

2021 Annual Report to The School Community



School Name: Koroit And District Primary School (0618)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2022 at 05:09 PM by Tanya Mcpherson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 09:37 AM by Sophie Fisk (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Our school empowers students to embrace learning and achieve their personal best. We are committed to social, emotional and academic development of every student through working in partnership with parents and carers to meet the needs of every student and family. Our focus is about the growth of the whole child and all aspects of their learning journey.

I learn. We belong. Together we achieve. At KDPS we are a Community of Learners working collaboratively in a supportive, success-oriented and challenging environment.

I learn means we support every student to thrive socially, emotionally and academically. We commit to learning through goal setting and risk taking.

We belong means every student is valued and encouraged to succeed in a safe, respectful and inclusive school. We understand and celebrate diversity.

Together we achieve means we work together and along side each other to achieve our personal best and celebrate success. We also understand how to make good choices and support each other to do so.

At Koroit and District Primary School we work together to;

- ensure our students develop a positive sense of self-worth, confidence and well being through a focus on mutual respect, resilience, persistence and empathy
- provide the opportunity for our students to develop life long skills in a safe and inclusive school
- engage and work in partnership families and the wider community to have a positive impact on student learning and school experiences
- implement a curriculum that ensures our students are literate and numerate, critical thinkers and problem solvers who have a love of learning
- engage our students in rich and well rounded educational experiences.

The school structure is organised into 4 learning communities. Foundation, 1/2, 3/4 and 5/6. Each learning community has been designed to integrate a team teaching approach. The Leadership team are committed to supporting the professional development of all staff through our Professional Learning Community meeting process, coaching and mentoring conversations about improving teaching and learning and providing feedback on their teaching through learning walks, observations and student observations. We have a positive staff culture and adhere to a whole staff purpose, Trademark and agreed behaviours.

We follow the Victorian Curriculum with the implementation of a whole school agreed Instructional Model across all subject areas. Our specialist program includes Physical Education, STEAM (Science, Technology, Engineering, Arts and Mathematics) and Performing Arts. Each learning community also participates the school's Culture and Indigenous Language program (LOTE). Our programs reflect our priority focus on the engagement and wellbeing of students, and are designed to assist in developing skills for life-long learning, inclusive practices and extending experiences.

Parents, students and staff work in partnership to support each child's learning journey and parental involvement in the many aspects of school life is highly valued. We have high expectations of our students - regular attendance, active participation and respect. The behaviour management plan is based on the rights of enabling teachers to teach and students to learn and taking personal responsibility for behaviour choices in the class and the yard. Our staff workforce profile includes 8 full time classroom teachers, 3 specialist subject teachers (at a time fraction), 1 full time Instructional Leader, 5 education support staff and 2 admin staff. We implement a restorative approach in supporting students to rethink poor choices with more appropriate reactions. We cater for a diverse range of abilities. We provide support for these students through whole class, small group and individual instruction. Our Engagement and Wellbeing Leader (.8) oversees learning programs for students with additional learning needs including the development and monitoring of Student Support Plans and Individual Learning Plans in consultation with families, classroom teachers and external agencies.

KDPS is highly committed to improving student health in participation in physical activity. KDPS is committed to

creating a Community of Learners. Our aim is to ensure that our students develop the understanding and attitudes and skills that result in personal growth, social and physical development, intellectual competence and a desire for life long learning. We support our students to be confident, resilient and collaborative learners.

Framework for Improving Student Outcomes (FISO)

The following FISO Improvement Initiatives and key improvement strategies were identified as a focus in 2020.

- Instructional and Shared Leadership - Establishing shared inspirational leadership to engage and motivate all learners, in a climate of collaboration, self and collective responsibility.
- Curriculum Planning and Assessment - Building teacher capacity to utilise data literacy including moderation and a range of assessment strategies to teach to a student's point of learning.
- Building Practice Excellence - Consolidate the capacity of all staff to consistently deliver the whole school instructional model and high impact teaching strategies.

The leadership team and teaching staff evaluated the following data sets;

- Naplan % in the top 2 bands for Mathematics
- Naplan relative growth from year 3 to 5 for Mathematics
- Number and Algebra Teacher judgments (Foundation to year 6) at June and November

The leadership team and teachers identified a need for improvement in knowledge and deeper understanding of;

The following targets were set;

- Teacher Judgments
- 80% of students to achieve 12 months + growth over 12 months in Reading
- Teacher Judgments for Reading
- Year 1 81% (17 students) at or above expected level
- Year 2 81% (17 students) at or above expected level
- Year 3 78% (18 students) at or above expected level
- Year 4 66% (16 students) at or above expected level
- Year 5 81%(18 students) at or above expected level

- Teacher Judgments for Number and Algebra
- 80% of students to achieve 12 months + growth over 12 months for Number and Algebra

- 80% year 3 students to attain middle or top 2 bands in Naplan Numeracy
- 80% of students to achieve medium to high growth in Naplan Numeracy.

