

2025 Annual Report to the School Community

School Name: Sherbourne Primary School (5013)



- 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 23 March 2026 at 12:47 PM by Brett Hayes (Principal)

- As executive officer of the school council, I attest that this 2025 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 23 March 2026 at 12:47 PM by Brett Hayes (Principal)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Sherbourne Primary School is committed to creating a community where all students feel accepted, respected and encouraged to reach their full potential, while being empowered to embrace learning and strengthen their emotional, social and physical wellbeing.

Our community-developed values of Connect, Growth, Curiosity and Respect were an integral part of 2025. These values were shaped collaboratively by staff, students, parents and the wider community, reflecting who we are as a school and guiding the direction of Sherbourne Primary School moving forward.

Sherbourne Primary School was established in 1971 and is located in the suburb of Briar Hill, approximately 19 kilometres north-east of Melbourne's Central Business District (CBD). The school is part of the Banyule Nillumbik Network of schools within the North-Western Victoria Region.

The main building houses the administration office, classrooms and staff areas, while the school grounds feature modern facilities including dedicated spaces for specialist programs. A library, gym/hall and outdoor deck areas provide additional learning environments. The school also has an indoor swimming pool; which continues to be a focus of the school council to get back up and running for community and student benefit. Throughout 2025, the School Council continued investigating the viability of reopening the pool in collaboration with the Department of Education Provision and Planning team and community stakeholders. It is expected to be up and running during the 2026 school year.

Sherbourne Primary School offers a well-equipped outdoor environment, including several playgrounds, shaded areas, a synthetic oval with a running track and designated outdoor learning and leisure spaces.

In 2025, the school had an enrolment of 51 students, organised into three classes:

- **Prep / Grade 1 / Grade 2** – 13 students
- **Grade 3 - 6 students** – 37.6

The **Student Family Occupation and Education (SFOE) index** for 2025 was **0.2445**.

Sherbourne Primary School acknowledges and values the cultural diversity of its community. The school continues to incorporate cultural and curriculum programs that honour and educate students about Aboriginal and Torres Strait Islander histories and heritage.

Sherbourne Primary School's staffing profile included:

- **1 Principal**
- **3 Full-Time Equivalent (FTE) teaching staff**
- **5.4 Education Support (ES) staff**, including office administration and classroom integration aides

The Foundation–Year 6 curriculum framework aligns with the Victorian Curriculum and Victorian Teaching and Learning Model (VTLM) 2.0, incorporating the eight learning areas required under

the Education and Training Reform Act 2006. The school has a clear instructional model based on explicit teaching practices.

Classroom teaching is complemented by specialist programs in:

- **Physical Education (PE)**
- **Japanese (LOTE)**
- **Visual Arts**
- **Science**

Access to digital technologies is embedded within classroom learning through school-owned devices and supported by a range of digital platforms and programs.

Sherbourne Primary School maintains a strong balance between learning and wellbeing, recognising that both are essential to student success.

In 2025, the school's Outside School Hours Care (OSHC) program was led by Big Childcare, who commenced their service that year. The school acknowledges the support Big Childcare has provided to the Sherbourne community through the OSHC program.

Sherbourne is fortunate to have a highly engaged and supportive parent community, who play a vital role in school life. Parents contribute through the School Council and its committees, actively supporting school programs and contributing to the strategic direction of the school.

Sherbourne Primary School is committed to providing a high-quality, inclusive education supported by evidence-based programs. The school empowers students to become collaborative leaders, responsible citizens, respectful individuals and active learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our focus for 2025 was to maximise the learning growth of every student, with a particular emphasis on the Victorian Teaching and Learning Model (VTLM). Our goal was to ensure that all students achieved at least 12 months of academic growth by identifying their individual learning needs and providing targeted and differentiated instruction.

To support this work, we prioritised the Victorian Teaching and Learning Model (VTLM) 2.0, with a strong focus on explicit teaching and the use of consistent planners across the school in English. This work was undertaken under the guidance of our Educational Improvement Leader (EIL), who modelled effective practice and provided coaching support for staff throughout the year.

