

2024 Annual Report to the School Community

School Name: Hawkesdale P12 College (5434)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 May 2025 at 12:29 PM by John Ralph (Principal)

- As executive officer of the school council, I attest that this 2024 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 18 May 2025 at 12:43 PM by John Ralph (Principal)

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

The township of Hawkesdale is located in regional south-western Victoria, with an extensive enrolment catchment encompassing Koroit, Port Fairy, Woolsthorpe, Macarthur and Penshurst. Hawkesdale P12 College sits in a landscape of undulating farmland, with sheep, dairy, beef and contracting being the predominant agricultural and farming activities in the area. The school grounds contain a range of beautiful native trees bordering oval and play areas, and prominently feature a large mature redgum tree, whose origins stretch back through early pastoral settlement to the custodianship of the Eastern Marr peoples. This is the Big Tree - the visual symbol and logo of our school, and a daily reminder of resilience, adaptability and interconnectedness.

Respect, Responsibility and Resilience are the core values of our school. We recognize that these values are the key to developing healthy relationships and meaningful life outcomes once students leave school, and that they are vital life skills. The work of the SWPB's PLC in 2024 has been to further refine the ways in which we reward students for applying the expectations of the College Behavior Matrix, with Compass being used to create positive feedback when students display our values in action. Preparations were made in 2024 to introduce the whole-school Respectful Relationships to our school, which will involve the review of existing school processes and culture to ensure that respectful relationships and gender equality practices are consistent across our school community.

Our school is committed to providing a safe, secure and stimulating learning environment for all students, and to building productive relationships through small class sizes and a range of extra-curricular activities. We recognize that students learn well when they are well - when they feel happy, healthy and safe, and wrapped around with a positive school culture that seeks to engage and support their learning. Relationships directly underpin learning, and staff deliberately invest time in getting to know students and their families, and to building community connections across the broad geographic expanse of our school catchment. Student wellbeing is supported through our multifaceted Wellbeing Team involving a Mental Health Practitioner (MHP), School Nurse and School Chaplain, as well as the introduction of a new Mental Health and Wellbeing Leader role in 2024, with an emphasis on supporting the wellbeing of students and their families across the school.

Our school offers a comprehensive curriculum and significant learning opportunities across the thirteen years of primary and secondary schooling, and seeks to meet the learning and wellbeing needs of students in a stimulating, supportive and caring environment. The F-10 and VCE curriculum is enriched by a broad range of additional engagement programs and activities, from Prep buddies with our grade 6 students all the way through to the celebration of special events led by our VM students, from student leadership roles to whole school celebration of special events such as Grandparents Day. Other engagement activities in 2024 included a secondary Nurture program, Hands On Learning, ADVANCE outdoor education program, the Hawkesdale Volunteerism Program, an Agriculture elective for Year 9 and 10 students and the opportunity for Year 8 students to take part in a commerce 'Dollars and Sense' program.

Year 10 and 11 students continue to benefit from local and metropolitan work experience, which promotes employability skills and personal independence for several weeks at each of these year levels. Our school has been an active participant in the DET Senior Secondary Reform project, and in 2024 introduced the new VCE Vocational Major as a vocational study option for senior school students. VCE students at our school have access to a wide variety of study designs, as

well as VETDSS courses through TAFE providers such as SWTAFE and GoTAFE. VCE students can also access subjects not offered at school through external senior study providers like the VSV and the VVLN, while agricultural traineeships with RIST continue to be popular. Students leaving at the completion of Year 12 are able to access the pathways that best suit their skills, interests and values – whether this is university, TAFE, apprenticeships, traineeships or employment.

Our school spent valuable training and meeting time in 2024 preparing for the implementation roll-out of major DET reforms in 2025, particularly in the areas of the new Victorian Teaching and Learning Model (VTLM 2.0), the new Disability Inclusion process, and the new Mental Health in Primary Schools program.

Our school continued to build authentic opportunities for student voice in 2024, with primary and secondary student leaders regularly contributing to the life of our school through student-led assemblies and school representation. The large and representative Student Voice committee organized a range of activities such as the anti-bullying Dolly Day and student discos, creating engaging events by students for students and learning some valuable communication and organizational skills along the way.

The Hawkesdale Parents and Friends Club underwent the process of having a new constitution approved in May of 2024, with an AGM at the same time that saw all executive positions filled, and a large number of parents registering to become members. The new P&F Club was very active in the life of the school across 2024, providing parents with the opportunity to meet together, to socialize and to make an active contribution to our school through fundraising opportunities - which included Mother's/Guardians and Father's/Guardian's Day stalls, the much-anticipated annual Easter Egg raffle, catering for the local Hawkesdale Campdraft, an always-popular pie drive, a Bunnings BBQ day and much more.

The Hawkesdale and District Family Services Centre is situated just across Mitchell Street from the College, and provides a valuable kindergarten and day care service for local families and the wider community. We have a strong ongoing relationship with the Hawkesdale Kindergarten, with ADVANCE, HVP, Hands On Learning and vocational VCE students regularly interacting with students, and contributing to bush kinder maintenance, site landscaping and the delivery of early childhood learning and play experiences. College and Kindergarten leadership staff meet to plan for shared activities, to discuss transition strategies, and to provide check-in support. This sense of relational trust and shared purpose helps to ensure the smooth and successful transition of kindergarten students to their new Foundation class each year. Our school hosted the before and after school services of Their Care once again in 2024, with a small number of families taking advantage of this pre-booked service for primary-aged children. It was unfortunate to note that Their Care did not seek to renew their contact with the DET Out of Hours School Care branch at the end of 2024 due to low and declining client numbers, and that this service ended at our school at the end of 2024.

The Hawkesdale community is enriched by many influences from around the world, and from its connection to First Nations people. Our school is a surprisingly multicultural setting. In 2024 12% of students at our school were designated as having an EAL (English as an Additional Language) background, with many other students who come from a Language Background other than English. EAL students receive valuable learning support from visiting Warrnambool EAL Cluster Educators, from F to Year 12. In 2024 12 students identified as being from Aboriginal and Torres Straits backgrounds, making up 7% of the school population. An emphasis in 2024 was to personalise Acknowledgements of Country, and to ensure that Acknowledgements are present at school gatherings; students create their own Acknowledgements to deliver at weekly assemblies and on formal occasions, and it has been pleasing to observe their reflections about what Country means to them. A highlight of 2024 was the presence of a young and emerging Eastern Maar

leader to deliver a meaningful Welcome to Country and smoking ceremony prior to our Student Investiture Ceremony, as well as student tours to local sites of great indigenous significance and the development of an indigenous garden with support from philanthropy and local First Nation groups. We continue to work with local KESO and Eastern Maar Corporation staff to better evolve teaching and learning around language, Country and local indigenous sites and history; this is a work in progress.

Our students are well-supported by WSWR visiting teachers, who plan with teaching staff, conduct sociolinguistic profiling, provide resources and training, and run individualised learning sessions with students in the areas of EAL, visual impairment and ASD. LOTE classes in Chinese (Mandarin) classes are studied weekly by F-8 students, and become an elective for students in Years 9-10; while international travel to China was still a challenge for a variety of reasons in 2024, there is a willingness on the part of our school to restart our COVID-interrupted sister school relationship with Number 27 Middle School in Beijing when cost of living and diplomatic circumstances allow.

At the August census, our school enrolment in 2024 was 159 students. Across this year, our school personnel comprised of: 2x Principal Class staff at a combined time fraction of 2.0; 1x Learning Specialist (Literacy) at 1.0; 23x full and part-time Teaching Staff; 9x Teaching Support Staff at a combined time fraction of 6.0; and 6x Integration Teacher Aides at a combined time fraction of 3.5.

2024 was once again a year of considerable leadership change at our school, with a number of staff taking on acting duties for extended periods of time across the year. Against a background of staffing shortage, CRT shortage and accommodating staff absences due to 2024 time in lieu arrangements, the movement of staff in and out of different roles required considerable planning, communication and adaptability. While this made for a very busy 2024, it also allowed for the building of staff leadership and role capacity across the school, providing stretch experiences for staff, and excellent opportunities for Middle Leaders to take part in training with the Victorian Academy of Teaching and Leadership. Greater distributive leadership continued to be a feature of 2024, allowing staff to take on increased ownership and responsibility for roles that contribute to school management and improvement, now and into the future. After a lengthy selection process, John Ralph was appointed the provisional and then substantive Principal of the school in term four of 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

It was pleasing to note a range of improving NAPLAN results in 2024, with positive change results in particular achieved by our Year 5 students in numeracy (+21% strong and exceeding results from 2023) and reading (+44.6% strong and exceeding results from 2023). Year 9 students also showed strong or exceeding results from the previous year in numeracy (+10%) and reading (+20%).

