

2020 Annual Report to The School Community



School Name: St Georges Road Primary School Shepparton (4666)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 30 March 2021 at 01:26 PM by Kerri Souter (Principal)

The 2020 Annual Report to the school community:

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

Attested on 01 April 2021 at 09:10 AM by Jackie Ciszewski (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

St Georges Rd Primary School is situated south of the central business district of Shepparton. We have a rich, vibrant and culturally diverse student population. The 2020 enrolment was 420 students, with 74 additional students enrolled in the Shepparton English Language Centre. 51% of students are from Non-English Speaking Backgrounds, representing 22 countries with higher proportions from middle-eastern, African and south pacific regions. Around 10% of these families have arrived as refugees over the last two years however, this trend stagnated midway through 2020 due to no migration as a result of COVID 19. 18% of the student population are Aboriginal. The Student Family Occupation and Education Index is at 0.71. 70% of students in the school attract Equity Funding. St George's Rd Primary School celebrates our rich diversity through the curriculum, special programs and events and student led assemblies which are strong features of our school. We were able to maintain many of these initiatives in both remote and the onsite COVID restrictions including weekly WebEx assemblies, and a virtual NAIDOC celebration.

Surrounding the school are established homes and rental properties for families that mainly walk to school from within the local neighbourhood. The buildings comprise a modern flexible learning space for senior classes, a multipurpose hall and performing arts room, a library/ multimedia centre and a dedicated visual arts room. Foundation to Grade 2 classes were accommodated in an LCT, with portable buildings for the Year 3 and Year 5 classes. The large Library space has been adapted to provide a multimedia centre and EAL small group intervention space. An Out of Hours Care program and the Community Hub have dedicated spaces for their programs. The Shepparton English Language Centre (Campus 2- Primary program) and the Arthur Mawson Children's Centre are also located on our school site. Our school grounds have well shaded playgrounds, open spaces for play and fitness activities as well as areas for passive play. The playground facilities are used daily on a staggered timetable, by the Shepparton English Language Centre. The preschool accesses the Kitchen Garden. There is a canteen onsite.

The staffing composition includes 29.2 Equivalent to Full time teachers for classroom, specialist, curriculum leadership and literacy and numeracy intervention programs. The senior leadership team comprised a Principal, an Assistant Principal responsible for Student Learning, and a Student Engagement and Well being Assistant Principal. A strong focus has been placed on Literacy, Numeracy and social competencies. The School Improvement Team includes leading teachers in the roles of Literacy Teaching and Learning Leader, Numeracy Teaching and Learning Leader, a Senior Literacy Learning Specialist, an Attendance, Engagement and Wellbeing Leader and a Numeracy Support Leader. Literacy intervention in 2020 involved an EAL transition support program for students transitioning from intensive English tuition into mainstream programs and EFT 1.6 Literacy Intervention teachers, who supported 70 students over the year. Leveled Literacy Intervention was implemented as a small group program. The specialist program offered to students included the Performing Arts, Visual Arts, Physical Education and LOTE- Italian; for students in Foundation to Year 6. The Health and Physical Education program incorporates a social curriculum - Play is the Way; and includes House Group competitions, Koorie and Active In-School Hours Games program which strengthens a climate of positive engagement and school pride. A team of of Education Support staff complement an extensive range of programs including an Administration team, the Program for Students with Disabilities (30 funded students), Family Liaison Officers supporting Arabic, Afghani and Aboriginal families, a Play Therapist, and I.C.T support. Visiting allied health supports such as a pediatrician, speech pathologist, occupational therapist, psychologist, student counselor and a chaplain provide wrap around support to students and families. During Remote Learning our classroom Education Support were highly engaged in supporting teachers to deliver the home learning program, while FLOs and our Admin team supported families to remain connected and informed.

Our school's vision is to ensure every student receives an outstanding, well-rounded education. St Georges Rd Primary School provides an inclusive, nurturing environment and recognizes the importance of encompassing the academic, physical, social and emotional aspects of learning and development. Our school, families and community work together in a partnership that ensures every child reaches their full potential. Our school values are Respect, Responsibility, Pride and Excellence.

