

2022 Annual Report to the School Community

School Name: Narre Warren North Primary School (1901)



- 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 of the previous calendar year 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 14 March 2023 at 01:33 PM by Connie Vandervoort (Principal)

- This 2022 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 22 March 2023 at 02:27 PM by Rachel Brightwell (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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').

School Council President's Report – 2023 AGM

2022 was a positive year with the children having a sense of normality in their lives again and having the opportunity to attend school for a full year following 2 years of covid lockdowns.

As School Council President I chair the monthly School Council meetings attended by other parents and teachers who volunteer their time to assist in this essential role to assist in the running of the school, all councillors should be commended for their willingness to be on School Council and attend these meetings. School Council meetings focus on approving finances, excursions/camps, contract renewals, policy updates and upgrades around the school.

Throughout the 2022 year, School Council discussed on many occasions the upgrade to the playground space where the old buildings were situated, including reviewing the options that are available within the budget the school has to work with. This has come with delays from the difficult obstacles with the requirements set out by the Department of Education.

We are lucky at Narre Warren North Primary School to have a very committed and dedicated Principal, Connie, she knows all of our children, their personality traits, good and bad, and really wants them all to succeed and achieve the most growth and development they possibly can.

In closing the 2022 school council year I would like to thank my fellow Councillors, Teachers, Staff, Parents and of course the students of Narre Warren North Primary School for their support and focus throughout 2022. I would like to specifically thank our Principal Connie vanderVoort for her continuous contribution to the school and the community. I would also like to thank our two major School Council Sub-committees being the Parents' and Friends' Club led by Lisa Dinnie and the Finance Committee, led by Ros Slater.

Rachel Brightwell

School Council President

Narre Warren North Primary School

About Our School

School context

2022 has been another eventful year at Narre Warren North Primary School. Despite the continuing challenges presented by COVID, the school continued to provide excellent educational opportunities for all students, including having some key events reinstated such as Show Day, Grandparents' Day, Mothers' Day and Fathers' Day activities, excursions and swimming.

Narre Warren North Primary School is in the City of Casey. In 2022 our school had an enrolment of 385 students, 188 female and 197 male. Our school is zoned and is capped at 400 students. There were 17 grades in operation, 20 students had English as an additional language and 4 children were Aboriginal or Torres Strait Islander.

At our school we work as a supportive learning community where all students are motivated and challenged to take responsibility for their own learning. The school motto is 'We Can', the aim being for all children to reach their full potential. Our school community values Honesty, Persistence, Resilience, Respect and Responsibility. Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

Literacy and Numeracy continued to be an important focus at all levels of our school. The development of knowledge and skills through an Inquiry Learning approach was also highly valued. A comprehensive eLearning program supported classroom programs. In 2022 students in Grades 2 to 6 had 1to1 access to chromebooks. Students in Grades Prep and Grade 1 had access to iPads and Chromebooks.

Specialist programs in 2022 were provided in Visual Arts, Physical Education, Science, STEM and Languages Other Than English (Auslan). Performing Arts was taught in classrooms. Our school has a Program for Students with Disabilities, catering for a range of students with special needs. A Literacy Support/Intervention Program (Mini Lit and Macq Lit) supported students who were at risk, a Tutoring program continued as part of the Department's TLI Program and Integration aides supported funded students and those at risk.

To support and enhance the curriculum, the school offered a variety of programs and opportunities to develop and showcase individual student interests and talents. These additional programs (Family Life, Life Education, Perceptual Motor Program, Student Leadership and Sporting Programs, Camps, Swimming, Interschool Sport, Talent Quest,

choir, excursions and incursions, buddies, Show Day and Bonus Play), ensured our students had as many additional learning opportunities as possible throughout the year.

Student Wellbeing is recognised as vital for productive learning. A comprehensive Social Emotional Learning (SEL) program based on the school values was in place. The continuation of a whole school Behaviour Management Program provided consistent expectations and understanding across the school. A Chaplaincy Program ran two days a week to support our school community and played a key role in helping children cope with the challenges and stresses of life and the Resilience Program was implemented throughout the school. Mindfulness and Ready to Learn also continued to be a focus in 2022. Student Leadership programs, including School Captains, House Captains and Junior School Council, were highly valued. School Leaders facilitated onsite and online assemblies when wet.

