

2020 Annual Report to The School Community



School Name: Ararat Secondary College (8753)



- 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 25 June 2021 at 07:13 PM by Ellie McDougall (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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 28 June 2021 at 09:40 AM

How to read the Annual Report

What's changed in 2020?

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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

Ararat College is located in the Central Highlands Region of Victoria approximately 100 kilometres west of Ballarat and is a 7-12 co-ed College of just over 300 students servicing a large rural community. The College was established in 1913 as one of the state's earliest secondary schools. Students are transported to the College on six country buses from areas including Elmhurst, Armstrong, Willaura, Maroona, Moyston and Buangor. These distances vary from a few kilometres to up to over 40 kilometres. A variety of primary schools feed into the College, and the integration of students from small primary schools into a relatively large secondary college is a challenge, which the College believes it handles well. There are three state primary schools within Ararat, as well as a Catholic Primary School and a Catholic Secondary School.

College buildings are situated in attractive, spacious and well-kept grounds with areas of landscaping. The buildings include a VCAL Centre with adjacent outdoor classroom, Gymnasium, Library, Technology wing, Technology Skills Centre, Arts Centre, Senior School Centre, Science and Language Centre, a VET Hospitality/Commercial Cooking Trade Training Centre, synthetic surface Multi-Sport Facility and a School Farm with onsite classroom. Significant maintenance and refurbishment work has been undertaken to ensure that the College's many old buildings remain functional and attractive and provide a high quality learning environment for our students.

Enrolment numbers have steadily increased more recently and based on projections are likely to continue to increase to over 320 in the coming years. Students come from a predominantly English speaking background, with Aboriginal and Torres Strait Islander students making up approximately 4% of the College enrolment. Approximately 57% of our students are from low socio-economic family backgrounds. The school currently has an SFOE of 0.5541. The College works extremely closely with the local government primary schools to ensure a supported and effective transition for students into the secondary school setting, these strong relationships also assist with continuity of learning within the curriculum. The aspiration levels of young people in the Ararat area has been identified at the state level to be extremely low, working with a number of local stakeholders the College continues to address this and support students to raise their aspirations and therefore motivation towards their education.

The staff profile has changed significantly over the last four years. A number of new teachers have been employed, which has included four Teach for Australia Associates, and a number of experienced staff have retired. The College's Leadership Team includes the Principal, Assistant Principal, three Leading Teachers, three Learning Specialists and the Business Manager. Approximately 21% of the teaching staff are part time. There are currently no identified Aboriginal and Torres Strait Islander staff. The College has a diverse and multi-skilled staff that work hard to provide an engaging and challenging program for all students. The College has enlisted the services of three Learning Specialists and also employs a large number of Education Support staff to assist with our high number of PSD and equity funded students. Staff succession planning continues to remain a high priority.

In 2020 there was a higher completion rate for our Parent Opinion Survey which was welcomed. Results from this survey indicated very positive feedback from our families with parent satisfaction above the state average.

Ararat College is a school with strong traditions. In a caring, well-disciplined atmosphere, the college sets high standards in all aspects of student endeavour, behaviour and attire. Dedicated and talented teaching and support staff deliver engaging education opportunities to all students. Ararat College, in partnership with the community, provide an education that empowers young people to find their voice and thrive in any endeavour with respect, responsibility and excellence. The College makes a feature of encouraging, recognising and celebrating academic excellence, student leadership and co-curriculum participation.

A comprehensive range of co-curricular activities are offered to students, including instrumental music, media programs, camps, State School Spectacular, band, theatre/musical production and sport programs. This supports the growth of students into confident, successful and contributing citizens. No formal programs are offered for overseas students.

With commitment and support from staff and the community Ararat College looks to the future with great confidence and excitement.