This approach was reinforced through the use of common planning documentation and the embedding of a consistent instructional model across Prep to Year 6. Staff were immersed in professional learning focused on implementing VTLM 2.0 through the school's instructional model, strengthening the consistency of teaching practice across the school.

Engagement in this high-quality professional learning enabled staff to transfer their knowledge and strengthen practice across other areas of the curriculum.

Our 2025 NAPLAN results were very positive, with student outcomes strong consistently across all areas. Ongoing teacher assessments and triangulated data sources support consistent evaluation of student progress and growth across the school. We have a good understanding of the next steps the school need to take to continue to maximise growth through teaching and learning.

Wellbeing

At Sherbourne Primary School, wellbeing is defined as the holistic development of students, encompassing their physical, mental, social, cultural and emotional wellbeing. We promote wellbeing through positive relationships, a strong sense of calm, order and routine, a connected community spirit, and ongoing communication between students, staff and families.

The School Wide Positive Behaviour Support (SWPBS) framework and our Social and Emotional Learning (SEL) program underpin the direction of the school and guide how we support student wellbeing. During 2025, the school community collaboratively developed the values of Curiosity, Growth, Connect and Respect, which now guide decision-making and behaviour expectations across the school.

The Rights, Resilience and Respectful Relationships (RRRR) curriculum is implemented across all year levels and is led by the school's SEL Leader. Targeted teaching and learning in this area was strengthened through the analysis of Student Opinion Survey data, Parent Opinion Survey data, and internal school data, enabling staff to identify areas for improvement and respond to the needs of students and families.

Our school values guide our actions and decisions, forming the foundation of our approach to student wellbeing. To support this, a consistent Junior and Senior Start-Up Learning Program (SULP) was implemented at the beginning of the school year. This program focused on establishing positive relationships, clear expectations, routines and processes, while explicitly teaching the behaviours that reflect our school values. These principles underpin how we work, learn and play together as a school community.

Student wellbeing and learning remained a deliberate and explicit focus throughout 2025. The school continued to support students with additional needs, including those previously supported through the Program for Students with Disabilities (PSD) and now through the Disability Inclusion Profile (DIP) process.

Throughout 2025, the school engaged with the Disability Inclusion Profile (DIP) process, successfully conducting profile meetings that resulted in additional funding for students. The DIP funding model has enabled the school to plan for four classes in 2026, supporting smaller class sizes and allowing increased support through Education Support (ES) staff. This work has strengthened the school's ability to focus on both student learning and wellbeing.

Key Wellbeing Initiatives Implemented in 2025

Targeted Support for PSD/DIP Students

Education Support (ES) staff worked closely with teachers to ensure inclusive learning opportunities and engagement for students receiving funding and additional support.

Curriculum Adjustments

Teaching staff modified weekly planners to accommodate the needs of funded students and those requiring additional support in curriculum planning, teaching, learning, assessment and reporting.

Collaboration with Allied Health Professionals

The school strengthened partnerships with therapists, speech pathologists, Student Support Services (SSS) and other allied health professionals to provide targeted support and intervention.

Individual Education Plans (IEPs)

IEPs were developed and implemented for students receiving PSD/DIP funding and for students requiring additional learning adjustments.

Student Snapshot Profiles

Student snapshot profiles were created to support staff in quickly identifying strategies, adjustments and potential triggers, ensuring clear communication between classroom teachers and ES staff.

Student Support Group (SSG) Meetings

Regular SSG meetings were conducted in collaboration with parents and carers to monitor student progress and ensure consistent support.

Breakout Spaces

Breakout spaces were available throughout the school to provide calming environments, safe play opportunities and support for students requiring regulation or sensory breaks.