A Pathways to Prep Program provided pre-school children with a smooth, enjoyable and secure start into a school based environment. This program ran for 5 weeks in Term 4 and was a huge success.

Narre Warren North Primary School had 35.25 equivalent full time staff - 2 Principal Class, 31 Teachers and 8 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Narre Warren North Primary School, teachers engage in the rigorous analysis of systemic and school-based assessment data. Student progress and achievement is regularly monitored through the implementation of a range of assessments in accordance with whole school monitoring procedures and our Professional Learning Community (PLC) practices. The analysis of a wide range of data drives classroom practice by enabling teachers to differentiate their teaching to target the specific needs of small groups and individuals.

Teachers at Narre Warren North Primary School are driven by a personal commitment to ensure every student is to achieve their potential through learning successfully. This is achieved through data informed practices, where the leadership and teaching staff work together to collect and use quality data to identify points of need, set targets for improvement, monitor improvement, and evaluate impact. Student performance data is collected and is analysed at a whole-school, cohort and individual level.

Narre Warren North Primary School has continued to produce good results. Data collected

by our school demonstrated our students continued to make growth but also allowed us to see where improvements can be made in 2023 in the area of teaching and learning. Teacher judgements of student achievement in English and Mathematics were similar to Like schools and slightly above the State average. Grade 3 and Grade 5 Naplan results of students in the Top 3 bands are slightly below the Like Schools and State averages in both Reading and Numeracy.

The 2022 Annual Implementation Plan focused on maintaining PLC structures to support teacher collaboration and reflection to strengthen teaching practice; embedding consistent approaches to formative assessment for English and Mathematics to inform targeted planning; building teacher capacity; intervention and tutoring for students identified as making no or low growth and embedding the instructional models into practice.

To develop this priority we strengthened and built consistency and quality of teaching practice across the school. The use of consistent student assessment data to inform teaching for differentiation was implemented. Essential Assessment and PAT data was used to determine student growth.

Information Communication Technologies (ICT) was integrated across all areas of the curriculum.

In 2023 the student Learning focus will be further supported by:

- Using the PLC structure and the FISO improvement cycle; and classroom observations, to focus on and strengthen teaching practice in English and Mathematics.
- Continuing to target professional learning in understanding effective differentiation teaching and learning methods.
- Embedding consistent approaches to formative assessment, including responsive teaching strategies, to inform targeted planning for individual learning needs.

Wellbeing

The school offers several wellbeing programs that provide opportunities for students to stay connected and engaged. We are fortunate to have a school Wellbeing Coordinator to oversee the student wellbeing programs and protocols. This is key in ensuring the best programs and supports are in place at Narre Warren North Primary School.

Positive teacher/student relationships are valued and fostered and are extremely important to us. The whole school focus on student wellbeing is aimed at taking a proactive approach

towards student mental health and wellbeing. The school has positive relationships with outside agencies to ensure students have access to required services.

A goal for 2022 was to building social skills, emotional resilience and positive mental health and wellbeing in all of our students. This was particularly important as students returned to school after COVID19 and was achieved through the development and implementation of consistent wellbeing approaches, including Ready to Learn activities every morning and the implementation of our Social Emotional Learning (SEL) program, Respectful Relationships Program and The Resilience Project.

Students were empowered to take responsibility for their social interactions. Strategies implemented included Restorative Practices, Circle Time, teaching students to have a positive mindset and Bonus Play across the school. In 2022 teachers explicitly taught social skills as a priority to develop social and emotional competencies. A consistent approach to behaviour management continued to be revisited by staff and implemented across the school.

Our school's Attitude to School survey data indicated that the students' sense of connectedness and response to bullying is lower than similar schools and the state average. As a result in 2023 the school will be employing a wellbeing support person 3 days a week in addition to 2 days of Chaplaincy, and our Wellbeing Coordinator, to work with students who require further wellbeing support.

Our school has a comprehensive program in place to accommodate school transitions. There is continuity in programs as students move through all levels of the school and leave at the end of Year 6. End of year transition activities were developed across the school over the last 3 weeks of Term 4. The Prep Transition program was held onsite for all students.

In 2023 student wellbeing will be further supported by:

- Reviewing and implement the Social and Emotional Learning program consistently across teams, incorporating Respectful Relationships.
- Strengthen access to supports and interventions for students and families at risk.
- Employing a student wellbeing person in addition to the Student Wellbeing Coordinator.
- Auditing school processes in readiness for the Disability Inclusion Profiles.