Framework for Improving Student Outcomes (FISO)

In 2020 Ararat College continued to focus on the first two goals within the Strategic Plan and more specifically the key improvement strategies of continuing to build and embed our whole school instructional model as well as developing and embedding a student agency model. This links directly to the FISO dimensions of 'Building Practice Excellence' and 'Empowering Students and Building School Pride'. More specifically this has seen the implementation of Professional Learning Communities across our school. Whilst the move to remote learning made this more challenging our staff worked hard and ensured this was commenced despite working in an online environment. These cycles are now embedded into our school's meeting calendar and there is a focus on an inquiry mindset and evidence based practice amongst staff that supports the learning growth of all our students. Peer Observations were also included in the PLC cycle and were able to occur throughout remote learning. Progress in these key areas has been acknowledged in our Student Attitude to School Survey with improvements in both Effective Teaching Time and Stimulated Learning factors, with positive endorsement for our school improving from 2019 results and now being above the state average. Our student body has continued to be actively involved in whole school decisions and programs. 2020 saw students take the lead role in the review and implementation of the subsequent changes to our school uniform. Our Student Leaders were able to attend a Leadership Camp in Melbourne before we were moved into remote learning and lockdown restrictions. At this camp our student leadership team developed their own annual implementation plan and focused on developing their leadership capabilities. The number of student leaders within the school also increased significantly in 2020 which was fantastic to see. Again the Student Attitude to School Survey results reflected progress in this area with the positive endorsement from our students for both sense of connectedness and student voice and agency increasing. It is important to note that the result for student voice and agency at Ararat College is now above the state average.

Achievement

Achievement in relation to student learning gain continues to be a priority within our school. Unfortunately due to the impact of COVID-19 there is no NAPLAN data to allow for the accurate assessment of progress in this area. Staff continued to build their data literacy and actively practiced data triangulation within PLC's and across faculty's. This also linked to the use of formative assessment to direct their teaching and learning programs. As a result of an increased awareness and understanding of data staff are actively working together to plan for differentiation and the moderation of learning tasks which is subsequently leading to more informed teacher judgements. This has seen a decrease in the percentage of students at or above standard according to teacher judgements in English and contrastingly an increase in the same measure in Mathematics. However the impact moving forward will be an overall improvement in classroom differentiation and point of need teaching from all staff. 2020 PAT data has supported this with results indicating an increase in overall student learning growth. Student achievement will continue to be a key focus, particularly student learning growth and providing our students with a foundation that allows them to exceed their academic potential. A key driver of this work will be the embedding of professional learning communities, implementation of a new Homework Policy and the appointment of an additional Learning Specialist to support the review of school curriculum documentation and common assessment tasks. Our VCE students finished a very difficult year with a 93% completion rate. Our mean VCE study score has continued on an upwards trajectory whilst the mean score for English improved significantly in 2020. VCAL certificate completions also increased in 2020 for both intermediate and senior certificates. The continual cycle of targeted and focused professional learning to staff is essential to the progression of the school in this area. Students will also play a key role in directing areas for improvement and further ways we can deepen their engagement within their learning, their connection to the school and aspirations for the future.

Engagement

Attendance continued to be a priority throughout 2020, which resulted in the introduction of a PILOT Flexible Learning Option (FLO) and Hands on Learning (HoL) Program in the second half of the year. This was implemented in

partnership with CGLLEN and SFYS. These programs were aimed at chronic non-attenders and also students who were showing signs of early disengagement providing more options within our local community for early intervention. Despite both of these programs being introduced during times of remote and flexible learning the initial data and feedback from students and families was very positive. Both programs have both continued into 2021. Our 2020 Attendance data did show significant improvement, and will continue to be a focus of our school. A small number of students who are chronic non-attenders continue to impact student attendance and student exit data. Our partnership in Resilient Ararat was a highlight of 2020 and is something that we continue to look forward to being a part of. Our Student Attitude to Survey Data evidenced improvement in relation to engagement with improvements in the following factors: Attitudes to Attendance, Respect for Diversity, Advocate at School and Resilience. To support student engagement within remote learning our school captains introduced a 'Keeping up with the Captains' vlog where resilience, positive health strategies, hot topics and interviews with key staff were shared with the student body. Our Mentor group structure was changed in 2020 and included a focus on goal setting and reflection as well as developing the independent learning characteristics of our students. This also resulted in students having regular contact with one key staff member each week and assisted in strengthening relationships across the school.

