

# 2022 Annual Report to the School Community

School Name: Peter Lalor Secondary College (7217)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year 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 2023 at 12:55 PM by Jason Bek (Principal)

- This 2022 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 31 March 2023 at 12:26 PM by Colleen Monteleone (School Council President)

## How to read the Annual Report

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

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

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

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

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### 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

#### Learning

- 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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### 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
- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

At Peter Lalor Secondary we are guided by our school values respect, responsibility, positive attitude, commitment and teamwork and our Cooperation Agreement that; we are on time and prepared for work, follow instructions willingly and promptly, listen when someone is speaking, consider everyone's safety, respect others and their property and take responsibility and make things right.

Our values align with our vision:

- Promote consistency and flexibility
- Embrace diversity and inclusivity
- Encourage student voice Ignite a passion for learning Peter Lalor Secondary College endeavours to create an educational setting that fosters the development of life long career management and engagement skills.

Students that enrol at Peter Lalor Secondary College have identified a desire to engage in pathways to immediate employment or vocational training following the completion of their secondary school certificate. At Peter Lalor we acknowledge and understand that in the 21st Century a job for life does not exist and it is our responsibility to prepare and equip young people with the career management skills required to adapt, survive and thrive in the modern world of work. We have an emphasis on equipping our students with transferrable employability skills whilst fostering positive social development. Peter Lalor Secondary College exists in an identifiable disadvantaged community and our work is important because we aim to disrupt the poverty cycle through a targeted emphasis on employability and successful transition beyond the completion of secondary school. We endeavour to equip students with 21st Century tools to promote life long learning and support their development as active global citizens.

Peter Lalor Secondary College (PLSC) is located in the City of Whittlesea in the northern suburbs of Melbourne approximately 18 kilometres from the Melbourne Central Business District. The school was founded in 1961 as a senior technical college. In 1989 the school became a mainstream 7-12 school and in 2010 the school transitioned to a vocational college for Years 10-12. In 2019 a Year 9 hands-on learning program was piloted. In preparation for the anticipated changes to the Senior VCAL Certificate reform, our Year 10 program is due to be launched in 2023 and will provide a seamless transition to the Vocational Specialisation of VCE. Year 11 and 12 students undertake the VCE VM and in 2023 will have one last opportunity to finish in the "old" VCAL system.

The school grounds include one main building with three wings and central open spaces, an indoor gymnasium, three synthetic sport courts and a sport field. The Outer Northern Trade Training Centre (ONTTC) and the Northern School of Autism are co-located on the school grounds, including the following community groups; Lalor Community Garden, Lalor District Men's Shed, Everest Institute and U3A.

A total of 140 students were enrolled at this school in 2022. 10 percent of students had English as a second language and 6 percent were Aboriginal or Torres Strait Islander. The Student Family Occupation Education (SFOE) band is medium. The staffing profile of Peter Lalor Secondary College included a principal and an principals, 16 full time equivalent (FTE) teachers, 2 part-time teachers and 7 FTE Education Support (ES) staff and 6 part-time ES staff. In addition, as the lead school, Peter Lalor Secondary College employs staff at the Outer Northern Trade Training Centre including 1 Assistant Principal, 4 Teachers and 1 Education Support Staff.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In relation to Teaching and Learning, the staff were divided into three strategic teams based on year level groupings. The teams worked collaboratively to create the following whole school documentation:

- Yearly Scope & Sequence - Year 10 (all subjects), Year 11/12 (all subjects), Term 1 Curriculum Planners (all subjects)
- Develop and write the curriculum for Connect Program Assessment & Reporting Schedules Student Learner Profiles - The purpose of the Student Learner Profile is to provide a snapshot of each learner, inclusive of learning abilities, relevant well-being information and medical alerts. The work completed by the Strategic Teams targeted excellence in teaching and learning, as well as professional leadership.
- Staff also worked in collaboration to develop the SSP and all key stakeholders - staff/parents/students and community representatives worked on developing the school's vision, values and mission.

