

2020 Annual Report to The School Community



School Name: Narre Warren North Primary School (1901)



- 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 23 March 2021 at 08:13 PM by Connie Vandervoort (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 23 March 2021 at 08:22 PM by Cathy Maher (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

2020 has been an eventful year at Narre Warren North Primary School. Despite the challenges presented by COVID, the school continued to provide excellent educational opportunities for all students, with many key events modified to be delivered in a COVID safe manner.

The school grounds have taken another huge step forward with the completion of the new buildings bringing our facilities up to modern standards.

Narre Warren North Primary School is in the City of Casey. In 2020 our school had an enrolment of 380 students. There were 16 grades. 3.95% of students had English as an additional language and 1% were Aboriginal.

At our school we work as a supportive learning community where all students are motivated and challenged to take responsibility for their own learning. The school motto is 'We Can', the aim being for all children to reach their full potential. Our school community values Honesty, Persistence, Resilience, Respect and Responsibility. Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

Literacy and Numeracy continued to be an important focus at all levels of our school. The development of knowledge and skills through an Inquiry Learning approach was also highly valued. A comprehensive eLearning program supported classroom programs. In 2020 students in Grades 1 to 6 had 1-1 access to chromebooks. Students in Grades Prep had access to iPads and chromebooks. This supported our Remote Learning Program helping to make it a huge success.

Specialist programs in 2020 were provided in Visual Arts, Physical Education, Science and Languages Other Than English (Auslan) face to face and during remote learning. Performing Arts was taught in classrooms (onsite and online). Our school has a Program for Students with Disabilities, catering for a range of students with special needs. A Literacy Support/Intervention Program (Mini Lit) supported students who were at risk and Integration aides supported funded students and those at risk during remote learning.

To support and enhance the curriculum, the school offered a variety of programs and opportunities to develop and showcase individual student interests and talents. Although COVID prevented our school from running our usual additional programs (Family Life, Life Education, Perceptual Motor Program, Student Leadership and Sporting Programs, Camps, Swimming, Interschool Sport, School concert, Talent Quest, Choir, Excursions and Incursions, Parent Education Programs, Buddies, Show Day and Clubs), we were able to make adaptations to ensure our students had as many additional learning opportunities as possible.

Student Wellbeing is recognised as vital for productive learning. A comprehensive Social Emotional Learning (SEL) program based on the school values was in place (both through onsite learning and remote learning). The continuation of a whole school Behaviour Management Program provided consistent expectations and understanding across the school. A Chaplaincy Program ran two and a half days a week to support our school community and played a key role in helping children cope with the challenges and stresses of life. Mindfulness and Ready to Learn also continued to be a focus in this area in 2020. Student Leadership programs, including School Captains, House Captains and Junior School Council, were highly valued. School Leaders, throughout remote learning, facilitated online assemblies.

A Pathways to Prep Program provided pre-school children with a smooth, enjoyable and secure start into a school based environment (especially after not attending kindergarten for a large amount of time due to COVID). This program ran for 5 weeks in Term 4 (in small groups) and was a huge success.

Narre Warren North Primary School had 25.5 equivalent full time staff - 2 Principal Class, 18.5 Teachers and 7

Education Support Staff.

With the level of dedication shown from the leadership team, staff, students, and school volunteers we are confident that the school and school community can continue to thrive, no matter what challenges are presented in 2021.

Framework for Improving Student Outcomes (FISO)

Narre Warren North Primary School had clear goals and targets that supported agreed FISO priorities. In 2020, staff at NWNPS focused on four FISO initiatives.

Building Practice Excellence:

In 2020 the school’s priority was to embed the LATAR Maths instructional model and to build teacher capacity to effectively teach maths. We focused on implementing and consolidating the LATAR instructional model and provided teaching staff opportunities in improve their teacher practice. Our Professional Learning Communittees (PLC) play a vital role in ensuring consistency of the instructional model. Teaching staff regularly observed other teaching staff to develop each other’s’ professional practice. In 2021 our intent is to build on current practices to further improve teaching and learning at Narre Warren North Primary School.

Curriculum Planning and Assessment

The continuation and monitoring of the CAFÉ Reading program was a focus for Narre Warren North Primary School in 2020 along with the trial and implementation of the SCRIPT Writing program. Staff continued to consistently use the CAFÉ Reading Program both whilst on site and through remote learning. With many new staff beginning our school in 2021 we will support them in their understanding of the program and the expectations we have. The implementation of the SCRIPTS Writing program is an area we will continue to work on in 2021 and develop/alter even more. Unfortunately, 2020 proved challenging to make SCRIPTS a successful program.