Wellbeing

The 2020 Attitude to School Survey data saw an improvement in every domain and relevant factor in comparison to 2019 results and were a highlight of the 2020 data sets. This resulted in every target linked to this data in the 2020 AIP being either met or partially met. Our school has continued to offer an extensive number of programs to manage the often complex wellbeing needs of our students so that they are ready and able to learn when they are in their classes. Our school 'Zones of Regulation' program continued throughout remote learning, aimed at Year 7 students transitioning into secondary school and supported them in the development of their self-regulation and emotional control. Feedback and subjective data from this program continues to be very positive. We are a part of the Doctors in Schools Program, make constant use of the State Schools Relief foundation and have a high percentage of staff with their First Aid and CPR qualifications as well as completing professional learning in areas relating to Youth Mental Health. We also appointed a Clinical Psychologist as part of the Mental Health Practitioners in Secondary Schools Initiative who now complements the work of our Youth Worker and School Counsellor. We are lucky enough to have two therapy dogs working across our school and work closely with a number of stakeholders in our local area, including Vic Police, Navigator, Berry St, SFYS and CGLLEN. Our data specifically in relation to Sense of Connectedness showed strong improvement whilst positive endorsement for Management of Bullying also improved. There is continual analysis and reflection on the wellbeing needs of our students and families through multiple data collection sources so that we can insure where possible work is happening in a proactive manner. The implementation of Respectful Relationships, re-establishment of our Diversity Club and continued work with Resilient Ararat and The Resilience Project are all things that support improvement in this area.

Financial performance and position

Throughout 2020 we have continued to improve facilities at the Barkly Street Campus despite remote learning for several weeks. Improvements totaling \$103,143.08 included installation of shade sails above games areas to provide protection to students engaging in recess and lunchtime activities. School honour boards were replaced. Vinyl flooring was installed in the L Wing replacing flooring that had been damaged as the result of previous floods. The front fence at the school was replaced totaling \$36,227.27 and plumbing repairs were carried out in the area of the library and A wing. Additional security cameras were installed at the school farm campus and upgrades to the school data cabinets. Ararat College was successful in obtaining funding for two Targeted funding positions for Physical Education and Mathematics together with two Teach for Australia positions. Additional funding received in relation to the TFI positions was used for whole school purposes and resulted in the development of a school fitness centre and the purchase of equipment that will increase the number of STEM programs across the school. This funding was also utilised to employ a coach that supported the work of our PLC Leaders in the implementation of Professional Learning Communities across the school. A FLO specialist was appointed for the implementation of a PILOT re-engagement program. Equity funding received in 2020, continued to support our students through the implementation of our numeracy and literacy intervention programs, employment of our Youth Welfare Officer, School Counsellor and Attendance Officer. During 2020, a budget of \$800,000.00 has been set aside for the future upgrading of the E wing at the college. Planning will commence throughout 2021.

For more detailed information regarding our school please visit our website at
<http://www.araratcc.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 303 students were enrolled at this school in 2020, 129 female and 174 male.

1 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

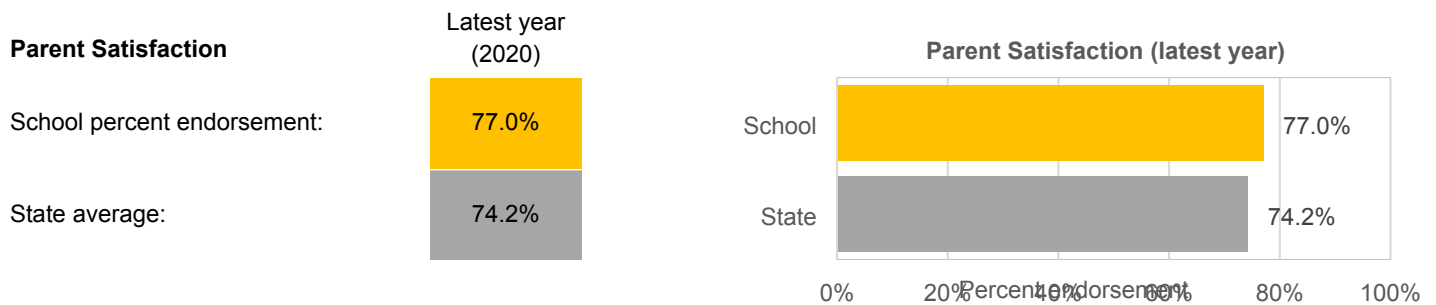
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

