

2021 Annual Report to The School Community



School Name: Cranbourne Secondary College (7747)



CRANBOURNE
SECONDARY COLLEGE

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

Attested on 11 May 2022 at 01:13 AM by David Caughey (Principal)

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

Attested on 13 May 2022 at 08:47 AM by Paula Sharp (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Cranbourne Secondary College is a large single campus, Years 7 to 12 secondary school located in the heart of Cranbourne. In 2021 the College enrolments included 1367 students, made up of 51% Female and 49% Male population. The vision of the College in 2021 was in the process of redevelopment from 'Our purpose is to provide a challenging and stimulating learning environment where students work independently and collaboratively and take responsibility for their own learning' to 'To develop empowered learners who grow, contribute meaningfully and enjoy life.' The school Mission and Values were also redeveloped. The school mission is now 'To equip learners for a fulfilling life by developing their intellectual, social, emotional and moral intelligence'. The values of the College were adapted to, Learning, Care, Community and Contribution. The College attained Bronze accreditation for its work with School Wide Positive Behaviour Support and employs the phrase 'At Cranbourne Secondary College we are safe, respectful and responsible learners'

The overall amount of staff at the College in 2021 was 162.1 FTE (187 people). The breakdown of this includes 114.7 teaching staff (126 people) and 47.4 ES staff (61 people). The number of staff that identify as Aboriginal or Torres Strait islander and have shared this information is zero.

The College is made up of a diverse community, where approximately 40% of students have a non-English family language background. The 'School Family Occupation' (SFO) index of the College in 2021 was 0.7154 and the 'School Family Occupation and Employment' (SFOE) index was 0.6216. This measure places the College at the lower end of the socioeconomic scale used by DET and also indicates that students have a higher likelihood of experiencing disadvantaged circumstances in relation to their educational outcomes.

The College has a strong history of showing compassion and care for students and families while at the same time supporting strong academic and personal growth.

In 2021 the College completed a scheduled school review and developed a new School Strategic Plan (SSP). The new SSP continues to emphasise the College focus on student learning and wellbeing, while also including development and improvement of school, community and family partnerships with a focus on broadening student programs and pathway options.

Framework for Improving Student Outcomes (FISO)

The College underwent the DET school review process resulting in a new College Strategic Plan (SSP). The SSP was developed and endorsed through Term 2 of 2021. Included in the new SSP were the following Goals, Key Improvement strategies and FISO focus areas.

Goal 1

To maximise the achievement and learning growth of every student at every year level.

Goal 1 Key Improvement Strategies

- 1a. Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need. FISO Dimension - Evaluating impact on learning
- 1b. Embed the agreed college IM, integrating the use of high impact teaching strategies (HITS), to enable consistent, high-quality instruction in every classroom. FISO Dimension - Evidence-based high impact teaching strategies
- 1c. Build a professional learning community (PLC) culture which supports systematic and consistent feedback processes such as peer observation, to enable strengthened collective responsibility and shared accountability for improved student learning outcomes. FISO Dimension - Building practice excellence

Goal 2 - To improve student engagement across the whole College program.

Goal 2 Key Improvement Strategies

- 2a. Review the college vision and values to develop a more positive climate for aspirational learning. FISO Dimension - Vision values and culture
- 2b. Build teacher capacity to give students an authentic voice in their learning and to become more self-regulated learners, so students can act as partners in improving outcomes. FISO Dimension - Intellectual engagement and self-awareness

2c. Review, develop and implement improved pathways and transitions processes for all students as they move through and beyond the College. FISO Dimension - Empowering students and building school pride

Goal 3 - To improve student wellbeing and connectedness to school.

Goal 3 Key Improvement Strategies

3a. Embed the whole college SWPBS framework to support improved social and emotional wellbeing and increased use by students of good learning behaviours and skills. FISO Dimension - Setting expectations and promoting inclusion

3b. Develop and implement a whole college plan to enhance the effectiveness of home/college/community partnerships, particularly in relation to improving student wellbeing and connectedness. FISO Dimension - Building communities

In preparation for the work ahead a new College Leadership structure was also developed resulting in the recruitment of additional Assistant Principals and an expanded group of Leading Teachers and Learning Specialists. The structure was designed to drive the above SSP goals and key improvement strategies. This work was undertaken through Term 3 of 2021.