Year 3 students achieved significantly above similar school results in NAPLAN reading, numeracy, and spelling. Our Year 5 students achieved above similar school results in reading and writing,

while the Year 9 cohort achieved above similar school results in writing and spelling. The Year 7 cohort recorded a Medium level of NAPLAN performance, with a significant number of students being supported to develop their literacy and numeracy skills across all areas - further work in raising reading and numeracy outcomes in particular will be a goal for this group in 2025. Pleasingly, 72% of the Year 7 group achieved strong or exceeding results in spelling, compared to 62% of Year 7 students in similar schools. Our Year 9 students demonstrated High relative growth in NAPLAN numeracy results between Year 7 in 2022 and 2024, well above the same average relative growth results for Year 9 students in similar schools. While this is a pleasing growth result, this momentum will need to be monitored and encouraged so that these students are ready for the challenges of VCE maths in several years time. Developing stronger reading skills will continue to be a focus for all secondary year levels as they move toward the senior years of their education.

Strong NAPLAN performance results for Year 3 and 5 students are beginning to reflect the positive impact of explicit and systematic phonics instruction (Sounds-Write) during the early years of learning, and the ongoing embedding of explicit phonics skills and strategies across primary classes and teaching practice. We are investing significantly in the ongoing training, building of practice and application of the structured literacy approach to improving student Reading skills, led by literacy experts and Regional Area Improvement staff. Time across 2024 has been prioritized for English teachers to attend Structured Literacy community of practice training sessions every term, and to meet weekly to analyze student learning data, set goals and build teacher capacity in the teaching of Reading. The importance of students setting a foundation of positive literacy learning in the early years of P-2 is paramount, and our school continues to prioritize additional staff to work in small groups with students during the morning literacy block, maximizing their learning opportunities. The Secondary English PLC explored the Structured Literacy principles in 2024, and teachers are beginning to apply these principles in a secondary setting.

Teaching staff routinely work in subject PLC teams to examine learning achievement data, to develop common understandings about data-informed teaching and learning improvement approaches, and to discuss teaching adjustments that are designed to cater for the needs of each student. These primary and secondary teams meet weekly, and are crucial in fostering learning improvement. The opportunity for staff to collaborate and share is important, and has been prioritized within the structure of the termly meeting schedule. ES Staff work closely with classroom teachers to implement adjustments that support the individual needs of students. Classroom support staff have been allocated to year levels based on both learning and behavioural data to best meet the needs of students across the school.

Numeracy results across Victoria are of considerable concern to the DET, and effective teaching and learning of numeracy is a key statewide Priorities Goal and expectation in 2024, and is also a feature of our 2024 AIP. With this in mind, our school continued to invest in developing student skills through the support provided by MYLNs, tutoring and equity funding, which was once again to be used to help students who are performing below expectations to appropriately extend their learning growth and engagement with numeracy. Our school became a member of the WSWR Numeracy community of practice in 2024, allowing our numeracy staff to work alongside colleagues from regional schools to build teaching practice under the guidance of numeracy teaching experts. The focus of the Numeracy CoP has been to reconnect students to the engaging nature of number and problem solving, and to make mathematics teaching stimulating and interesting. Primary and secondary numeracy PLC's at our school will continue to focus on analysing student data to create a better understanding of underlying strengths and weaknesses in teaching and learning, and how these can be improved upon through the teaching of specific numeracy strands.

Crucial to learning improvement is the positive disposition that teaching and classroom support staff have towards making a difference for all students at our school. Staff survey responses

demonstrated a 12% drop in terms of positive perception of school climate in 2024 from the previous year, with on-par or slightly below similar and statewide school results in categories like trust in colleagues, academic emphasis, collective efficacy, shared focus on improving student learning, and a strong sense of staff safety. A combination of staffing shortages, CRT shortages, challenging student behaviors and the collective effect of time in lieu in terms of covering classes created the most challenging of years for staff at our school, and they are to be commended for the professional and dedicated manner in which they worked every day to make a difference for students and families.

Stimulating learning results (which reflect responses around “My teacher makes the work we do in class interesting”) as reflected in the 2024 student Attitude to School survey were pleasing, but variable; well above similar schools for Years 10-12, slightly above similar schools for Years 7-9, and a little below similar schools for Years 4-6. It is interesting to note that stimulating learning results have decreased 2-6% across all government schools for students in Years 4-12 over the past three years; against this background, our results are generally positive, and will continue to be an important focus of the 2025 AIP.

The median study score for our Unit 3&4 VCE students in 2024 was 26.5, which is on-par with usual median study scores at our school over time, and a significant improvement on VCE results for the previous two years. Our 2024 VCE student group was positive and motivated, with Year 11 and 12 students endorsing effective teaching practices for cognitive engagement at our school in the Attitudes to School survey at levels greater than in similar and statewide schools. The VCE PLC worked hard to build an enquiry approach to investigating the better use of subject-specific vocabulary and short answer response strategies for students preparing for written exams, and as a result exam scores had a direct effect on upwardly moderating overall student results – a really pleasing consequence of the concerted effort that VCE teachers made in 2024 to lift results in a strategic manner. Regional Executive Area staff recognized the significance of shifting median study score data between 2022 and 2024, congratulating teaching staff on their hard work and dedication to improving outcomes for senior students.

Post-secondary pathways counselling was also successful throughout 2024; all students who preferenced university places were offered first or second choice course enrolments, and all Year 12 students finished school with a commitment to future employment and training options that was relevant to them. The 2024 Attitudes to Schools survey also noted that Year 10-12 students were feeling more positive about transitioning into the world of work and training following secondary school than were their peers at similar, local network and statewide schools, and in response to questions like: “The work I do is preparing me for the future” and “I feel confident about being able to achieve my goals after finishing school”.

Wellbeing

Our school strives to provide a supportive environment that values and promotes diversity, equity and respect. An important 2024 AIP Priority Goal was to “Strengthen and foster a consistent student engagement/wellbeing model across the school”, allocating resources to best support student wellbeing and mental health, and especially for those most vulnerable. Our Student Wellbeing team provided a tiered approach to supporting mental and physical health challenges for students across 2024, with an ongoing focus on the upskilling of Year Level Coordination staff to manage challenging student behavioural and mental health issues. The addition of a new Mental Health and Wellbeing Leader to the Student Wellbeing team created a specific focus on supporting the wellbeing needs of primary students and their families, and will lead to a broader

whole-school approach to student wellbeing once the role fully begins in 2025. The MHWL has been allocated a 0.5 time fraction in which to lead the Student Wellbeing team, and to support students across the whole school.

School Wide Positive Behaviour continues to be a priority program within our school, building consistent classroom routines and expectations from Prep to VCE. The SWPB's PLC continued to work towards whole-school strategies and practice in establishing tier one routines, expectations and cooperative classrooms, and promoting strategies to build strong and respectful relationships across the school during 2024. Attention was focused on rewarding positive behaviour at weekly school assemblies along with explicitly teaching behaviours during form assembly and classes. The team has also been working on flow charts to respond appropriately to behaviours of concerns.

In 2024, the school Wellbeing Team once again consisted of a secondary School Nurse (two days per week), a Mental Health Practitioner (2.5 days per week) and our School Chaplain (3 days per fortnight); the team worked closely together to triage and provide targeted support to students and families and maintained a rigorous professionalism through ongoing training, formal supervision and debriefing. The Wellbeing Team meets and liaises closely with Year Level Coordinators and school leadership staff to explore wellbeing solutions, resulting in a broad range of staff who have the skills to make a real wellbeing difference for students beyond usual tier one classroom management practices. The Wellbeing Team once again worked closely with the Gunditjmara and Windamara Aboriginal Cooperatives, as well as Orange Door, Headspace Regional, Brophy Family Services, Emma House, CAMHS, Victoria Police and Child Protection to link specialist services with identified student need.

Convenient access to transport is an issue for many of our students, and is an issue across the region. Students who are unable to physically access Headspace counselling in Warrnambool or Hamilton have once again been able to link with the Headspace Regional phone counselling service, which connects students with a mental health clinician outside of the school. Systems are in place – such as Compass chronicle tracking, regular year level student management meetings, Year Level Coordinator oversight, Student Support Services management meetings, Individual Education Plans and Student Support Group meetings - to continue to closely monitor students and provide mental health support when need is identified.

Our School Nurse and MHP are trained Teen Mental Health First Aid practitioners, and delivered training to Year Level Coordinators, ES staff and senior students across the year; this training had a focus on improving mental health literacy for adolescents, as well as peers checking in with and supporting each other if wellbeing issues are noted. Our school was once again successful in gaining School Focussed Youth Services funding in conjunction with Brophy Family Services to bring the Man Cave program to our school across nine months in 2024 and 2025. The Man Cave program seeks to challenge problematic gender stereotypes for male secondary students, and to build a healthier sense of masculinity and relationships for young males as they transition towards adulthood. Anecdotal feedback and survey data from the students and staff involved in term four of 2024 was very positive. Secondary female students took part in various Girls On The Go activities while the Man Cave program was operating at school, building their sense of self-esteem and support for each other. Both programs will continue on into next year, building on the practical relationship tools and strategies initiated this year.

