2024 Annual Report to the School Community

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 (Vic)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
* the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 30 April 2025 at 06:02 PM by Matthew Reyntjes (Principal) |

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| * As executive officer of the school council, I attest that this 2024 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.
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| Attested on 08 May 2025 at 07:17 PM by Matthew Reyntjes (Principal) |

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## School Name: Creswick North Primary School (2041)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

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

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

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

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

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

**Learning**

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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

Key terms used in the Performance Summary are defined below:

**Similar Schools**

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

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

**NDP and NDA**

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

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

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

**The Victorian Curriculum**

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

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

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

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

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

Updates to the ‘*Performance Summary’* in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

**NAPLAN**

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ‘[Results and Reports](https://nap.edu.au/naplan/results-and-reports)’ page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

# About Our School

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| School context |
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| Creswick North Primary School is situated on the northern edge of Creswick. Several extensive school playgrounds and expansive surrounds provide students with a physically attractive environment that allows for a vast range of activities. There are three undercover playgrounds, an inclusive play space, a basketball court, large undercover area, sports oval, grassed area, bike track, a large sustainable vegetable garden and chook shed, and an outdoor classroom. The local community values the attributes of a small country school and the strong relationships that the children develop between themselves and staff. Parental participation in school activities and programs is encouraged and highly valued. This includes School Council, Breakfast Club, fundraising activities, special days/events, cooking, gardening, school assemblies and excursions, as well as school picnics and sports days. The school values are based on the acronym PRIDE; Persistence, Respect, Initiative, Determination and Excellence. These are reinforced throughout the school daily and students are presented with PRIDE values awards at school assemblies in acknowledgement of achievements and conduct. The school provides a comprehensive curriculum with specialist areas in LOTE (Japanese), Performing Arts, Visual Arts, Health and Physical Education, Respectful Relationships Program and a visiting MARC Van (Mobile Area Resource Centre). There are also many extracurricular activities that support classroom programs such as sporting clinics, mountain biking, fishing, cross country, athletics, gardening and sustainability, student leadership, camps, performances at assembly and involvement with various local community organisations. The school workforce in 2024 was: 3 full time and 6 part time staff: 1 Principal class, 2 full-time teachers, 2 part-time teachers, a business manager, four Integration Aides and a school Tutor. In 2024, the school had an enrolment of 50 students - 21 female and 29 male. The class structure comprised of 3 classes - a Junior (F/1), a Middle (2/3/4), and a Senior class (5/6). There were 2 funded PSD students, and 7 others funded through the Disability Inclusion Program during the year. There are no EAL students, and 10% were of Aboriginal or Torres Strait Islander background. The school, with support of School Council, is looking at promotion of the school within the wider community as a means to build enrolments further, in order to maintain and build upon our 3 classroom structure.   |

