

2022 Annual Report to the School Community

School Name: Mount Alexander 7-12 College (7763)



- 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 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.

- 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

About Our School

School context

Mount Alexander College or MAC is a co-educational 7 -12 school located in Flemington, 5.4 kilometers from Melbourne CBD. In 2022 the school's enrollment was 636, including 14 international students predominantly from Vietnam and China. 1% of students are from Aboriginal and Torres Strait islander background. Students are divided into 4 Houses and 82% of the overall enrolment was at Years 7 - 10. There were 43.6 teaching staff (EFT), consisting of 1 principal, 1 assistant principal, 4 leading teachers, 2 learning Specialists 42 teachers, 28 Education Support (EFT 17.4) and one business manager.

MAC is fast becoming the school of choice for families living in the Kensington-Flemington Community with enrollments doubling in the past 6 years. In 2016, MAC underwent significant change, transforming itself into an innovative and progressive school with a focus on student empowerment and student-centered learning. MAC's approaches to curriculum provision and pedagogy, student engagement and wellbeing have gained national and international recognition. In 2019, the College hosted 16 delegations from across the country and internationally and across Government, Catholic, Independent and Tertiary sectors. In 2022 the College once again opened its doors to schools across the state interested in learning about MAC's approach.

At MAC we empower students to 'Take Control' of their learning. We believe education is co- constructed with students and if they are interested and passionate about their learning, they are more likely to succeed. At MAC, there are no year levels and classes are organised vertically. Learning is differentiated and designed to stretch all students and ensure every student achieves maximum learning growth every year. Students are free to choose from over 150 exciting subjects, run by specialists. Students at MAC are able to access curriculum based on their capacity rather than their year level. Our philosophy is that students learn best and are better prepared for the challenges of life when they take control and have ownership of 'their choices'. Students are guided to discover, pursue and enhance their interests and passions. Every student at MAC has their own Student Pathway Plan. A student interested in Science can undertake several science subjects in any one semester, from Food Science, Marine Biology, Forensics, Medicine and Disease, to Biochemistry. A 14-year-old student (notionally year 8) can undertake a VCE or pre-VCE subject if they want to and is considered academically ready. Subjects are designed on the Victorian Curriculum F-10 standards, with an emphasis on developing students' ability to think both critically and creatively, to set goals, to manage and reflect on their learning, to work both cooperatively and independently.

Mount Alexander College believes that a vibrant school culture with a shared enthusiasm for lifelong learning is the key to successful student outcomes. Our school aims to provide students with a safe and positive learning experience where we enable students to be empowered, engaged and supported to reach their full potential. We believe that positive student wellbeing provides the foundation upon which academic success can be achieved. All members of the MAC school community are treated with respect, fairness and equality. At MAC, it is recognized that success comes in many different forms. We have continually recognised and celebrated success throughout the year and at our Annual Awards evening at the Clock Tower. At MAC, we consider academic endeavor as much as academic excellence. All students are encouraged to be the best that they can be. Our student empowered model of learning enables students to be able to select subjects that they are passionate about regardless of their year level.

At MAC, our goal is to cater for the diverse needs of all our students and enable them to be adaptable, curious life-long learners of the 21st century. Our school actively works with its local community and is seen as the school of choice in the area because it provides access and equity for all, a central tenant of the meaning of public education.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College is proud of its NAPLAN results in 2022, and the increase in the percentage of Year 7 and 9 students achieving in the top 2 bands in all 5 measures of the NAPLAN. In most cases the percentage of students achieving in the TOP 2 Bands was above or well above at both year levels.

In 2022 we continued to focus on improving student growth and literacy and numeracy outcomes. This included embedding consistent teaching and learning practices across the school including the GANAG Instructional model (Goal, Access Prior Knowledge, New Information, Application, Goal Review). We continued to have a school wide focus on writing improvement, and the professional learning program focused heavily on the explicit teaching of vocabulary strategies and the use of command terms to improve short answer responses. This work underpinned the focus of the cycle of inquiry for our Professional Learning Teams (PLTs) in Semester 2. We are particularly proud of the writing data at Year 9 where the number of students in the bottom two bands has decreased from 45% in 2021 to 19% in 2022.

