

2023 Annual Report to the School Community

School Name: Patterson River Secondary College (8725)



- 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 28 March 2024 at 10:10 AM by Daniel Dew (Principal)

- This 2023 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 15 April 2024 at 09:24 AM by Nicole Eveston (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- 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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Patterson River Secondary College strives to provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best. In 2023, the College had 1224 students and 152 staff. The College, located in Seaford and adjacent to the Seaford Wetlands and Kananook Creek, provides a diverse range of programs & extra curricula activities. The College caters for 32 Koorie students. The College's core values of Persistence, Excellence, Community and Respect underpin our decision making and programs. Our College focuses on the development of strong relationships to drive learning outcomes and has a number of programs to support this including School Wide Positive Behaviour, Professional Learning Communities (PLC) and mentor programs. In 2023 the College had full use of newly completed STEM and Year 8 buildings, with the school experiencing a significant growth in students electing to complete STEM related subjects. The school completed plans for extensive landscaping around the Performing Arts Centre which should begin in the first half of 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the College continued to achieve learning outcomes equal to or above the state in almost all measures captured in the Performance Summary.

NAPLAN: Because NAPLAN results were updated in 2023 to report against proficiency standards (rather than the previous 'bands of learning') data from both 2022 and 2023 is included. Pleasingly, our students have demonstrated achievement higher than the State in terms of the percentage of students in the new proficiency levels of 'Strong or Exceeding' in Years 7 and 9 Reading and Year 9 Numeracy. Students were almost equal to the State in Year 7 Numeracy with 62.5% of students achieving 'Strong or Exceeding' versus a State average of 62.9%. This is only slightly different to 2022, where our 'School percentage of students in the top three bands' outperformed the State across all four measures. This suggests that the improvements we have seen in our NAPLAN results over the last four years have been sustained in 2023.

Teacher Judgements: With a focus on consistency of assessment practices across the College over the last five years, we can now see a strong correlation between the assessment outcomes of our students against the Victorian Curriculum Achievement Standards. For English in Years 7-10 we are sitting slightly above Similar schools and the State average, with 77% of our students assessed at or above expected standards, versus 73.6% and 75.5% respectively. In Mathematics this average is lower, with 57.9% of students assessed at or above expected standards, versus 66.7% for Similar schools and 68.2% for the State. Given that we have identified Numeracy improvement as a focus again in 2024, it is expected we will begin to close this gap in coming years. In addition, the gap is not prevalent when NAPLAN results are taken into consideration, which may indicate that this is an engagement issue (students' attitudes towards Maths) rather than a learning gap.

Victorian Senior Secondary Certificate: 98.2% of students at our school completed their Year 12 studies, which was higher than both Similar schools and the State averages. Unfortunately an administrative error reports a mean study score of 24.8 in this summary. When corrected, this number changes to 26.7. While this is not yet where we want it to be, we saw the number of students achieving study scores of 40 or above significantly increase within this cohort and we also know from our On Track data that we are outperforming similar schools in the numbers of students progressing into their chosen pathways in 2024 (whether that be work, tertiary studies, apprenticeships or TAFE).

The College progressed a number of key actions related to our Strategic Plan goals. Central to this was our Professional Learning Communities (PLC) work, which involved a school wide approach to identifying problems of practice related to VCE subjects. This work included professional development for all staff on the VCE data service and assessment practices. In addition to our PLC work, the College continued professional learning and the acquisition of hands on equipment to support student learning in Mathematics.

Wellbeing

2023 was a year of consolidation for the Wellbeing team following many changes in the previous few years. Staff employed under Disability Inclusion funding continued to work in this space to help improve student engagement and wellbeing with a focus on attendance and positive mental health.

The team delivered evidence-based programs at all year levels of the College across Tier 1 and Tier 2 as well as direct case management for individual students in the Tier 3 space. The multi-disciplinary approach from the Wellbeing and Inclusion teams

allowed for high quality Disability Inclusion Profiles to be completed from a strengths-based perspective. The Department of Education has recognised the College for exemplary work in this space and asked the College to be involved in the creation of educational videos explaining the DI processes we use to support students who need extra support.

The College's application for Australian Government National Student Wellbeing Program (NSWP) funding for 2024 to 2027 was successful. This has allowed us to employ a Youth Worker two days a week to support the work of the Wellbeing Team and work predominantly in the Tier 1 and 2 space to help deliver widespread pro-active programs across the College.