Throughout 2022 and into 2023 we will continue to focus on:

- Development of Assessment & Reporting Schedules for whole school.
- Establishing PLCs as our structured process to work through the improvement cycle to improve student outcomes
- Establishing a process to obtain triangulated data including; PAT Assessments (whole school data - snapshot), Fountas & Pinnell (as required for identified students to assist TLI & MYLNS teachers) and DAL (Need to upskill teachers to use DAL as possible uniform assessment approach for pre-and-post-testing in literacy/numeracy)
- Development of school wide approach to lesson structures following our instructional model with the aim to embed HITS, UDL principles which is founded on the Pillars for Applied Learning & HIES/HIWS

## Wellbeing

Peter Lalor Secondary College was able to work towards establishing a school environment conducive to the FISO 2.0 Model by which the school acknowledged the correlation between teaching and learning and well-being. We did this by employing a Mental Health Practitioner to join our Student Engagement and Well-being team. The Mental Health Practitioner played a vital role in guiding and supporting the leadership team in the implementation of Mental Health First Aid training for all staff. Due to time restraints and limited access to external agencies the training was unable to take place in 2021 and was assigned to be completed in Semester 1 of 2022. Furthermore, the development of the student engagement and wellbeing team gave the school the opportunity to streamline the referral process. Together with the leadership team, the student engagement and well-being team work to establish consistent process in line with complaint practice. The establishment of such process also provided a platform for the school to begin collating internal wellbeing data which allowed us to identify key priority areas and trends in student well-being needs. This data was key in assisting the school in our wellbeing, forward planning for 2023.

Additional areas the school worked on to support student wellbeing include:

- Development of the Home Group at each Year level (10,11,12).
- Implementation of positive behaviour student rewards system - AAA awards
- Restructuring well-being to include the Mental Health Practitioner
- Using well-being as a resource to provide professional development to staff, building their capacity to manage the mental health and well-being of their students
- Development of well-being referral system
- Ongoing support through a Careers adviser, VET coordinator and SWL coordinator
- Whittlesea Indigenous Program, AIME mentoring program & NRL School to Work program

## Engagement

A considerable amount of work was undertaken to ensure that students remained engaged during the remote learning periods and also to re-engage students through social interaction when returning to an onsite learning format. This included ensuring that remote learning classes were structured with the majority of the day being face-to-face via video conferencing. Each day students were contacted by Teacher Aides by phone to specifically check the wellbeing of all students in the school. Additional elective curriculum offerings were implemented to allow for shifting student interest and to create more hands-on learning opportunities in 2022. Engagement data indicated that the average number of absence days per student had increased by 8.8 days in comparison to our four year average. In response to this data, the leadership team worked collaboratively to review and redevelop the curriculum in preparation for 2023. Considering the re-engagement process for students returning to onsite learning in 2022. This saw the Middle and Senior School strategic teams working to develop a program that would allow adequate transitional support back into onsite learning, including the development of the IGNTE program for Year 9 and 10 students and the restructuring of the Year 11 and 12 VCAL program to include the launch of a new subject, World of Work.

As a result of this in late 2022 we worked towards establishing the following strategic actions for 2023.

- Establish Home Groups for each Year level (10,11,12)
- Appointing Home Group teacher for each class to build strong relationships between the school and families.
- Appointing student leaders from each Home Group and develop a leadership program.
- Appoint Well-being Ambassadors at each Year level (10,11,12)
- Gradual return to school after the Christmas/New Year holiday period with a staggered start incorporating 3-Way Conferences to establish connections with families, students and the Home Group teacher.

- Parent Seminars on Compass to improve communication between school and families.
  - Establishing relationships with feeder schools.
  - Implementation of the Berry Street Educational Model, High Impact Engagement Strategies and High Impact Well-being Strategies (Trauma Informed Awareness).
  - Use of UDL principles within our Instructional Model to build opportunities for authentic engagement into everyday classroom learning and teaching practice and tap into student voice & agency in the learning process.
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## Other highlights from the school year

PLSC, despite some real barriers for the 2022 year, was able to work really hard on providing a strong set of experiences for its students. We have run numerous camps such as orientation camps and a sailing camp. We run cycling, and other Outdoor Education activities such as building bird boxes with the local community, just to name a few. The commitment of the staff to providing a unique set of experiences to students that they would otherwise not get is admirable.

Our yearly graduation ceremony at the Epping Italian Club (Casa De Abruzio) was again a great highlight, as was the commencement of Stage 1 of the school building project which will be ready to move into by Term 2, 2023.

