

2020 Annual Report to The School Community



School Name: Mulgrave Primary School (2172)



- 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 29 March 2021 at 02:45 PM by Charles Spicer (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 April 2021 at 11:46 AM by Edmond Meszaros (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Since being established in 1879 in Melbourne's South East, Mulgrave Primary School (MPS) has been the heart of the Mulgrave community. The school enjoys spacious grounds that enable our students to revel in open spaces and balance academic pursuits with physical play. Enrolments at the school continue to climb each year. This has seen the school reach its capacity and therefore restrictions now apply on enrolments. In 2020, our student population was 421 (199 female and 222 males), reflecting our growing reputation for high quality student outcomes, both academically and socially, with 24% of our student population having a language background other than English. MPS is a vibrant and effective school that is proudly reflected in its enthusiastic, skilled and passionate staff. The school is committed to providing the best teaching and learning opportunities possible for each of our students, recognising their individual learning styles, social, emotional, academic and other specific needs. As a result of our peer review in 2017, our school values are now our motto – "Motivated, Persistent, Successful" and highlight our vision to fully develop the skills and abilities of each student.

Our staffing profile consisted of 30 teaching staff members (Full Time equivalent 26.4), including a Principal, 2 Assistant Principals and 2 Learning Specialists. In addition, the school is supported by 7 non-teaching staff (Full Time Equivalent 5.3), including a full time Business Manager and part time Education Support staff.

The school maintains a strong partnership that exists between parents, students and staff, which is reflected across all areas, to deliver excellent outcomes for the broader Mulgrave community. Mulgrave Primary School seeks to meet every child's point of need and is committed to providing quality education that prepares all students to succeed and reach their full potential in our ever-changing world. The school community supports our school values which are based on high levels of motivation and persistence, that ultimately delivers successful outcomes.

Teachers are very skilled in delivering quality classroom programs that are effective and reflect current best practice. Our focus is on each student's individual point of need and explicit teaching, ensuring that literacy and numeracy are given a high priority. In recent times we have worked to review and improve our instructional model, leading to strong gains in literacy and numeracy. A major focus on consolidating the fundamentals of literacy and numeracy is evident across all year levels, so that students at all points of the learning spectrum are supported.

A priority at MPS is to ensure that all staff members receive regular professional learning opportunities, to ensure that they themselves continue to learn and grow, both personally and professionally. In recent times, our focus has been on developing consistent whole school practices in Literacy and Numeracy, with the aim of delivering programs for every child at their individual point of need.

Specialists programs at the school include Performing and Visual Arts, Physical Education, STEM (Science, Technology, Engineering and Mathematics) and Spanish. Private music lessons are offered to all students. Every child participates in our whole school musical productions and can choose to be involved in additional theatrical performances. A wide range of lunchtime club activities are offered to students throughout the year, including choir, theatre, science and environment to name a few.

Ongoing diagnostic assessment is implemented at all year levels to ensure that teachers can analyse progress, with a goal of achieving 18 months learning growth over a 12 month period, ensuring that every child is supported to achieve their best. All curriculum planning, implementation and assessment is based on the Victorian Curriculum. English and Mathematics continue to be the highest priorities for teacher professional learning and resourcing.

Our school is very well resourced in computer technology with every classroom equipped with a digital television. We strongly believe that it is the school's responsibility to provide up to date learning tools for our students, who regularly use a wide range of devices in their learning, e.g. netbooks, desktops, laptops and iPads, although our learning programs are not dependent on technology and we are mindful of screen time. Major events include our whole school musical production, swimming and camping programs. The school also delivers a strong wellbeing program and

provides additional counselling resources to engage our students and support them whenever needed.

As part of the school's master planning, construction of a new stadium was completed in 2020, complete with stage and change rooms, to provide a modern whole school facility that not only serves our students, but the broader community as well.

Our Junior School Council representatives are actively involved in the school community, providing feedback to the School Council on a range of issues, including the master planning of the school, the design of new playgrounds and developing engaging curricular programs. This student agency is supported in each classroom with student voice boxes, where students have a platform to raise concerns, make suggestions and contribute to the ongoing development of the school.

Students in Years 3-6 participate in our camping programs. Our Year 2 students have the opportunity to participate in a 'sleepover' each year, to help prepare them for school camps. Every second year, the school also holds an Art Show to celebrate the work of our students.

Our school boasts an inclusive sensory playground for sand, water and music play, along with a community garden area where students are encouraged to participate in growing and planting vegetables, and to experience the excitement of trying new foods and cooking up the produce. We have a recycling program in place across the school that, in conjunction with the local council, ensures we are minimising our waste. In addition to these spaces, the school offers two large adventure playgrounds.