AGL sponsorship also allowed the Healthier Hearts Lighter Minds program to be introduced to all primary school students in 2024. Conducted by Mindfull Australia, this program seeks to build resilience and a positive mindset in children, and to open up the strengths and coping skills that students all have within them. Student and parent sessions began at the end of 2024, and will continue on into 2025.

Topics around healthy relationships, drug and alcohol awareness, consent, safer sex, respect for others and oneself, diversity, personal rights and responsibilities, effective communication, informed decision-making and risk behaviors are all part of secondary Year 7-10 Adolescent Health programs, and are supported through direct teaching and planning by our School Nurse. The Peaceful Kids program was conducted across Years 5 - 6 and provided valuable mindfulness and self-regulation skills and experiences for the students involved. Primary classes also cover aspects of healthy relationships, friendships and sexuality as developmentally appropriate, and following the F-10 Health and Physical Education learning area curriculum. The ICan Network conducted weekly sessions for selected students from Years 5-10 in term four, assisting ASD students to celebrate their strengths, passions and expression, and to develop a stronger sense of self-acceptance, confidence and belonging.

Sense of Connectedness to School data from the student attitude to school survey (Years 4-12) is a useful measure as to how student wellbeing is generally going, and it was pleasing to note that 2024 connectedness data for Year 10-12 students was significantly higher at our school than for similar and statewide schools; connectedness data for Year 7-9 students was slightly higher than for similar and statewide schools, while data for Year 4-6 was a little below for the same measures. Student survey responses about teacher concern for their learning and wellbeing were generally above similar and statewide schools for students in Years 7 to 12, and on par with similar and statewide schools for students in Years 4 to 6.

Students in Years 6, 8 and 9 noted higher (and in some cases significantly higher) positive management of bullying than in similar and statewide schools during the annual 2024 Attitudes to Schools survey, while the perceptions of Year 7, 11 and 12 students were generally on par with local network and statewide schools. Management of bullying for Year 5 and Year 10 students however, was perceived by students to be less positive than in like and statewide schools. Interestingly, 91% of Year 10-12 students reported that they had not experienced racism at school in 2024 (compared with 85% of statewide students), while 85% of Year 7 and 9 students reported the same experience (compared with 78% of statewide students); data around racism was not available for Year 4-6 students in 2024. Bullying and racism directly impact student sense of safety and belonging, and we continue to work hard as a staff team to respond immediately to these issues when they occur.

It was pleasing to note that the perceptions of Year 9 to 12 students about having adults at school who care about them, who believe that students can be successful and who are available for students to share problems with are higher (and at times significantly higher) at our school than for similar and statewide schools; Sense of Advocacy for our Year 7 students in 2024 was on par with similar school and statewide results; data around this survey measure was not available for Year 4-6 and 8 students in 2024. This is a strong result for our senior students, reflecting the time and care that Coordination and teaching staff have placed into student wellbeing, support and guidance.

2024 Attitudes to School data about perceptions of physical activity amongst our student population is of concern, with only 37% of Year 4-12 students noting that they are physically active for five days or more per week – with students in similar schools reporting at 60% for the same physical activity measure. A worrying 45% of students at our school reported that they are physically active for only 3 days or less every week, while 8% of students reported that they are not active at all. A focus of our work as a school in 2025 will be to provide opportunities for students to become more routinely active and moving again at school; Active Schools funding for a school cycling track, ongoing cycling training with our new class set of mountain bikes, morning fitness runs for primary school students and a broadening of recess and lunchtime opportunities for physical activities will assist with this into the future.

Engagement

Student attendance and retention are significant drivers of school and learning engagement, and it is concerning that absence rates across Victorian government schools have still not settled following the disruption and after-effects of the COVID-19 pandemic. In 2024, Year F-12 student absence rates at our school were generally on-par when compared with statewide absence rates. Primary students on average missed 22.3 days of schooling in 2024 (statewide average: 21.8 days), while secondary students on average missed 30.4 days (statewide average: 31.2 days). All absence data continues to be two to three days higher (more absent) than the rolling four-year attendance average for our school. While this is concerning, it is probably not surprising in the context of increased student wellbeing issues and anxiety in the wake of the COVID era. Our school continues to focus on following up student absences, with Compass roll monitoring and adjusting, phone calls and messages home to clarify unexplained absences, IEP goals around attendance, designated attendance ES staff who manage the accuracy of absence coding and class rolls, targeted wellbeing support and liaison with the WSWR Attendance Officer in regard to following up chronic absenteeism and school refusal. It is important that as a school we are not complacent about absences, and that we continue to work towards developing a community and school culture in which there is a belief that consistent attendance is a key enabler of learning and connectedness.

A highlight of 2024 in terms of community engagement was the re-establishing of a fully constituted Parents and Friends Club within our school. It was pleasing to see the enthusiasm of parents to fill all executive positions, and to note the large number of parents who registered to become members. The P&F Club was very active in the life of the school across 2024, meeting every month and providing parents with the opportunity to socialize, provide feedback about ideas for school improvement and to make an active contribution to our school through fundraising opportunities. Students always enjoy the Mother's/Guardians and Father's/Guardians Day stalls organized by the P&F, as well as the much-anticipated annual Easter Egg raffle; significant fundraising efforts were achieved in 2024, including catering for the local Hawkesdale Campdraft, an always-popular pie drive, a Bunnings BBQ day and much more. Our College School council was also very active in 2024, and it was pleasing to note that March elections were required to accommodate the number of adults and students who nominated for positions.

Effective communication and interaction between our school and the wider community is vital, and on the basis of parent feedback we worked hard as a school across 2024 to build on communication strategies. While the Community Connections group ceased to be a sub-committee of School Council in 2024, termly meetings still occurred to provide a forum for staff and parents to discuss and action ideas for school improvement. Community Connections initiatives in 2024 included an annual Welcome BBQ, a Book Week Grandparent's Day, weekly storytime sessions with kindergarten students, an enthusiastic after-school Book Club group, promotion of the annual Parent Opinion survey, the creation of Compass guides for families, the updating of our comprehensive Student Handbook detailing life at our school, as well as contributions to our colourful ongoing social media presence via Facebook, Instagram and our weekly College newsletter. Our school's presence in the community was amplified through various media initiatives, examples of which include an ABC radio story about our production of 'The Twelfth Night in The Great Southern Land', the creation of 'Meet the Staff' videos for Prep and Year 7 information nights, articles in The Standard celebrating student achievements and media publicity about the anti-bullying Dolly Day, and online articles about improving student safety at the Hawkesdale township pedestrian crossing. Our College Library continues as a hub for community connections, hosting lunchtime activities and a very popular Minecraft club for students, a weekly story time session for kinder students from the Hawkesdale and District Pre-

school, and monthly Book Club gatherings which bring together diverse members of our community.

2024 was another busy year for the Student Voice team, which consisted of a large group of representatives from Year 5-12 year levels, all Junior and Senior School Captains, Skittles leaders and also our student representatives on School Council. The Student Voice P-12 disco evening was a highlight of the year, and garnered significant attendance and positive feedback from all involved. The Student Voice team organized a range of activities and special days for students throughout the year, including a fantastic Dolly Day assembly in which students and guest speakers shared their perspectives on bullying and looking out for each other. It was fantastic to see Student Voice representatives once again take on leadership roles within our school, such as leading student activities, promoting Student Voice at assemblies, and reporting back about Student Voice at School Council meetings.

It is important that students are visible and active in the life of our surrounding community, and in 2024 students added significantly to this life. Community engagement for students ranged from structured workplace learning placements on local farms and in local businesses to volunteering at the local kindergarten to maintain the bush kinder, from submitting craft and art work in the annual Fleece Show to leading public speaking at ANZAC Day and Remembrance Day commemorations, to managing a student-led Clean Up Australia Day at Apex Park to leading whole-school assemblies for families and visitors. Our Facebook page is a great record of student involvement in our wider community, and it is always worth taking the time to scroll back through the history of 2024 to revisit the events and activities of our school.

At our school we make every attempt to teach and support every student at their point of need, encouraging them to do their best and to be their best. The SWPB's PLC reflects this intent, and is an important, large and diverse collegiate team within our school. The group meets regularly to work towards establishing whole staff strategies and practice in establishing tier one routines, expectations and cooperative classrooms, and promoting strategies to build strong and respectful relationships across the school. Weekly behavioral expectations are promoted at assemblies and via daily teacher and class bulletins, and Compass was reconfigured so that positive reward feedback could be instantly relayed to families. Training for staff in the School Wide Positive Behavior Support Framework is ongoing, and regular WSWR support from the SWPB's Area Manager is further enhancing our work in this area. All teaching and ES staff took part in Dan Petro training across 2023 and 2024; this network-wide training focused on managing behaviors of concern in classrooms and schools and covered practical strategies for promoting desirable behaviors in students.