- 80% of students identified for additional support under the Tutor Learning Program will achieve at least 12 months growth in Reading, Writing and Number and Algebra in 1 year.

- All factors for Excellence in Teaching and Learning in the Attitudes to School Survey (AToSS), Years 4, 5 and 6, to be at or above ninety percent positive endorsement.

- All factors for Positive Climate for Learning in the AToSS survey, Years 4, 5 and 6, to be at or above ninety percent positive endorsement.

- All factors for Excellent in Teaching and Learning in the Parent Opinion Survey to be at or above 90% positive endorsement.

- All factors for Community Engagement in Learning in the Parent Opinion Survey to be at or above ninety percent positive endorsement.

- All factors for Positive Climate for Learning in Parent Opinion Survey to be at or above ninety percent positive endorsement.

Achievement

The following achievement outcomes were achieved;

Teacher Judgments

81% of students to achieve 12 months + growth over 12 months in Reading

Teacher Judgments for Reading

Year 1 56% (10 students) at or above expected level

Year 2 87% (20 students) at or above expected level

Year 3 52% (13 students) at or above expected level

Year 4 48% (12 students) at or above expected level

Year 5 54%(13 students) at or above expected level

Teacher Judgments for Number and Algebra

78% of students to achieve 12 months + growth over 12 months for Number and Algebra

86% year 3 students to attain middle or top 2 bands in Naplan Numeracy

75% of students to achieve medium to high growth in Naplan Numeracy.

80% of students identified for additional support under the Tutor Learning Program will achieve at least 12 months growth in Reading, Writing and Number and Algebra in 1 year.

All factors for Excellence in Teaching and Learning in the Attitudes to School Survey (AToSS), Years 4, 5 and 6, to be at or above ninety percent positive endorsement.

All factors for Positive Climate for Learning in the AToSS survey, Years 4, 5 and 6, to be at or above ninety percent positive endorsement.

All factors for Excellent in Teaching and Learning in the Parent Opinion Survey to be at or above 90% positive endorsement.

All factors for Community Engagement in Learning in the Parent Opinion Survey to be at or above ninety percent positive endorsement.

All factors for Positive Climate for Learning in Parent Opinion Survey to be at or above ninety percent positive endorsement

Parent Opinion Survey

Connection and Progression 92%

Parent Community and Engagement 90%

Safety 92%

School Ethos and environment 93%

Student cognitive engagement 90%

Student Development 94%

Attitudes to School Survey (students)

Motivation and interest in school slightly declined from 73% to 68%

Resilience declined from 78% to 67%

Self Regulation and goal setting increased 72% to 78%

Although we maintained strong connections between home and school with an explicit remote learning program designed to engage all students, COVID has significantly impacted on our outcomes for 2021. Our teachers engaged students in online lessons, explicit lesson plans and recording through the Seesaw and Webex platforms. As a school we prioritised students and family wellbeing and engagement and integrated additional supports where possible. We offered parents a fortnightly check in phone call, an on site supervision program and additional supports for highly anxious students and student funded on the Program for Disabilities. Students have not made the progress that we anticipated, however our parents positive endorsement for all areas has either been maintained at over 90% or increased.

Engagement

KDPS prioritised engagement in learning throughout another disrupted year in 2021. We sought parent and student feedback on the school's remote learning plan, finding parents and students were requesting an increase in interactions with peers and teachers. As a result, we increased opportunities for teacher-student interactions through small break-out room groups for focused teacher instruction and social break-out groups to connect students with their peers. We found an increased number of students attending online and continuing engagement in their learning. To support students' engagement during the transition back to onsite learning, we focused on re-connecting students with their teachers and peers, building stamina when working on tasks in the classroom by providing regular brain breaks and opportunities to reset through activities, food, and water. We also reviewed student absence processes and continued to follow up with parents of students who were not engaging in remote learning or absent from school for extended periods of time. This may focus may have contributed to a decrease from 48% to 35% of students with 20 or more days absence. We will continue to provide regular updates through the newsletter explaining and educating parents on the importance of being at school and the impact high non-attendance has on student outcomes.