Health and Wellbeing

2020 was a year that proved we needed to have a strong focus on building social skills, emotional resilience and positive mental health and wellbeing in all of our students. Our school prides itself on our wellbeing programs. Teachers did an excellent job at ensuring this focus continued though remote learning and upon returning to school. Student health and wellbeing is a school priority and will continue to be a focus in 2021.

Empowering Students and Building School Pride

Building teacher capacity to understand both Student Voice and Agency and developing Student Voice and Agency across the school was to be a focus for 2020. Staff completed professional learning introducing Student Voice and Agency using the Department Amplify documents. Through this professional learning there was a shared understanding of the terms. Teams were encouraged to look at ways this was already happening in teaching and learning and brainstormed ideas to build on voice and agency while teaching remotely. Unfortunately due to school closures this area of our AIP has had less emphasis in 2020 and will be a focus for 2021 and beyond.

Achievement

At Narre Warren North Primary School, teachers engage in the rigorous analysis of systemic and school-based assessment data. Student progress and achievement is regularly monitored through the implementation of a range of assessments in accordance with the Whole School Monitoring and our Professional Learning Community practices. The analysis of a wide range of data drives classroom practice by enabling teachers to differentiate their teaching to target the specific needs of small-groups and individuals.

Teachers at Narre Warren North Primary School are driven by a personal commitment to ensure every student is to achieve their potential through learning successfully. This is achieved through data informed practices, where the

leadership and teaching staff work together to collect and use quality data to: identify points of need, set targets for improvement, monitor improvement, and evaluate impact. Student performance data is collected and is analysed at a whole-school, cohort and individual level.

It is pleasing to know that even through it has been a difficult year, Narre Warren North Primary School has continued to produce consistently good results. Data collected by our school demonstrated our students continued to make growth but also allowed us to see where we can improve in 2021 in the area of teaching and learning.

The 2020 Annual Implementation Plan focused on consolidating the CAFÉ Reading Program; the development of SCRIPTS; and the implementation of The LATAR instructional model (Learning Intention/Success Criteria; Activate Prior Knowledge; Teach new information; Apply the Knowledge; Review and Reflection).

To develop this priority we strengthened and built consistency and quality of teaching practice across the school through the development of non-negotiables. The use of consistent student assessment data to inform teaching for differentiation was implemented. Essential Assessment was consistently used to help teachers differentiate learning and promoted teachers to take responsibility for individual and cohort growth in Reading and Number.

Information Communication Technologies (ICT) was integrated across all areas of the curriculum. Students in the Senior School (Grades 1-6) had access to ICT all day every day to enhance their learning. Students in Prep had access to chromebooks (1:2) and iPads.

In 2021 student learning will be further supported through:

Maintaining PLC structures to support teacher collaboration and reflection to strengthen teaching practice

Embedding consistent approaches to formative assessment for Mathematics, Reading and Writing to inform targeted planning

Building teacher capacity to effectively teach Writing using the SCRIPTS framework

Intervention for students identified as making no growth

Developing and implementing the LATAR instructional model further.

In 2021 student learning will be further supported by the Department of Education's 3 clear priorities:

- Learning catch up and extension
- Happy, healthy and active kids
- Connected to schools

Engagement

Students at Narre Warren North Primary School are motivated and engaged in their learning. The Student Attitudes to School Survey results indicate that students have a positive view of our school in terms of teachers, curriculum and peers and are similar to that of similar schools.

Narre Warren North Primary School had a very good student attendance record in 2020. The majority of students participated in online teaching and learning activities while working from home during COVID. All absences were followed up by classroom teachers and/or leadership. When onsite parents were contacted for students who had 3 consecutive absences or for students who were often absent or late to school.

Empowering students and building school pride and connectiveness continued to be a major focus area for 2020. Students were given a voice in their learning process through negotiation and collaborative decision making; providing teachers with feedback on their learning; and increasing the use of peer / self-assessment in order to increase students' responsibility for their own learning. The capacity of teachers to communicate clear learning intentions against agreed success criteria and give explicit and timely feedback with students continued across the school.

The use of ICT through collaborative learning gave students scope to be more connected to their learning. It also enabled all of our students to engage in remote learning conditions successfully.

Enrichment/extension programs were continued for students working well above the expected level even when online through small group tasks and strategy groups. Flexible student groupings were implemented in Numeracy both at school and while learning remotely through Google Meet or Zoom.