Achievement

The strong focus on maintaining engagement alongside a commitment to monitoring student progress and wellbeing enabled VCE completion rates in 2021 remained very high at 99%. VCAL completion rates were lower than previous years due to the interrupted nature of the program through 2020. The effect of COVID on students being unable to successfully attain credits from Structured Workplace Learning (SWL) and offsite VET programs through 2020 meant that many students had lower amounts of credits to transfer into their senior year. Additional intensive programs were implemented by the College in 2021 to provide students to increase unit completions, however the overall result of these programs did not increase completions as anticipated.

Student NAPLAN results at the College largely reflected statewide trends with some positive results for students at the College in Writing and Numeracy when compared to similar schools.

School based Common Assessment Tasks (CAT's) were reintroduced in 2021 with staff also returning to common moderation of student assessments processes. PAT and VCAA On-demand tests were also reintroduced to support formative assessment and provide insight for staff in the design of learning experiences and instructional groupings in classes. The Tutor Learning Initiative (TLI) was also employed with a focus on students who did not progress as expected through 2020. The use of a College based data service to triangulate student achievement measures was used to identify students who were suitable and eligible for this support. An after-school study support program was also introduced as part of the College TLI strategy.

In terms of the work related to the Program for Students with Disability (PSD), the College implemented Individual Learning Plans (ILP's) along with Student Support Group (SSG) meetings for all students eligible for these supports and interventions. ILP's were monitored closely throughout 2021. In addition to this all-other students identified as requiring Additional Education Needs (AEN) were also provided with an individual plan with SSG meetings. Specific cohorts, including Indigenous students, Out of Home Care (OoHC) students were also supported in this way.

Engagement

Maintaining positive student engagement and attendance during 2021 was made more complex due to COVID-19 and shifts between onsite and remote and flexible learning. All year levels recorded higher levels of absenteeism when compared to 2020. The degree of increase varied across year levels with Year 10 recording the largest deviation from previous years data. Years 9 and 12 levels of absenteeism were somewhat comparable with previous years.

While both similar schools and the state recorded higher levels of absence in 2021 the amount of increase for this measure was greater for the College. On a more positive note, the retention of students at the College in years 7-10 continued to increase when compared to the four-year average. While our absence rate through an interrupted 2021 was disappointing the retention rate is a very positive sign that students remain connected to the school and are

motivated to complete their secondary education. The increased focus on pathways options, including expanded course counselling subject selection and subject immersion experiences have supported this result.

Wellbeing

Our focus on student wellbeing remained very high during 2021. The numerous shifts between onsite and remote learning presented numerous challenges for our wellbeing programs, especially in areas of being able to facilitate the array of tier 2, proactive and preventative programs utilising external staff. Despite these challenges many of the wellbeing supports provided at the College were implemented with a particular focus on supporting individual students as they returned to the routines of onsite schooling.

During periods of remote learning our teaching and ES staff maintained a very high focus on ensuring students remained engaged and connected to the College and their peers through frequent online 'check in' meetings as well as cohort activities and various clubs. The College implemented onsite clubs and cohort engagement activities when possible and during times of remote learning these experiences were adapted to the online context. The Key measures of the Student Attitudes to School Survey, School Connectedness fell below the College 4 year average, however this was in alignment with similar schools highlighting the challenges faced by many schools in 2021.

Our work in relation to SWPBS continued to be a focus and the teaching and reinforcement of behaviours to build student sense of wellbeing was maintained through 2021. During 2021 the College also received bronze accreditation for our work at the tier one level. Aspects of the framework, alongside strategies to employ greater student voice and agency were also utilised to develop a bullying prevention and management process set for full implementation in 2022.

Finance performance and position

Income from the government was supplemented through our parent funded materials services. The collection rate of these contributions from parents remains consistent at approximately 50%. Equity funding was targeted towards a broad range of programs and supports to support improvement in student resourcing and outcomes. Equity funding also contributed to additional staffing in Literacy and Numeracy to support initiatives beyond DET funded programs eg Middle Years Literacy and Numeracy Support (MYLNS). Through 2020 equity funding was also directed towards resourcing students adequately so that remote and flexible learning could be accessed. There were also additional financial costs associated in the coverage of classes in cases where staff members were considered vulnerable to COVID-19. In these cases the College funded additional teachers to supported these staff to work remotely beyond the return to onsite learning.