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| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| Our goal of improving student learning outcomes in Literacy and Numeracy progressed well in 2024.Teacher judgements show results from F-6 for Reading at or above age expected standards at 82%, which is higher than similar schools (78%)  and nearly at state average (86%). Listening & Speaking was at 92% (State average 92%), and Writing was 73% (the same percentage as similar schools). In Maths our F-6 students at or above age expected standards was at 84%, higher than similar schools (80%) and nearly at state average (86%).Naplan results in Reading and Writing were favourably comparable to similar/like schools in Year 3. Reading was 60% in strong/exceeding proficiency (compared to similar schools at 56% and state average at 69%. Writing at 80% was pleasingly above both similar schools and state average, and Maths was down (40%) compared to similar schools at 53%.Year 5 Naplan Reading results were very good. Reading at 86% at strong/exceeding was much higher than similar schools (64%) and state average (74%).  Writing at 63% compared well to similar schools (60%) but  down on state average (73%). Maths (63%) was well above similar schools (53%) and nearly at state level (67%).Our new SMART Spelling program last year saw a renewed emphasis on the structure of our spelling program and we now need to start seeing results from it. This was also supported by the Heggerty program in the junior and middle classrooms, and the switch to introducing decodable readers began to make a difference with our reading program. Our regular classroom programs were assisted by several Intervention programs, mainly aimed at Tier 2 students who required further support. This included a Tutor, as part of the Tutor Learning Initiative, who focussed mainly on reading, writing and speech, as well as running Quicksmart Numeracy and MultiLit. In Literacy we consolidated our Reading CAFE program and Writing VCOP program, whilst Professional Development sessions about the new Maths Curriculum 2.0 were completed by staff who attended Michael Ymer's Numeracy professional learning.  |
| Wellbeing |
| Our well-being goal in 2024 was 'To improve the wellbeing and resilience of all students'.  Regular and continual conmmunication with parents through our school app, newsletter, social media platforms and email have been a priority throughout 2024. Checking-in on students and connecting with families, providing them with any support they may have needed. We also provided support to parents through heavily subsidised camps, swimming and excursions. We liaised with several community groups to connect with the school, such as the Hepburn Shire and the Creswick Neighbourhood Centre. We continue to run Respectful Relationship sessions with every class, and incorporate our schools PRIDE Values, particularly in assemblies. this is also scaffolded with our School-Wide Positive Behaviour Matrix (SWPB) which is visible in every room and referred to daily.Our Disability Inclusion Program work, along with the Mental Health and Well-Being program, has meant greater support for students with extra support staff and resourcing. The whole staff also had Professional Development sessions in trauma-informed learning through the first 2 days of the Berry St Educational Model (BSEM). This saw the introduction of several new initiatives such as 'Circle', 'Check-ins' and Positive Primers' into our daily classroom routines.Our 2024 12-month targets in the well-being area were:  Student Attitudes to School Survey:* Increase 'Resilience in students' to 75% in 2024 - We achieved  53%.(Below similar schools and state average)
* Increase 'Emotional Awareness and Regulation' to 75% in 2024. - We achieved 71% (comparable to similar schools and state average)
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| Engagement |
| Our 2024 goal was 'To improve engagement in learning for all students'. At Creswick North PS, we aim to provide practical, real-life learning activities for our students, which complement our core curriculum subjects. In 2024 we attended many excursions, as well as a middle/senior Beach camp, and also provided many incursion learning opportunities for our students. Activities such as AFL and soccer clinics, St.John's First Aid sessions and the Fishcare fishing program are all highlights amongst many others. Along with an enormous amount of engaging playground equipment in our large grounds, we cater for all students to be engaged during the day. This also includes a bike track which is very popular with the students.This was supported through our Students Attitudes to School Survey data which showed a 'Sense of Connectedness' to school at 95%.We continue to run a strong leadership and Junior School Council program, and have high expectations of our leaders. Students voice and agency data resulted in 80% of positive responses. Our Student absence rates (22 days) had slightly increased from the year before, and is still an area we continue to focus upon and promote through our communications with families. The Student Attitudes to School Survey data showed a 89% positive result in the 'Attitudes to Attendance' data.Our 2024 12-month targets in the engagment area were:  Student Attitudes to School Survey:* Increase Stimulated Learning to 90% in 2024 - We achieved 95% (Well above similar schools and state average)
* Help-seeking to 80% in 2024 - We achieved 71% (Still slightly above Similar schools and state average).
* Increase attendance rates to 95% in 2024. (We achieved 89%)
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| Other highlights from the school year |
| We completed our school-wide Review in Term 2 with feedback and analysis from students, parents, all staff and Department of Education representatives, which then formed a new Strategic Plan covering the next 4 years. The School Camp for Years 3-6 to Lady Northcote in Bacchus Marsh was a highlight for students, and we also managed to fit in a lot of excursions for all year levels, including Fishing at Lake Dewar through Fishcare, visiting Major League Sports and muchmore. We also had several Sporting Schools programs running throughout the year, including basketball and golf.The school participated in our Annual Athletics day with other small local schools, and we had a very successful Cross Country event with large numbers participating and competing to a successful standard. We had several students participate in the representative Wathaurung football, netball and soccer competitions, and we also had our annual netball match against the other local Creswick school. We ended the year with a large Community picnic, complete with coffee van, food van and jumping castle. This allowed our new families and new staff to meet with the existing school community, along with several transition days and information sevenings. |
| Financial performance |
| In 2024, the school recorded a credit surplus of $100,000. The school received Equity funding of $69,995, and spending has been at an allocated program, resource, and curriculum area level. The school still has a high proportion of experienced teachers at the highest salary range, which takes up a large percentage of the budget. Extra funding was gained through Tier 2 and 3 intervention under the new Disability Inclusion Program, which mainly allowed for further support staff and resources. Mental Health and Well-Being funding was also utilised for these purposes too. The tutoring program also received funding and this continues to be highly successful for those students who require extra support. We ran Junior, Middle and Senior classrooms across the school, and enrolments continue to grow steadily, with larger numbers of Foundation students coming in. We continued to run an after-school program through a third-party provider which is well attended and is an attraction when gaining prospective enrolments for our school. The school also has a healthy surplus in it's bank investment accounts. The future financial direction for 2025 will have an emphasis on continuing to remain in surplus financially, whilst also delivering quality programs, an engaging environment and classroom resources. Further work will be done to the grounds and buildings to attract more students as Creswick continues to expand. |
| **For more detailed information regarding our school please visit our website at** [**www.creswicknorthps.vic.edu.au**](file:///C%3A%5CUsers%5C02410324%5CDownloads%5Cwww.creswicknorthps.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 47 students were enrolled at this school in 2024, 19 female and 28 male.

