

2023 Annual Report to the School Community

School Name: Moonee Ponds Primary School (3987)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 \(Vic\)](#) (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 \(PDF\)](#).

Attested on 25 March 2024 at 12:14 PM by Matthew Bott (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 15 April 2024 at 10:22 AM by Scott Siega (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Moonee Ponds Primary School is a well-established school located in the inner north west of Melbourne. Established in 1919, the school has a long and proud history. Our students, teachers and parents authentically established our School Mission, Vision and Values which underpin all work we do as a collaborative learning community. Our mission is to create and sustain a world class inclusive and collaborative learning community that provides the highest quality education; where teacher and student potential is maximised and where all students are empowered to become active, inspired and courageous citizens. Our vision and values can be viewed at <http://www.mpp.vic.edu.au/about-us/>. The school is situated on spacious and well-treed grounds that are well appointed with equipment, play and recreation areas. The school draws students from its local area of Moonee Ponds, Ascot Vale and Brunswick North and West. In 2023 our enrolment was 310 students (143 females, 167 males), encompassing 14 classes. We have an engaged parent community which is reflected in an active School Council and Parents Association. Through fundraising efforts, student initiatives and parent support many improvements have been made to the grounds including a large financial contribution towards the school's capital works project. The school has a Sports and Performance Centre with a half-court gym, a dedicated music room and a dedicated performing arts room. There is also a library and designated Italian/LOTE and visual arts rooms.

In 2023, the capital works project resulted in the relocation of eight years 3 to 6 classes into found learning spaces including the library and specialist classrooms. There was also limited access to the school yard during recess and lunch. The class learning spaces and STEAM (Arts and STEM) room refurbishments were completed at the end of 2023 (ready for the 2024 school year). The administration building refurbishment continued with a capital works projected completion date in 2024.

Organisationally, the school is structured in professional learning communities (PLCs): Prep/Foundation, Year 1/2, Year 3/4 and Year 5/6. In 2023 our workforce comprised of two Principal class officers, a Learning Specialist, seventeen teachers, two tutors and six Education Support Staff (office & integration aides) with a total of 22.2 EFT (Effective Fulltime Staff). There were 9% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students in the school. Our overall socioeconomic profile (based on SFOE) represents a "low" level of socio-educational disadvantage with an SFOE index of 0.1131

At Moonee Ponds Primary School we learn with respect, optimism, care and collaboration. Our School is a place where all students feel safe, are respected and are challenged in their learning. Our teachers work in highly effective teams, planning for the success and learning of every child in the school. Together they have created a vibrant reading, thinking and problem-solving culture in every classroom. The timetable is designed to support each team with at least one period of PLC time together during the school day. The meeting schedule is structured with PLC meeting time after school one day a week. All meetings are structured to have a Strategic Plan/Annual Implementation Plan (AIP) focus and organisational focus; with a professional learning emphasis on curriculum, instruction, assessment and feedback. As well as the classroom teaching teams, students have access to specialist classrooms and teachers for Visual and Performing Arts, Physical Education and Italian. This breadth of curriculum is also supported with both Science and Integrated Studies units of work. Our philosophy is based around each student performing at their personal best in all areas of the curriculum. We celebrate participation and reward excellence in all endeavours. We commit to maximising the learning growth of every child. 2023 was the first year of our new School Strategic Plan. The past few years has enabled us to build a strong foundation in terms of positive climate for learning, excellence in teaching and learning, professional leadership and community engagement in learning. The school has had significant improvement in terms of the following three high-impact improvement initiatives: building practice excellence, curriculum planning and assessment and building leadership teams. Our current strategic plan is based around the Framework of Improving Student Outcomes 2.0. The focus for our current strategic plan is further developing the domains of teaching and learning, assessment, engagement, and support and resources, with a focus of student learner agency. This will place students at the centre of their learning with improved learning and wellbeing outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Moonee Ponds Primary School continued to prioritise the learning growth of every student with an emphasis on writing. There was a continued focus on the effective implementation of professional learning communities (PLC) approach based around and responsive to the needs of our students.

