

2022 Annual Report to the School Community

School Name: Thomastown West Primary School (4999)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2023 at 10:09 AM by Sandi Young (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 April 2023 at 05:36 PM by Paul Johanson (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

How to read the Annual Report (continued)

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 is insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

At Thomastown West Primary School, our school motto is Together Working on Pathways to Success. At Thomastown West Primary School, we strongly believe that education is a partnership between teachers, families and the wider community. We work together to ensure all students experience success. Students can reach their full potential when they are happy, healthy and safe. Thomastown West Primary School's objective is to encourage every child to reach their academic and social potential. We do this by providing an inclusive and innovative learning environment. Our mission is to be a caring learning community committed to creating and maintaining a positive and supportive environment for all students who walk through our doors. At our school:

- ✓ Everyone has the right to work and learn.
- ✓ Everyone has the right to feel safe and comfortable.

Thomastown West Primary School was established in 1971. It is located approximately 20 kilometres north of the CBD. The school site is adjacent to Thomastown Secondary College, and the schools share some sports facilities and a car park. Thomastown West Primary School is a multicultural community with 268 students enrolled in 2022, 120 female and 148 males. Fifty-two percent of students were recorded to have English as an additional language, and 7 percent were Aboriginal or Torres Strait Islander. We have over 20 nationalities represented in our school community, and 9.4% are refugees. Our diversity and inclusion are one of our greatest assets. Generally, our school community is transient. That is, the number of Grade 6 children in 2022, who started at the school in Prep, was 20 out of 44 students or 45%.

The school's socioeconomic profile is based on the school's Student Family Occupation and Education Index. SFOE is a measure of the socio-educational disadvantage of a school based on the educational and employment characteristics of the parents/carers of students enrolled at the school. This school's SFOE band value is: High. A high band represents a high level of socio-educational disadvantage. In 2022 there were 34 staff; some were part-time. Staff included the Principal and Acting Assistant Principal, a Leading Teacher, a Learning Specialist and classroom teachers. The non-teaching staff included Office staff, Integration Aides, a full-time Primary Welfare Officer, a part-time Wellbeing staff member and a Mental Health and Wellbeing Coordinator. We were fortunate to have an active Parents and Friends group that met regularly to organise and support school events and fundraising activities.

During 2022, the Out of School Hours program changed to KidsCo, and in Term 4, Before School Care was introduced to supplement the After School Care option for parents. The school curriculum has a significant focus on Literacy and Numeracy. Each day 2 hours of Literacy are taught, and one hour of Numeracy. Our specialist subjects include Music, STEM, Visual Arts and Physical Education. During 2022, in addition to the two Tutor teachers, the school was able to allocate two full-time teachers (out of the classroom) to provide Literacy Intervention for students who require extra assistance, such as a Phonological Awareness Program and targeted Literacy Support. The school utilised an EAL coordinator to oversee a whole school EAL immersion program implemented by classroom teachers to support students where English is an additional language and who need some further assistance. A noteworthy feature of the Foundation/Prep classes is the Oral Language program. Thomastown West Primary School also offers programs that extend and enhance students' abilities, including a Student Excellence program, a student Maths Olympiad team and specialised music programs such as instrumental lessons, choir and a school band.

Thomastown West Primary School has a Community Hub onsite. Our school has sustained its partnership with the Hub over the years and has strengthened their connection with Whittlesea Community Connections, The Smith Family (approximately 100 children receive sponsorship) and Reservoir and Preston Adult Community Education (PRACE). Thomastown West Community Hub traditionally offers a range of programs that have supported the needs of families at Thomastown West Primary School and students in the Thomastown Community during the school day, after school and during the school holidays.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Thomastown West Primary School continued its work on the new strategic plan goal of improving student learning in Literacy and Numeracy for each student. At Thomastown West Primary School, 75.2% of students in years prep - six were reported working at the age-expected standard or above in their English achievement based on the teachers' professional judgments, where multiple forms of assessment were analysed and triangulated. It is pleasing that this result aligns with the similar schools' percentage of 75%. Although these results are both below the state average, since the previous annual report, teacher judgements indicated that student performance in English has slightly increased. An improvement in NAPLAN reading results has been shown through the number of year 3 students in the top three bands for reading, which has increased significantly to 70% in 2022, noting that this achievement is above similar schools' average performance of 64%. In relation to the year 5 reading NAPLAN, the school sustained its reading achievement results from 2021 to 2022, while similar schools' data declined slightly. This sustained improvement reduced the gap between our year 5 reading performance scores and similar schools' achievement.