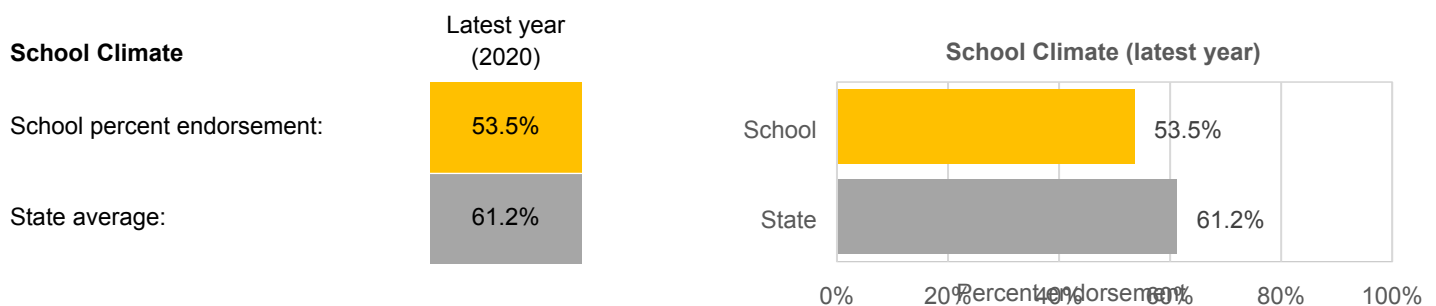


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

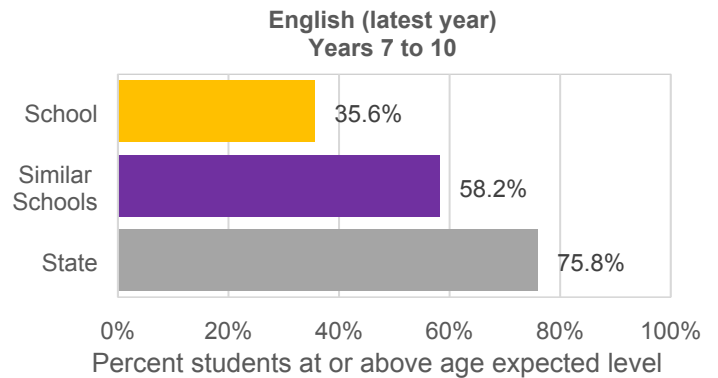
35.6%

Similar Schools average:

58.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

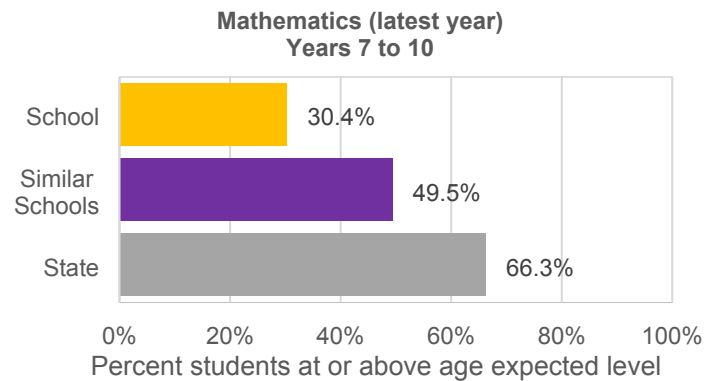
30.4%

Similar Schools average:

49.5%

State average:

66.3%



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.