Student Support Groups were established for all students on the Program for Students with a Disability, Koorie students and students in an out of home care situation. Individual Learning Plans were put in place for all these students as well as students working well above or well below their expected level or to assist in social emotional development. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles continued with a focus on student voice and active participation in school activities. School leaders were given responsibilities during the year. Student leaders ran assemblies remotely and the Junior School Council met online to coordinate social service activities. Student opinions and feedback was sought on remote learning during Term 4.

In 2021 student engagement will be further supported by:

Continuing to empower students to take responsibility for their own learning through increasing student choice and voice using the Amplify professional learning module.

Reviewing team planning documents to identify where voice and agency can be included to enhance current teaching
Conducting 'walkthroughs' to improve teacher practice in voice and agency and maintain school-wide consistency.

Wellbeing

The school offers several wellbeing programs that provide opportunities for students to stay connected and engaged. We are fortunate to have a school Wellbeing Coordinator to oversee the student wellbeing programs and protocols. This is key in ensuring the best programs and supports are in place at Narre Warren North Primary School.

Positive teacher/student relationships are valued and fostered and are extremely important to us. The whole school focus on student wellbeing is aimed at taking a proactive approach towards student mental health and wellbeing. The school has positive relationships with outside agencies to ensure students have access to required services.

A goal for 2020 was to building social skills, emotional resilience and positive mental health and wellbeing in all of our students. This was particularly important during remote learning and was achieved through the development and implementation of consistent wellbeing approaches, including Ready to Learn online activities every morning via Google Meet or Zoom, mindfulness activities and the implementation of our Social Emotional Learning (SEL) program face to face and online.

Students were empowered to take responsibility for their social interactions. Strategies implemented included Restorative Practices, Circle Time, teaching students to have a positive mindset and Bonus Play across the school. During remote learning students, as well as Ready to Learn each morning and SEL lessons, participated in Wellbeing Wednesdays and fun days. On their return to school explicitly teaching the social skills to develop social and emotional competencies was a focus. A consistent approach to behaviour management was implemented through the review of the Behaviour Management Matrix with the students.

Our school has a comprehensive program in place to accommodate school transitions. There is continuity in programs as students move through all levels of the school and leave at the end of Year 6. End of year transition activities were developed across the school over the last two weeks of Term 4. The Prep Transition program was modified due to COVID.

In 2021 student wellbeing will be further supported by:

Continuing to strengthen wellbeing programs across the school.

Continuing the implementations of our SEL, Ready to Learn, Bonus Play and Mindfulness Programs.

Establishing a culture of growth mindsets and resilience.

Implementing the Resilience Project as part of our whole school approach to social and emotional learning to improve

student wellbeing
Implementing Respectful Relationships as part of the SEL program
Implementing the Breakfast Club to strengthen peer to peer connections

Financial performance and position

The amount of cash in the bank to be carried forward into 2021 is a result of reduced expenses and cancelled programs in 2020 due to COVID and money set aside for the building project.

Department Grants consisted of the school's Cash Grant, CSEF (Camp, Sport and Excursion Fund), Chaplaincy Grant, Student Excellence Program and Commonwealth Grant for Sporting Schools. Locally raised funds included the Essential Items Contributions, canteen lease, camps, excursions and fundraising activities parents have paid for; and donations to the school's Building and Library Funds.

Salaries and allowances included payments for Casual Relief Teachers. Consumables included photocopying and classroom supplies. Other expenditure included library books and ICT equipment. Property and Equipment Services included Buildings and Grounds Works and Utilities costs. Miscellaneous expenditure included payments/refunds for camps, excursions and activities and fundraising expenses. Leased facilities and equipment included the Oval Lease and the photocopier lease.

For more detailed information regarding our school please visit our website at
<https://narrewarrennorthps.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 381 students were enrolled at this school in 2020, 185 female and 196 male.

4 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) which takes into account parents' occupations and education.