Framework for Improving Student Outcomes (FISO)

The FISO priority areas in 2020 were: Excellence in Teaching and Learning: Curriculum Planning and Assessment (Essential Element 1) and Priority 2: Evidence Based High Impact Teaching Strategies. Professional Leadership: Instructional & Shared Leadership and Positive Climate for learning were integrated into the work encompassed by these overarching priorities. The School Improvement Team used a range of data sources to determine these focus areas including reflections on the FISO continua and Essential Elements rubrics, 2019 NAPLAN and Teacher Judgement for student achievement, and opinion surveys. Formative data was gathered, analysed and responded to using using a 5 week reflection cycle. The impact of our key improvement strategies were monitored by the School Improvement Team using the same measures above, and in addition - the Deep Engagement progress and Review report completed twice each term (Term 1 and Term 4).

Excellence in Teaching & Learning.
 St Georges Rd Primary School was involved in the Differentiated Support for School Improvement in 2019-2020, with a focus on improving Literacy outcomes by implementing the evidence based teaching practices with the Literacy Workshop Model. The school had added resources to complement the work of the Literacy Teaching & Learning Leader and Senior Literacy Learning Specialist. This involved coaching, modelling, observation, feedback, planning curriculum and supporting staff professional learning. During Remote Learning 1 and 2 our teaching partners and all SIT leaders supported year level teams to plan, implement, gather formative data and provide feedback to students on their learning. During this time, the school strengthened professional leadership with six additional staff undertaking the Bastow Local Literacy Leaders program resulting in 10 staff trained in this program at the end of 2020. Whole staff professional learning was undertaken with Formative Assessment which became a PLC focus in term 3. The school hosted a virtual Learning Walk and Talk in term 3, showcasing teacher practice for delivering Remote Learning programs using specific evidence based teaching strategies.

Our student achievement data indicated that while there were learning gaps across the school, our Foundation students, were impacted significantly. During term 4 extensive reviews took place in order to develop intervention support programs in 2021 under the Tutor Learning Initiative.

Positive Climate for learning
 The school introduced the Berry St Educational Model at the beginning of 2019 as a whole school approach. All teaching and education support staff undertook this training. The third units Stamina and Engagement was introduced to commence 2020. A school wide Scope and Sequence has been developed to map the correlation of BSEM with Respectful Relationships, Mindfulness and Play is the Way. In addition to the social curriculum; the school has resourced several proactive strategies including Family Liaison Officers, a successful Community Hub, an improved Prep Transition program, a visiting Paediatrician, Therapeutic Play, an alternative play program and planned for the development of a sensory room and program for 2021. Parent satisfaction with the school was at 80% positive which is aligned to State results. The Staff Survey was 63% which is below the State average.

Achievement

Student Achievement was determined by Term 4 assessments in Literacy and Numeracy with comparisons made to the start to year data. There are no NAPLAN outcomes for 2020.

Around 62% of students achieved At or Above Expected levels in English from Foundation to Grade 6, which was below similar schools and State average (all schools). This is a similar trend for mathematics with 54% of students At or Above Expected Levels. There is greater variance between similar schools and State averages. During term 4, extensive analysis of student achievement data was undertaken to develop 'tailor made' interventions to support the gaps in student learning in English and Mathematics.

Teachers continued to implement a modified version of the Literacy Workshop model throughout remote learning and

worked at re-building learning stamina and re-engaging students through goal setting, conferring and providing feedback to students, on their return to the onsite program. Numeracy lessons were scheduled daily with differentiated instruction, explicit teaching in mini-lessons and formative assessment and feedback was a strong feature during remote learning. With the return to onsite programs - pre and post assessments were re-introduced to ascertain student progress and to develop teaching programs for small groups at their point of need using Essential Assessment. This data was used to inform the Tutor Learning Initiative support for 2021. Classroom teachers, Intervention teachers and Education Support staff collaborated to support students in the remote learning program.

During 2020 St Georges Rd Primary School has 30 students funded on the Program for Students with Disabilities. 17 students were funded for Severe Behaviour Disorder, 10 students - Intellectual Disorder, 2 students with Autism Spectrum Disorder and one student funded for Physical Disability. Each student had an Individual Learning Plan with regular Student Support Group Meetings held. A range of Allied Health supports complement the wrap around approach for PSD funded students including Paediatric clinics, therapeutic intervention (play therapy), Speech, Occupational Therapy and counseling.

Engagement

The goal in the Annual Implementation Plan for 2020 was to - Inspire and empower students in their learning. The Key Improvement Strategy was to build high expectations for learning, interactions with others and attendance and punctuality.

The resources and initiatives in place to support this goal included a Student Engagement and Attendance Officer, Family Liaison Officers (Arabic, Afghani and Aboriginal) and a Family Engagement and Early Years Transition Coordinator. The school continued with the implementation of the Berry St Educational Model (Stamina and Engagement - Term 1), and the Community Hub continued to provide engaging and educational activities for vulnerable, migrant women. Throughout the period of offsite programs weekly packs were provided to Community Hub members.