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## Financial performance

Upon the completion of 2022, the College concluded the year with a managed deficit of approximately \$1,021,921. It should be noted that \$620,000 of that figure is as a result of the human resource costing incurred by the College SRP for managing the Outer Northern Trade Training Centre (ONTTC) staff. The amount of \$620,00 was reimbursed to the college by ONTTC who are self funded and the College is now in a financial position to pay the outstanding balance and endeavours to do so in 2023. That leaves a annual deficit of approximately \$401,000. Its important to note that this is a paper loss only and that the schools financial position is very strong and with an enhanced focus on finding efficiencies and appropriate cash to credit transfers we have almost eliminated the deficit in early 2023. The school received a State budget allocation of \$8.2m to create a masterplan for the re-development of the entire Peter Lalor Secondary College site with the intent to complete the Stage 1 building phase in 2022. The School Council also made a contribution of \$2m to put towards the development of Stage 1 to ensure that students and staff have all they need in the new build. The school is in a very good position going forward to be able to continue to provide a cost effective education to the families of PLSC.

**For more detailed information regarding our school please visit our website at**  
<https://www.peterlalor.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 134 students were enrolled at this school in 2022, 60 female and 74 male.

11 percent of students had English as an additional language and 12 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).

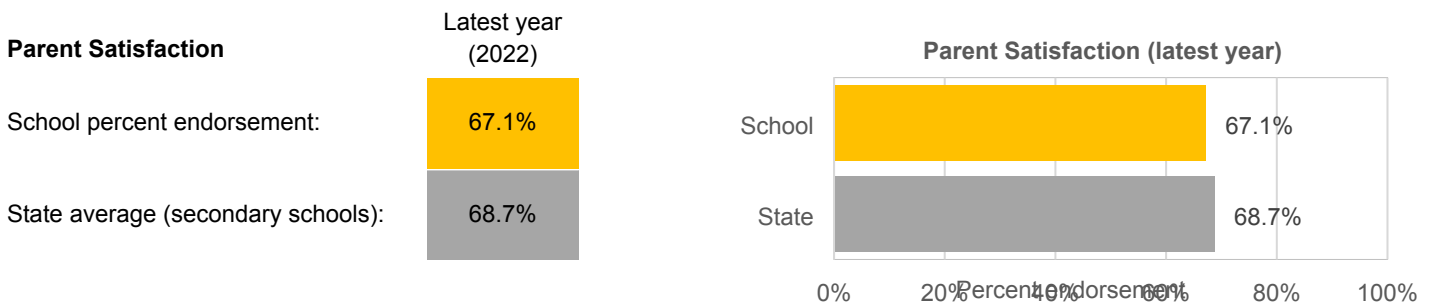
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

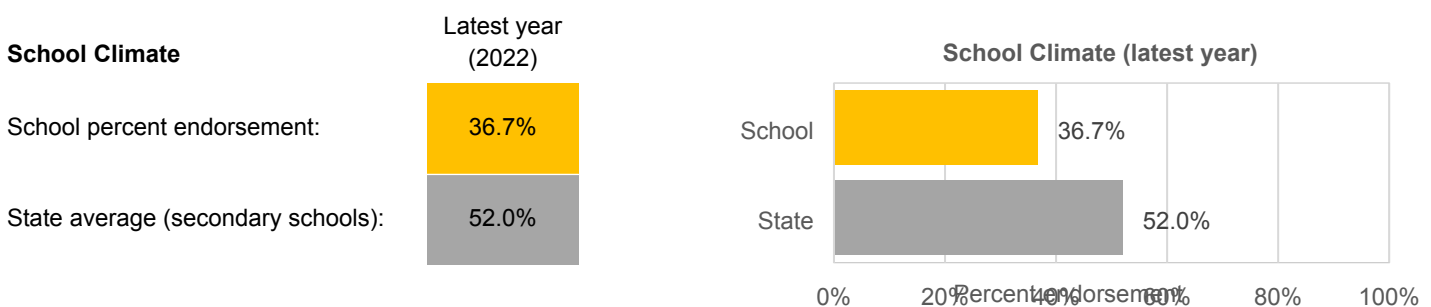


### School Staff Survey

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.