Pleasingly, the results from the 2023 Student Attitudes to School data in the Sense of Connectedness factor and Management of Bullying factor are significantly higher than like schools and also above State average. This reflects the work of not just the Wellbeing Team but all College staff and their commitment to the College values and School Wide Positive Behaviour Support Framework.

Engagement

Our School Wide Positive Behaviour focus was targeted towards All Settings where our strategy was to upskill staff and students to ensure recess, lunch and break times were calm and orderly and allowed for positive relationships to be built. For staff this was achieved through a number of Professional Learning sessions which focused on relationship building in the yard and staff recognising and acknowledging positive student behaviour. We sought further PL through Dave Vinegrad at Behaviour Matters which was focussed on relationships as well as restorative conversation in the classroom. Our year level teams undertook restorative PL to support and empower staff with redirecting unwanted behaviour.

A number of our program leaders undertook Berry Street Training with a view to contextualise its practices. This knowledge and skills helped inform the work around the start of the lesson ensuring an engaging beginning and creating a calm orderly environment. The implementation of extended assemblies allowed this worked to be targeted towards students understanding "The Why" as well as recognise and celebrate student achievement, create greater connection to the college and each other and build student aspiration and pride.

Our student absence data saw a slight increase from the last couple of years but thankfully not to the same extent as similar school or state. Our College attendance rate sat at 86% which was very consistently across all year levels, an area we planned to achieve improvement. The way in which we coded absences was looked at closely to ensure this wasn't negatively contributing.

Financial performance

Patterson River remains in a strong financial position, however several unexpected factors have seen significant increases in expenditure, particularly in relation to staffing resulting in the College finishing 2023 in both a staffing and cash operating deficit. A reduction in the maximum hours of face to face teaching associated with the 2022 VGSA resulted in the school needing to hire an additional 12 teachers. Due to statewide teacher shortages, the vast majority of these teachers were experienced teachers from other schools, with a big reduction in graduate teachers. The Finance Committee estimates that this has resulted in an increase in staffing costs by \$250,000 compared to a typical year.

The College also experienced a significant increase in CRT staffing costs, particularly in the second half of the year. Factors include built up long service leave and time in-lieu with Department Policy. The College also experienced a delay in new funding associated with the Disability Inclusion reform, however the majority of this money should be back paid to the time last year in which funding applications were submitted and will offset some of the \$210,000 staffing deficit from last year.

Revenue from the external hirers increased significantly in 2023, following 3 years interrupted by the pandemic. External hirers were able to repay debt owed to the school for hiring, with all external hirers now consistently meeting 30 day payment terms.

For more detailed information regarding our school please visit our website at www.prsc.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 1247 students were enrolled at this school in 2023, 556 female and 686 male.

7 percent of students had English as an additional language and 2 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).

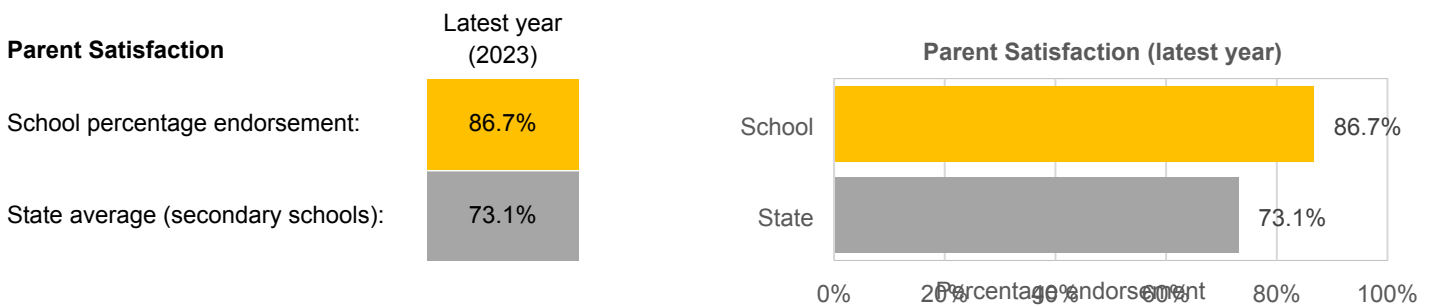
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