The Middle Years Literacy and Numeracy Initiative continued to target students in the bottom two bands of NAPLAN in both literacy and numeracy and the tutor learning initiative focused explicitly on supporting students in Year 7 (Entry) and VCE mathematics. It is important that consistent delivery of these two initiatives was impacted due to high student and teacher absences due to COVID.

In 2022, the College formed a community of practice in Numeracy called Project 22. This work included the introduction of research-based strategies in mathematics classes including Number Talk and the Big Ideas.

The percentage of students achieving in the top 2 bands in Numeracy was well above similar schools and the state average. At Year 7, 35% of students were in the Top 2 bands compared to the state average of 28%. At Year 9, 31% of students were in the top two bands compared to 19% in similar schools and the state average of 20%.

The VCE school mean study score was 29 slightly higher than 2021. The number of students receiving 37+ scores increased from 8% to 11%. Given the culmination of two years of remote learning in 2020 and 2021 and a highly disrupted 2022, we are incredibly pleased with these results. In addition, 39% of students received an ATAR above 70 and 10% of students achieved an ATAR in the 90's.

Wellbeing

Student Wellbeing has continued to be a high priority at Mount Alexander College. A Wellbeing Team led by a designated Leading Teacher Student Engagement, provided school wide and individual wellbeing support for students and those who were absent for extended periods due to COVID.

In 2022, the school:

- * continued to embed the School Wide Positive Behaviour Program and the use of Restorative Practices for student behaviour management and support.
- * continued to embed and strengthen the house structure and program with Heads of House, Mentor Teachers and Student Mentor Leaders.
- * continued to implement the Doctors in Secondary School program to provide Telehealth medical support to improve student physical and mental health.

- * hired an additional Mental Health Practitioner to deliver group therapy classes and wellbeing workshops to targeted groups of students.
 - * continued to build on connections with our local primary schools with outstanding improvements in Year 7 enrollments and transitions.
 - * strengthened our communication with non-English speaking parents through regular Community meetings and the employment of Community Liaison Officer.
 - * continued to develop the House Mentoring Program to enhance student wellbeing, build resilience, and improve school connectedness, as well as a range of health and wellbeing workshops.
 - * Continued to deliver health and wellbeing workshops to parents and carers.
- Despite the continued disruption to schooling and large number of student and staff absences in 2022, Student Sense of Connectedness continued to be above similar schools, and the 4-year average was above both similar and state averages. The 4-year average for Managing Bullying continued to be well above similar schools and State average.

Engagement

At Mount Alexander College, student engagement continued to be a priority throughout 2022. Within the vertical curriculum structure, all students had an Individual Learning Plan and engaged in student centered learning in all subjects. Student leadership remained at the forefront of all activities in the school and included a strong Student Leadership Team led by a designated Leading Teacher, Student Leadership and Empowerment. Student leaders continued to host information evenings and school tours both in person and virtually, students participated in teacher and leading teacher selection panels, and organized a range of House and school wide activities. In addition, the students, staff and parents/carers were involved in feedback forums as part of the Department's 4-year school review. As COVID absences decreased in Semester 2, there was an increase of student led activities and competitions return and high rate of participation in interschool sports competitions.

In addition, we were able to celebrate the College End of Year Awards in person at the Clock Tower and saw an increase in the number of students receiving community, vocational and partnership awards.

In 2022 we undertook a significant review of the house mentoring program and embedded a greater focus on school engagement and improving school connectedness. The Year 7-10 retention data improved from 62.2% in 2021 to 2022 69.4% in 2022 and remains slightly lower than the state average. Families from the Flemington and North Melbourne Housing Estates continue to relocate to the outer suburbs, and these families are choosing to enroll their children at their local school. The percentage of students exiting to further studies or fulltime employment continues to be well above the state and at 100%.