Throughout 2025, staff worked collaboratively to refine curriculum planners to ensure appropriate adjustments were made to cater for the diverse learning needs of all students. This planning continues to support the Disability Inclusion funding model and strengthens the school's inclusive approach to teaching and learning.

Engagement

In 2025, Sherbourne Primary School remained committed to strengthening student learning and wellbeing through the implementation of the school's 2025 Priority Goals.

Results from the Student Opinion Survey were exceptional and reflected the significant work undertaken to engage students through meaningful learning opportunities and positive school experiences. Opinion surveys by parents and staff had improved significantly positive compared to previous years.

Throughout the year, staff continued to support each student at their point of need, consistently adjusting planners and teaching practices based on student learning data and individual growth areas. A key focus for all staff was the continued implementation of the Victorian Teaching and Learning Model (VTLM). This work was supported by the Educational Improvement Leader (EIL), who collaborated with staff through regular coaching and planning sessions to strengthen teaching practice across the school.

A central goal of our work was to develop respectful and resilient learners who demonstrate a growth mindset and uphold our school values of Connect, Growth, Curiosity and Respect. Programs focusing on breath work and the Rights, Resilience and Respectful Relationships (RRRR) curriculum played an important role in fostering these qualities in students. These

initiatives also provided opportunities for staff to reflect on and evaluate current practices, ensuring we continue to strengthen student engagement and wellbeing.

Attendance remained a key focus throughout the year, with the school actively promoting the strong connection between attendance and academic success through Compass posts and school newsletters, keeping families informed and engaged in supporting their child's learning.

Sherbourne Primary School continued to provide a range of engaging experiences that supported student learning, wellbeing and connection to school. The Clubs Program was a highlight, providing students with opportunities to connect with peers and explore their interests beyond the classroom. The school production, *The Wizard of Oz*, was a tremendous success and was supported by the wonderful work of Bianca Fenn School of Music.

Another significant highlight was the Grade 6 Northern Territory experience to Darwin, which provided students with an inspiring opportunity to learn about Indigenous culture, history and community.

Excursions and camps also played an important role in the school program, providing students with opportunities to build confidence, independence and relationship skills through positive shared experiences.

Other highlights from the school year

Sherbourne Primary School continued to provide a strong camping and excursions program in 2025. Prep to Grade 2 students participated in a School Camp Day, which included breakfast and a range of enriching learning experiences on site at the school. Grade 3–6 students immersed themselves in outdoor educational activities during their camp at Portsea in Term 4, developing independence, resilience and teamwork through a range of challenging and engaging activities.

Students were provided with many opportunities to share their talents through the school production, which was a tremendous success. Across three performances over two days, students showcased their performing arts skills to the school community. Performing Arts opportunities also included the Christmas Concert, as well as choir performances across multiple venues, including local shopping centres, kindergartens and community events.

Sherbourne Primary School continued to celebrate a range of whole-school events that brought the community together. Harmony Day was a highlight, with students coming to school dressed as someone or something they feel connected to, while participating in activities linked to our Social and Emotional Learning (SEL) focus. Other major events included Book Week, school parades, the Writers Festival and various sporting clinics, all designed to engage students and celebrate learning.

Supporting growth in all areas of the curriculum remains a priority, including Physical Education and sport. The school continued to provide opportunities for all students to participate and experience success at their level. Students were supported through training sessions for Cross Country, Swimming and Athletics, and several students progressed to higher levels of competition, including Regional Athletics and State Netball trials.

Sherbourne Primary School continued to benefit from strong community partnerships and government grants. Students participated in Bike Education and golf programs through the

Sporting Schools Grants, as well as a number of free sporting clinics, including football and lacrosse, providing additional opportunities for students to develop new skills and interests.

In 2025, the school continued developing the sensory garden, which now includes musical instruments designed to support student wellbeing. This area provides students with a calm and safe environment where they can self-regulate, relax and enjoy quiet time, supporting both wellbeing and inclusive play opportunities.