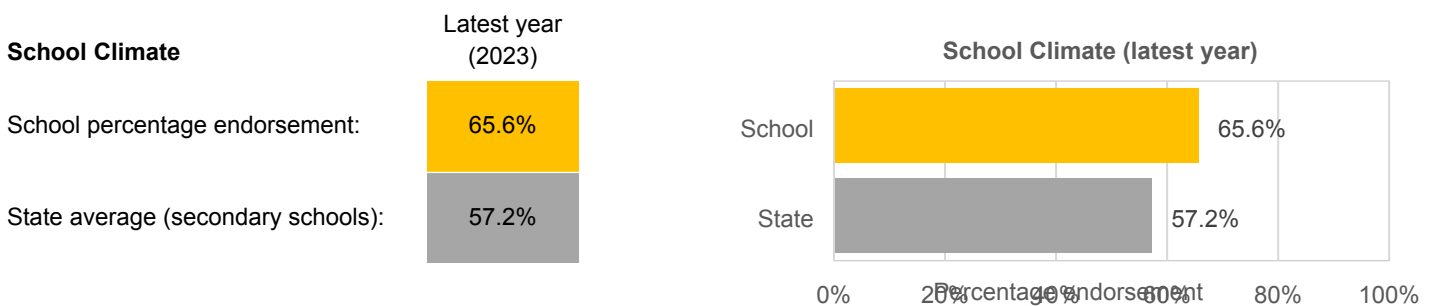


School Staff Survey

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

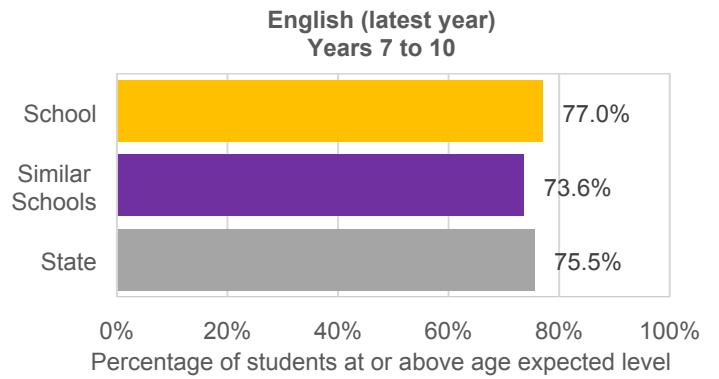
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

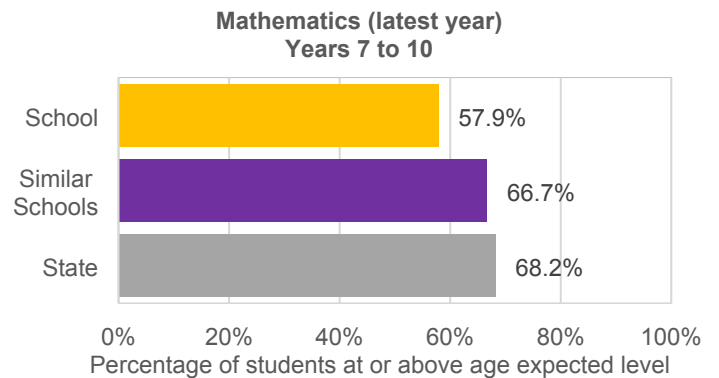
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	77.0%
Similar Schools average:	73.6%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	57.9%
Similar Schools average:	66.7%
State average:	68.2%



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

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.0%

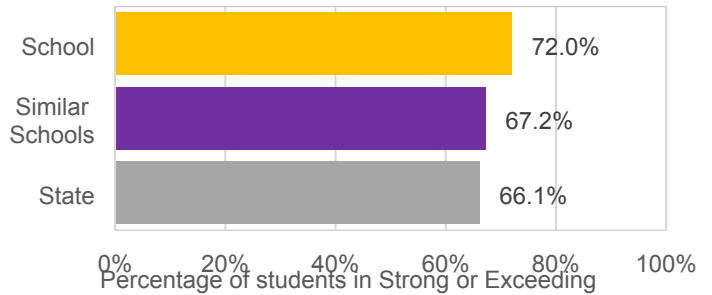
Similar Schools average:

67.2%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.1%

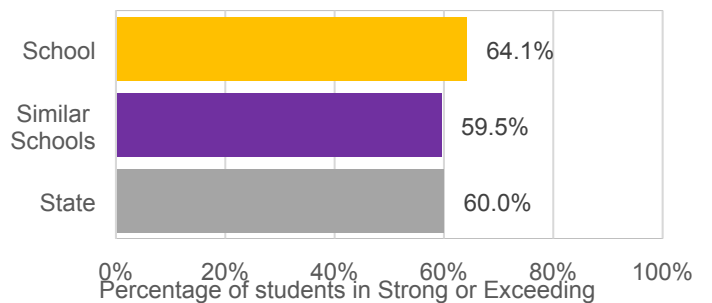
Similar Schools average:

59.5%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

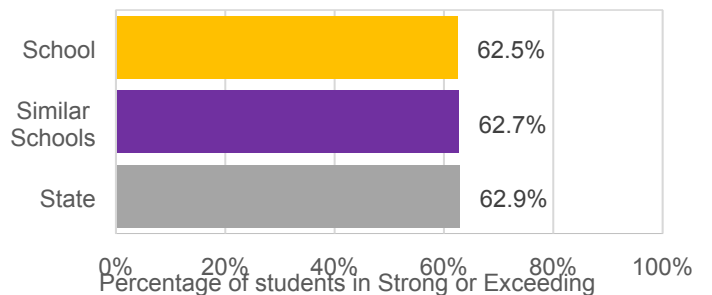
Similar Schools average:

62.7%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.2%

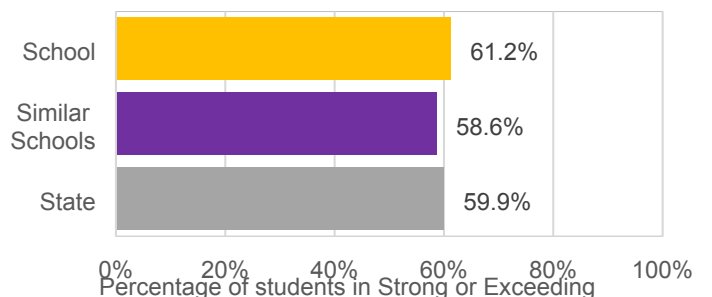
Similar Schools average:

58.6%

State average:

59.9%

NAPLAN Numeracy (latest year) 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.

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

55.9%

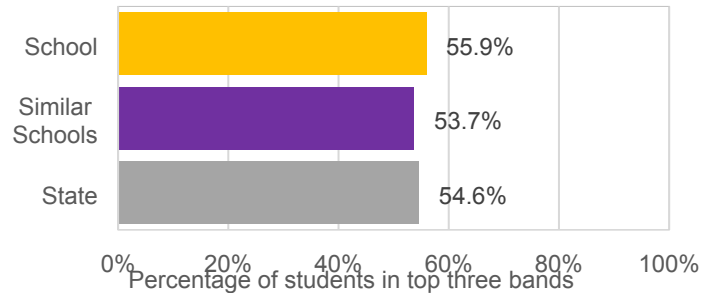
Similar Schools average:

53.7%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

53.2%

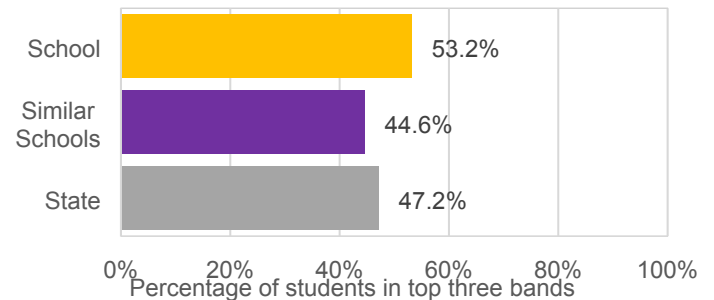
Similar Schools average:

44.6%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

54.7%

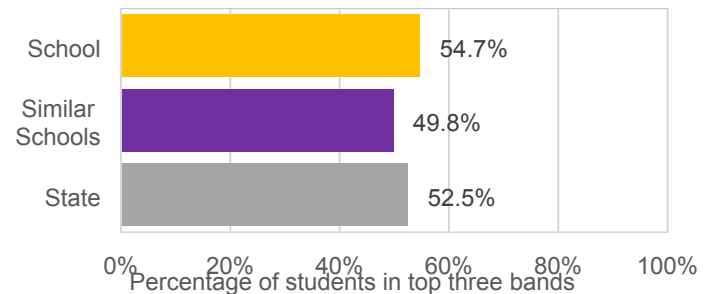
Similar Schools average:

49.8%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

49.5%

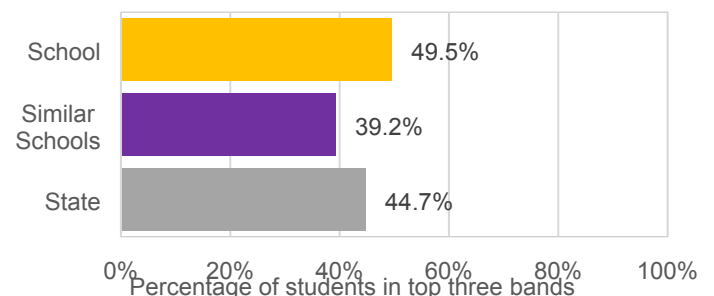
Similar Schools average:

39.2%

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

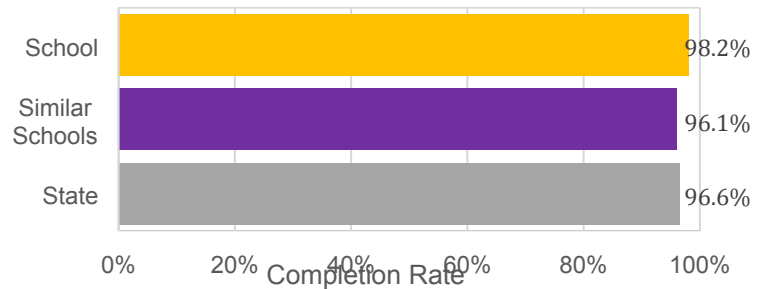
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	98.2%	96.7%
Similar Schools completion rate:	96.1%	97.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.8

Number of students awarded the VCE Vocational Major

36

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

31%

Percentage VET units of competence satisfactorily completed in 2023:

89%

WELLBEING

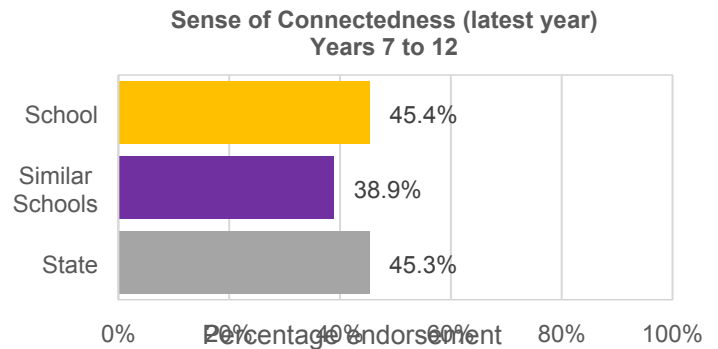
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	45.4%	48.5%
Similar Schools average:	38.9%	44.4%
State average:	45.3%	49.9%

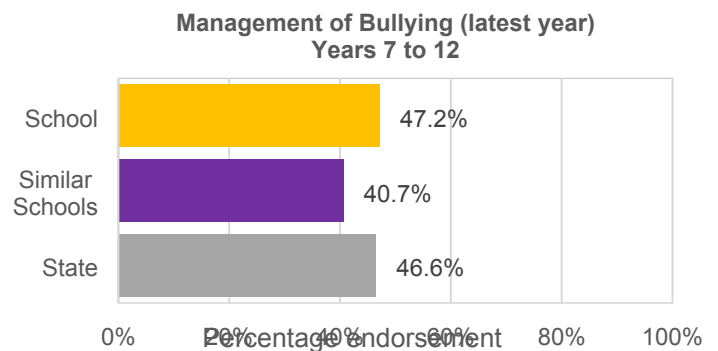


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	47.2%	51.8%
Similar Schools average:	40.7%	46.2%
State average:	46.6%	51.0%