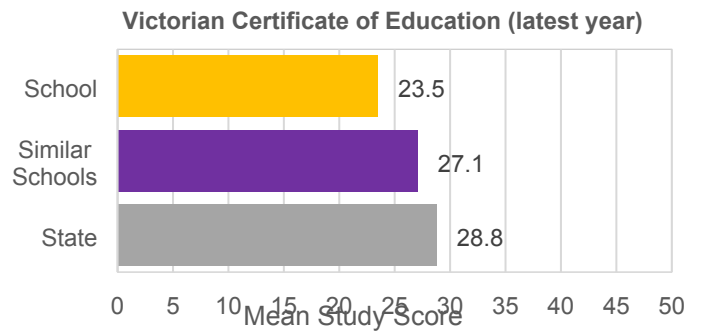
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

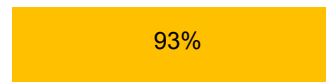
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

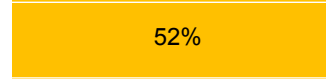
Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	23.5	24.8
Similar Schools average:	27.1	26.5
State average:	28.8	28.8



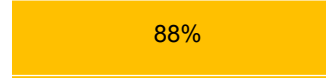
Students in 2020 who satisfactorily completed their VCE:



Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2020:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:



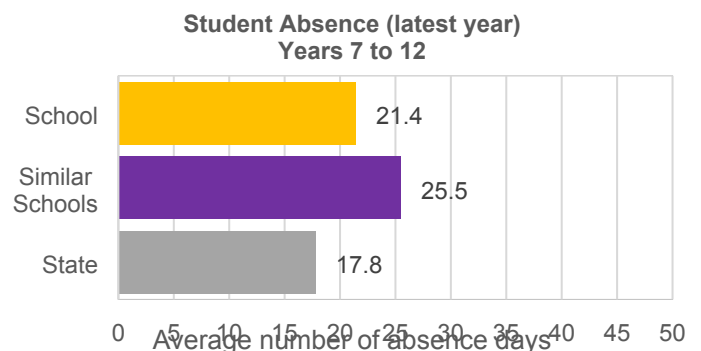
ENGAGEMENT

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 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	21.4	30.1
Similar Schools average:	25.5	25.8
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

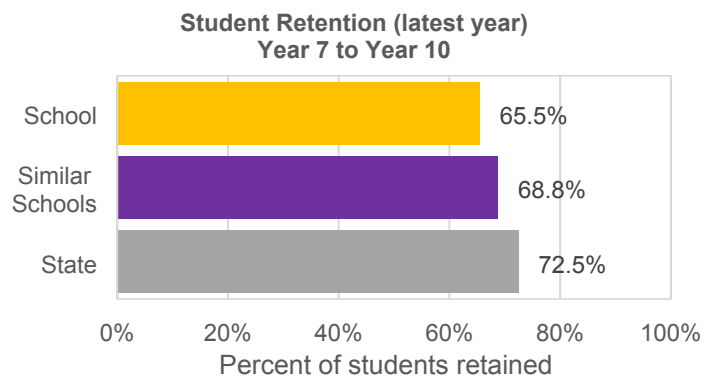
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	93%	90%	86%	90%	83%	88%

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 (2020)	4-year average
School percent of students retained:	65.5%	73.9%
Similar Schools average:	68.8%	68.1%
State average:	72.5%	72.9%