Sport is given a high profile at Mulgrave Primary School. All students participate in school-based sport and physical education, as well as tennis, soccer and other clinics. Our Year 3-6 students participate in interschool sports and have achieved considerable success over the years.

At Mulgrave Primary School we pride ourselves on establishing a foundation for each student so that they are not only academically prepared for a bright future, but they are also equipped to be effective, resilient and collaborative members of the broader community.

Framework for Improving Student Outcomes (FISO)

Collaboration is a significant component of the state government's 'Education State' direction and within this, the 'Framework for Improving Student Outcomes'. Building communities of practice is a significant step in improving student outcomes across the state and Mulgrave PS has worked with a variety of high performing schools to improve our practice. Our 2020 Key Improvement Strategies were:

- 1a. Create meaningful partnerships with students, parents and carers to maximise student learning.
- 1b. Empower students through active student voice, leadership and agency.
- 2a. Build staff capacity to utilise student data to inform learning opportunities at each student's point of need.
- 2b. Monitor and refine whole school curriculum & assessment documentation.

During 2019, MPS formed a 'FISO Network' in partnership with Antonio Park, Blackburn Lake, Mont Albert and Orchard Grove Primary Schools, working together to build teacher capacity and practice excellence in the delivery of Mathematics in order to improve differentiation and student engagement. This work extended into 2020, however progress was limited as a result of the impacts of Covid-19 and whilst the schools continued to share improvements and work informally, we were unable to complete our shared curriculum day which was to drive the majority of our work in 2020.

This transition in our approach to numeracy has seen staff re-assess their own knowledge of the curriculum and develop a new school wide instructional model, improving our consistency of practice and targeting students at their point of need. In addition, the school focused on developing our pedagogy to:

- * Build staff capacity to utilise student data to inform best practice (High Impact) teaching and learning strategies that meet each student's point of need;
- * Develop consistent approach to reading groups (guided and reciprocal teaching);
- * Refine the MPS Instructional Model to ensure numeracy planning incorporates rich, authentic tasks which target

multiple curriculum outcomes;

- * Expand on the MPS spelling program, building on 2019's introduction;
- * Regular moderation timetabled each term;
- * Build consistent language approach to Numeracy;
- * Build staff capacity to create and assess open ended maths tasks;
- * Embed the Writer's Workshop model, whilst dovetailing into the VCOP Big Write; and
- * Utilise formative assessment and feedback to track students learning and provide them with learning goals that they are accountable for.

Despite the challenges of 2020, the school was successful in implementing these initiative as part of our continuous improvement agenda.

Achievement

Student achievement results for 2019 reflect a commitment to high quality teaching and learning programs that meet each student's individual point of need. All staff members have engaged in quality professional learning aligned to educational best practice, focusing on our 4 yearly review and revising our assessment practices to better measure academic growth. Diagnostic assessment data is collected regularly and analysed by teachers and the school's leadership team to ensure that tailored programs are implemented to meet the individual needs of every child. Teacher judgements of student outcomes remains exceptionally high. Our 2019 achievement data showed that the percentage of students in Years Prep to 6 who are at or above the expected level in English was well above the state average, whilst the results in Mathematics were at least equal to the average.

Despite the nation-wide cancellation of NAPLAN and the interruptions to student learning, MPS was able to deliver a high quality remote learning platform that blended online technologies and student wellbeing. Students were able to maintain their studies with the full support of teachers which has led to sound results in 2020 and a platform to ensure academic success continues. Whilst we cannot report against the NAPLAN, our teacher judgement figures reflect a conservative approach to student progress in 2020, in line with the interruptions presented by lengthy lockdowns and the subsequent challenges it presented. Given that our students have come off a high base, we are confident that we can continue to focus on strong individual learning growth. In 2021, the school will continue to refine it's practice of teaching to the individual student point of need, with a focus on increasing the percentage of students who achieve 18 months of academic growth within a school year.

Engagement

We have a wonderfully active community at Mulgrave Primary School and our high attendance rates are a reflection of this. MPS aims to provide experiences for all students in order that they develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values in line with the school's Student Engagement and Inclusion Policy. In 2020 student attendance was positive with the school achieving a 96% attendance rate. Common reasons for non-attendance included illness and extended family holidays prior to the Covid lockdowns. As a result of our engaging programs, our students enjoy attending school both in person and on-line and this has a positive effect on overall outcomes.