While the number of students in years prep - six who achieved at or above the expected level for Mathematics has improved from 2021 to 2022. The teacher judgements of students' performance have been identified as sitting below the state average. In contrast, the year 3 numeracy NAPLAN achievement illustrated impressive gains from 2021 to 2022, with an increased number of year 3 students in the top three bands, aligning us with similar school results. It should be noted that in 2022, the year 5 numeracy NAPLAN performance results were lower than in 2021 at both Thomastown West Primary School and similar schools. As a result, Mathematics will become a priority in the school's 2023 Annual Implementation plan, including an increased numeracy focus during weekly Professional Learning Community meetings and whole school professional learning. Each term during 2022, Thomastown West Primary School successfully conducted 70 Student Support Group meetings with students, parents, teachers and aides to monitor, evaluate and create students' individual learning goals or wellbeing goals to support students' Individual Education Plans and Behaviour Support Plans. The percentage endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey for our school was 85.3%, notably above the State's average for primary school at 79.9%.

Wellbeing

During 2022, Thomastown West Primary School continued to maximise engagement and wellbeing support for students by successfully implementing multiple wellbeing and inclusion programs or events. Programs included:

- ✓ The Side by Side partnership with Berry Street Education and VACCA. This program is designed to support families with attendance at school and connection to family support services where necessary. It includes a teacher on-site at school three days a week to support students in the program socially and academically and two family liaison officers.
- ✓ The Mental Health in Primary School program continued, and the school continued to receive funding for a Mental Health and Wellbeing Leader. This teacher leader is responsible for building the capacity of classroom teachers to increase their mental health literacy and strategies to support students with additional needs effectively.
- ✓ The Refugee Education Support Program (RESP) evolved in 2022 by utilising our partnerships, including our Community Hub, Food Bank and Berry Street, to further increase parent engagement. Afternoon

activities involved parents and their children actively participating in Maths games, cooking and sporting activities or parents learning more about Compass, Class Dojo, Homework and the Semester Reports.

- ✓ The Koorie Literacy and Numeracy Program continued in 2022 with an experienced teacher dedicated to working with Koorie students who required extra support with literacy and numeracy.
- ✓ The school's Primary Welfare Officer supported students and families to access school uniforms through State School Relief, food hampers from Foodbank and access support agencies in the community.

Thomastown West students participate in annual surveys of students' wellbeing and engagement at school. The Attitudes to School Survey data indicates that 76.4% of our Years 4-6 students have a strong sense of connectedness to our school and a sense of inclusion, similar to that of the State average. The feedback from the same survey indicated a slight decline in the Management of Bullying, sitting at 73%, while the state average was 75.8%. It is our hope that the work completed in Semester 2 by the school's Student Voice student leadership team, who redesigned our School Wide Positive Behaviour procedures to ensure a child-friendly shared agreement, should lead to increased results next year. The Attitudes to School Survey results also indicate that our students' positive percentage of endorsement was at or above the State's results in

*Emotional awareness and regulation

*Help-seeking

*Respect for Diversity

Engagement

Student attendance continues to be a concern and an area of focus for the school. Multiple wellbeing programs previously mentioned in this report, the school participating in an Attendance Community of Practice inquiry project with other local primary and secondary schools and comprehensive data and articles in the weekly newsletter or whole school assembly contribute to efforts to increase student attendance. Interestingly, the 2022 Attitudes to School Survey results indicate that 91% of students in Years 4-6 have a positive attitude towards attendance, which has been sustained since 2019 and remains above the State's endorsement percentage.

Increasing student voice and agency has been a goal for Thomastown West. During Term 3, a seven week student-led inquiry based 'Curiosity program' was successfully implemented across the whole school, culminating in a Showcase where students presented their individualised projects to parents, carers and the community. It was pleasing that our efforts were recognised in the 2022 Attitudes to School Survey, with the percentage of positive endorsement for Student Voice and Agency now sitting above the State's average. Similarly, the positive endorsement results for Motivation and Interest, Perseverance and Sense of Confidence were above or at the State's results.