For more detailed information regarding our school please visit our website at <https://cranbournesc.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 1412 students were enrolled at this school in 2021, 715 female and 697 male.

34 percent of students had English as an additional language and 2 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).

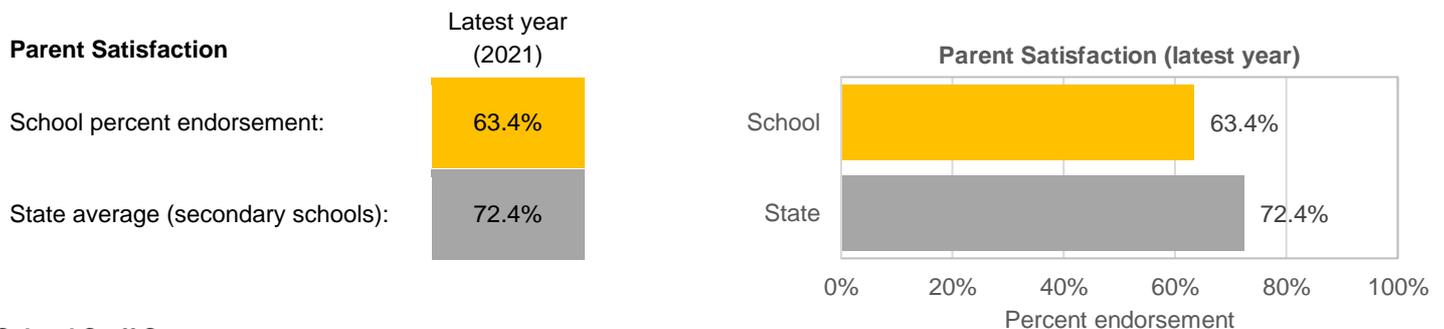
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

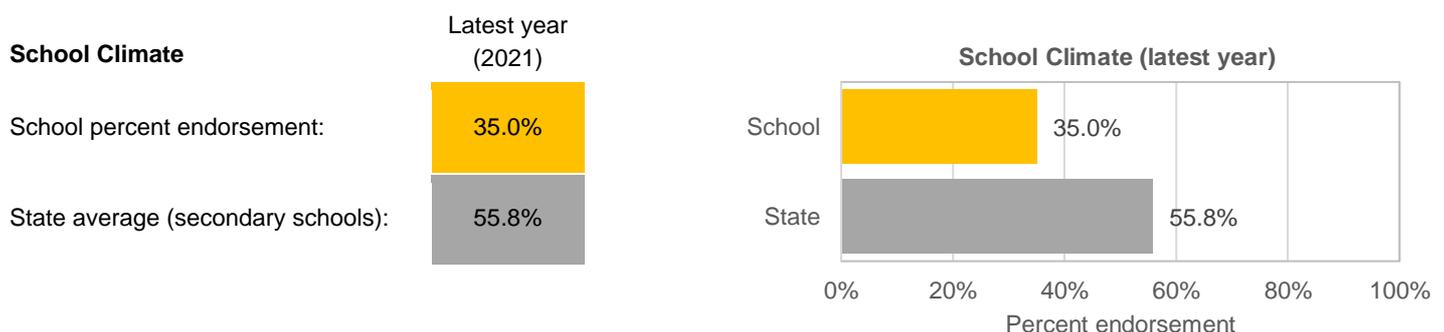


School Staff Survey

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 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

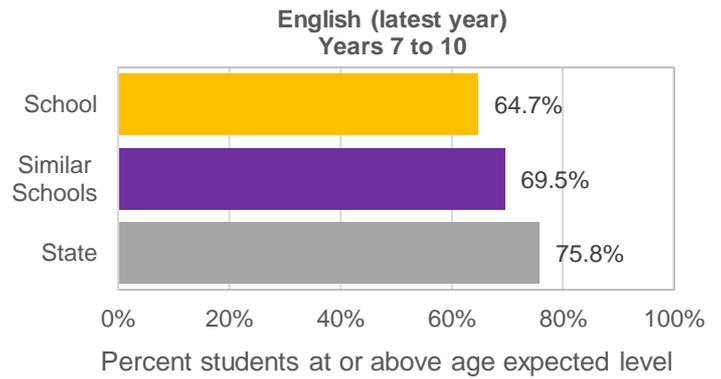
64.7%

Similar Schools average:

69.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

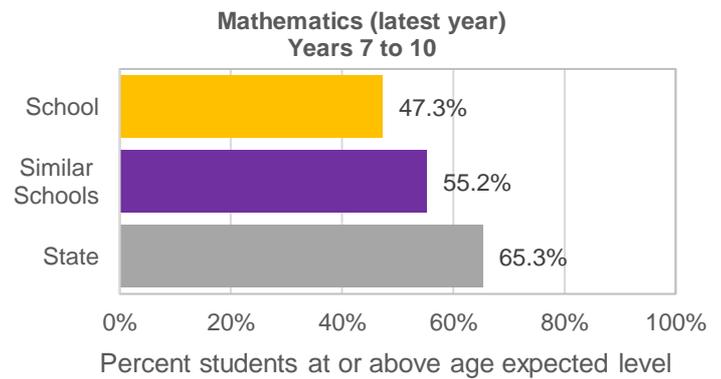
47.3%

Similar Schools average:

55.2%

State average:

65.3%



ACHIEVEMENT (continued)

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

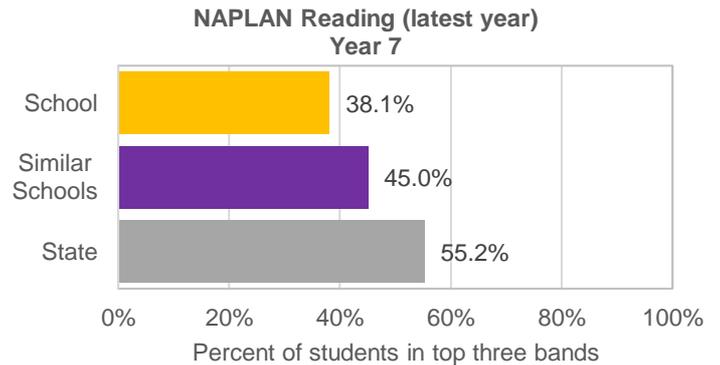
NAPLAN

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

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

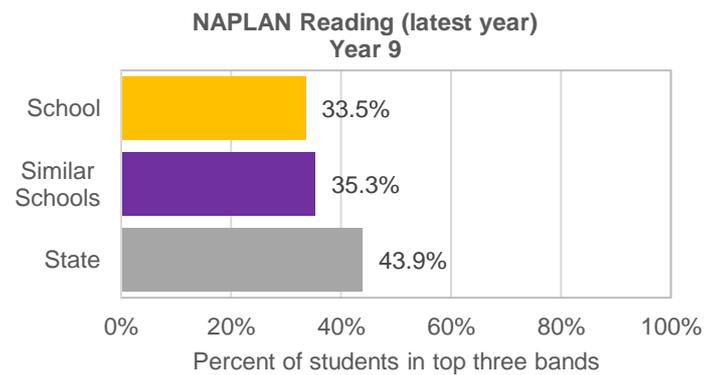
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.1%	39.7%
Similar Schools average:	45.0%	44.9%
State average:	55.2%	54.8%



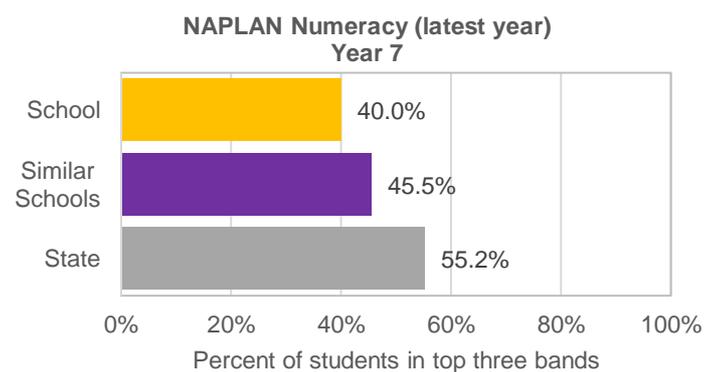
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.5%	31.9%
Similar Schools average:	35.3%	35.7%
State average:	43.9%	45.9%