Wellbeing

We prioritise the well-being of all students, parents, families, and staff. We will continue to strive to create the best conditions to support each student and their family. Our Engagement and Wellbeing Leader works with the leadership team to ensure whole school supports are in place for all students and we seek external services when required.

We evaluate the wellbeing of our students as a whole school, learning community, home room, small group and individual level and respond to needs by designing the best support plan accordingly. As a whole school we implement the KDPS Big Life Way, which explicitly teaches students to problem solve difficult situations with a range of strategies and supports making appropriate choices. We use these resources to implement the teaching and learning of wellbeing strategies at the appropriate age and stage of learning.

During COVID we continued to implement Wellbeing programs and adjusted them to suit on line engagement. We integrated family fun days, motivational messages and activities and maximised opportunities for students to engaged with their teachers and peers.

Finance performance and position

We ensure the budget allocations support our programs, resources, and professional development. Equity funding has been allocated to the school's intervention program which has made a significant impact on learners who are not achieving the standard level of achievement and require additional support in literacy and numeracy. Some of these programs were modified or suspended during COVID, therefore some of these funds have been re-allocated to support students in 2022. Our parent payment request is reasonable and meets the cost of school essential items. Approximately 80% of families pay school fees in total. The outstanding amounts are supported by the school. In 2021, we modified parent costs due to the impact of COVID on additional programs like camps and excursions. There are considerable costs each year in servicing and maintaining our facilities with the heritage buildings and school grounds. We are fortunate to continue in our school's role as the PLC Link school for the Wimmera South West (this is a 4 year plan, we are beginning year 4 in 2022). This means KDPS is open and available to support other schools in the Wimmera South West on their PLC journey. Professional Learning Communities (PLCs) is an approach to school improvement where teachers work collaboratively at the school level to improve student outcomes. PLC Link initiative fund boost is provided so that we can continue relevant professional development for our staff and release staff to support other schools on their PLC journey. We are also the Big Life lead school, which requires the management of funds contributions from 8 schools (Koroit, Woodford, Woolsthorpe, Merrivale, West, Grasmere, Brauer and Warrnambool College) and the Warrnambool Wellbeing Association to fund the staffing and resourcing of the Big Life initiative.

We completed 2021 with a surplus.

For more detailed information regarding our school please visit our website at
www.koroitps.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 172 students were enrolled at this school in 2021, 67 female and 105 male.

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

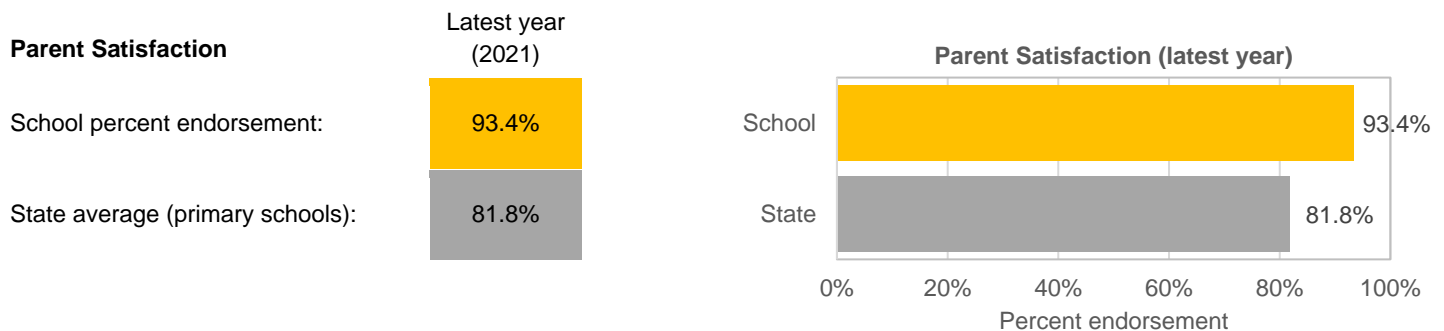
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