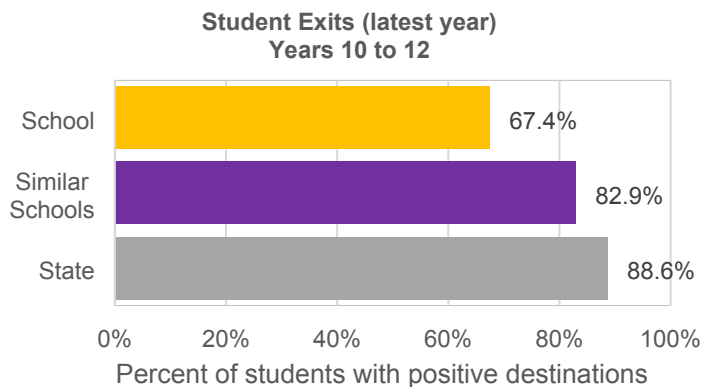
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	67.4%	66.2%
Similar Schools average:	82.9%	83.7%
State average:	88.6%	89.1%



WELLBEING

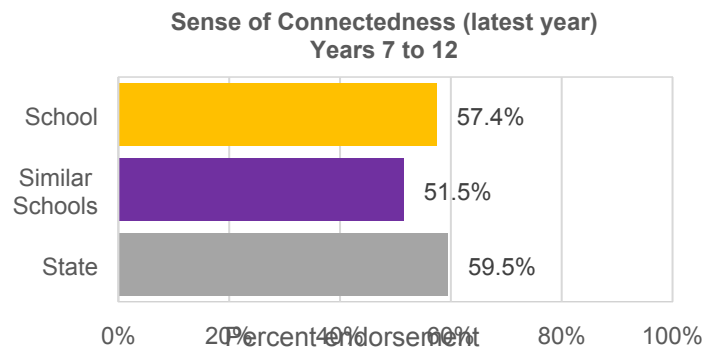
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	57.4%	50.9%
Similar Schools average:	51.5%	52.3%
State average:	59.5%	55.3%



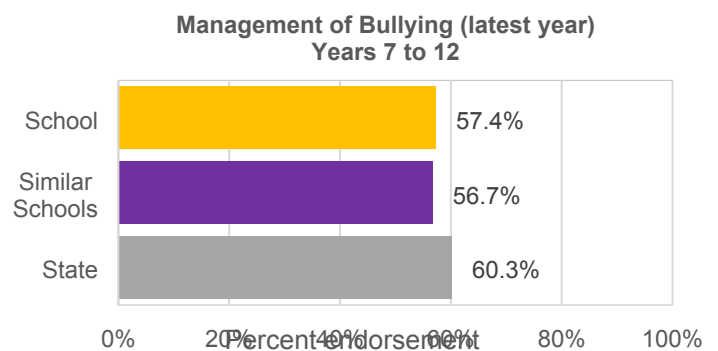
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	57.4%	54.3%
Similar Schools average:	56.7%	57.9%
State average:	60.3%	57.9%



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	\$4,244,253
Government Provided DET Grants	\$1,178,236
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$64,404
Locally Raised Funds	\$330,070
Capital Grants	NDA
Total Operating Revenue	\$5,816,963

Equity ¹	Actual
Equity (Social Disadvantage)	\$367,526
Equity (Catch Up)	\$38,457
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$405,983

Expenditure	Actual
Student Resource Package ²	\$4,686,815
Adjustments	NDA
Books & Publications	\$3,099
Camps/Excursions/Activities	\$60,068
Communication Costs	\$25,688
Consumables	\$142,205
Miscellaneous Expense ³	\$48,273
Professional Development	\$70,625
Equipment/Maintenance/Hire	\$287,208
Property Services	\$203,591
Salaries & Allowances ⁴	\$107,071
Support Services	\$1,415
Trading & Fundraising	\$61,964
Motor Vehicle Expenses	\$3,034
Travel & Subsistence	\$1,632
Utilities	\$63,921
Total Operating Expenditure	\$5,766,609
Net Operating Surplus/-Deficit	\$50,355
Asset Acquisitions	\$25,391

- (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 02 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	\$3,147,765
Official Account	\$28,168
Other Accounts	NDA
Total Funds Available	\$3,175,933

Financial Commitments	Actual
Operating Reserve	\$166,957
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$1,304,756
Beneficiary/Memorial Accounts	\$44,110
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$173,809
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,889,632

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.