The school's average number of absence days remains well below the state average and that of similar schools in 2020 and over the previous 4 years, highlighting the positive learning climate provided. The school will continue promoting improved levels of attendance through school communication and other tools and strategies that have been put in place.

The Attitudes to School Survey data for Years 4-6 students continues to be a strong area of focus. In 2020, the Attitudes to School Survey reflected the schools significant commitment in this area, with the percentage of students endorsing the school's management of bullying continuing to increase. MPS was able to reduce the number of students experiencing bullying by a significant percentage over recent years through clear school values and setting high standards for student behaviour. As a school community we take bullying very seriously and were proud to participate in the National Day of Action Against Violence and Bullying. Our whole school focus continued in 2020, as we developed a new school wide positive behaviour management plan and further increase our strategies to increase

student voice and agency.

Finally, whole school programs and activities along with a harmonious school community, assist our students to feel a sense of belonging and engagement when at school. Transition programs, lunchtime activities, reviews of units of work studied and school values, all assist with achieving our goal of delivering social, emotional and academic growth.

Wellbeing

Mulgrave Primary School provides experiences for all students that enhance motivation and readiness to continue the next step in their learning. The school has links with local preschools and secondary settings and our school's Buddy and 'Step Into Prep' programs ensure that children feel socially and emotionally secure coming to school. Likewise, our secondary transition programs effectively develop confidence and security for students moving into the next phase in their education.

Significantly, our incidents of bullying are low and getting lower. This is an area where the school continues to improve (as above). As a result of steps taken, the school was able to identify areas where we could increase student voice and a renewed whole school commitment to ensure a positive climate for learning for our students. A significant student agency program was developed in 2019 to ensure that bullying remains an isolated practice at MPS and to ensure that students better engage with their learning. This program was further embedded in 2020.

In addition the school has become part of The Resilience Project (TRP) in 2020, with students, staff and parents all completing their TRP training. Throughout the year, students and teachers developed their gratitude, empathy and mindfulness in order to better face life's challenges and enjoy the positives that life has to offer.

The school also incorporates many wellbeing initiatives into our curriculum including eSmart, cybersafety, lunchtime clubs, camps, excursions and explicit consequences and disciplinary processes through the school wide positive behaviour program. All of this work is driven by our Positive Climate for Learning team, who continue to research best practice and lead whole school improvements.

The continued employment of a Student Wellbeing Officer has enabled us to provide social and emotional care for our students and families, particularly those who at times, require specific assistance.

Financial performance and position

2020 continued to be a period of sustained growth and development for Mulgrave Primary School. The school was able to deliver a strong budget surplus whilst also delivering some significant new projects. Construction was completed on our \$3.8m competition sized stadium, complete with performing arts stage, change rooms and kitchenette. The stadium is now available for community hire and will provided a welcomed boost to the schools resources and finances. The school also completed the construction of our second new playground in two years, ensuring the students have wonderful play spaces to develop their motor skills in a safe environment.

A master plan has also been developed to provide a road map for future developments at the school as we respond to our growing numbers, with funds earmarked for projects to improve facilities further in 2021, including the refurbishment of our main toilet block once we receive approval to proceed from the Victorian School Building Authority. In addition, the school will upgrade its iconic 'Map of Australia' running track, which is a significant feature of the school.

Investments continue to be made into new technologies in 2020, representing a large percentage of our operating budget. In addition, the professional learning budget was a significant investment, ensuring our teaching staff are constantly developing their skills. This enabled the school to develop the capacity of all staff and invest in many leaders, established or aspiring.

The operating surplus was underpinned by reduced expenditure in 2020 due to Covid restrictions although these funds will be utilised in 2021.

Mulgrave Primary School will continue to use our resources to ensure we maximise the learning growth of our students, with all decisions made by School Council taken with students at the centre of our work.

For more detailed information regarding our school please visit our website at
www.mulgraveps.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 421 students were enrolled at this school in 2020, 199 female and 222 male.