Engagement

Students at Narre Warren North Primary School are motivated and engaged in their learning. The Student Attitudes to School Survey results and student forums indicate that students have a positive view of our school in terms of teachers, curriculum and peers. Attendance at our school is better than similar schools and the state average. As a

consequence in 2023 we are part of DET's Attendance Project to share our work.

Narre Warren North Primary School had a very good student attendance record again in 2022. All absences were followed up by classroom teachers and/or leadership. We have a process in place for absences and parents were contacted for students who had 3 consecutive absences by the wellbeing coordinator or assistant principal. Plans were put in place for students with anxiety to get them to school.

Empowering students and building school pride and connectiveness continued to be a major focus area for 2022. Students were given a voice in their learning process through negotiation and collaborative decision making; providing teachers with feedback on their learning; and increasing the use of peer / self-assessment in order to increase students' responsibility for their own learning. The capacity of teachers to communicate clear learning intentions against agreed success criteria and give explicit and timely feedback with students continued across the school. The use of ICT through collaborative learning gave students scope to be more connected to their learning.

Enrichment/extension programs were continued for students working well above the expected level through small group tasks, VHAP and classroom strategy groups. The Tutoring program was implemented for students making no growth or little growth.

Student Support Groups were established for all students on the Program for Students with a Disability, Koorie students and students in an out of home care situation. Individual Education Plans and Behaviour Support Plans were put in place for at risk students as well as students working well above or well below their expected level or to assist in social emotional development. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles continued with a focus on student voice and active participation in school activities. School leaders were given responsibilities during the year. Student leaders ran assemblies and the Junior School Council met to coordinate fundraising activities for charities. A Student Principal Advisory Group was implemented in Semester 2 to gain feedback from students on how they learn best in the classroom and what possible changes could be made in terms of learning and engagement in 2023.

In 2023 student engagement will be further supported by:

- Building teacher knowledge in delivering an Inquiry approach to teaching and learning across the curriculum.
- Recording a consistent approach to monitoring regular absences for all students.

-Focusing on engagement to improve student attendance through the development of the Attendance Action Plan, participation in professional learning, continuation of student focus groups for feedback and classroom walkthroughs.

Financial performance

The amount of cash in the bank to be carried forward into 2023 consists of money set aside for the playground space, shade sails, building and library fund balances and residual SRP amounts for Swimming and Student Excellence.

Department Grants consisted of the school's Cash Grant, CSEF (Camp, Sport and Excursion Fund), Naplan Online Refresher and Capital Funding for Shade Sails. Commonwealth Grants were a combination of Sporting Schools and Pre-Service Teaching Placements. Locally raised funds included Curriculum/Other Contributions, donations to the school's Building and Library Funds, canteen lease, OSHC (Camp Australia) lease, photo commission, student fundraising, camps/excursions/extra-curricular and fundraising activities parents have paid for.

Salaries and allowances included payments for Casual Relief Teachers. Consumables included photocopying, classroom supplies and computer applications. Property and Equipment Services included Buildings and Ground Works and Utilities costs. Support Services includes OHS consultants, CHIPS and CRTs. Leased facilities and equipment included the Oval lease and photocopier lease. Other expenditure includes furniture, library books and ICT equipment.

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

<https://narrewarrennorthps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 385 students were enrolled at this school in 2022, 188 female and 197 male.

7 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

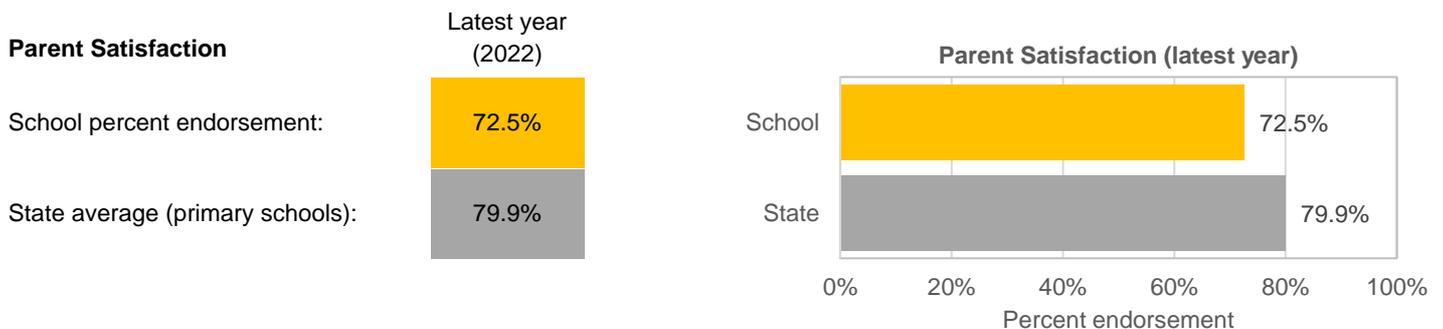
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