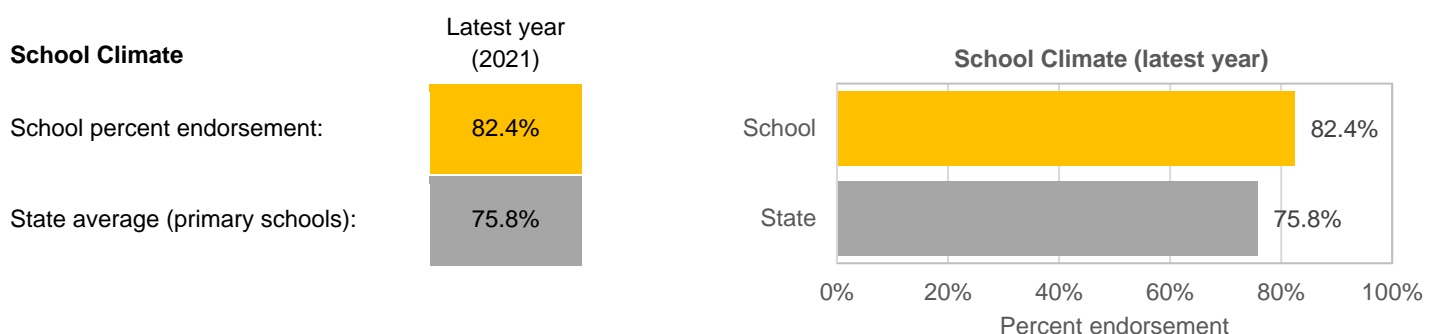


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

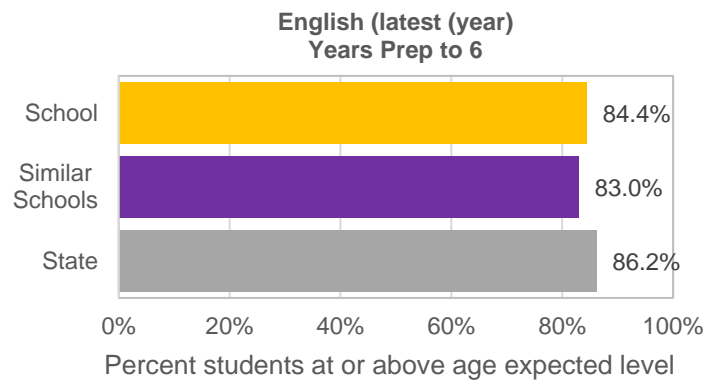
84.4%

Similar Schools average:

83.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

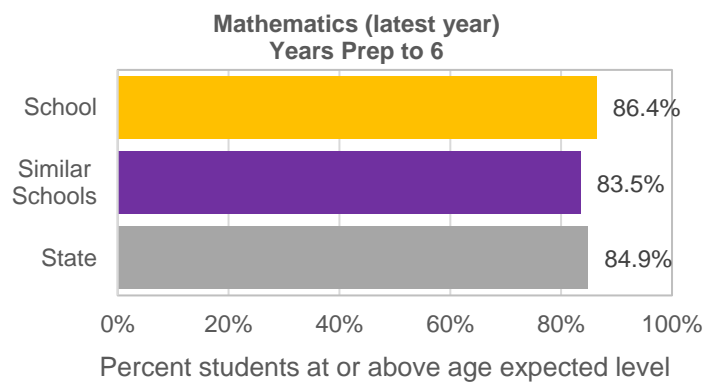
86.4%

Similar Schools average:

83.5%

State average:

84.9%



ACHIEVEMENT (continued)