Other highlights from the school year

In 2022 we were fortunate to be able to run the following camps:

- Entry (Year 7) at The Summit
- Above Entry 8 Camp at Lady Northcote
- Gnurad-Gundidj School for Student Leadership Camp
- Graduates 11 and 12 Study Camps Ormond College, the University of Melbourne

There were a number of student-led house competitions, including battles of the bands, MAC's Got Talent, Karaoke, Trash Ball Runway, Spelling Competitions, Open Mic, Science and Mathematics Competitions, Coding Challenges, Debating, Staff versus students volleyball and netball, Wonder Years Photo Competition and a range of performing arts activities.

Other key events included:

- MAC Open Day
- Entry and New Families Welcome BBQ
- Graduates 11 and 12 Formals
- MAC Spirit Day
- MAC Cultural Day

The Parents and Friends Association ran a number of fundraising events, including Moon Cake sale, Bunnings Fundraising BBQs, and a highly successful Trivia Night, where it raised \$15,000 which was used to purchase mature trees for the new landscaped areas at the College. The Parents and Friends also organised a number of working bees throughout the year and engaged with many new families to the school.

Financial performance

Mount Alexander College maintained a very sound financial position throughout 2022. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The College continued to raise local funds through the International Students program, however as a result of border closures the number of students for 2022 was reduced from 19 to 14. The College continued to raise funds from facilities hire, and parental contributions remained relatively high despite the financial hardship of many families. The College saw another decrease in equity funding due to the decrease in the school's SFOE (School Family Occupation and Education) index. Despite this we were able to continue funding a number of programs including the Literacy and Numeracy Level Up Intervention programs. The College received a \$25,000 grant for the construction of a shade sail. In addition, we were able to update and purchase a range of equipment including, and not limited to, student laptops, basketball rings and backboards, personal training and fitness equipment, digital cameras, sewing machines and outdoor seating.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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)

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').

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 636 students were enrolled at this school in 2022, 273 female and 363 male.

26 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

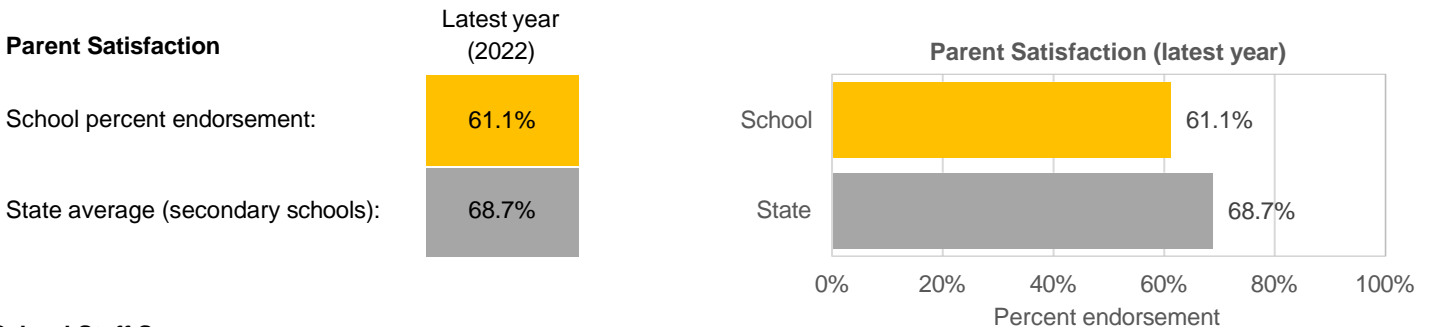
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