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

Overall Socio-Economic Profile

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

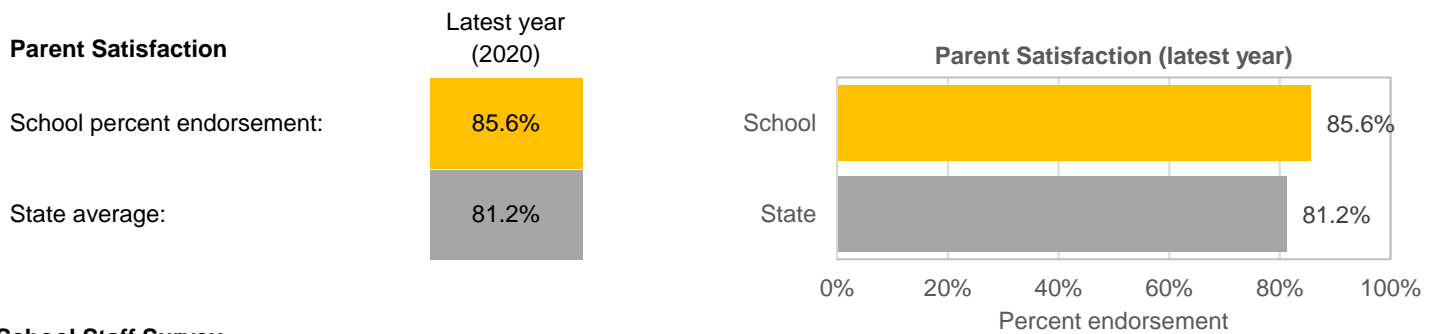
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

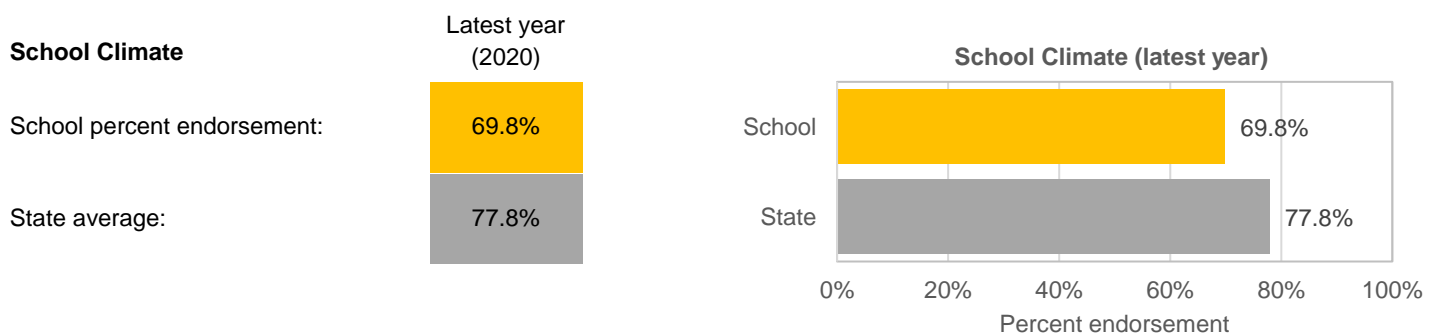


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

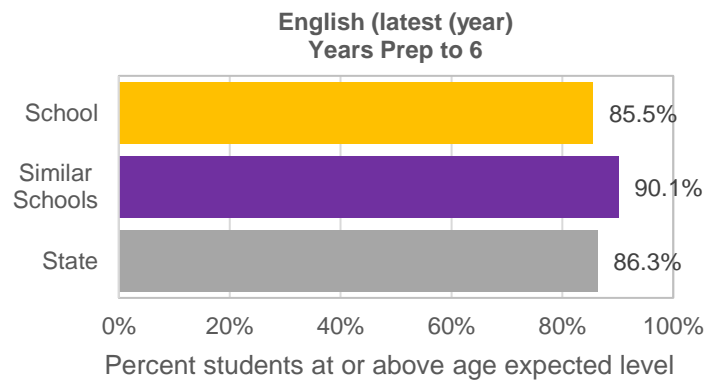
85.5%

Similar Schools average:

90.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

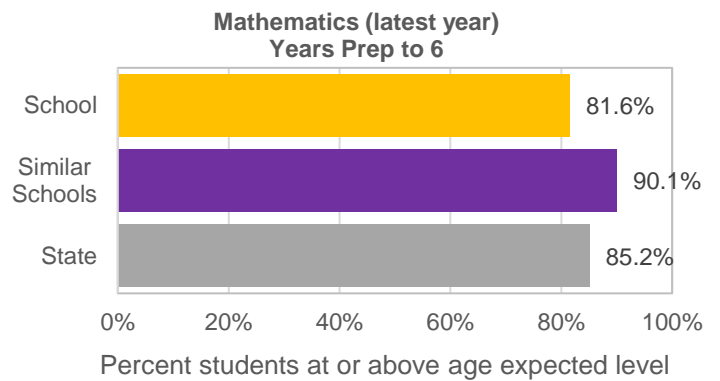
81.6%

Similar Schools average:

90.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

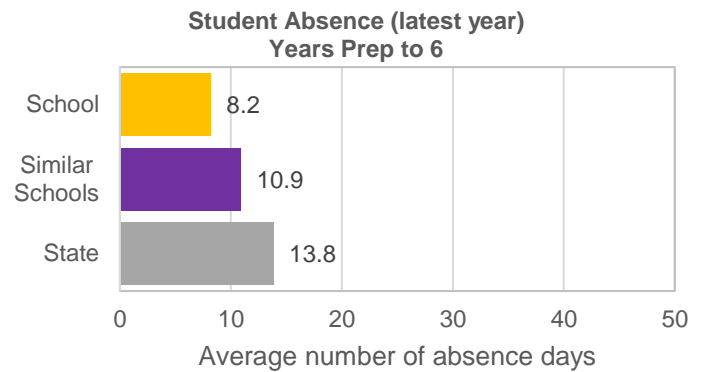
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.2	11.5
Similar Schools average:	10.9	13.8
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	96%	95%	95%	97%	96%	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.

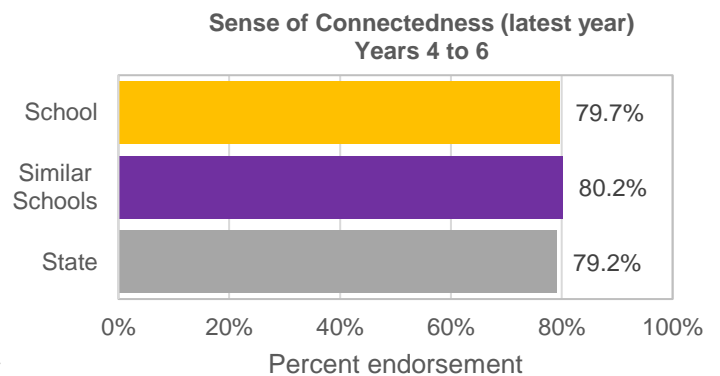
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.7%	81.1%
Similar Schools average:	80.2%	80.3%
State average:	79.2%	81.0%



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

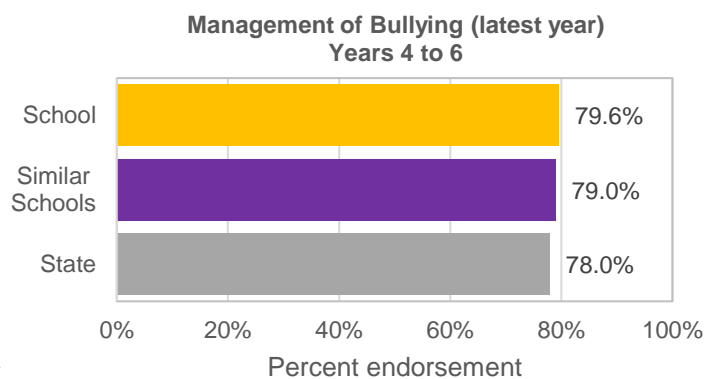
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.6%	78.7%
Similar Schools average:	79.0%	79.8%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,255,550
Government Provided DET Grants	\$410,792
Government Grants Commonwealth	\$4,100
Government Grants State	NDA
Revenue Other	\$1,758
Locally Raised Funds	\$180,348
Capital Grants	NDA
Total Operating Revenue	\$3,852,548

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,050
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$30,050

Expenditure	Actual
Student Resource Package ²	\$3,206,458
Adjustments	NDA
Books & Publications	\$7,168
Camps/Excursions/Activities	\$17,058
Communication Costs	\$2,401
Consumables	\$82,576
Miscellaneous Expense ³	\$8,811
Professional Development	\$11,667
Equipment/Maintenance/Hire	\$89,929
Property Services	\$66,212
Salaries & Allowances ⁴	\$48,399
Support Services	\$68,220
Trading & Fundraising	\$12,077
Motor Vehicle Expenses	\$500
Travel & Subsistence	NDA
Utilities	\$20,885
Total Operating Expenditure	\$3,642,361
Net Operating Surplus/-Deficit	\$210,188
Asset Acquisitions	\$71,131

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$302,065
Official Account	\$34,049
Other Accounts	NDA
Total Funds Available	\$336,115

Financial Commitments	Actual
Operating Reserve	\$64,610
Other Recurrent Expenditure	\$6,610
Provision Accounts	NDA
Funds Received in Advance	\$42,688
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$5,622
Capital - Buildings/Grounds < 12 months	\$171,000
Maintenance - Buildings/Grounds < 12 months	\$46,401
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$336,931

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.