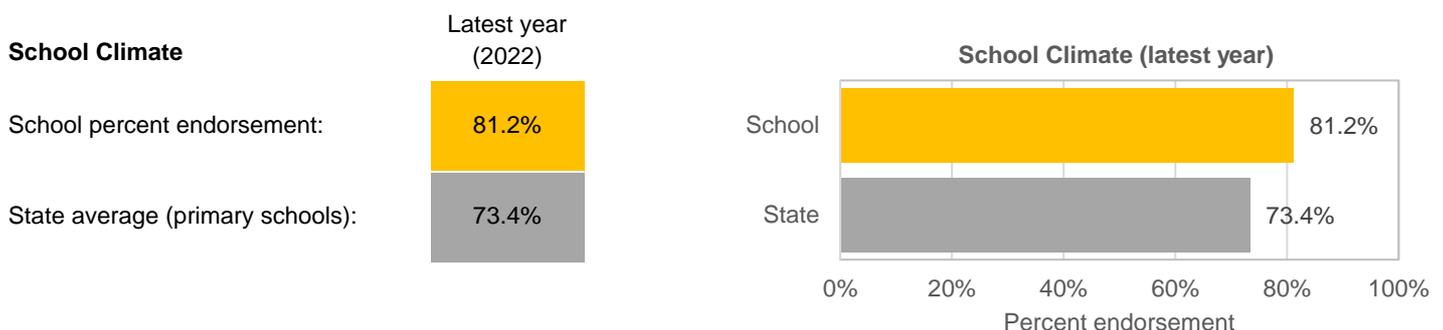


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

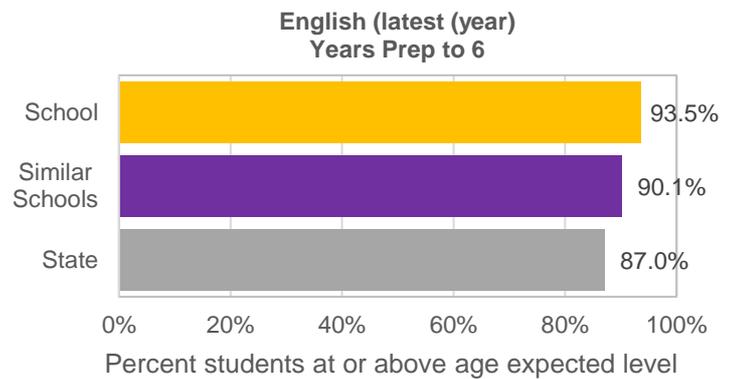
93.5%

Similar Schools average:

90.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

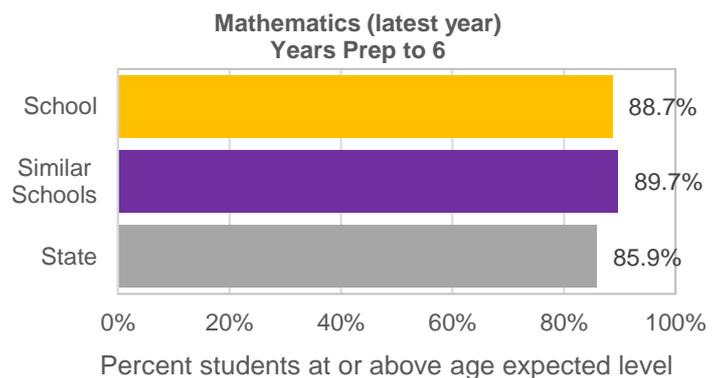
88.7%

Similar Schools average:

89.7%

State average:

85.9%



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.