The Victorian Curriculum data (percentage of students at or above age expected standards) in English and Mathematics was above the state average and consistent with similar schools. In English, MPPS was 93.2% where similar schools were 94.9%. In Mathematics, MPPS was 95.5% where similar schools were 95.1%. The NAPLAN data reflects consistently strong results and also mirrors our strategic plan focus on teaching and learning of reading. In year 3, 89.7% of students were assessed as Strong or Exceeding and 84.6% for numeracy. In year 5, 85.7% of students were assessed as Strong or Exceeding for reading and 82.9% for numeracy. This data is slightly below that of similar schools but above the state average. Increasing the number of students in Exceeding across the curriculum learning area continues to be a priority moving forward. MPPS continued to focus on identifying the individual learning needs of all students, ensuring that all students experienced success and worked towards students achieving greater than expected growth. Improved student growth outcomes were achieved through ensuring alignment of school practices and continuing to work collaboratively as a staff and as a PLC to analyse data and use this to plan effective teaching practices. Our highly qualified staff continued to promote high expectations of student achievement, through increased levels of support, enhanced personalised learning, student responsibility for learning and student voice. Students supported through the Tutor Learning Initiative (TLI) and Disability Inclusion (DI) showed satisfactory progress in achieving their individual goals as identified in their Student Management Plans and Individual Education Plans. The Education Support Staff (ESS) worked closely with the class teachers and also met as a Professional Learning Community with leadership to regularly track student progress and develop and implement improvement strategies. Our ESS were also included in whole staff professional learning as well as our strategic goals. A clear focus on collective efficacy and responsibility ensured that high outcomes for students was the focus of our work together.

We continue to embed and grow best practice teaching and learning strategies in Literacy and Numeracy. We are committed to a rich, robust and rigorous curriculum that includes Performing and Visual Arts, Physical Education, LOTE, Science and the Technologies. Our teachers work in teams to plan, deliver, assess and review for every child's growth. In our new Strategic Plan we also continue the work on student voice, particularly the focus on student goal setting (agency in learning), and authentic purpose across the curriculum, including the use of real-world problems and problem-based learning in maths. Continued professional learning through our Professional Learning Community (PLC) work, the learning around our teaching instructional model (GANAG) and alignment with the High Impact Teaching Strategies (HITS) and Practice Principles support the next stage of work.

Wellbeing

At Moonee Ponds Primary School we continue to actively promote wellbeing as a fundamental priority for students, staff and the wider community. In 2023 the Attitudes to School survey was implemented for Year 4, 5 & 6 students in term 2. The wellbeing data was above both state and similar schools. Student data around the sense of connectedness was at 80.0% endorsement, with similar schools at 75.1%. The percent endorsement of managing bullying was 73.1% compared to similar schools at 73.8%. Student and staff health and wellbeing continued to be a main priority as we navigate life after the pandemic. We continue to prioritise supporting students with developing their stamina, skills and strategies for managing their sense of self, their connections to each other and the wider school community, and their engagement with their learning.

In 2023 a focus of the school was again building student capacity to reflect on, regulate and manage their emotions, build their self-awareness and ability to problem solve, as well as develop positive and constructive relationships. Programs implemented to support this included the MPPS Establishment program, Resilience, Rights and Respectful Relationships program and Mindfulness Curriculum across the school. MPPS continues to maintaining eSmart (Cyber Safety) accreditation. This process is aimed at developing student capacity to be smart, safe and responsible users of technology. Whole school events and cross-age activities were explicitly planned to build MPPS as a collaborative learning community. All children adhere to the MPPS values which are emphasised with all students across the school. Children, teachers and parents work cooperatively and supportively as a school community. There is a shared commitment to ensure a safe, caring and nurturing environment.

Engagement

Attendance at MPPS in 2023 was around 90-94% across all year levels. The results for 2023 indicated an 15.5 average absence days per student. This is 1.8 days less than Similar Schools and 5 days less than the State average.

To engage students at school, we implement a targeted approach to teaching and learning. Teachers track student growth against the curriculum, plan for and deliver lessons based on the cohort and individual student needs. This results in differentiated and targeted curriculum delivery. A continued focus is on developing student learner agency so that students are authentically engaged with their learning, know what their goals are, how they will achieve them, how they will know when they have achieved them and what's next in their learning.

Additional programs are implemented to support student engagement; these includes the instrumental music program shared with three other neighbouring schools. We build leadership capacity in students through an active Student Representative Council, Green Team (student environmental group) and sport leaders. Technologies are integrated across the curriculum with increased access to support student learning including the eConnect (1:1 netbook) program in Years 3-6. Continuing to leverage technology to engage students with learning, critical and creative thinking, feedback and problem solving also helps enhance student agency in learning. This included all students using/accessing the Office 365 programs and online programs such as Reading Eggs, Mathletics & PM eCollection.