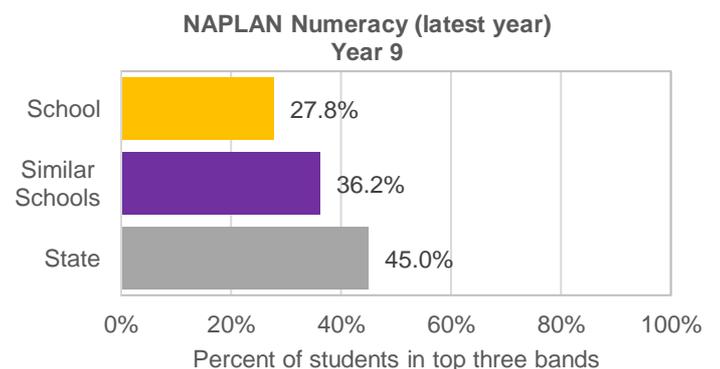
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	40.2%
Similar Schools average:	45.5%	45.6%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.8%	29.6%
Similar Schools average:	36.2%	36.2%
State average:	45.0%	46.8%



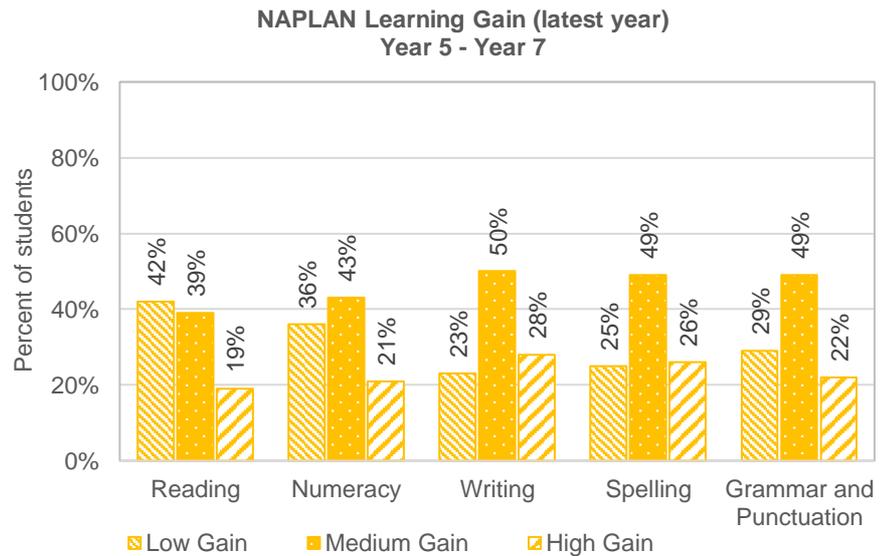
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

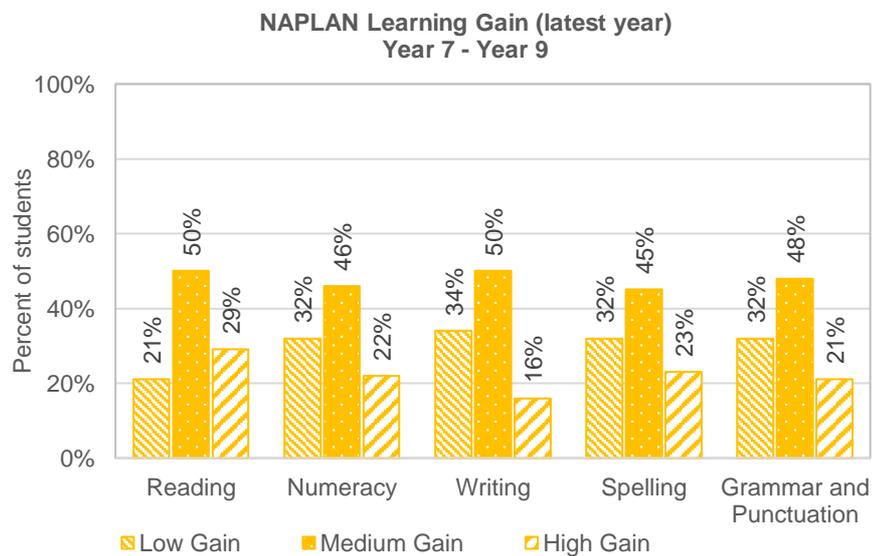
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	42%	39%	19%	21%
Numeracy:	36%	43%	21%	21%
Writing:	23%	50%	28%	21%
Spelling:	25%	49%	26%	24%
Grammar and Punctuation:	29%	49%	22%	21%



Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	50%	29%	24%
Numeracy:	32%	46%	22%	24%
Writing:	34%	50%	16%	22%
Spelling:	32%	45%	23%	23%
Grammar and Punctuation:	32%	48%	21%	22%



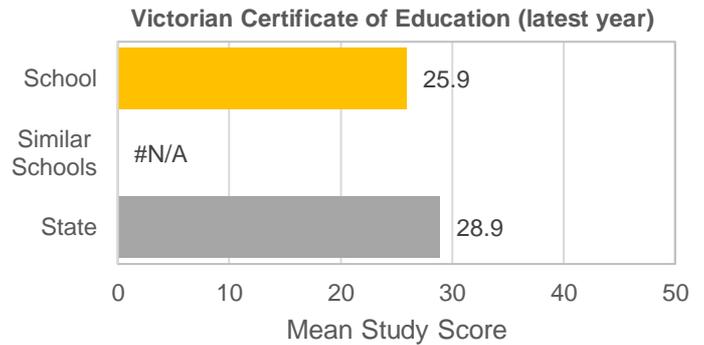
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

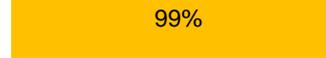
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	25.9	27.0
Similar Schools average:	27.6	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

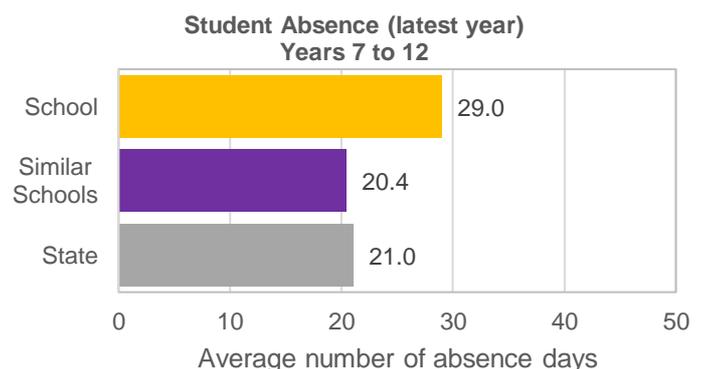
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	29.0	24.1
Similar Schools average:	20.4	19.3
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

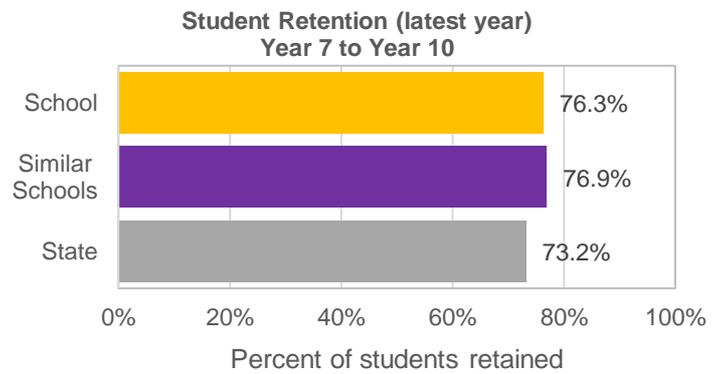
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	86%	79%	87%	91%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	76.3%	71.5%
Similar Schools average:	76.9%	74.7%
State average:	73.2%	72.9%