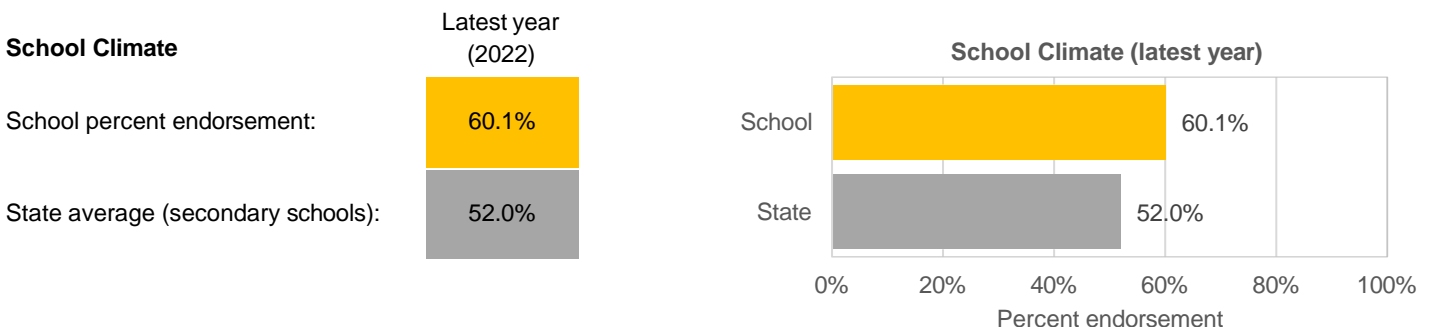


School Staff Survey

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.



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:

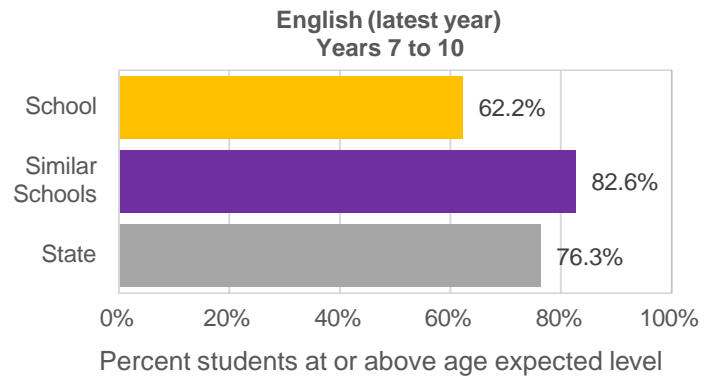
62.2%

Similar Schools average:

82.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

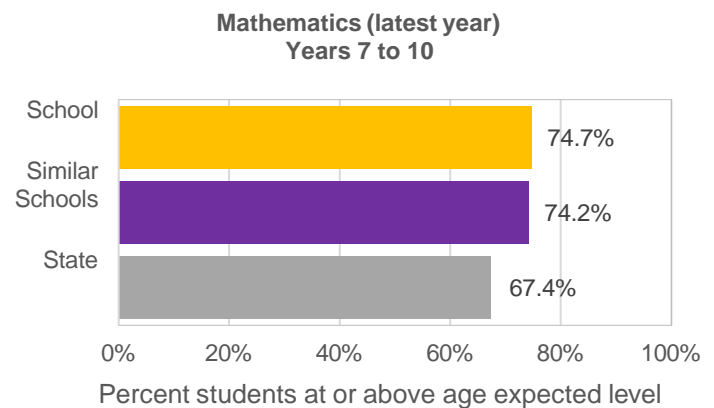
74.7%

Similar Schools average:

74.2%

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.

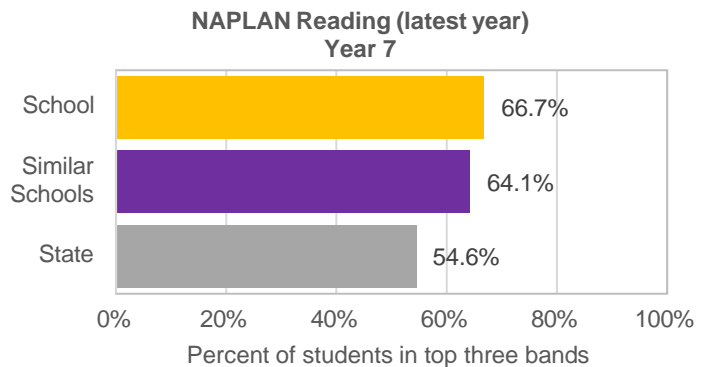
NAPLAN

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.