0 percent of students had English as an additional language and 10 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: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | 100.0% |
| State average (primary schools): | 81.6% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 68.7% |
| State average (primary schools): | 77.7% |

**LEARNING**

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

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| **English****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 82.4% |
| Similar Schools average: | 78.9% |
| State average: | 86.4% |

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| **Mathematics****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 83.7% |
| Similar Schools average: | 79.2% |
| 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

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| **Reading****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 60.0% | 62.5% |
| Similar Schools average: | 56.0% | 57.4% |
| State average: | 68.7% | 69.2% |

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| **Reading****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 85.7% | 76.9% |
| Similar Schools average: | 64.0% | 66.5% |
| State average: | 73.0% | 75.0% |

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| **Numeracy****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 40.0% | 37.5% |
| Similar Schools average: | 53.2% | 56.6% |
| State average: | 65.5% | 66.4% |

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| **Numeracy****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 62.5% | 57.1% |
| Similar Schools average: | 52.8% | 54.0% |
| State average: | 67.3% | 67.6% |

**LEARNING (continued)**

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

NAPLAN 2022

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

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| **Reading****Year 3** |  (2022) |
| School percentage of students in the top three bands: | 77.8% |
| Similar Schools average: | 65.4% |
| State average: | 76.6% |

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| **Reading****Year 5** |  (2022) |
| School percentage of students in the top three bands: | 50.0% |
| Similar Schools average: | 59.9% |
| State average: | 70.2% |

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| **Numeracy****Year 3** |  (2022) |
| School percentage of students in the top three bands: | 77.8% |
| Similar Schools average: | 45.2% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | (2022) |
| School percentage of students in the top three bands: | 75.0% |
| Similar Schools average: | 40.0% |
| State average: | 54.2% |

**WELLBEING**

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

Student Attitudes to School – Sense of Connectedness

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

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 94.7% | 93.3% |
| Similar Schools average: | 81.1% | 79.7% |
| State average: | 76.8% | 77.9% |

Student Attitudes to School – Management of Bullying

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

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| **Management of Bullying****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 96.5% | 89.4% |
| Similar Schools average: | 83.4% | 80.9% |
| State average: | 75.5% | 76.3% |

**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.

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| **Student Absence****Years Prep to 6** | Latest year (2024) | 4-year average |
| School average number of absence days: | 22.1 | 20.5 |
| Similar Schools average: | 25.2 | 23.1 |
| State average: | 21.8 | 20.1 |

 **Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | 90% | 85% | 92% | 92% | 84% | 88% | 90% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $964,046 |
| Government Provided DET Grants | $304,157 |
| Government Grants Commonwealth | $3,700 |
| Government Grants State | $19,728 |
| Revenue Other | $35,202 |
| Locally Raised Funds | $29,648 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,356,481** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $69,994 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$69,994** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $843,717 |
| Adjustments | $0 |
| Books & Publications | $188 |
| Camps/Excursions/Activities | $19,989 |
| Communication Costs | $3,638 |
| Consumables | $18,893 |
| Miscellaneous Expense 3 | $14,493 |
| Professional Development | $28,525 |
| Equipment/Maintenance/Hire | $20,318 |
| Property Services | $42,720 |
| Salaries & Allowances 4 | $50,003 |
| Support Services | $8,310 |
| Trading & Fundraising | $66,504 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $6,601 |
| Total Operating Expenditure | **$1,123,900** |
| Net Operating Surplus/-Deficit | **$232,581** |
| Asset Acquisitions | **$17,518** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 16 Feb 2025 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 2024

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $219,739 |
| Official Account | $18,817 |
| Other Accounts | $0 |
| Total Funds Available | **$238,556** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $46,998 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $28,294 |
| 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 | $183 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$75,475** |

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*