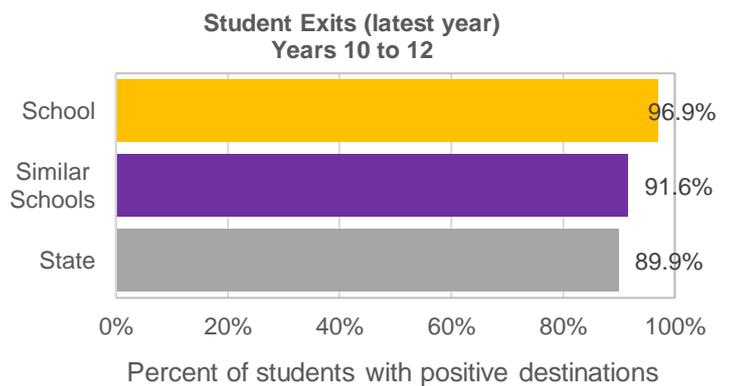
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	96.9%	93.9%
Similar Schools average:	91.6%	90.8%
State average:	89.9%	89.2%



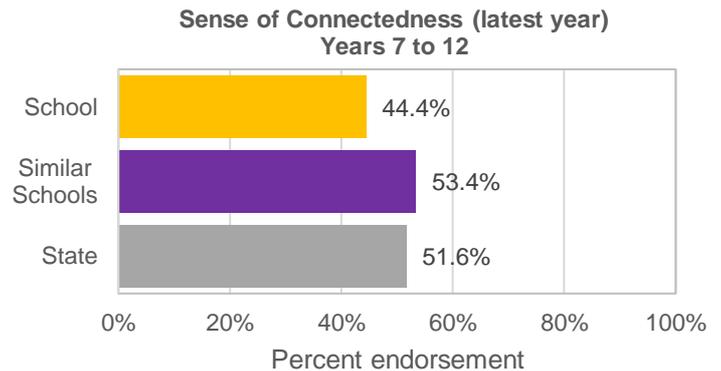
WELLBEING

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	44.4%	47.3%
Similar Schools average:	53.4%	56.2%
State average:	51.6%	54.5%

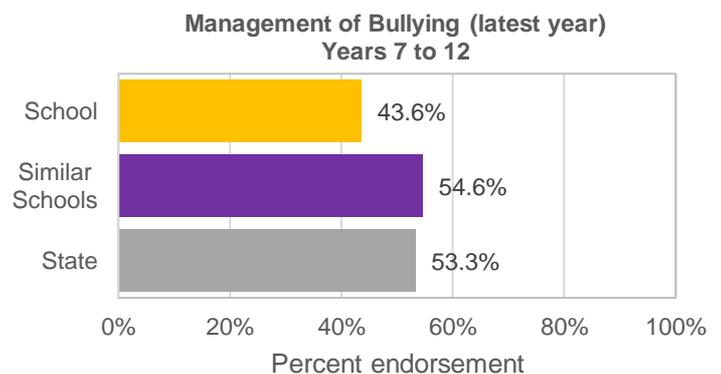


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	43.6%	47.5%
Similar Schools average:	54.6%	58.0%
State average:	53.3%	56.8%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$16,969,884
Government Provided DET Grants	\$3,566,340
Government Grants Commonwealth	\$59,550
Government Grants State	\$15,992
Revenue Other	\$166,283
Locally Raised Funds	\$479,525
Capital Grants	\$0
Total Operating Revenue	\$21,257,575

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,972,711
Equity (Catch Up)	\$204,461
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,177,172

Expenditure	Actual
Student Resource Package ²	\$16,275,448
Adjustments	\$0
Books & Publications	\$16,091
Camps/Excursions/Activities	\$80,807
Communication Costs	\$40,848
Consumables	\$257,716
Miscellaneous Expense ³	\$208,177
Professional Development	\$85,985
Equipment/Maintenance/Hire	\$687,573
Property Services	\$246,694
Salaries & Allowances ⁴	\$350,210
Support Services	\$1,268,851
Trading & Fundraising	\$13,828
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$127,723
Total Operating Expenditure	\$19,659,949
Net Operating Surplus/-Deficit	\$1,597,626
Asset Acquisitions	\$126,881

- (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 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$3,350,004
Official Account	\$219,125
Other Accounts	\$175,572
Total Funds Available	\$3,744,700

Financial Commitments	Actual
Operating Reserve	\$530,598
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,365
Funds Received in Advance	\$342,283
School Based Programs	\$326,837
Beneficiary/Memorial Accounts	\$178,587
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$410,000
Capital - Buildings/Grounds < 12 months	\$1,620,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$334,484
Total Financial Commitments	\$3,744,154

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.