Student retention refers to the percentage of Year 7 students who remain at the school through to Year 10. Our Year 7 to 10 retention data in 2024 was somewhat less positive than our school four-year average, and below retention data for statewide and similar schools. Student transience is becoming increasingly common within our school population, which directly influences the number of students who start Year 7 at our school and who remain at our school until Year 10. Exit data for 2024 notes that 70% of students are currently engaged in full-time employment, in a traineeship or apprenticeship, or are engaging with TAFE or university training, which is slightly above performance for similar and local network schools. Our school has a long and proud history of providing successful pathways for students who leave school for the world of work and training, but we cannot be complacent about this, and must continue to work hard with external providers and families to ensure that all students leave our school with positive and meaningful pathways options before them.

The 2024 Parent Opinion Survey reflected a pleasing improvement on the data gained in the 2023 survey, with an overall 61% positive endorsement of our school – although this result is still under the 69% statewide average for P12 schools in 2024. Low return rates for Parent Opinion Surveys

have been an issue, with 10 returns in 2023, and 23 returns 2024 – from an approximate 120-140 families across both years. In response to this issue, the 2024 School Improvement Team managed an enquiry project to re-survey families in the areas of Parent-Community Engagement and Safety, with continuous communication and reminders to families to submit their responses via an online survey. Fifty responses were made to this focused survey, with results that were slightly more positive, on-par or slightly less positive than statewide results. Larger numbers of responses lead to a broader range of opinion, and there will need to be a renewed effort in developing strategies for increasing survey engagement with families into the future so that representative data can be attained and acted upon.

Other highlights from the school year

School Highlight - term three 2024 - *Twelfth Night in the Great Southern Land*

At Hawkesdale, we are fortunate to welcome creative professionals from Melbourne who collaborate with our students to stage our bi-annual school production. In 2024, following an extended hiatus during the COVID years, we decided to build on the momentum and enthusiasm generated in 2023 and presented *Twelfth Night in the Great Southern Land* at the Hawkesdale Memorial Hall. This adaptation of Shakespeare's classic was reimagined within an Australian context, incorporating references to local Indigenous and colonial histories.

The production was co-directed by two metro-based writers and theatrical producers, who created a bespoke script to ensure that every student who wished to participate had a meaningful role—whether performing on stage or contributing behind the scenes with lighting, sound, and other technical aspects. In total, over 70 students from Prep to Year 12 were involved, including all primary students and any interested secondary students.

Across six weeks, the cast and crew worked with remarkable dedication, learning lines, rehearsing movement sequences, and supporting one another throughout. Staff members even made cameo appearances, and behind the scenes it was a true community effort. The Art and Design team led the creation of sets and props, adding a rich visual element to the performance.

We are incredibly proud of all the students who took part. Their passion, resilience, and determination were evident in every aspect of the production. These experiences help our students grow in confidence, develop public speaking and teamwork skills, and discover a world of theatre they might not otherwise encounter. For many, it was a life-changing experience—especially for those who had only begun their theatre journey in 2023 and returned in 2024 to take on lead roles with newly developed confidence and skill.

Financial performance

The overall budget position of our school across 2024 was once again one of modest surplus, with the degree of the surplus amount rising and falling in typical fashion as payments and adjustments occurred throughout the year. Maintaining any sort of surplus in government schools is becoming a huge ongoing challenge, with the pressure of increasing transport, materials, contractor, CRT and time in lieu costs directly impacting budgets and financial certainty. DET schools are being encouraged to wind surpluses back and to exist within a managed deficit, and are providing

financial support for schools with enrolments under 400 students to move towards this model – this is a model of financial management that our school will be examining with interest in 2025. Equity funding was once again used to provide additional classroom support for students whose learning improvement was not progressing at expected level.

Our school manages its financial responsibilities and positions with care and has in place sound financial practices that have resulted in a pleasing financial position for 2024. All funds received from the DET or raised by the school have been expended or committed to support the achievement of educational outcomes and other operational needs of the school, consistent with established DET policy and the 2024 AIP actions and targets for our school. A School Council Financial Assurance audit was conducted in March of 2024, which noted strong practices across our financial management processes, and a few minor areas for improvement. The role of School Council and the School Council finance sub-committee is vital to the transparent oversight of expenditure and funding intent, and the finance sub-committee has been particularly active in examining, querying and clarifying the payments entering and exiting the school.

Major projects undertaken in 2024 included a schoolwide tree audit by the Victorian Schools Building Authority Safe Trees Program, air-conditioner upgrades, the final refurbishment of staff and visitor toilet facilities, the installation of a new dust extraction system in the woodwork machinery room and the recarpeting of several classroom spaces. The VSBA conducted a Rolling Facilities Audit in term three of 2024, detailing Priority 1, 2 and 3 works that need to be completed over the coming five years; a Planned Maintenance Plan was generated from this audit to immediately address Priority 1 issues identified, with \$1.36 million allocated by the VSBA for vital structural and bushfire preparedness works to occur in early 2025. Our College was successful in applying for funding grants from our local windfarms in 2024, with \$60,000 being donated by AGL towards the support of the Hands On Learning program and associated resources, and a further \$60,000 being donated by the Hawkesdale Windfarm Community Fund towards the construction of a new secure storage facility for our 22-seater bus.

School Council also approved the use of eftpos facilities for activities that take place away from school grounds, such as fundraising events and managing canteen facilities on interschool sports days. This has allowed for greater flexibility and convenience around handling cash and electronic payments away from the school, and has generated greater fundraising revenue for our school as a result.

**For more detailed information regarding our school please visit our website at
<https://www.hawkesdalecol.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 159 students were enrolled at this school in 2024, 78 female and 80 male.

12 percent of students had English as an additional language and 7 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).

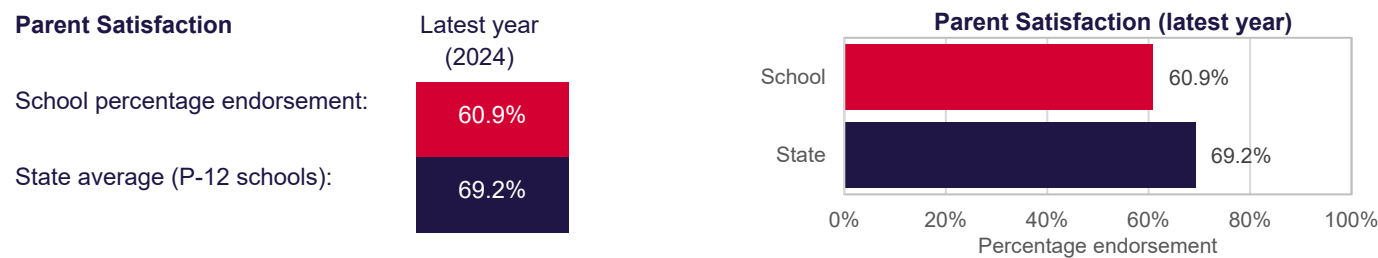
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

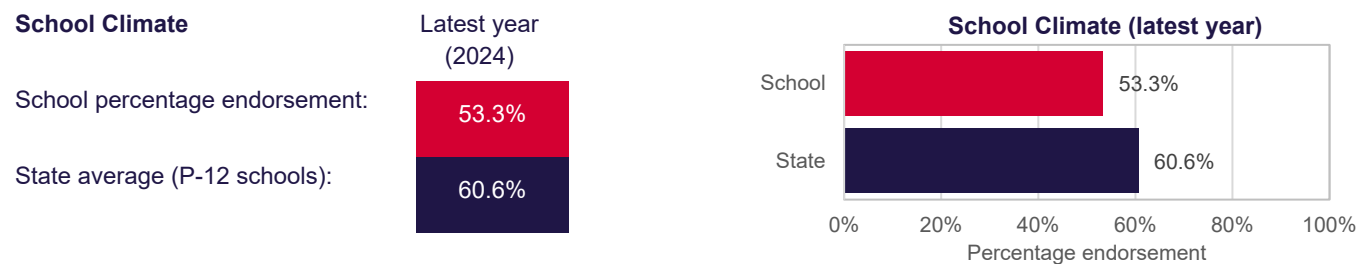


School Staff Survey

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

Percentage 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.