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

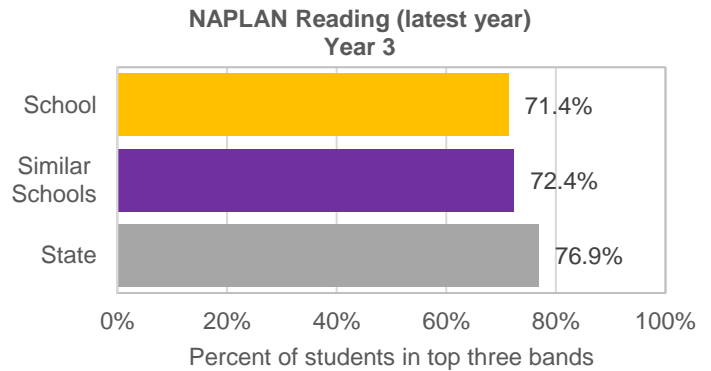
NAPLAN

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

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

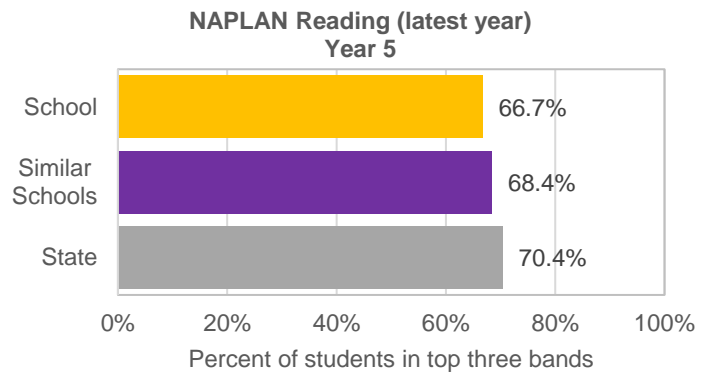
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	75.4%
Similar Schools average:	72.4%	71.3%
State average:	76.9%	76.5%



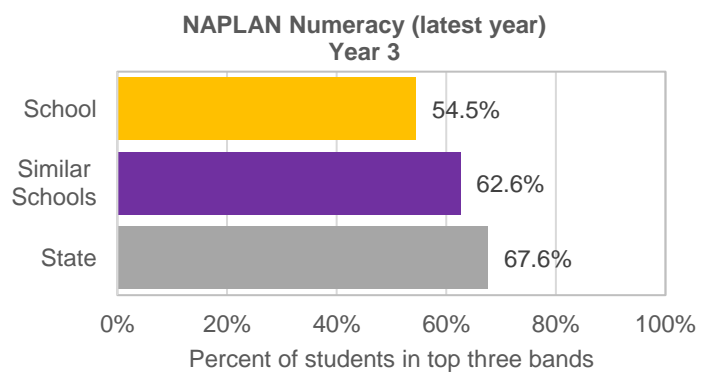
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	52.4%
Similar Schools average:	68.4%	63.2%
State average:	70.4%	67.7%



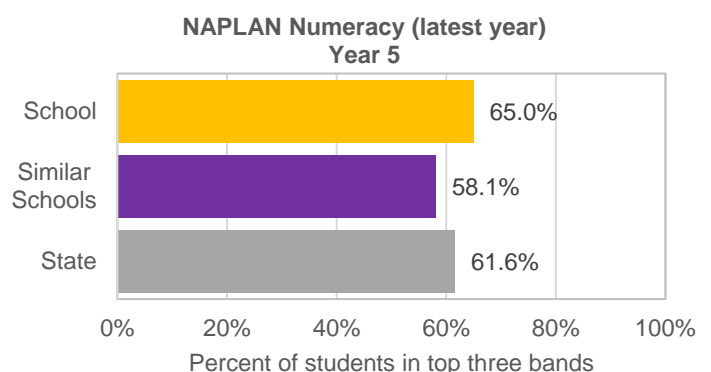
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.5%	67.2%
Similar Schools average:	62.6%	64.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.0%	43.3%
Similar Schools average:	58.1%	53.5%
State average:	61.6%	60.0%



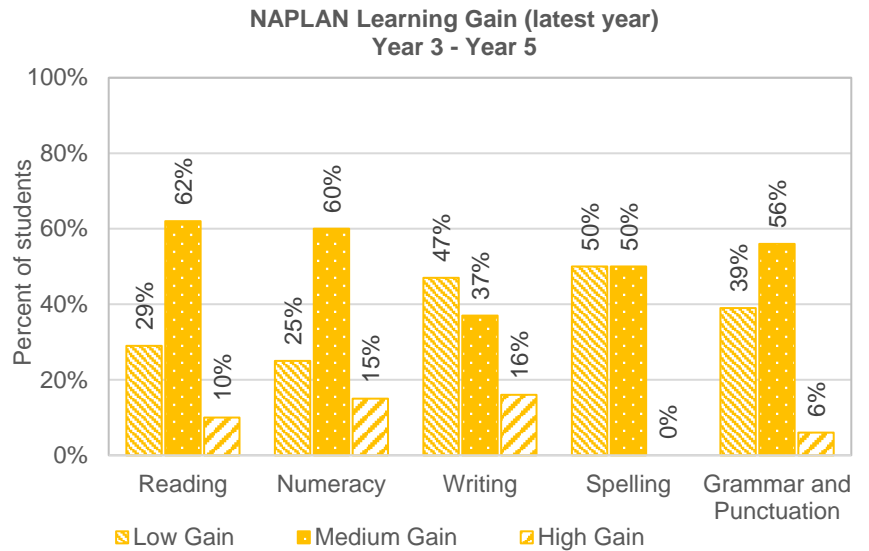
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	62%	10%	21%
Numeracy:	25%	60%	15%	22%
Writing:	47%	37%	16%	18%
Spelling:	50%	50%	0%	19%
Grammar and Punctuation:	39%	56%	6%	20%