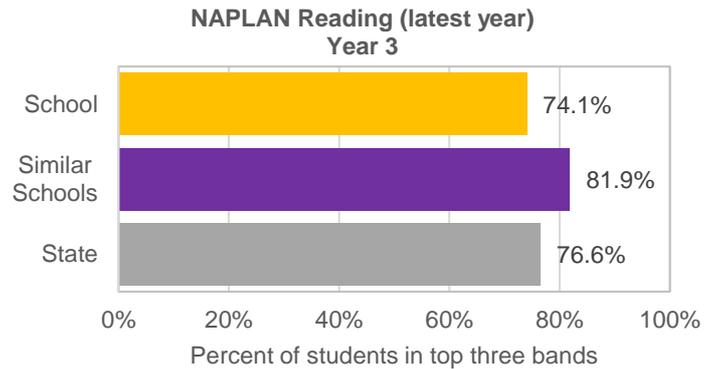
NAPLAN

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 2019, 2021 and 2022 data.

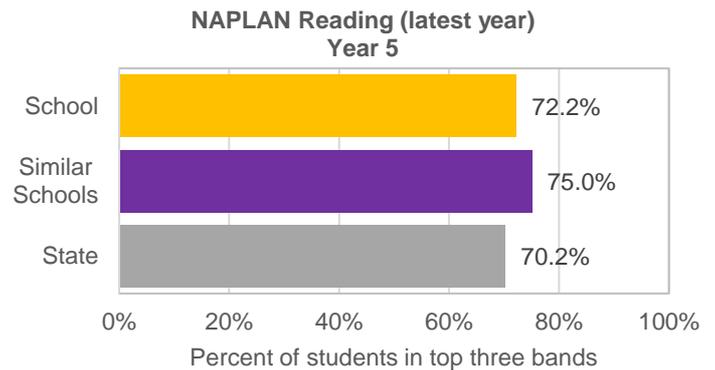
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.1%	79.6%
Similar Schools average:	81.9%	81.8%
State average:	76.6%	76.6%



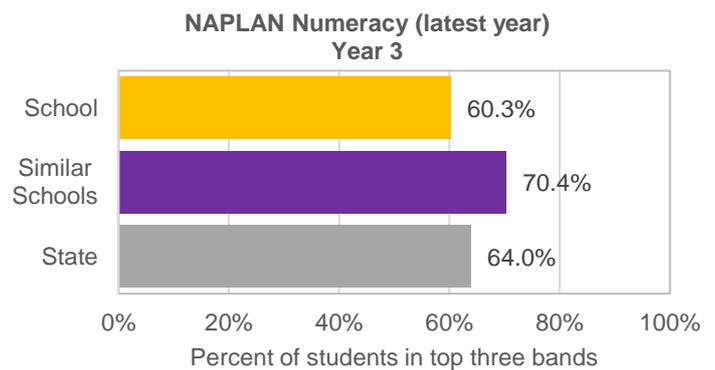
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.2%	72.9%
Similar Schools average:	75.0%	74.1%
State average:	70.2%	69.5%



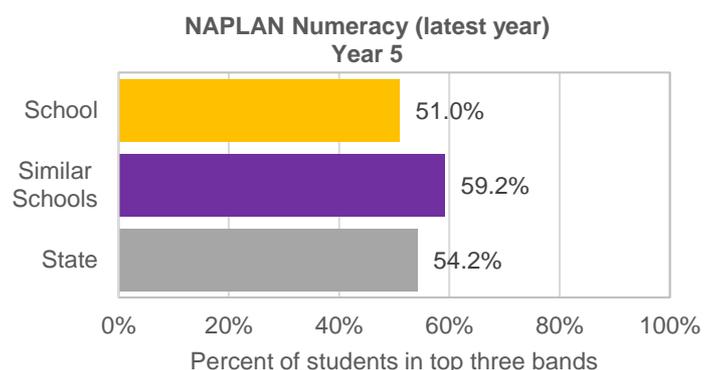
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.3%	72.5%
Similar Schools average:	70.4%	73.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.0%	59.0%
Similar Schools average:	59.2%	62.0%
State average:	54.2%	58.8%