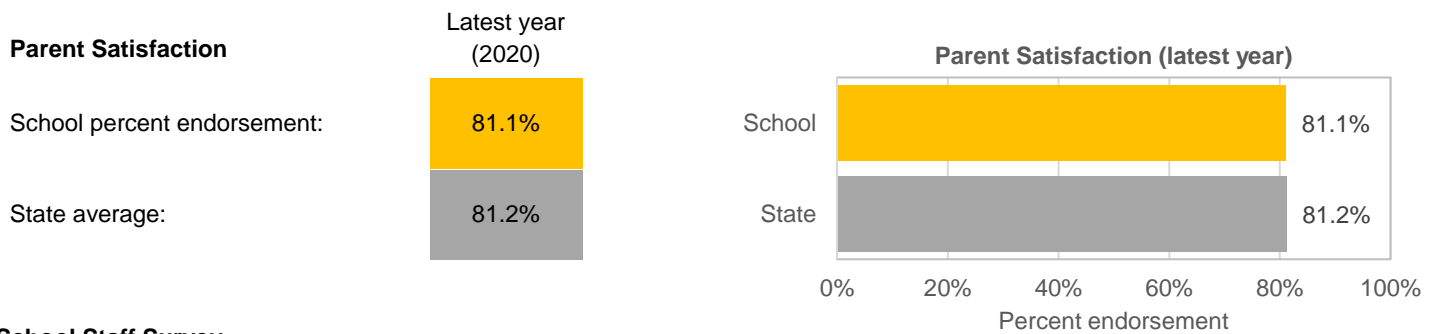
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

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

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

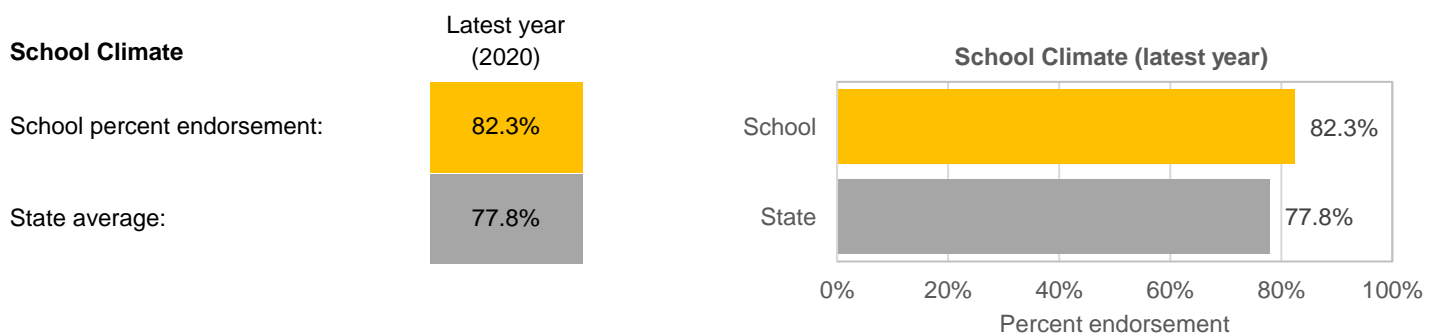


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

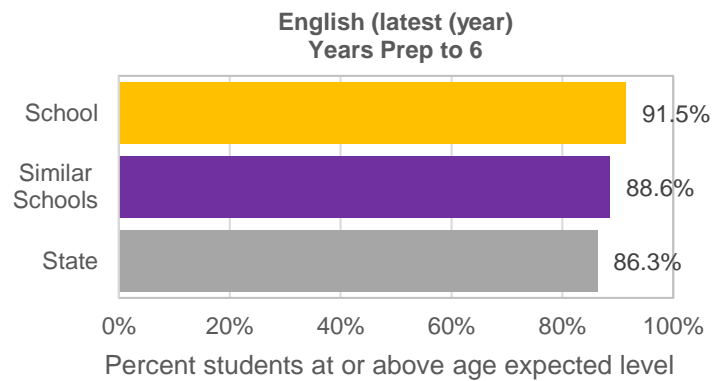
91.5%

Similar Schools average:

88.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

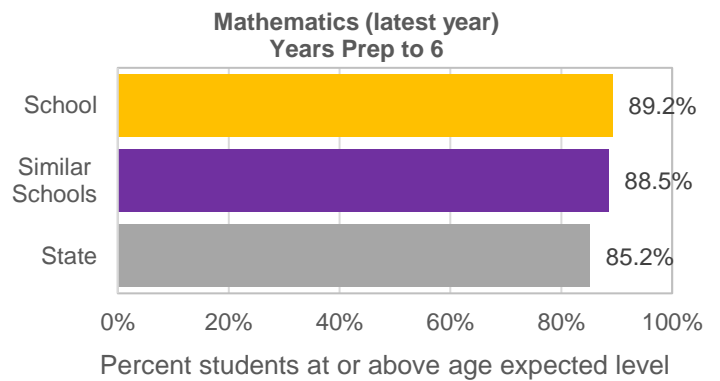
89.2%

Similar Schools average:

88.5%

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

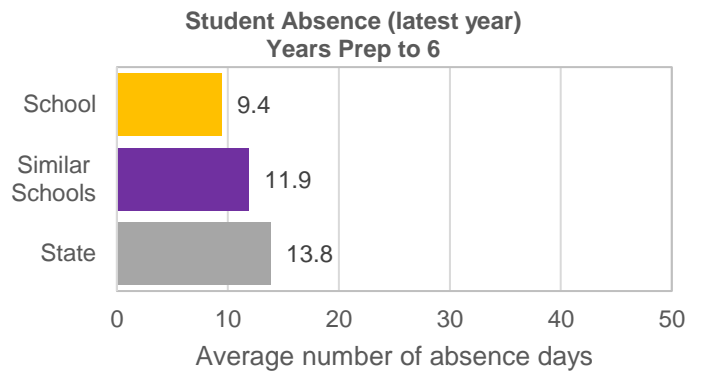
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.4	12.4
Similar Schools average:	11.9	14.5
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):	96%	95%	96%	95%	96%	94%	93%

WELLBEING

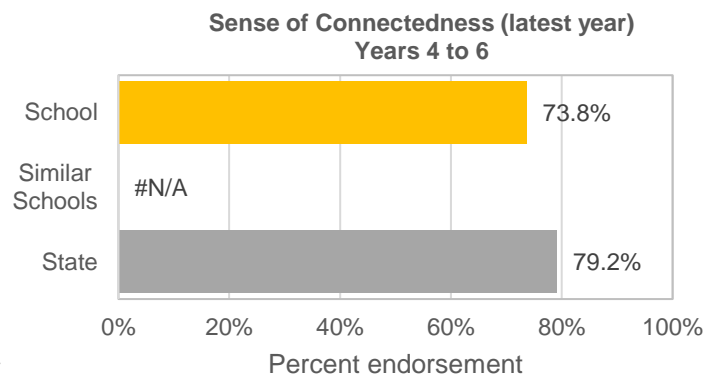
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	73.8%	73.2%
Similar Schools average:	NDP	80.9%
State average:	79.2%	81.0%



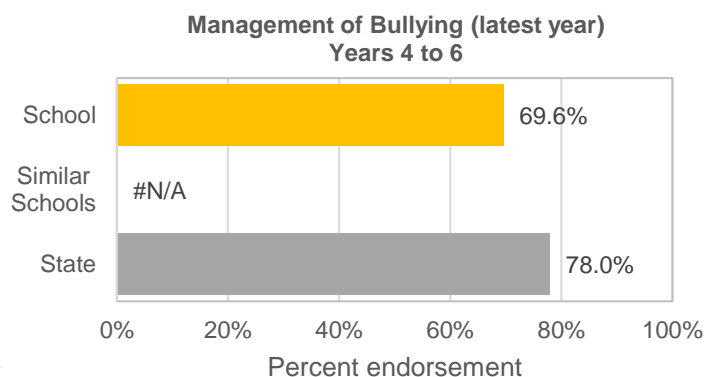
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	69.6%	75.7%
Similar Schools average:	NDP	81.3%
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	\$3,148,634
Government Provided DET Grants	\$840,873
Government Grants Commonwealth	\$19,000
Government Grants State	NDA
Revenue Other	\$30,576
Locally Raised Funds	\$97,025
Capital Grants	NDA
Total Operating Revenue	\$4,136,108

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,178
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$20,178

Expenditure	Actual
Student Resource Package ²	\$2,730,624
Adjustments	NDA
Books & Publications	\$15,391
Camps/Excursions/Activities	\$3,778
Communication Costs	\$7,289
Consumables	\$58,715
Miscellaneous Expense ³	\$5,783
Professional Development	\$12,762
Equipment/Maintenance/Hire	\$248,812
Property Services	\$72,295
Salaries & Allowances ⁴	\$43,509
Support Services	\$50,895
Trading & Fundraising	\$9,939
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$182
Utilities	\$46,085
Total Operating Expenditure	\$3,306,057
Net Operating Surplus/-Deficit	\$830,050
Asset Acquisitions	\$6,472

- (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	\$716,344
Official Account	\$57,733
Other Accounts	\$18,595
Total Funds Available	\$792,673

Financial Commitments	Actual
Operating Reserve	\$85,141
Other Recurrent Expenditure	\$39,497
Provision Accounts	NDA
Funds Received in Advance	\$41,672
School Based Programs	\$619,606
Beneficiary/Memorial Accounts	\$130
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$90,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$876,046

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.