Age specific transition programs for students and their parents are provided annually. We continue to support students entering their next year of schooling through four 'move up' transition sessions during term four. All student transitions are supported by teachers and the use of student learning data (including individual student management plans and education plans where relevant. Parents are supported through parent transition sessions, information handbooks/ presentations for all year levels and through regular updates on Seesaw and in the school newsletter.

Financial performance

Overall, in 2023 MPPS has continued to provide quality education programs achieving high student outcomes utilising both DET and locally raised funds. The school community raised funds (through holding student and parent activities) for student-based projects with moderate success. MPPS received \$9194 in equity (social disadvantage) funding. These funds contribute to the Tutor Learning Initiative which targets the reading outcomes of the students (including Koorie and English as an Additional Language) who are working more than 12 months behind the expected level of achievement. The School Council also contributed funds (\$77,044.894) for an upgrade of our solar panels to a 99KW system. This was coordinated by the Victorian School Building Authority. All funds are allocated to support the best educational outcomes for our students and our learning community.

For more detailed information regarding our school please visit our website at
<http://www.mpp.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 310 students were enrolled at this school in 2023, 143 female and 167 male.

9 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).

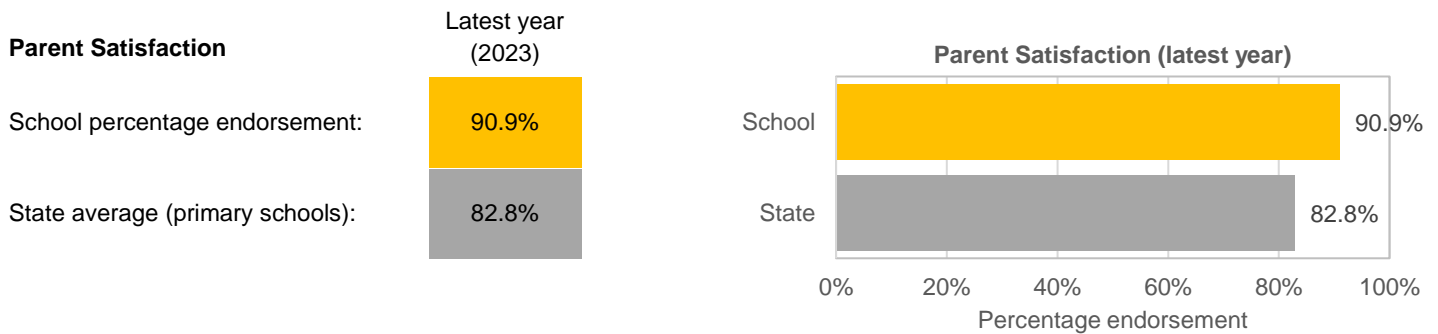
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