ENGAGEMENT

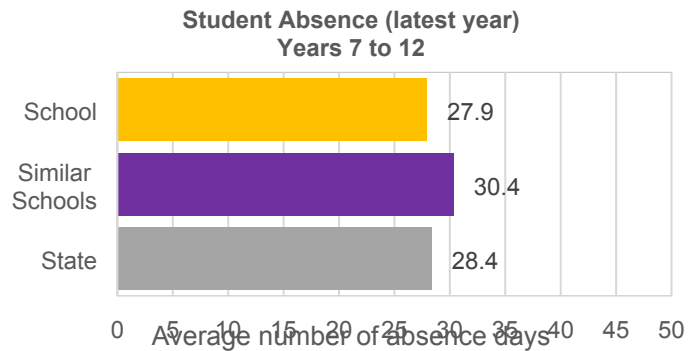
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	27.9	26.1
Similar Schools average:	30.4	24.8
State average:	28.4	23.8



Attendance Rate (latest year)

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

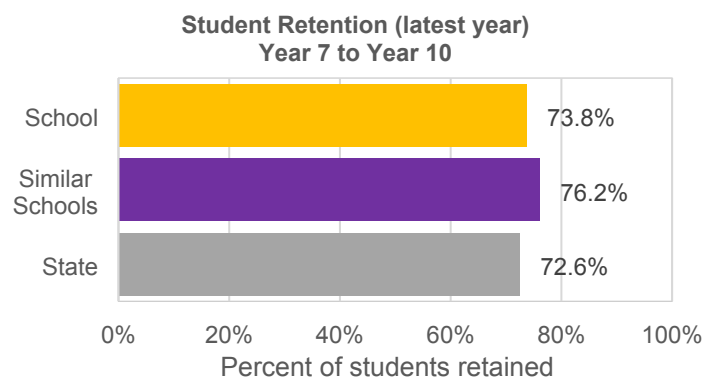
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	86%	85%	84%	87%	88%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	73.8%	78.9%
Similar Schools average:	76.2%	77.8%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

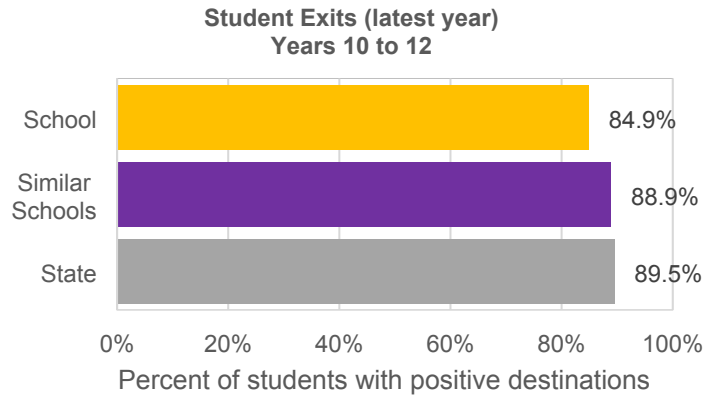
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	84.9%	84.4%
Similar Schools average:	88.9%	88.1%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$15,249,867
Government Provided DET Grants	\$1,212,821
Government Grants Commonwealth	\$5,841
Government Grants State	\$0
Revenue Other	\$199,247
Locally Raised Funds	\$1,021,481
Capital Grants	\$7,747
Total Operating Revenue	\$17,697,005

Equity ¹	Actual
Equity (Social Disadvantage)	\$419,806
Equity (Catch Up)	\$49,661
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$469,467

Expenditure	Actual
Student Resource Package ²	\$15,903,335
Adjustments	\$0
Books & Publications	\$6,239
Camps/Excursions/Activities	\$497,745
Communication Costs	\$31,866
Consumables	\$259,584
Miscellaneous Expense ³	\$133,577
Professional Development	\$40,084
Equipment/Maintenance/Hire	\$405,699
Property Services	\$404,790
Salaries & Allowances ⁴	\$128,582
Support Services	\$852,515
Trading & Fundraising	\$14,740
Motor Vehicle Expenses	\$6,468
Travel & Subsistence	\$70,114
Utilities	\$104,048
Total Operating Expenditure	\$18,859,387
Net Operating Surplus/-Deficit	(\$1,170,129)
Asset Acquisitions	\$0

- (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 20 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,397,174
Official Account	\$114,877
Other Accounts	\$85,297
Total Funds Available	\$1,597,349

Financial Commitments	Actual
Operating Reserve	\$441,107
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$67,780
School Based Programs	\$328,159
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$216,917
Repayable to the Department	\$733,858
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$50,634
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,038,455

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.