The Attendance strategy is considered to have remained relatively stable in 2020 but showing a downward trend in positive attendance rates- particularly with the average percentage of absence days from 20 to 30 or more days. This is of concern to the school. The Student A Survey showed that 86% of students had a positive attitude to Attendance. Several proactive strategies were enacted with families to promote engagement and attendance at school. Family Liaison Officers, parent education programs, family meetings and positive school wide promotions were the key approaches to increase attendance. The overall school attendance rate for 2021 is to be At or Above 90%.

A remodeled approach for Prep and Year 6 -7 Transition in a remote environment took place during 2020. Both programs were implemented effectively with a high focus on establishing relationships and building confidence as students enter the school and move into secondary school in 2021.

The whole school approach to implementing the Berry St Educational Model has had a positive impact on consistent practices and positive psychology to support our learners and to strengthen the climate of the school. Across the school our year level teams have implemented a range of strategies as a result of this professional learning. This has included a Professional Learning Community focus across all year levels.

In 2021, the school will further embed student goal setting and feedback into instructional practice to build student voice and agency.

Wellbeing

Our 2020 Student Attitudes to School data highlights a strengthening sense of Connectedness - 74% positive and 62% Student Voice and Agency demonstrating improvement from 2019. The overall positive endorsement was 74% -aligned closely with network and all State schools. Management of Bullying (73%) is comparative to similar schools (79%) and

all State schools (78%).

This survey highlights a general positivity and improved responses from students in relation to Advocate at School (86%), Respect for Diversity (79%). Positivity from students was seen in their responses to Effective Teaching Time 88%, Differentiated Learning Challenge (87%), Self Regulation and Goal setting (85%) and Motivation (81%).

Our School Values are strongly connected to all programs and activities in our school. The Student Engagement and Wellbeing team comprises an Assistant Principal, a Lead teacher - Student Engagement and Attendance, a Social Curriculum Team (represented by a teacher across each year level), and Allied Health supports such as Play Therapists, a chaplain, and a visiting Paediatrician, student counselor and Speech and Occupational Therapists. The regional SSS team are also utilized to support the school when required. The school works very closely with outside agencies including Berry St, Department of Health and Human Services, and allied health service providers to hold case management and student support group meetings regularly. Individual Learning plans are developed for all vulnerable cohorts. The introduction of the Berry St Educational Model and the work done to develop a cohesive and encompassing St Georges Rd Primary School social curriculum, has provided a strong framework for supporting the wellbeing of students, staff and families.

Throughout remote learning our teachers and education support staff checked in daily with students while the Engagement and Wellbeing team supported families with devices, connectivity, IT workshops and food packs where required. On return to an onsite program, the school welcomed students and created a supported and structured learning routine to build stamina and reconnect children and families.

Financial performance and position

The St Georges Rd Primary School Student Resource Package also contains the credit and cash budget components for our campus 2 - the Shepparton English Language Centre. The school received Equity Funding – this allocation was reduced in 2020 in line with decline in enrolments. Equity funding is utilized to support academic achievement for disadvantaged student cohorts. These funds have been allocated towards instructional leadership, support for literacy and numeracy and social engagement interventions. Funds also extended to education support workforce in all classrooms. Human Resources funded through the Equity grant includes: Student and Attendance Leader, Literacy & Numeracy Teaching and Learning Leader and various intervention programs. Further allocations to support Professional learning – Berry St Model, Literacy workshop resources, books, ICT resources which also included extra resources during our remote learning periods.

A Sports Grant was received to complete various line marking activities around the school and has highlighted our playground areas. This was a welcomed surprise for students on return to the onsite program.

Various areas of expenditure for the school were subsidized during remote learning including OHSC program and our school canteen.

Funding has been received from the Department for maintenance items but has not been completed due to a specialist report needing to be completed.

Donations are received from various local business to enable student scholarships to be awarded every year.

For more detailed information regarding our school please visit our website at
<https://www.stgeorges.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 474 students were enrolled at this school in 2020, 239 female and 235 male.