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

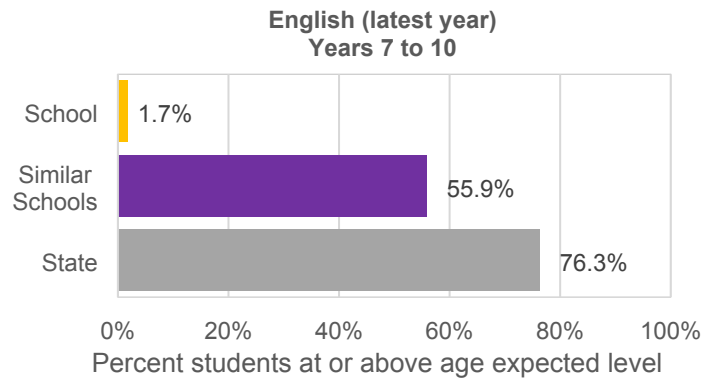
1.7%

Similar Schools average:

55.9%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

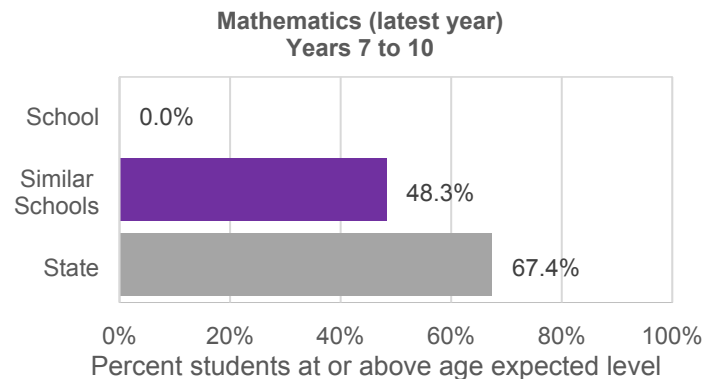
0.0%

Similar Schools average:

48.3%

State average:

67.4%





## LEARNING (continued)

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

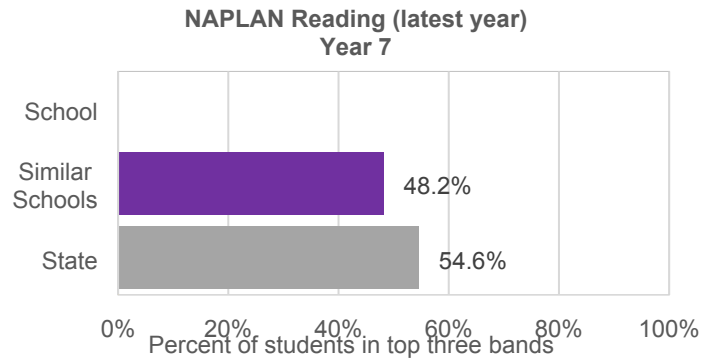
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

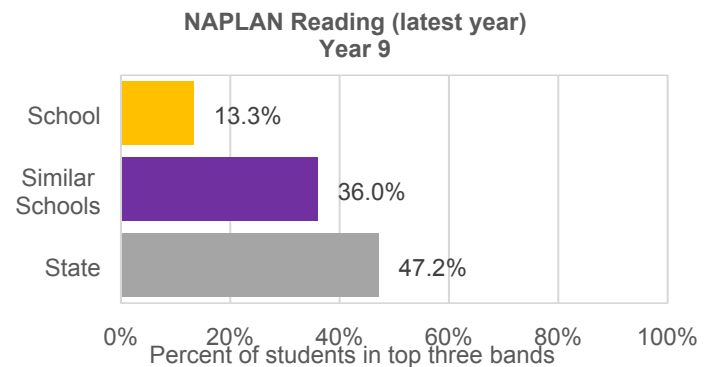
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	48.2%	47.2%
State average:	54.6%	55.3%



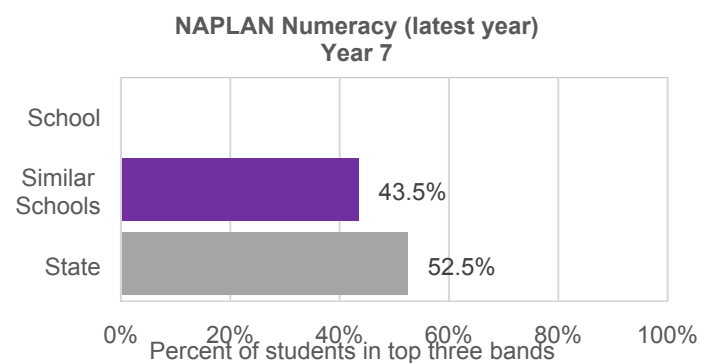
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	13.3%	6.0%
Similar Schools average:	36.0%	37.4%
State average:	47.2%	46.0%