WELLBEING

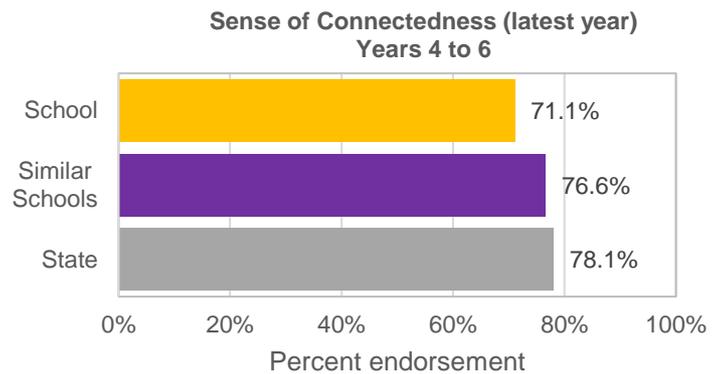
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	71.1%	72.9%
Similar Schools average:	76.6%	79.1%
State average:	78.1%	79.5%

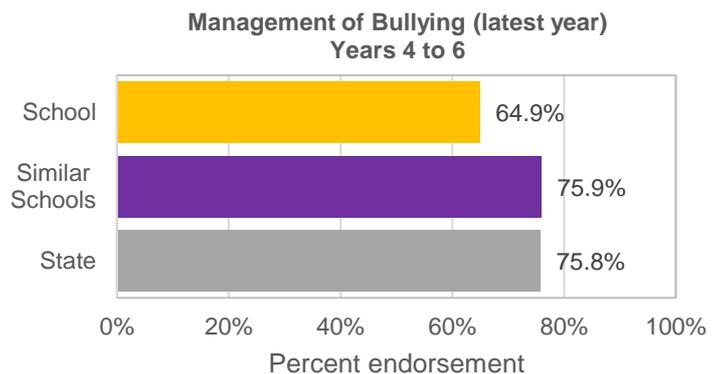


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	64.9%	70.0%
Similar Schools average:	75.9%	78.7%
State average:	75.8%	78.3%



ENGAGEMENT

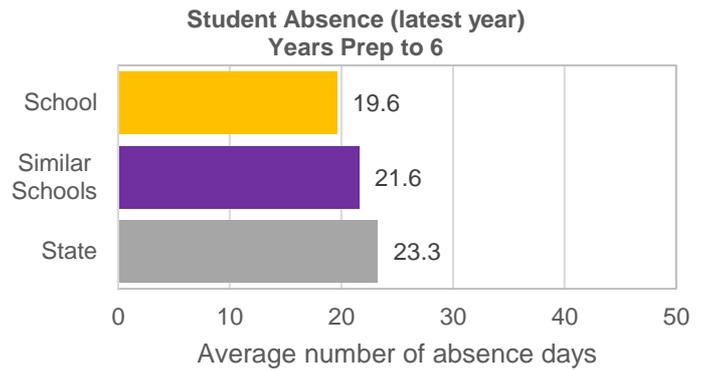
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.6	13.3
Similar Schools average:	21.6	15.5
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	88%	91%	92%	90%	89%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,559,248
Government Provided DET Grants	\$393,395
Government Grants Commonwealth	\$10,445
Government Grants State	\$0
Revenue Other	\$15,751
Locally Raised Funds	\$203,963
Capital Grants	\$20,000
Total Operating Revenue	\$4,202,802

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,225
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,225

Expenditure	Actual
Student Resource Package ²	\$2,999,390
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$109,825
Communication Costs	\$3,651
Consumables	\$49,599
Miscellaneous Expense ³	\$6,201
Professional Development	\$16,207
Equipment/Maintenance/Hire	\$37,266
Property Services	\$84,472
Salaries & Allowances ⁴	\$94,423
Support Services	\$36,877
Trading & Fundraising	\$23,751
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$246
Utilities	\$26,551
Total Operating Expenditure	\$3,488,458
Net Operating Surplus/-Deficit	\$694,344
Asset Acquisitions	\$16,337

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$664,343
Official Account	\$34,338
Other Accounts	\$31,910
Total Funds Available	\$730,591

Financial Commitments	Actual
Operating Reserve	\$69,755
Other Recurrent Expenditure	\$4,663
Provision Accounts	\$0
Funds Received in Advance	\$56,183
School Based Programs	\$59,377
Beneficiary/Memorial Accounts	\$0
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	\$367,000
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	\$556,978

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.