58 percent of students had English as an additional language and 14 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

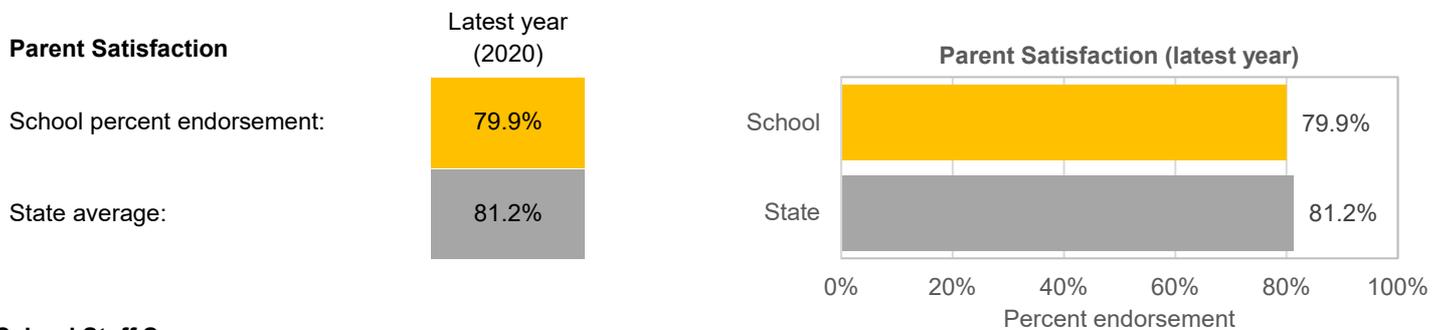
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

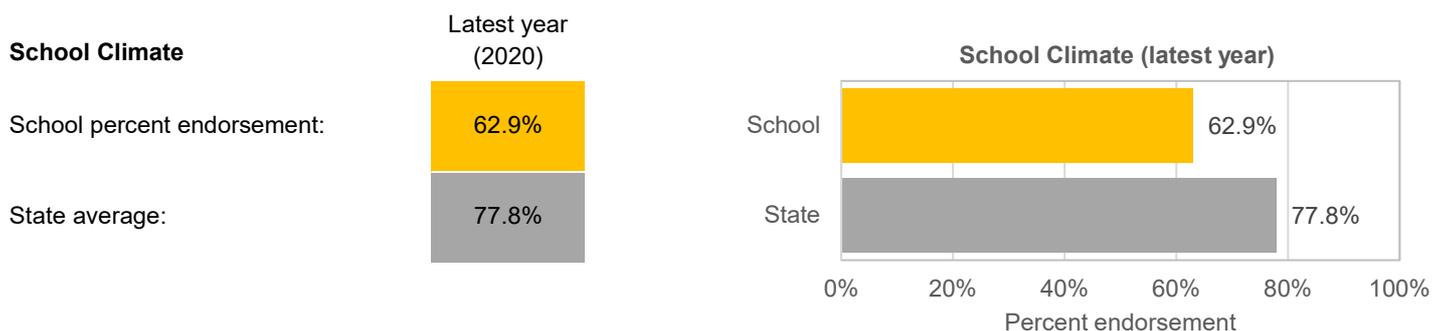


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

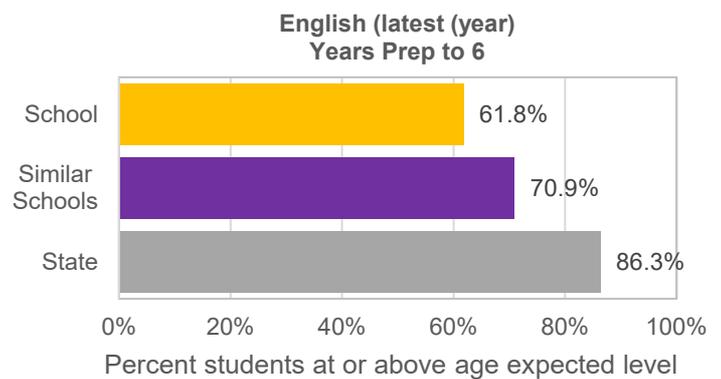
61.8%

Similar Schools average:

70.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

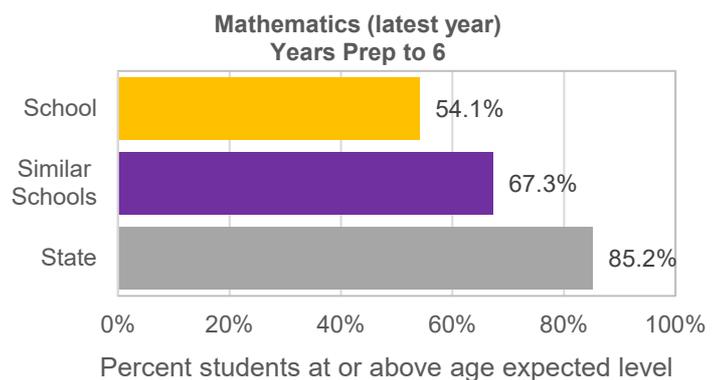
54.1%

Similar Schools average:

67.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

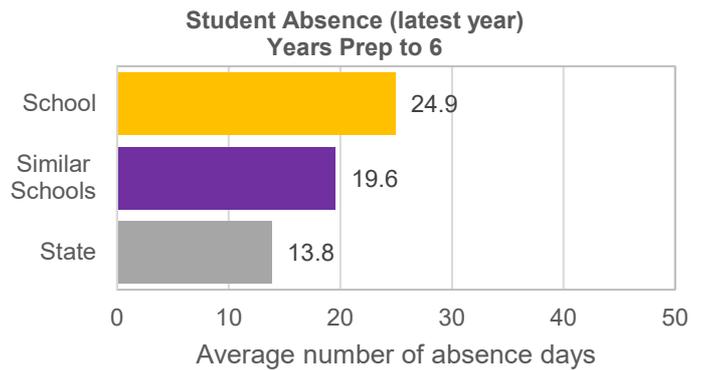
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	24.9	21.6
Similar Schools average:	19.6	18.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	88%	86%	87%	86%	85%	89%

WELLBEING

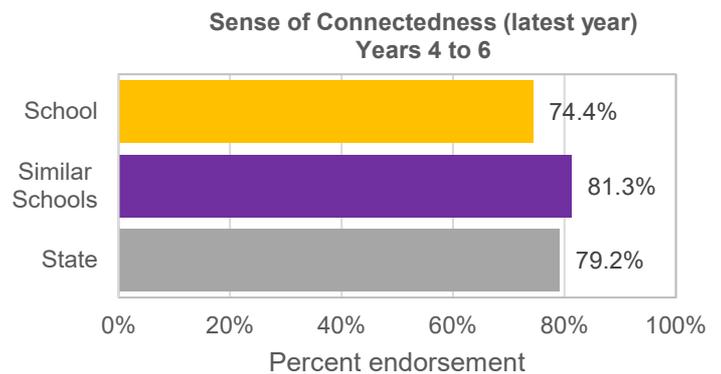
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	74.4%	77.3%
Similar Schools average:	81.3%	83.9%
State average:	79.2%	81.0%



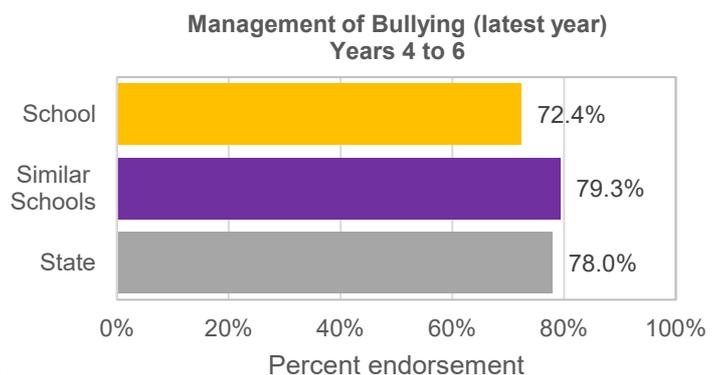
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	72.4%	75.2%
Similar Schools average:	79.3%	81.9%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$7,259,390
Government Provided DET Grants	\$1,200,482
Government Grants Commonwealth	\$75,097
Government Grants State	\$2,600
Revenue Other	\$279,514
Locally Raised Funds	\$46,020
Capital Grants	NDA
Total Operating Revenue	\$8,863,103

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,583,393
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,583,393

Expenditure	Actual
Student Resource Package ²	\$7,311,753
Adjustments	NDA
Books & Publications	\$7,754
Camps/Excursions/Activities	\$37,115
Communication Costs	\$17,978
Consumables	\$180,216
Miscellaneous Expense ³	\$22,236
Professional Development	\$12,542
Equipment/Maintenance/Hire	\$139,646
Property Services	\$390,468
Salaries & Allowances ⁴	\$633,070
Support Services	\$44,338
Trading & Fundraising	\$38,619
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$2,301
Utilities	\$83,796
Total Operating Expenditure	\$8,921,831
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$30,077

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$390,438
Official Account	\$19,378
Other Accounts	NDA
Total Funds Available	\$409,817

Financial Commitments	Actual
Operating Reserve	\$237,957
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$38,372
School Based Programs	\$52,092
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$26,544
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$262,808
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$647,773

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.