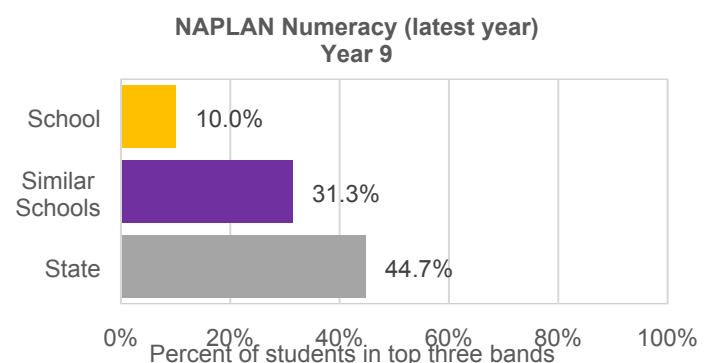
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	43.5%	45.8%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	10.0%	4.7%
Similar Schools average:	31.3%	35.4%
State average:	44.7%	45.6%



## LEARNING (continued)

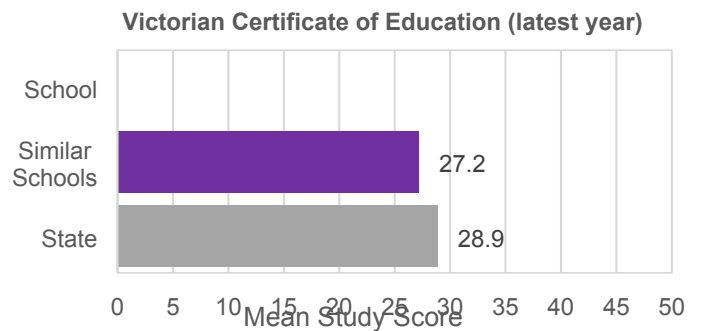
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	27.2	27.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

0%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

103%

VET units of competence satisfactorily completed in 2022:

39%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

58%

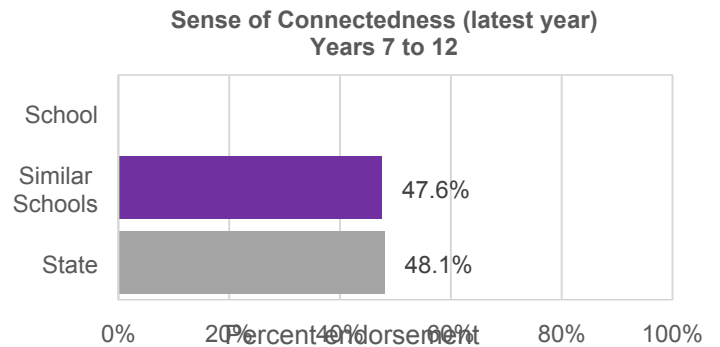
## WELLBEING

**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).

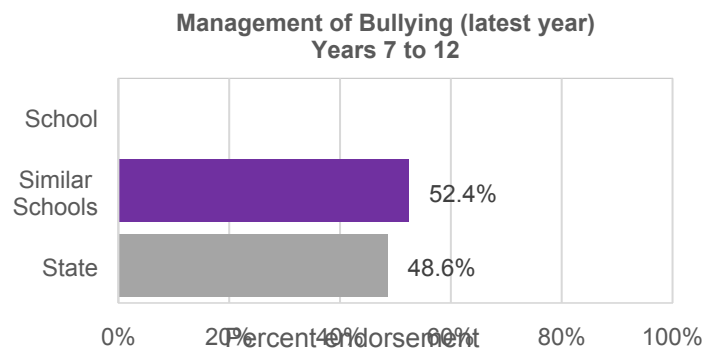
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	NDA	91.3%
Similar Schools average:	47.6%	52.0%
State average:	48.1%	52.5%



### 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 (2022)	4-year average
School percent endorsement:	NDA	92.5%
Similar Schools average:	52.4%	57.5%
State average:	48.6%	54.0%