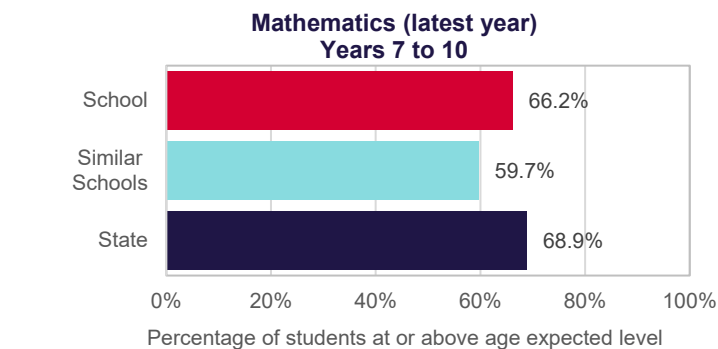
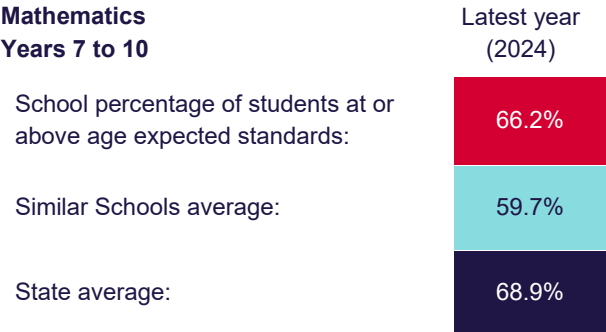
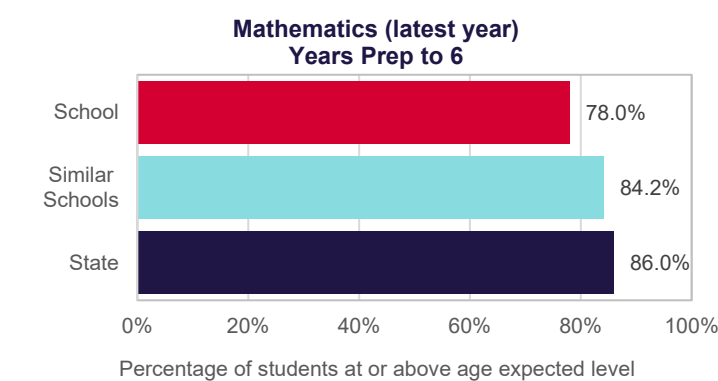
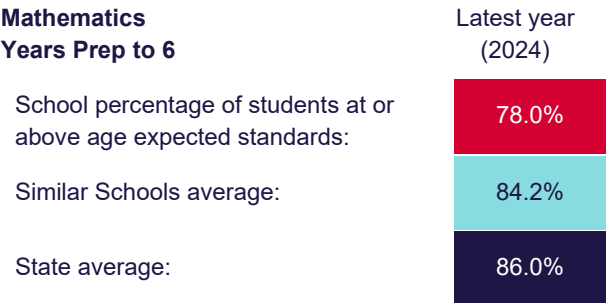
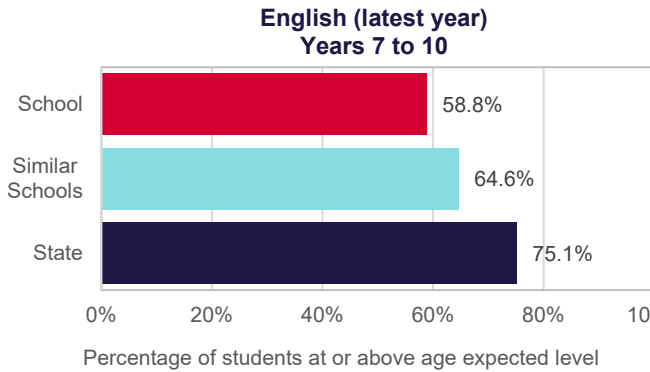
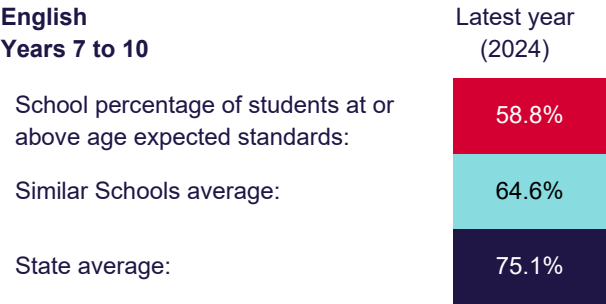
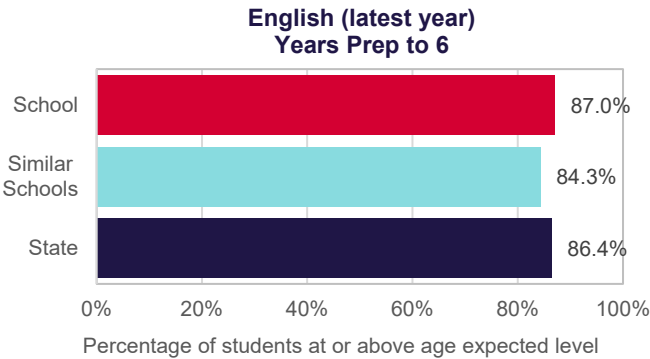
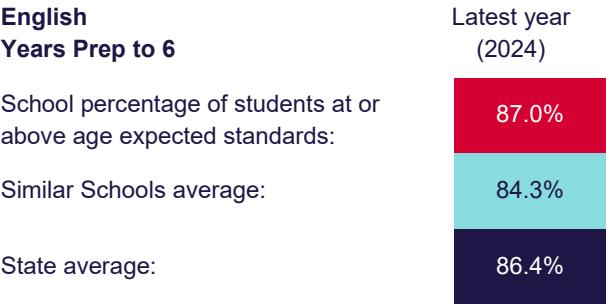


LEARNING

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 against the Victorian Curriculum

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



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.

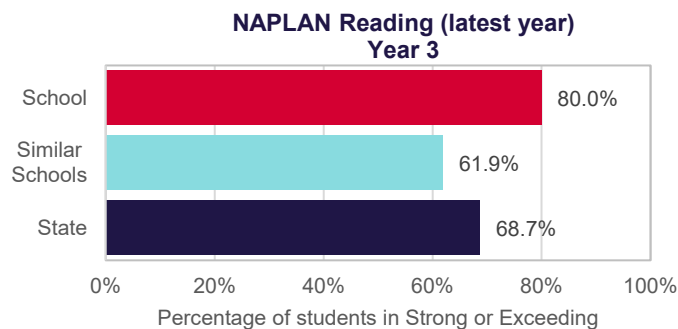
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

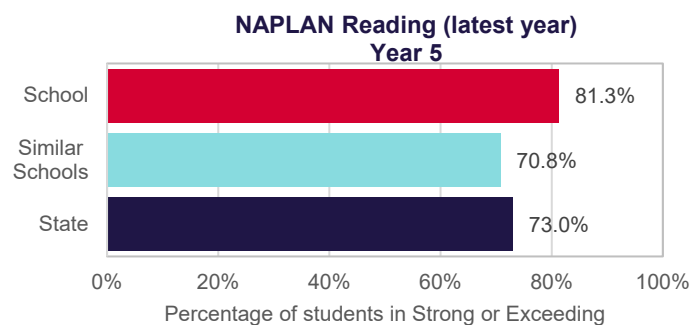
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	55.6%
Similar Schools average:	61.9%	59.9%
State average:	68.7%	69.2%



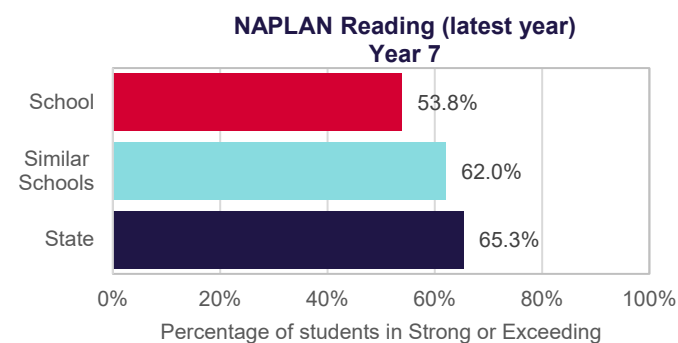
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.3%	75.0%
Similar Schools average:	70.8%	70.9%
State average:	73.0%	75.0%



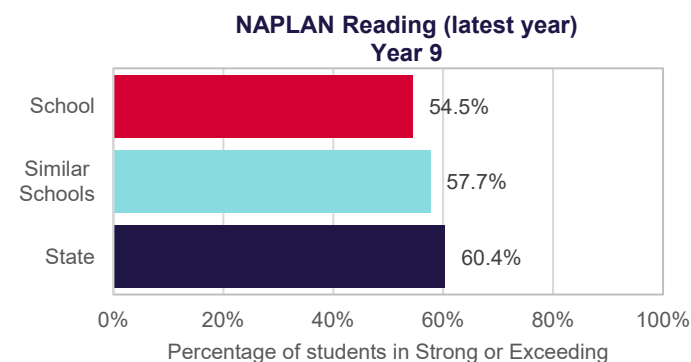
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.8%	50.0%
Similar Schools average:	62.0%	61.8%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.5%	45.2%
Similar Schools average:	57.7%	56.1%
State average:	60.4%	60.2%