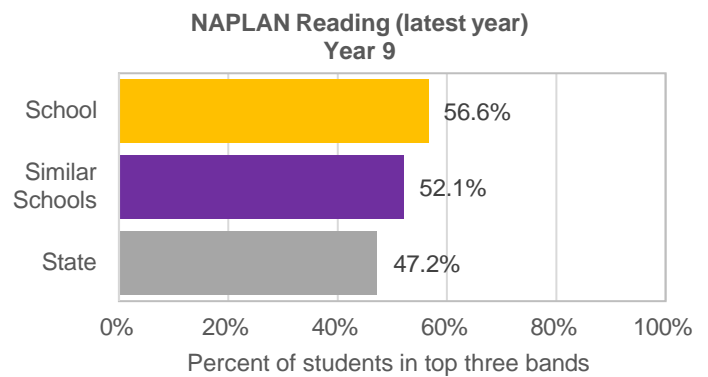
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	64.6%
Similar Schools average:	64.1%	64.1%
State average:	54.6%	55.3%



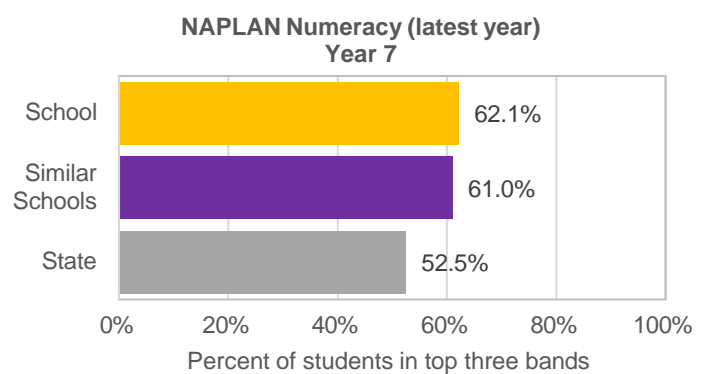
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.6%	48.8%
Similar Schools average:	52.1%	51.3%
State average:	47.2%	46.0%



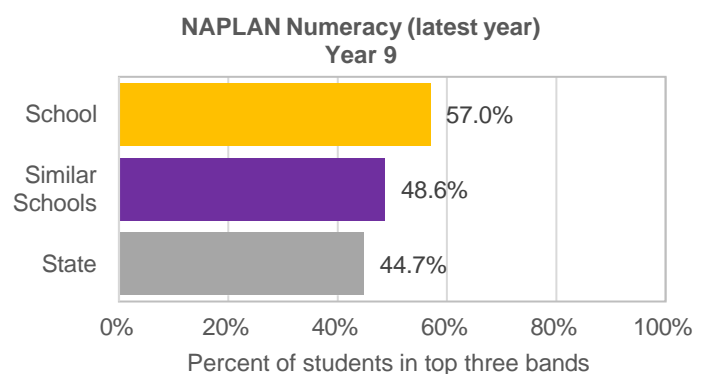
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.1%	59.6%
Similar Schools average:	61.0%	62.6%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.0%	44.1%
Similar Schools average:	48.6%	50.4%
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.

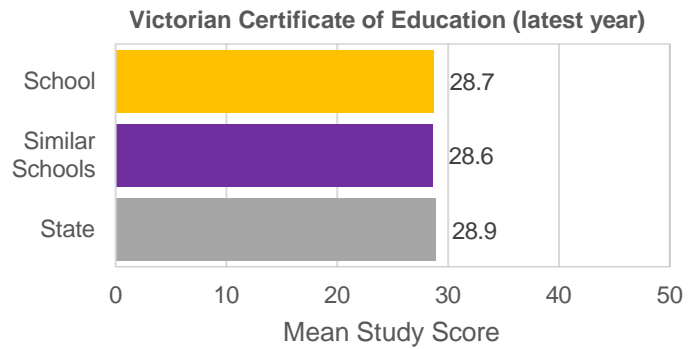
Victorian Certificate of Education (VCE)