Financial performance

Sherbourne Primary School remains in a stable financial position. This positive position has been supported by growth in student enrolments and the additional funding received through the Disability Inclusion Profile (DIP) funding model.

The school has continued to manage its resources carefully to ensure that funding directly supports student learning, wellbeing and classroom support. The funding provided through the Disability Inclusion model has enabled the school to maintain small class sizes and provide additional Education Support staff across classes, creating an inclusive and supportive learning environment for students.

There were no extraordinary revenue or expenditure items during the reporting period. The School Council invested some money into the pool which was offset by hirers in 2025.

The School Council has entered into facility hire agreements, which generate additional income for the school. Funds raised through these agreements are reinvested into the school budget and assist with the maintenance and upkeep of school facilities, including infrastructure such as air conditioning and general building maintenance. Some money was put into pool infrastructure in preparation for its reinstatement which is planned for 2026.

Sherbourne Primary School also accessed additional funding through Sporting Schools grants, which enabled the school to provide engaging physical activity opportunities for students. Programs supported through this funding included Bike Education and golf experiences, which contributed positively to student engagement and wellbeing.

Overall, the financial position of the school remains POSITIVE, allowing Sherbourne Primary School to continue providing a high-quality learning environment supported by small class sizes and strong Education Support staffing.

**For more detailed information regarding our school please visit our website at
<https://www.sherbps.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 51 students were enrolled at this school in 2025, 20 female and 31 male. NDP had English as an additional language and NDP 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 **Low**.


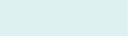

Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	77.3%	
	Similar schools	87.7%	
	State	82.0%	

School Staff Survey





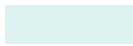

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.8%	
	Similar schools	83.9%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	75.4%	
	Similar schools	86.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	84.4%	
	Similar schools	87.9%	
	State	84.2%	

NAPLAN

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


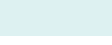


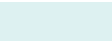

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	100.0%	83.3%
	Similar schools	70.9%	69.3%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	100.0%	96.4%
	Similar schools	77.2%	77.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	85.7%	83.3%
	Similar schools	69.8%	70.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	75.0%	77.8%
	Similar schools	75.2%	71.3%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


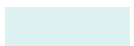

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	74.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	50.0%	
	Similar schools	72.2%	
	State	74.0%	

WELLBEING


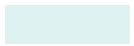

Student Attitudes to School – Sense of Connectedness

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	86.7%		69.6%
	Similar schools	80.8%		78.0%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	85.2%		67.5%
	Similar schools	81.3%		80.3%
	State	76.4%		75.8%

ENGAGEMENT






Average absence days per student

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

		2025	4-year average
Prep - 6	School	27.9	23.6
	Similar schools	24.0	24.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	NDP	
Year 1	School	80.3%	
Year 2	School	NDP	
Year 3	School	85.8%	
Year 4	School	87.1%	
Year 5	School	83.9%	
Year 6	School	92.8%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,027,908
Government Provided DET Grants	\$101,257
Government Grants Commonwealth	\$6,150
Government Grants State	\$0
Revenue Other	\$22,813
Locally Raised Funds	\$123,389
Capital Grants	\$0
Total Operating Revenue	\$1,281,517

Equity	Actual
Equity (Social Disadvantage)	\$6,712
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$6,712

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$1,026,858
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$63,385
Communication Costs	\$2,626
Consumables	\$14,643
Miscellaneous Expenses ²	\$9,968
Agency Staff	\$500
Professional Development	\$3,696
Equipment/Maintenance/Hire	\$18,846
Property Services	\$20,794
Salaries & Allowances ³	\$63,147
Support Services	\$83,367

Expenditure	Actual
Trading & Fundraising	\$8,421
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,438
Total Operating Expenditure	\$1,340,689
Net Operating Surplus/-Deficit	(\$59,172)
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$105,186
Official Account	\$32,746
Other Accounts	\$0
Total Funds Available	\$137,931

Financial Commitments	Actual
Operating Reserve	\$52,305
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$2,282
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$54,588

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.