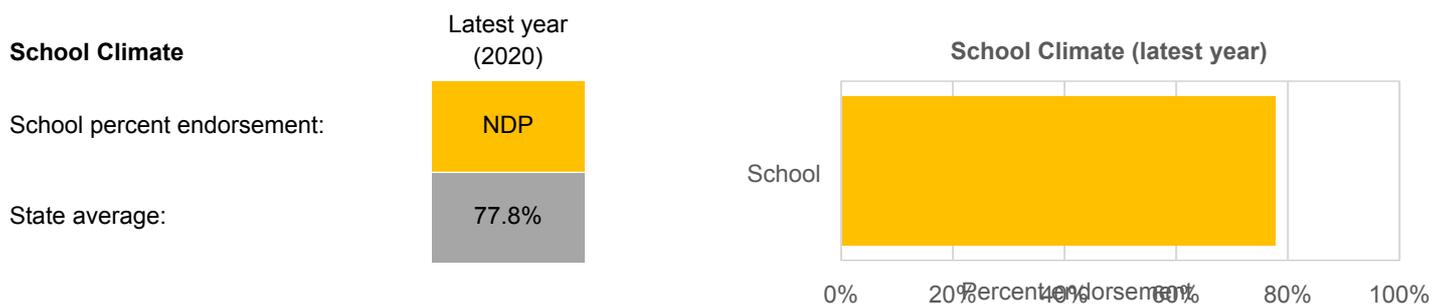


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

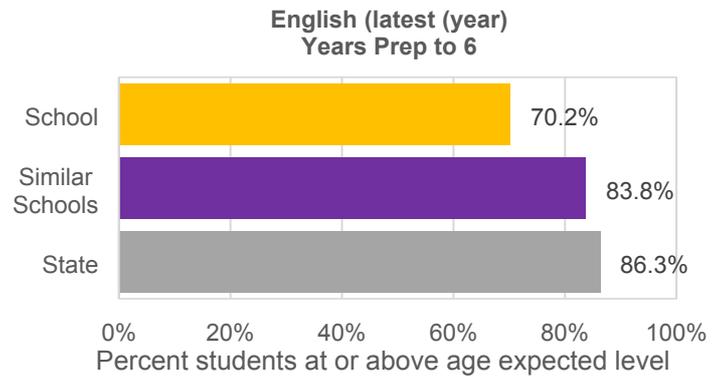
70.2%

Similar Schools average:

83.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

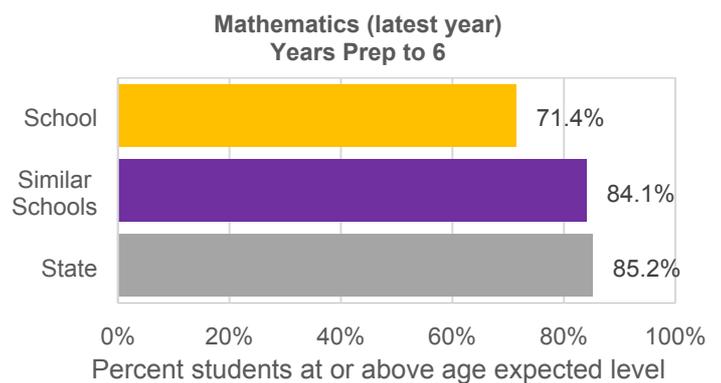
71.4%

Similar Schools average:

84.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

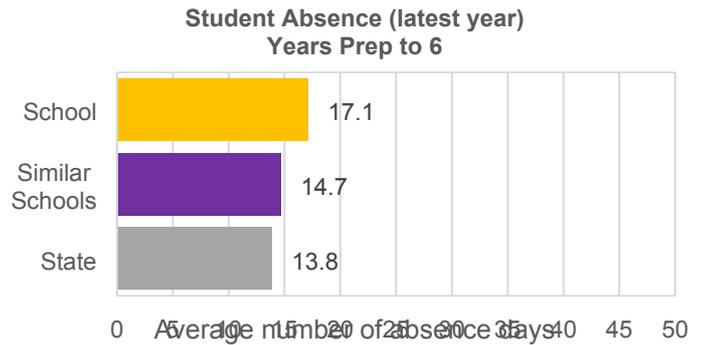
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.1	20.0
Similar Schools average:	14.7	16.8
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	90%	88%	87%	92%	91%	NDA

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.

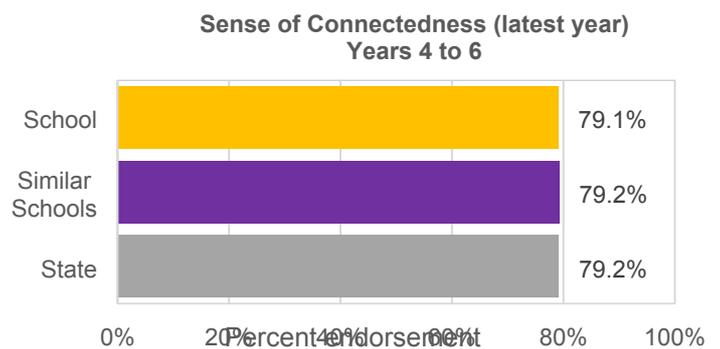
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.1%	86.7%
Similar Schools average:	79.2%	81.5%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

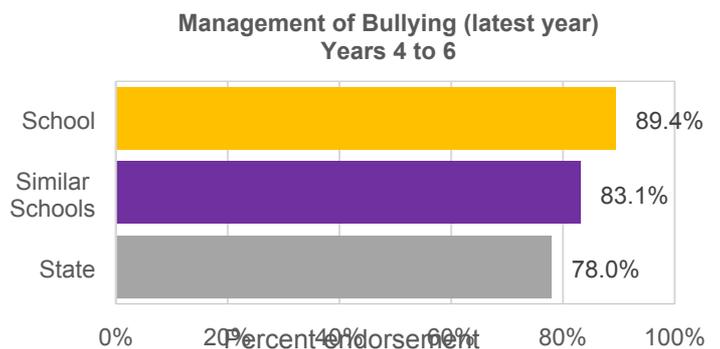
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	89.4%	88.4%
Similar Schools average:	83.1%	82.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$797,289
Government Provided DET Grants	\$171,203
Government Grants Commonwealth	\$2,500
Government Grants State	\$1,243
Revenue Other	\$1,553
Locally Raised Funds	\$23,095
Capital Grants	NDA
Total Operating Revenue	\$996,883

Equity ¹	Actual
Equity (Social Disadvantage)	\$50,397
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$50,397

Expenditure	Actual
Student Resource Package ²	\$783,182
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$16,692
Communication Costs	\$3,872
Consumables	\$17,827
Miscellaneous Expense ³	\$5,311
Professional Development	\$8,481
Equipment/Maintenance/Hire	\$11,160
Property Services	\$64,250
Salaries & Allowances ⁴	\$57,499
Support Services	\$21,085
Trading & Fundraising	\$6,041
Motor Vehicle Expenses	\$121
Travel & Subsistence	NDA
Utilities	\$8,826
Total Operating Expenditure	\$1,004,346
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$5,363

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$5,750
Official Account	\$3,569
Other Accounts	NDA
Total Funds Available	\$9,319

Financial Commitments	Actual
Operating Reserve	\$9,319
Other Recurrent Expenditure	\$311
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$9,631

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.