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	28.7	28.0
Similar Schools average:	28.6	28.7
State average:	28.9	28.9

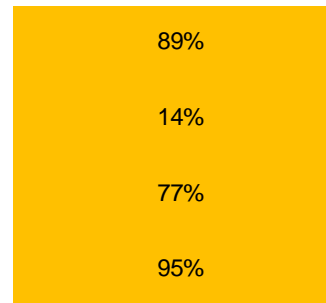


Students in 2022 who satisfactorily completed their VCE:

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

VET units of competence satisfactorily completed in 2022:

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



WELLBEING

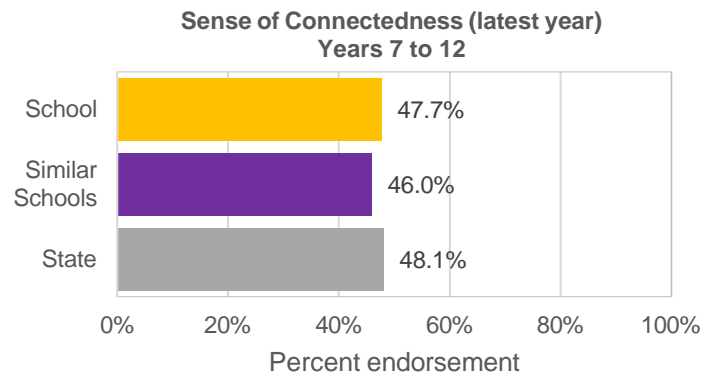
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	47.7%	58.7%
Similar Schools average:	46.0%	50.6%
State average:	48.1%	52.5%

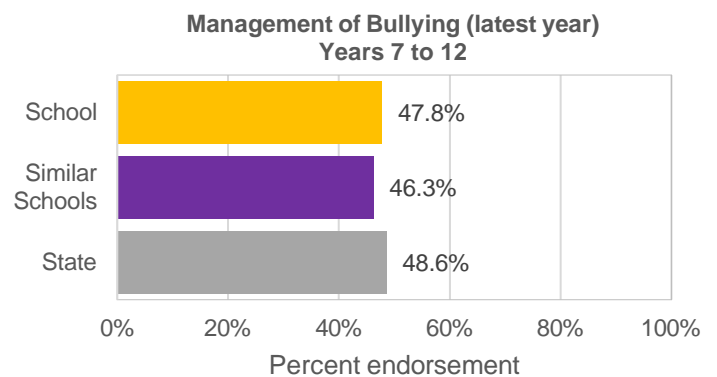


Student Attitudes to School – Management of Bullying

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:	47.8%	61.2%
Similar Schools average:	46.3%	52.1%
State average:	48.6%	54.0%



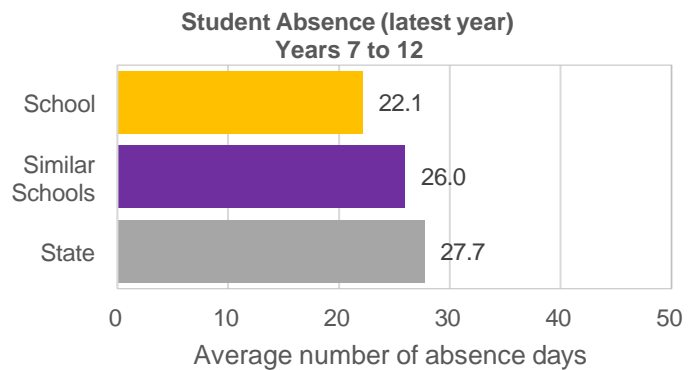
ENGAGEMENT

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:	22.1	21.0
Similar Schools average:	26.0	19.6
State average:	27.7	21.8



Attendance Rate (latest year)