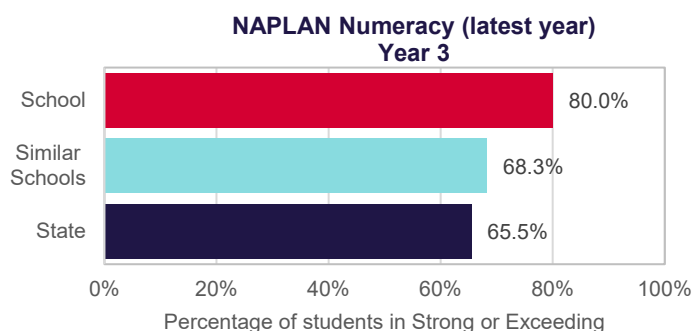


LEARNING (continued)

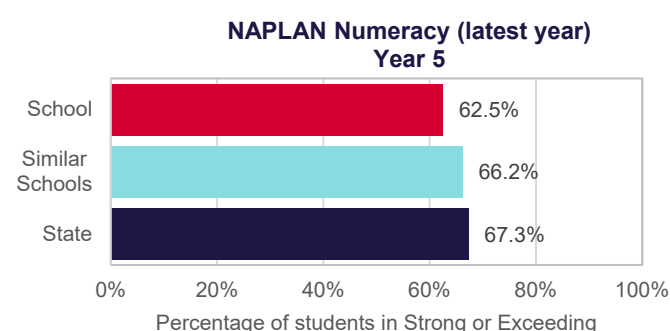
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

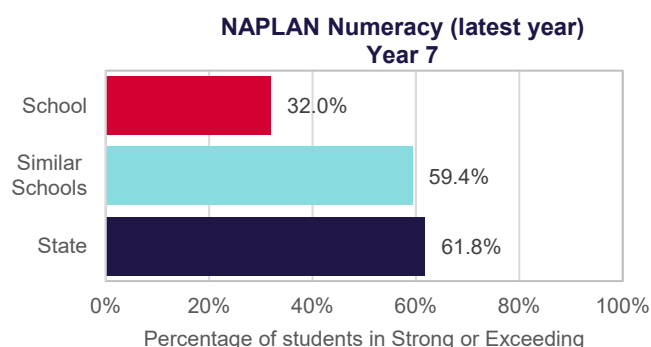
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	77.8%
Similar Schools average:	68.3%	64.5%
State average:	65.5%	66.4%



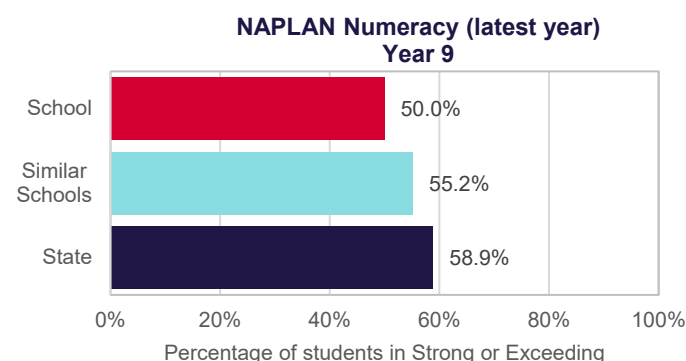
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	54.2%
Similar Schools average:	66.2%	63.2%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	32.0%	36.6%
Similar Schools average:	59.4%	58.0%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	46.9%
Similar Schools average:	55.2%	56.4%
State average:	58.9%	59.4%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

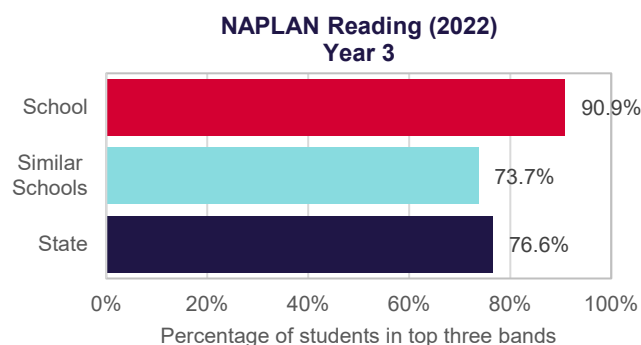
90.9%

Similar Schools average:

73.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

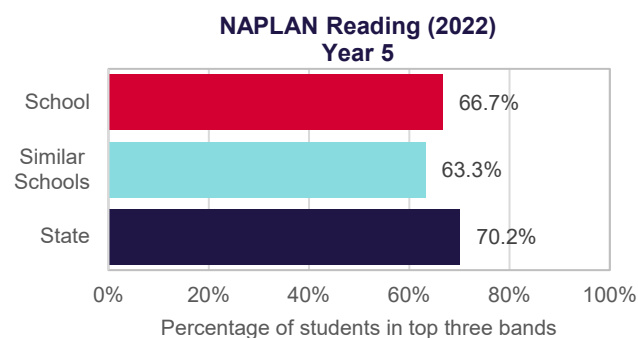
66.7%

Similar Schools average:

63.3%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

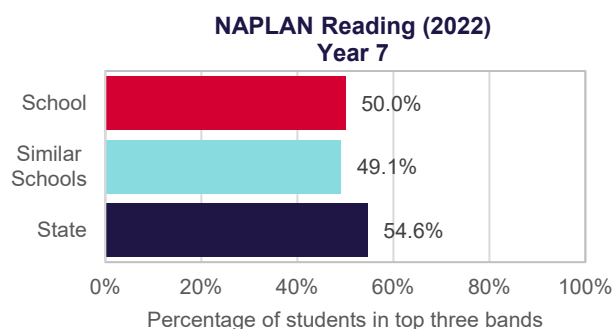
50.0%

Similar Schools average:

49.1%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

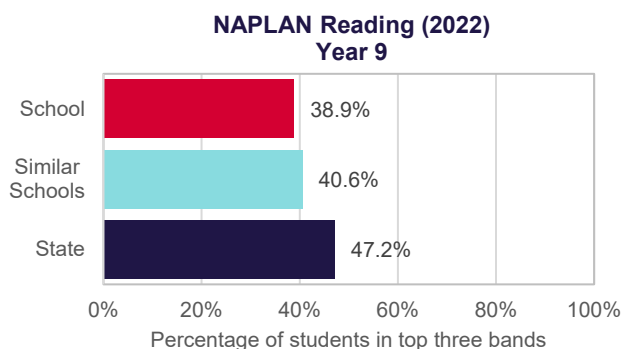
38.9%

Similar Schools average:

40.6%

State average:

47.2%



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 (continued)

Numeracy Year 3

(2022)

School percentage of students
in the top three bands:

54.5%

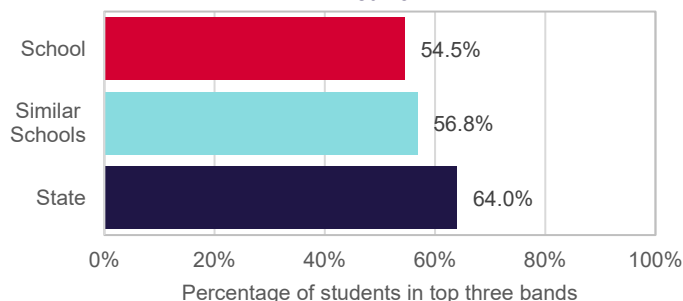
Similar Schools average:

56.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

41.7%

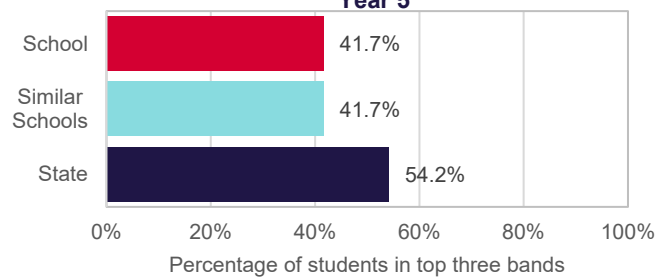
Similar Schools average:

41.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

30.0%

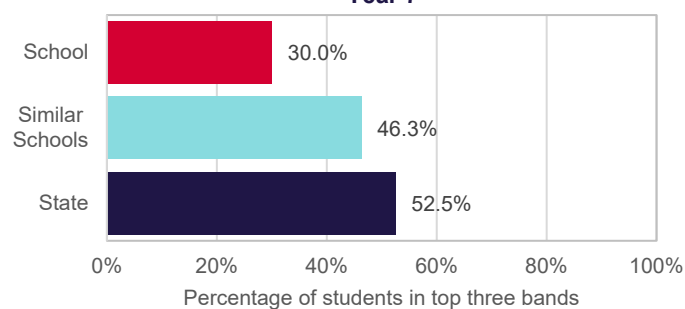
Similar Schools average:

46.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

35.3%

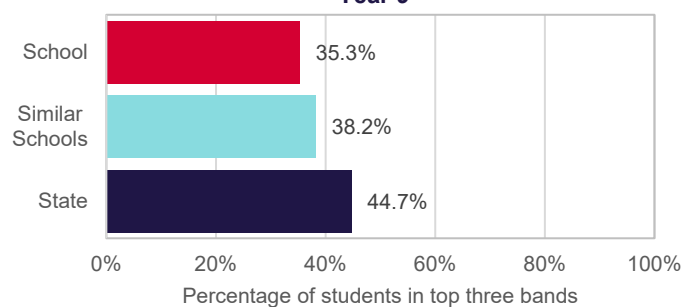
Similar Schools average:

38.2%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

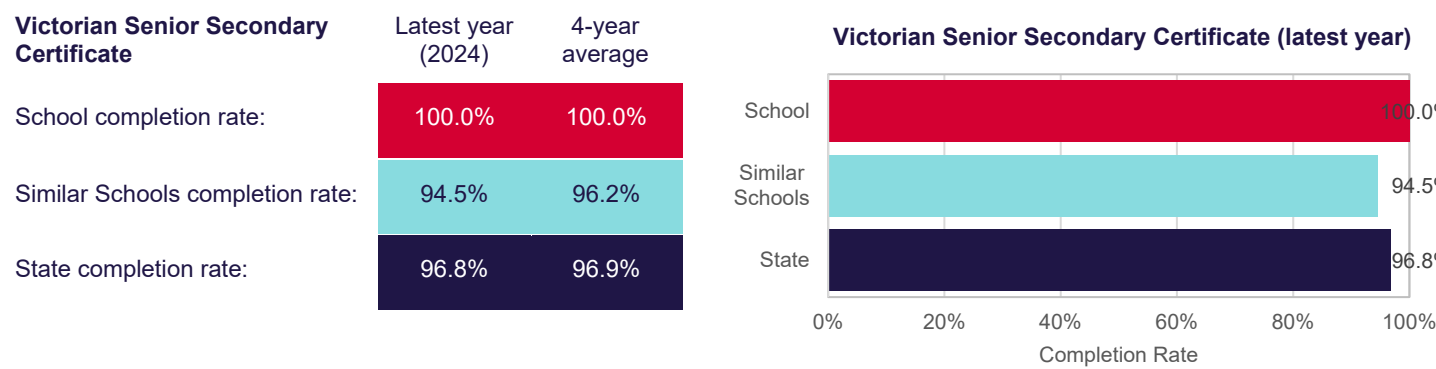


LEARNING (continued)

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 Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).
This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	26.5
Number of students awarded the VCE Vocational Major	NDA
Number of students awarded the Victorian Pathways Certificate	NDP
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	10%
Percentage VET units of competence satisfactorily completed in 2024:	97%

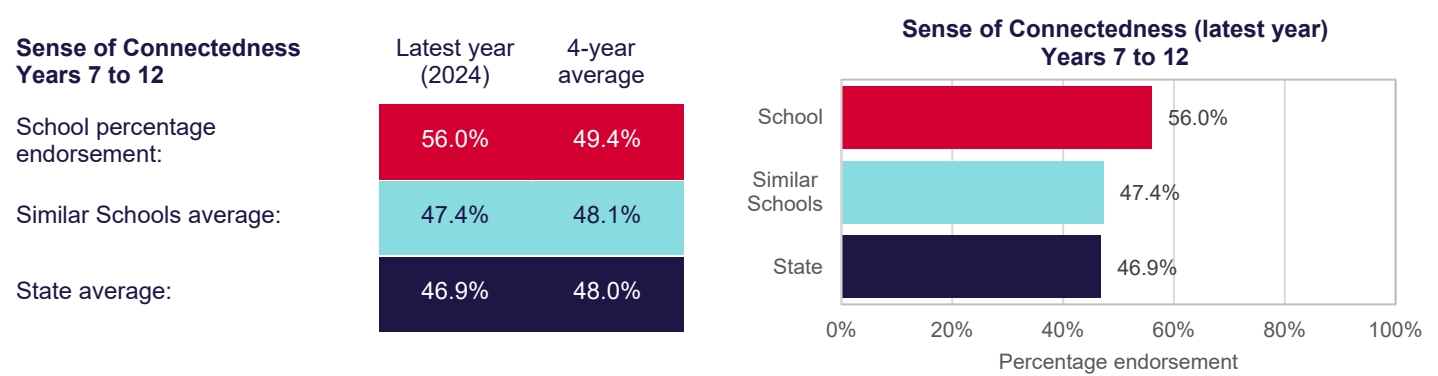
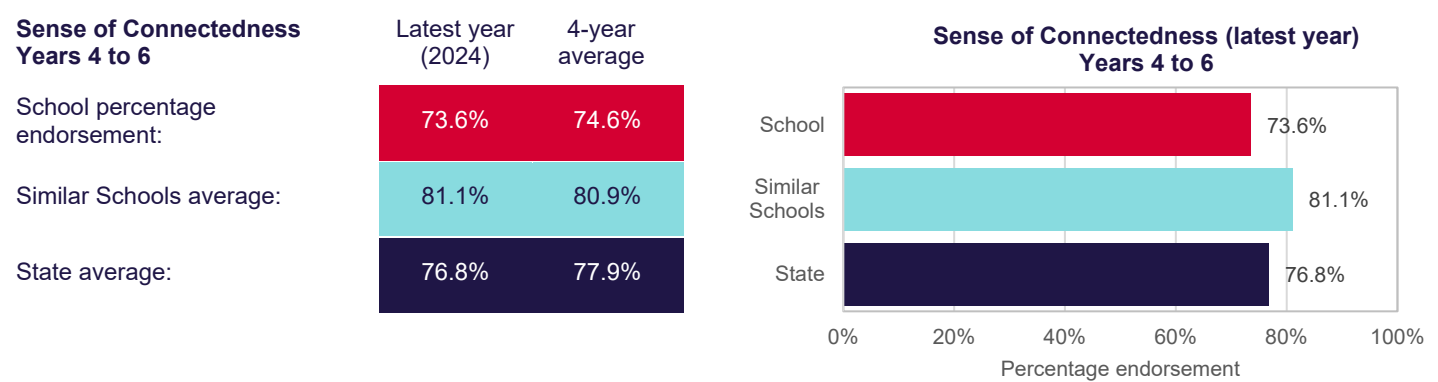


WELLBEING

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 percentage 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).

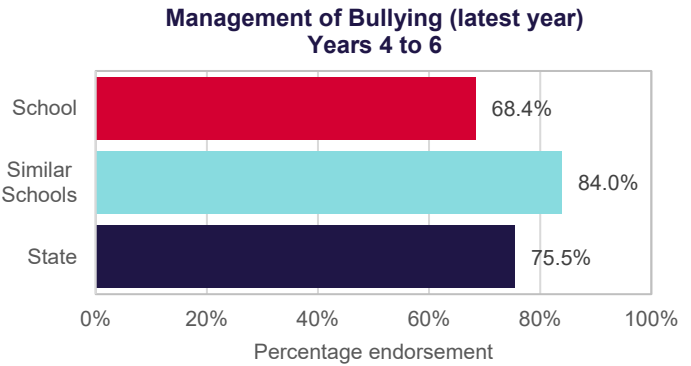


WELLBEING (continued)

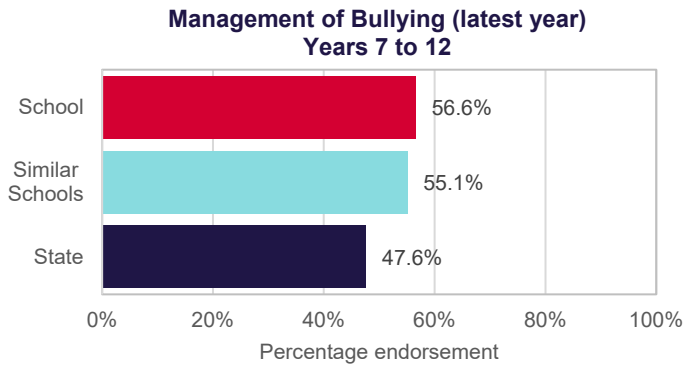
Student Attitudes to School – Management of Bullying

The percentage 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 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	68.4%	70.8%
Similar Schools average:	84.0%	82.7%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	56.6%	52.2%
Similar Schools average:	55.1%	55.6%
State average:	47.6%	49.1%