ENGAGEMENT

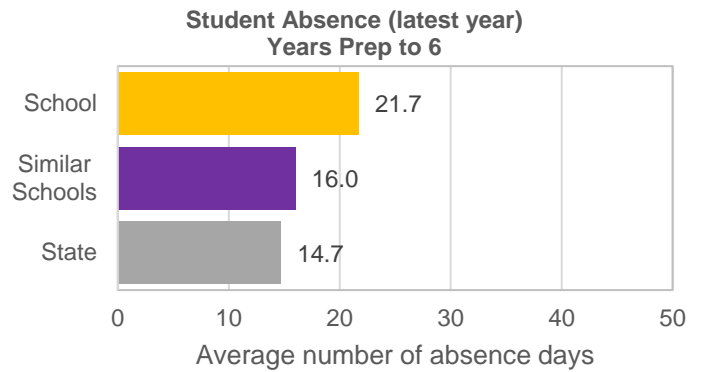
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.7	22.2
Similar Schools average:	16.0	15.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	92%	90%	87%	88%	88%	89%

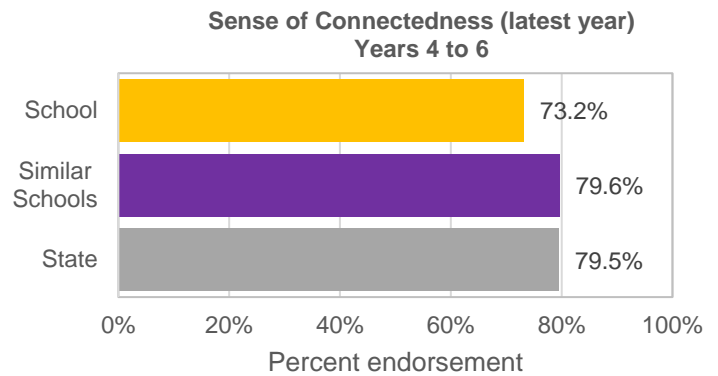
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.2%	81.1%
Similar Schools average:	79.6%	78.8%
State average:	79.5%	80.4%

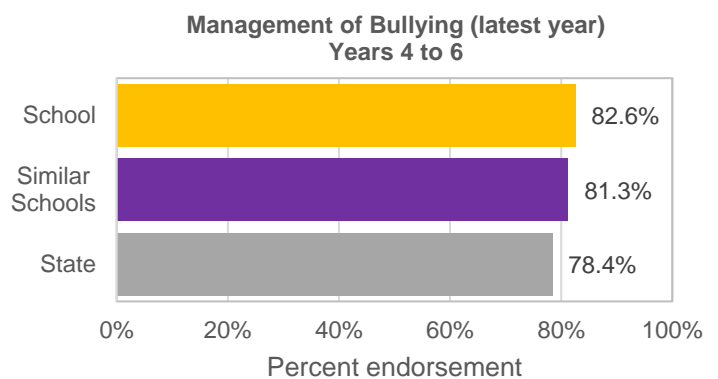


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.6%	86.5%
Similar Schools average:	81.3%	80.5%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,976,278
Government Provided DET Grants	\$153,497
Government Grants Commonwealth	\$2,700
Government Grants State	\$3,500
Revenue Other	\$386,284
Locally Raised Funds	\$82,385
Capital Grants	\$0
Total Operating Revenue	\$2,604,644

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,175
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$55,175

Expenditure	Actual
Student Resource Package ²	\$1,951,607
Adjustments	\$0
Books & Publications	\$6,053
Camps/Excursions/Activities	\$13,260
Communication Costs	\$3,054
Consumables	\$70,725
Miscellaneous Expense ³	\$52,199
Professional Development	\$58,983
Equipment/Maintenance/Hire	\$29,064
Property Services	\$71,731
Salaries & Allowances ⁴	\$94,308
Support Services	\$48,187
Trading & Fundraising	\$17,715
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,003
Utilities	\$18,488
Total Operating Expenditure	\$2,436,377
Net Operating Surplus/-Deficit	\$168,266
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$312,376
Official Account	\$21,899
Other Accounts	\$0
Total Funds Available	\$334,275

Financial Commitments	Actual
Operating Reserve	\$73,660
Other Recurrent Expenditure	\$7,826
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$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	\$81,486

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.