Other highlights from the school year

English

To inform Reading pedagogy professional learning in 2022, pre-data was collected to understand what teachers understood, any misconceptions, and areas for growth. The sharing of data informed the need for change towards a whole school consistency in reading practice. Reading Professional Learning was delivered through Professional Learning Communities, and peer observations with a Reading focus were conducted, where staff observed other teachers and teaching partners from the Differentiated Support for School Improvement Department of Education regional team. Monitoring and evaluating data during School Improvement Team meetings, where the Data Pyramid was unpacked, and ongoing formative assessment practices were established. Team Leaders, also members of the English Curriculum Team had the capacity to lead change within their teams. As a result, the TWPS Reading Instructional Model was co-created with the intent to trial the model in 2023.

Maths

In 2022, the whole school Maths Common Assessment Tasks were successfully administered, and the data was moderated in both year-level teams and across year-levels. This led to increased collective responsibility. A problem-solving scope and sequence was also trialled during 2022. To optimise student agency and differentiate student learning 'Bump It Up Walls' were introduced. The draft Maths scope and sequence was updated based on collated staff feedback, which led to consistency across the school. Structures were put in place to ensure time for the triangulation of data to inform and evaluate teaching practice. Student goals were trialled in some year levels.

Student Engagement, Wellbeing and Inclusion

In the past year, many initiatives have been implemented to support student wellbeing and engagement at the school. The SEWI Scope and Sequence documents were reviewed and updated with Berry Street components and are ready to be shared and trialled by classroom teachers in 2023. The Student Voice team reviewed the SWPBS documents, and their feedback and collaboration led to the development of a new, student friendly SWPBS Matrix. Mental Health and Wellbeing Pathways and Referral forms were developed, including Internal Referral, Mental Health Continuum Referral, and Major Behavior Referral forms. Staff completed Berry Street Educational Model (BSEM) Training, and supporting documents were created for Berry Street interventions. Berry Street interventions were implemented across the school, including Morning Circle, Brain Breaks, and Ready to Learn plans. The Side by Side Program supported 'at risk' students with low attendance, while the Refugee Education Support Program ran successfully in The Hub. Respectful Relationships were taught throughout the school, and the Student Voice team reviewed and updated the DOJO points system and DOJO Shop to include differentiated prizes and awards. A Morning Greeting poster was created, distributed, and displayed in all classroom entrances. Quiet Zone resource kits and supporting information sheets were developed and supplied to all classroom teachers. The school also established various Student Wellbeing Support Programs, including Breakfast Club, RESP Family Hour and Foodbank Cooking, Koorie Club and Koorie Literacy and Numeracy Program (KLNP), Friendship Groups and Lunchtime sports, Go Zen (Anxiety Awareness), Play Therapy, Art Therapy, Tritactics, Smith Family - Passport to Success Transition and Scholarships, I Can Imagination Club, School Psychologist, and Kids Hope City Life Mentors.

Financial performance

Financial commitments were met within the expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of the Finance Reports to facilitate their monitoring of the school's finances. The school year concluded with a financial surplus. These funds have been intentionally set aside for staffing and Teaching/Learning programs in 2023, noting that student enrolments have declined approximately 23% since 2019, yet the school's staffing profile continues to be predominantly Classroom Level 2 teachers. The reduction of international travel due to Covid19 and the increased cost of housing in our community has also impacted our enrolments. Thomastown West Primary School Council has continued its Hire Agreement with 'Dog Solutions' who utilise the school grounds outside of school hours for dog training and obedience classes.

For more detailed information regarding our school please visit our website at
<https://www.thomwestps.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 268 students were enrolled at this school in 2022, 120 female and 148 male.

52 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).