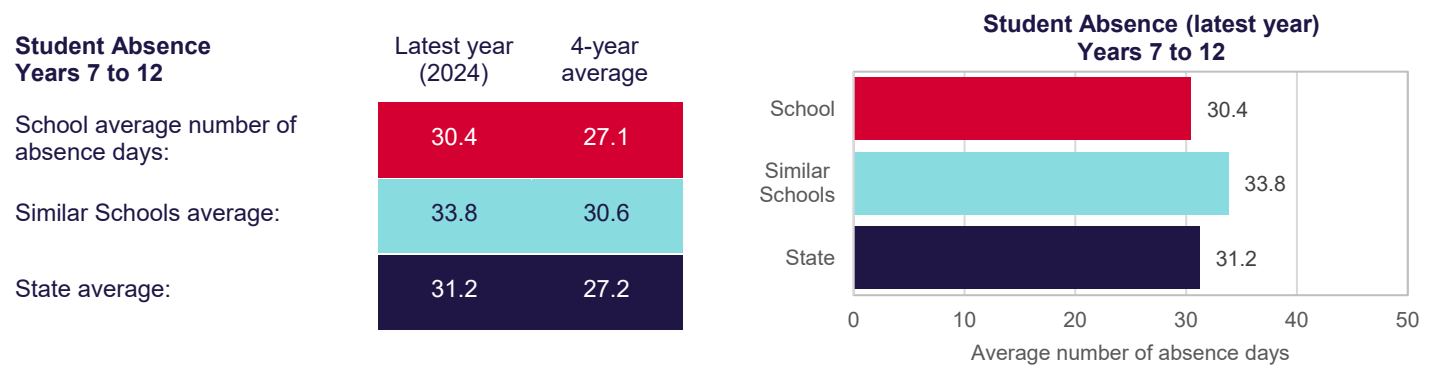
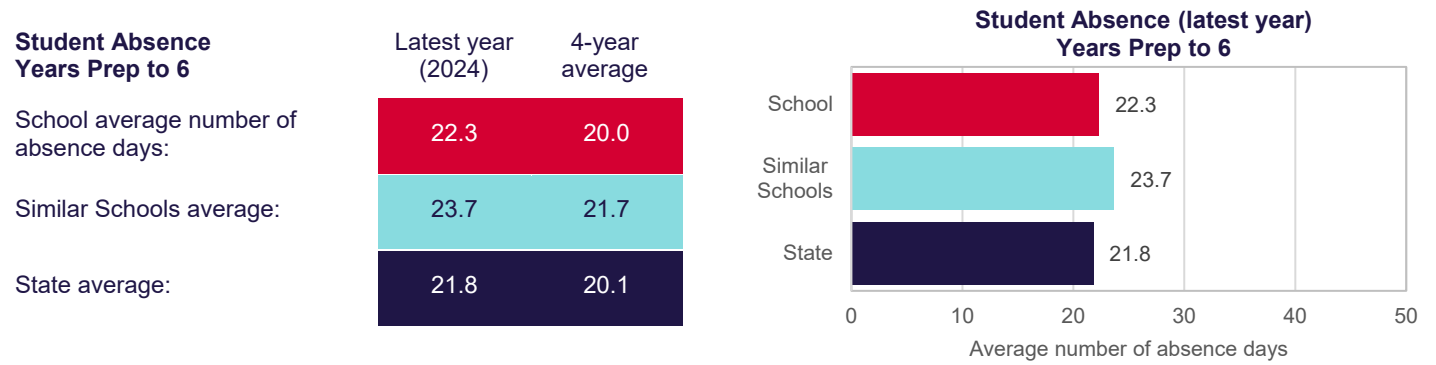


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	86%	83%	88%	94%	84%	91%	92%

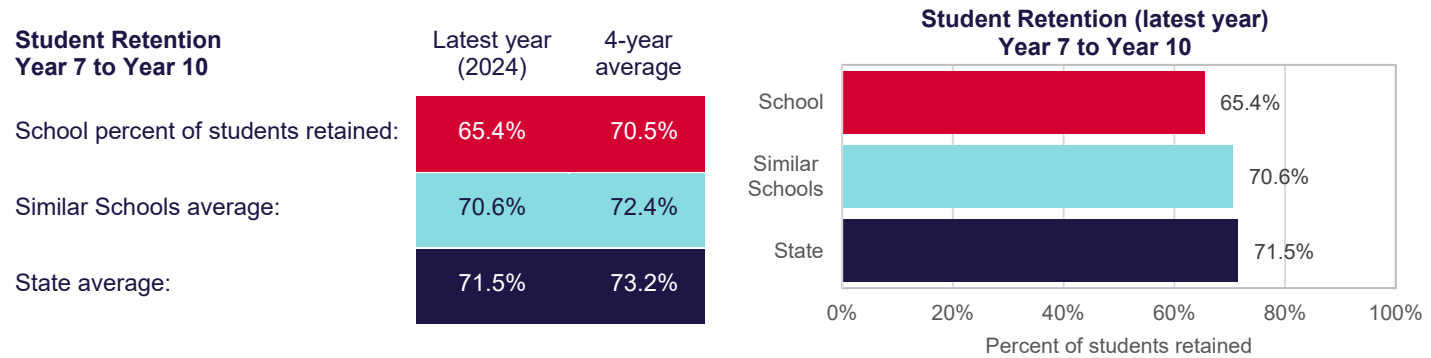
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	86%	79%	80%	87%	87%	91%



ENGAGEMENT (continued)

Student Retention

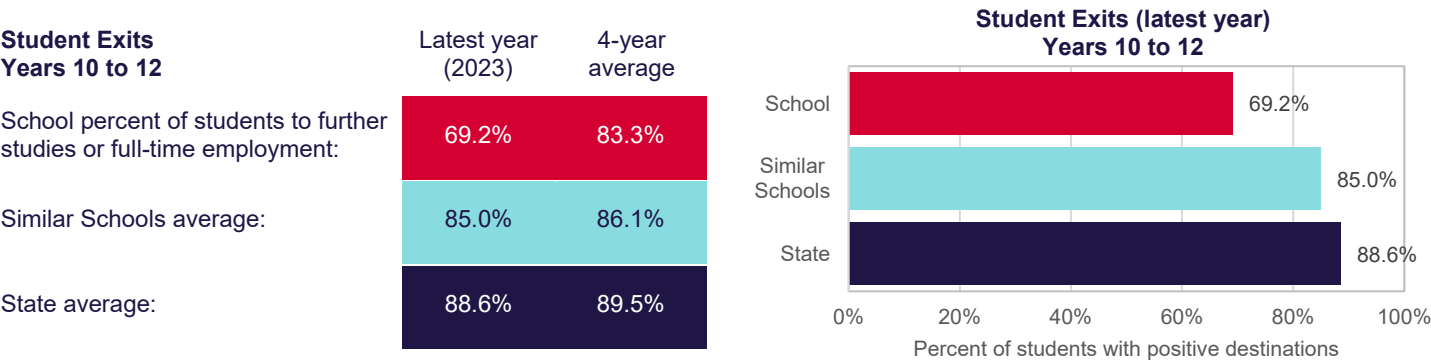
Percentage of Year 7 students who remain at the school through to Year 10.



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'.



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$3,572,352
Government Provided DET Grants	\$606,976
Government Grants Commonwealth	\$12,600
Government Grants State	\$0
Revenue Other	\$45,058
Locally Raised Funds	\$288,960
Capital Grants	\$0
Total Operating Revenue	\$4,525,946

Equity ¹	Actual
Equity (Social Disadvantage)	\$145,225
Equity (Catch Up)	\$10,521
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$155,746

Expenditure	Actual
Student Resource Package ²	\$3,712,559
Adjustments	\$0
Books & Publications	\$14,083
Camps/Excursions/Activities	\$92,950
Communication Costs	\$3,723
Consumables	\$77,909
Miscellaneous Expense ³	\$42,402
Professional Development	\$11,882
Equipment/Maintenance/Hire	\$56,142
Property Services	\$157,304
Salaries & Allowances ⁴	\$195,711
Support Services	\$113,530
Trading & Fundraising	\$147,214
Motor Vehicle Expenses	\$2,468
Travel & Subsistence	\$0
Utilities	\$39,485
Total Operating Expenditure	\$4,667,360
Net Operating Surplus/-Deficit	(\$141,414)
Asset Acquisitions	\$44,420

- (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 22 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$429,104
Official Account	\$5,947
Other Accounts	\$0
Total Funds Available	\$435,050

Financial Commitments	Actual
Operating Reserve	\$159,683
Other Recurrent Expenditure	\$33,359
Provision Accounts	\$0
Funds Received in Advance	\$9,007
School Based Programs	\$61,038
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$37,015
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$300,102

All funds received from the Department of Education, 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.