## ENGAGEMENT

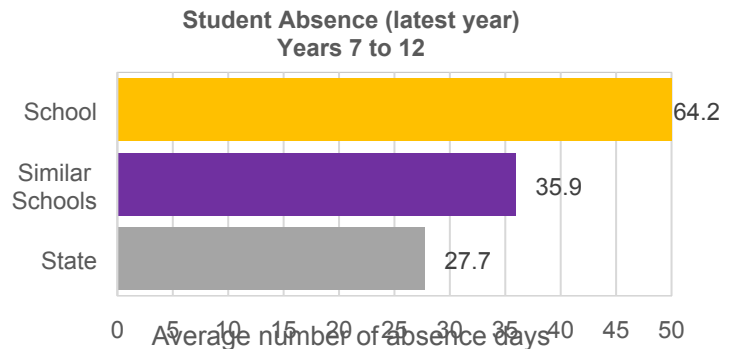
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	64.2	48.0
Similar Schools average:	35.9	29.4
State average:	27.7	21.8



### Attendance Rate (latest year)

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

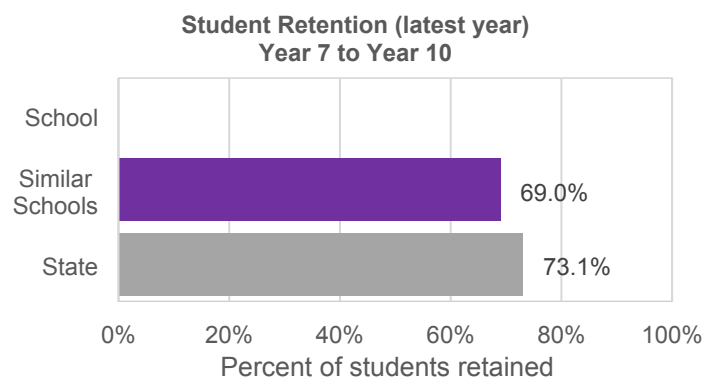
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	61%	57%	72%	74%

### 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 (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	69.0%	69.5%
State average:	73.1%	73.0%



## ENGAGEMENT (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.

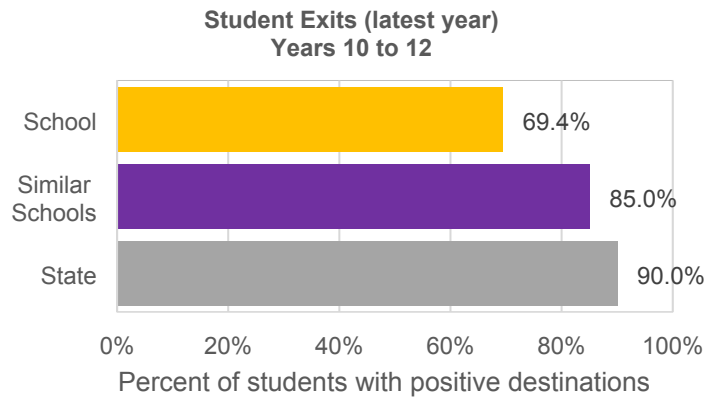
### Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	69.4%	74.1%
Similar Schools average:	85.0%	84.6%
State average:	90.0%	89.3%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$2,318,317
Government Provided DET Grants	\$822,656
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$1,360,196
Locally Raised Funds	\$309,357
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,820,327</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$172,744
Equity (Catch Up)	\$28,743
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$201,487</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,302,954
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$78,950
Communication Costs	\$6,901
Consumables	\$339,824
Miscellaneous Expense <sup>3</sup>	\$873,794
Professional Development	\$47,528
Equipment/Maintenance/Hire	\$159,324
Property Services	\$133,288
Salaries & Allowances <sup>4</sup>	\$95,655
Support Services	\$176,759
Trading & Fundraising	\$4,537
Motor Vehicle Expenses	\$4,849
Travel & Subsistence	\$0
Utilities	\$130,187
<b>Total Operating Expenditure</b>	<b>\$5,354,552</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$534,225)</b>
<b>Asset Acquisitions</b>	<b>\$8,149</b>

- (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 24 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,738,761
Official Account	\$50,734
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,789,494</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$327,613
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,000
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$600,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$110,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,039,613</b>

*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.*