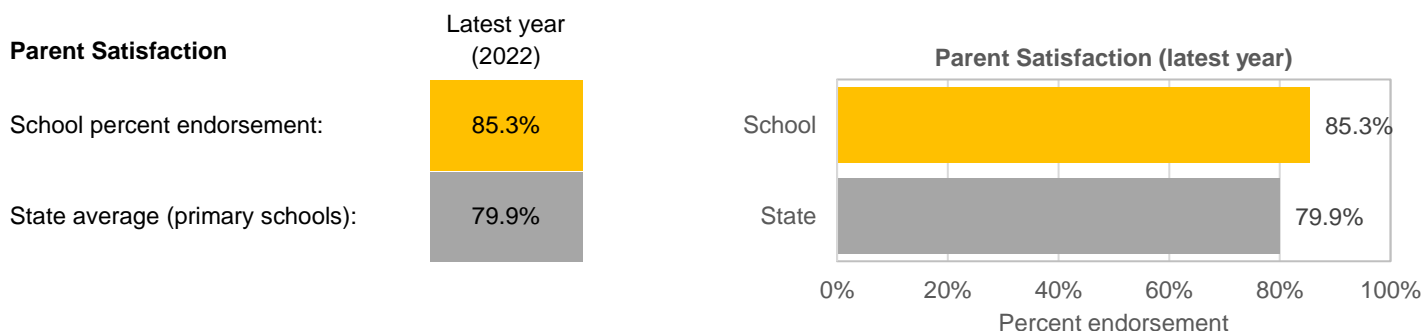
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

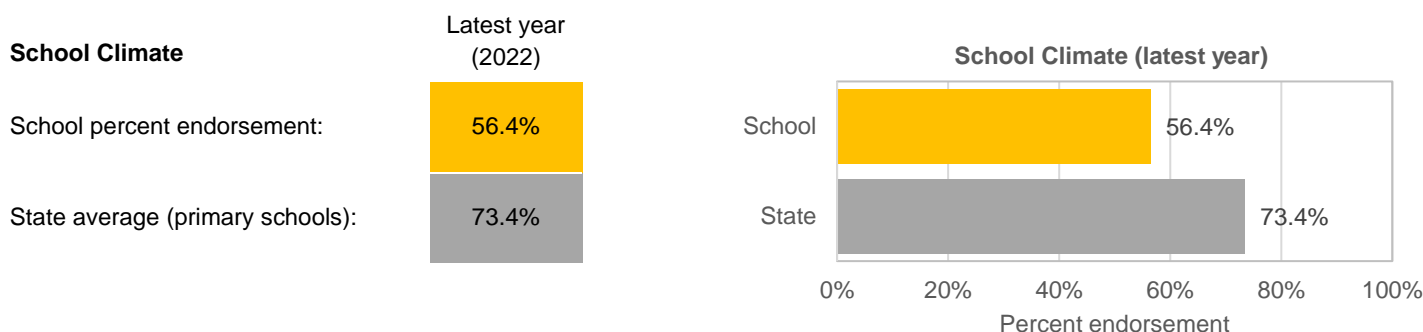


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

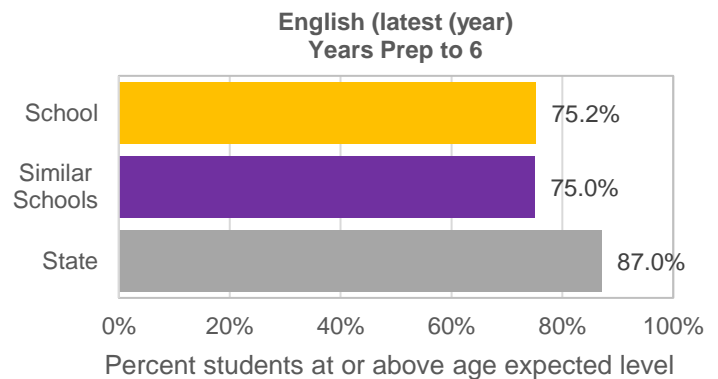
75.2%

Similar Schools average:

75.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

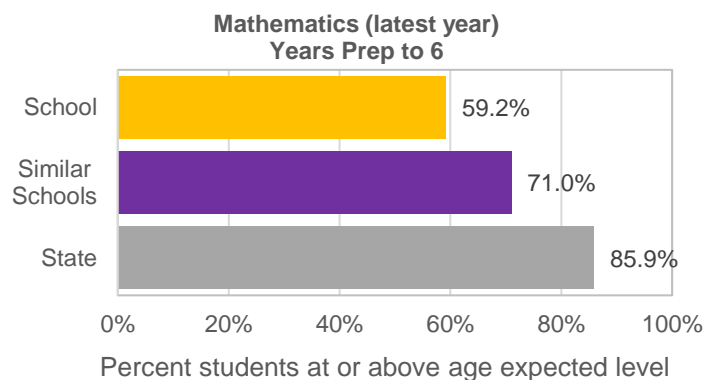
59.2%

Similar Schools average:

71.0%

State average:

85.9%



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.