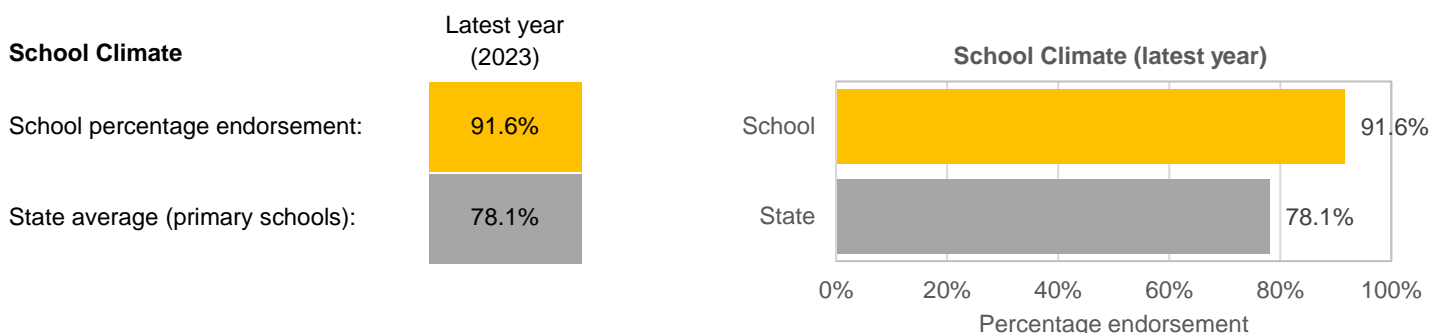


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

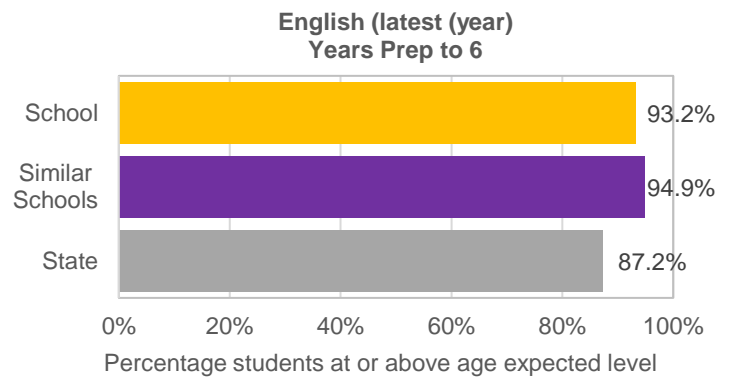
93.2%

Similar Schools average:

94.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

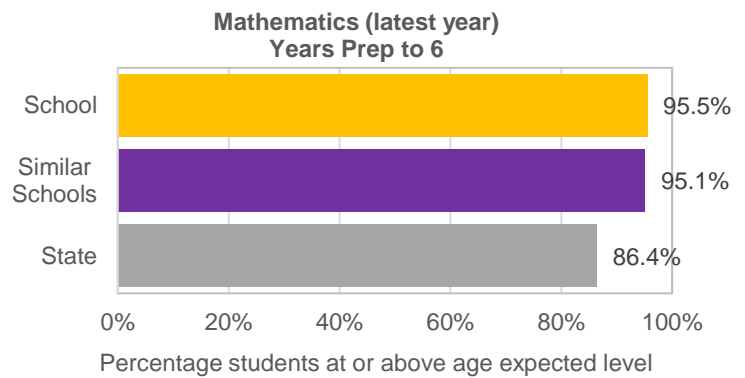
95.5%

Similar Schools average:

95.1%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.7%

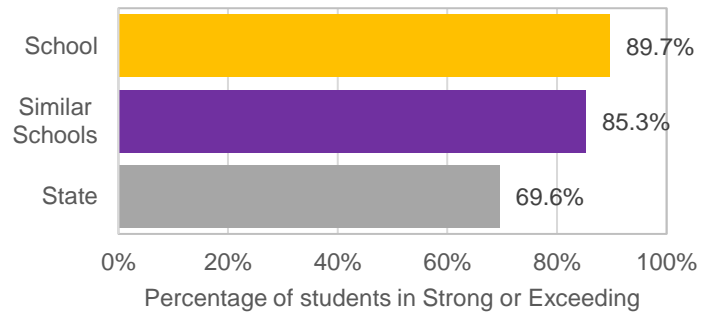
Similar Schools average:

85.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.7%

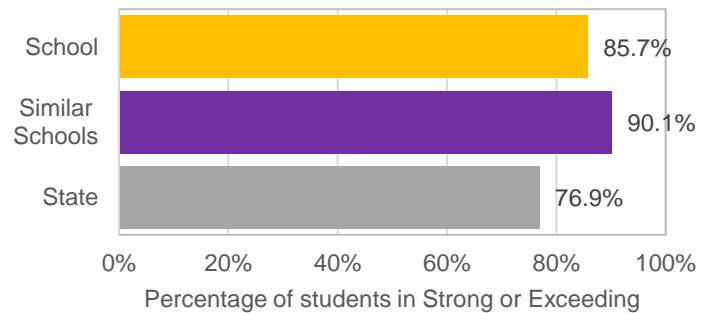
Similar Schools average:

90.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.6%

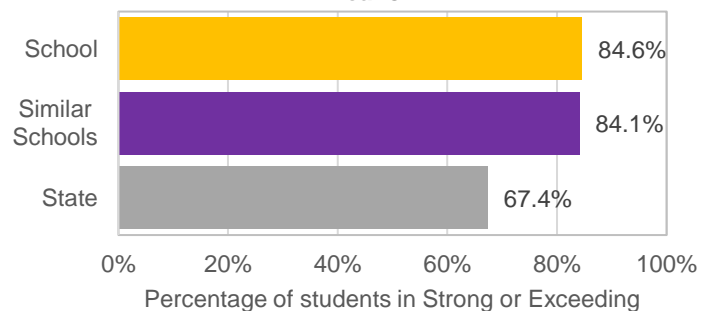
Similar Schools average:

84.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.9%

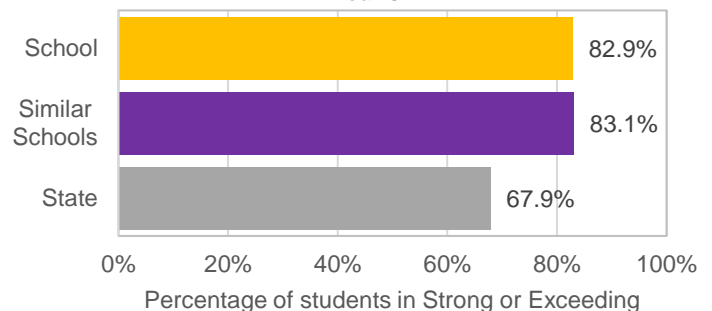
Similar Schools average:

83.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

82.4%

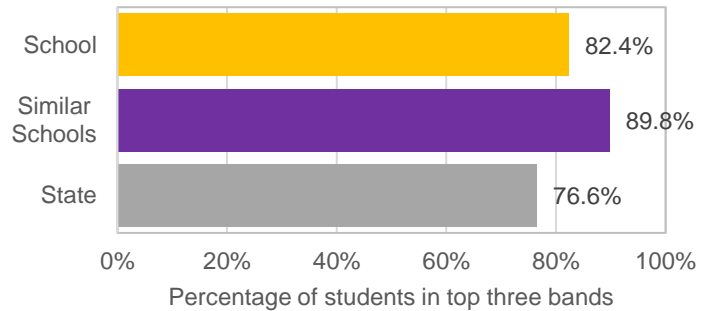
Similar Schools average:

89.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

84.7%

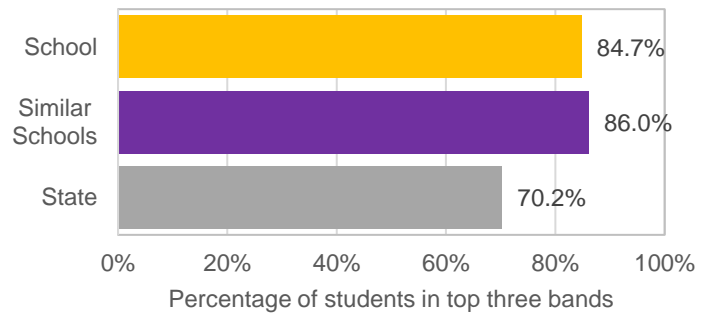
Similar Schools average:

86.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

73.5%

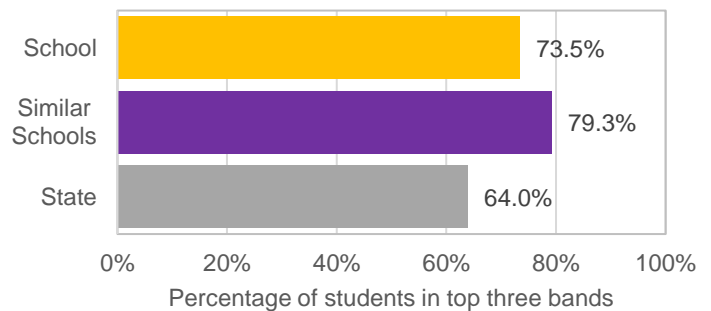
Similar Schools average:

79.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.4%

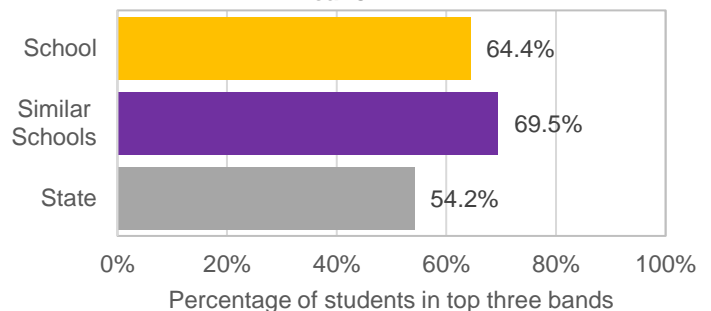
Similar Schools average:

69.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

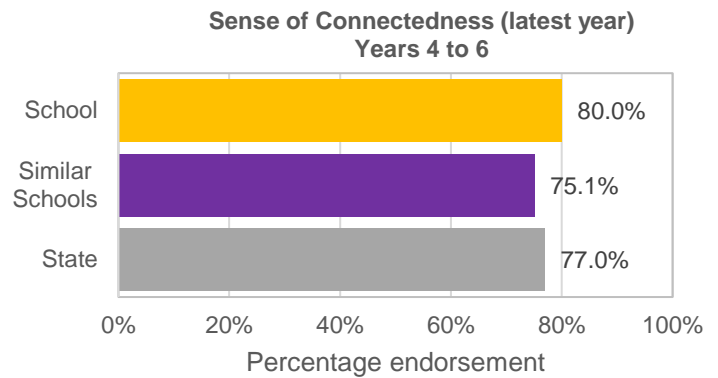
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.0%	80.8%
Similar Schools average:	75.1%	76.4%
State average:	77.0%	78.5%

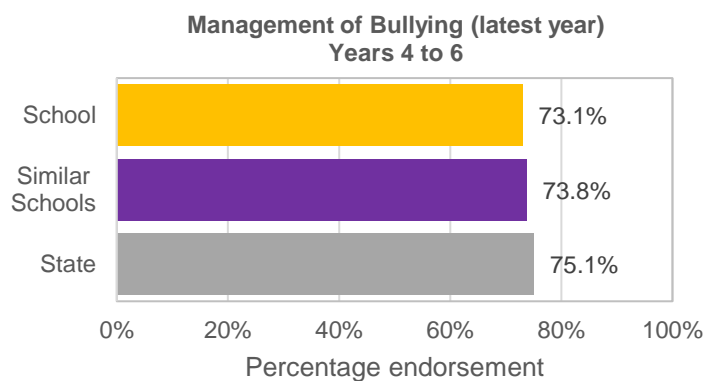


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	73.1%	77.0%
Similar Schools average:	73.8%	75.4%
State average:	75.1%	76.9%



ENGAGEMENT

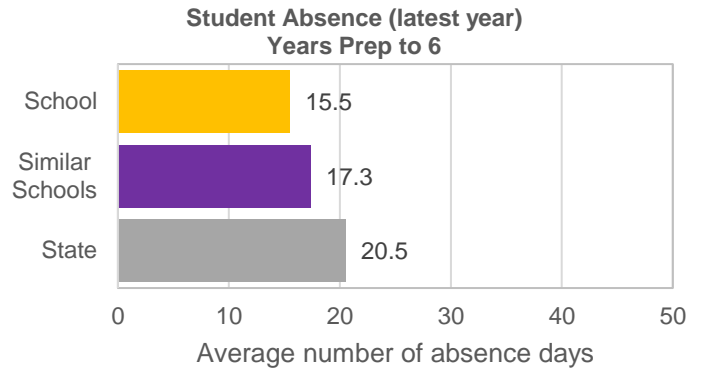
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	15.5	12.2
Similar Schools average:	17.3	13.9
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	94%	93%	93%	92%	92%	90%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,789,716
Government Provided DET Grants	\$352,237
Government Grants Commonwealth	\$5,300
Government Grants State	\$80,000
Revenue Other	\$156,599
Locally Raised Funds	\$425,544
Capital Grants	\$0
Total Operating Revenue	\$3,809,396

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,194
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,194

Expenditure	Actual
Student Resource Package ²	\$2,824,180
Adjustments	\$0
Books & Publications	\$492
Camps/Excursions/Activities	\$149,063
Communication Costs	\$5,042
Consumables	\$34,541
Miscellaneous Expense ³	\$31,575
Professional Development	\$11,080
Equipment/Maintenance/Hire	\$34,513
Property Services	\$92,987
Salaries & Allowances ⁴	\$341,781
Support Services	\$40,662
Trading & Fundraising	\$23,851
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,292
Total Operating Expenditure	\$3,621,058
Net Operating Surplus/-Deficit	\$188,338
Asset Acquisitions	\$126,437

- (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 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$116,932
Official Account	\$36,635
Other Accounts	\$36,058
Total Funds Available	\$189,625

Financial Commitments	Actual
Operating Reserve	\$118,815
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$129,640
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	\$248,455

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.