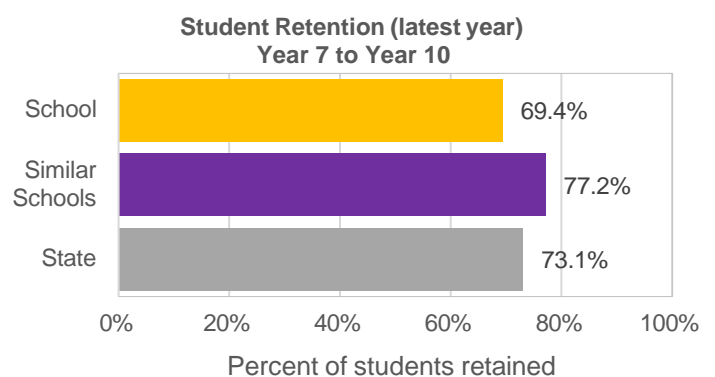
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	89%	89%	87%	89%	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 (2022)	4-year average
School percent of students retained:	69.4%	64.3%
Similar Schools average:	77.2%	76.8%
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'.

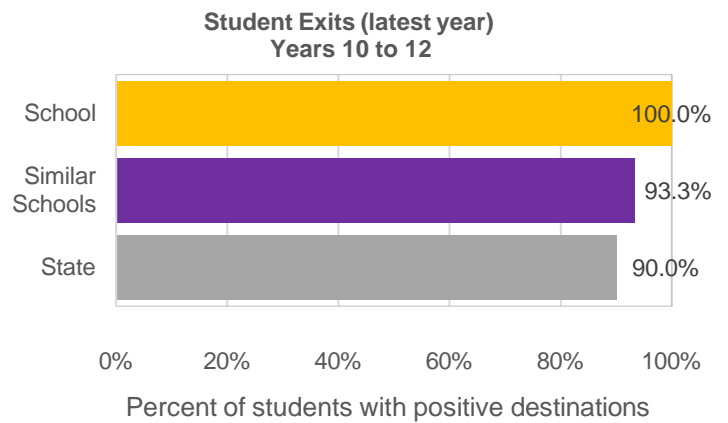
Student Exits Years 10 to 12

School percent of students to further studies or full-time employment:

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	93.3%	93.6%
State average:	90.0%	89.3%

Similar Schools average:

State average:



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,850,578
Government Provided DET Grants	\$1,439,791
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$67,579
Locally Raised Funds	\$472,022
Capital Grants	\$24,400
Total Operating Revenue	\$8,854,370

Equity ¹	Actual
Equity (Social Disadvantage)	\$110,119
Equity (Catch Up)	\$35,458
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$145,577

Expenditure	Actual
Student Resource Package ²	\$6,850,632
Adjustments	\$10,291
Books & Publications	\$8,149
Camps/Excursions/Activities	\$107,606
Communication Costs	\$7,735
Consumables	\$159,449
Miscellaneous Expense ³	\$96,573
Professional Development	\$20,972
Equipment/Maintenance/Hire	\$209,676
Property Services	\$104,590
Salaries & Allowances ⁴	\$33,857
Support Services	\$292,711
Trading & Fundraising	\$29,216
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$186
Utilities	\$70,259
Total Operating Expenditure	\$8,001,902
Net Operating Surplus/-Deficit	\$828,068
Asset Acquisitions	\$10,000

- (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

Funds available	Actual
High Yield Investment Account	\$1,904,840
Official Account	\$85,821
Other Accounts	\$85,587
Total Funds Available	\$2,076,248

Financial Commitments	Actual
Operating Reserve	\$177,716
Other Recurrent Expenditure	\$42,886
Provision Accounts	\$0
Funds Received in Advance	\$147,304
School Based Programs	\$88,921
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,335
Repayable to the Department	\$305,689
Asset/Equipment Replacement < 12 months	\$351,842
Capital - Buildings/Grounds < 12 months	\$533,480
Maintenance - Buildings/Grounds < 12 months	\$172,940
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,829,113

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.