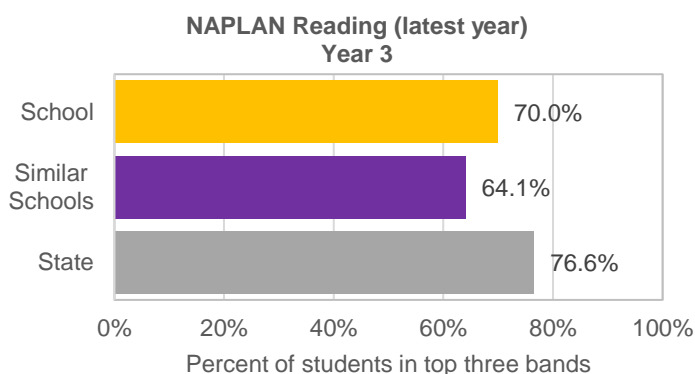
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

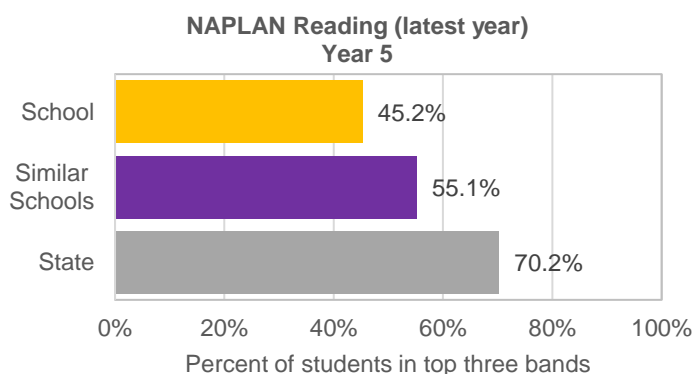
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	61.8%
Similar Schools average:	64.1%	63.7%
State average:	76.6%	76.6%



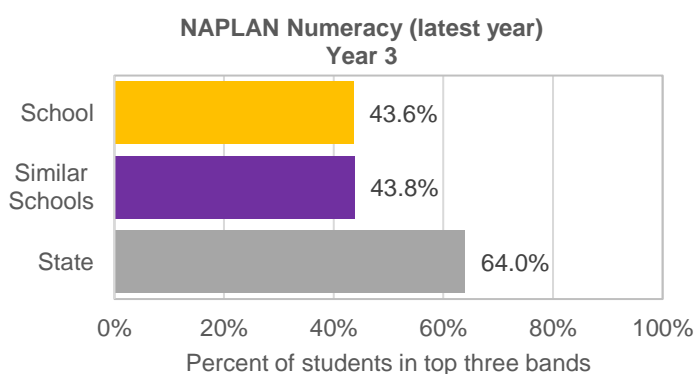
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.2%	49.2%
Similar Schools average:	55.1%	55.2%
State average:	70.2%	69.5%



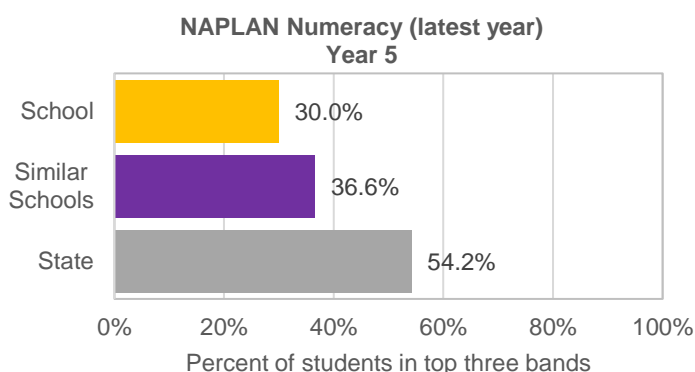
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.6%	45.3%
Similar Schools average:	43.8%	47.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.0%	41.2%
Similar Schools average:	36.6%	41.7%
State average:	54.2%	58.8%



WELLBEING

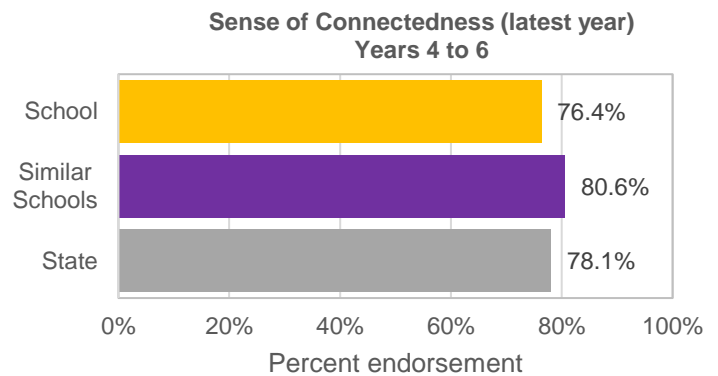
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.4%	80.1%
Similar Schools average:	80.6%	81.3%
State average:	78.1%	79.5%

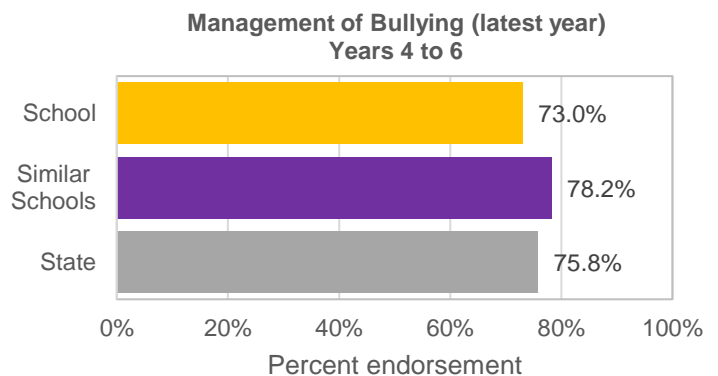


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.0%	76.8%
Similar Schools average:	78.2%	79.6%
State average:	75.8%	78.3%



ENGAGEMENT

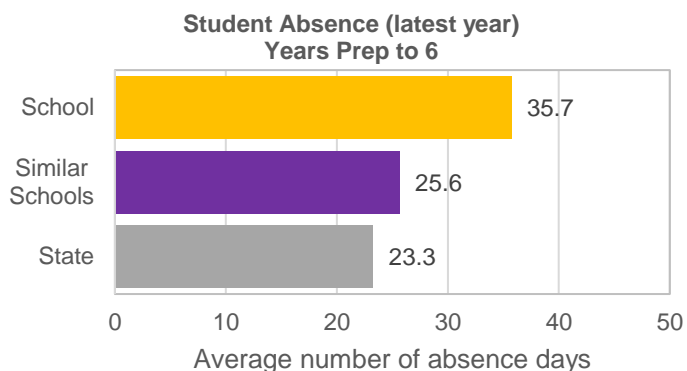
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	35.7	25.5
Similar Schools average:	25.6	20.9
State average:	23.3	17.0



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 (2022):	78%	80%	85%	83%	79%	85%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,625,287
Government Provided DET Grants	\$541,622
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$10,542
Locally Raised Funds	\$55,624
Capital Grants	\$0
Total Operating Revenue	\$4,233,076

Equity ¹	Actual
Equity (Social Disadvantage)	\$722,897
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$722,897

Expenditure	Actual
Student Resource Package ²	\$3,404,760
Adjustments	\$0
Books & Publications	\$679
Camps/Excursions/Activities	\$53,289
Communication Costs	\$8,241
Consumables	\$52,330
Miscellaneous Expense ³	\$16,876
Professional Development	\$6,198
Equipment/Maintenance/Hire	\$61,291
Property Services	\$88,929
Salaries & Allowances ⁴	\$285,287
Support Services	\$27,114
Trading & Fundraising	\$8,701
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,493
Total Operating Expenditure	\$4,048,189
Net Operating Surplus/-Deficit	\$184,887
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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$355,711
Official Account	\$2,393
Other Accounts	\$0
Total Funds Available	\$358,104

Financial Commitments	Actual
Operating Reserve	\$94,833
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$250,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$394,833

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.