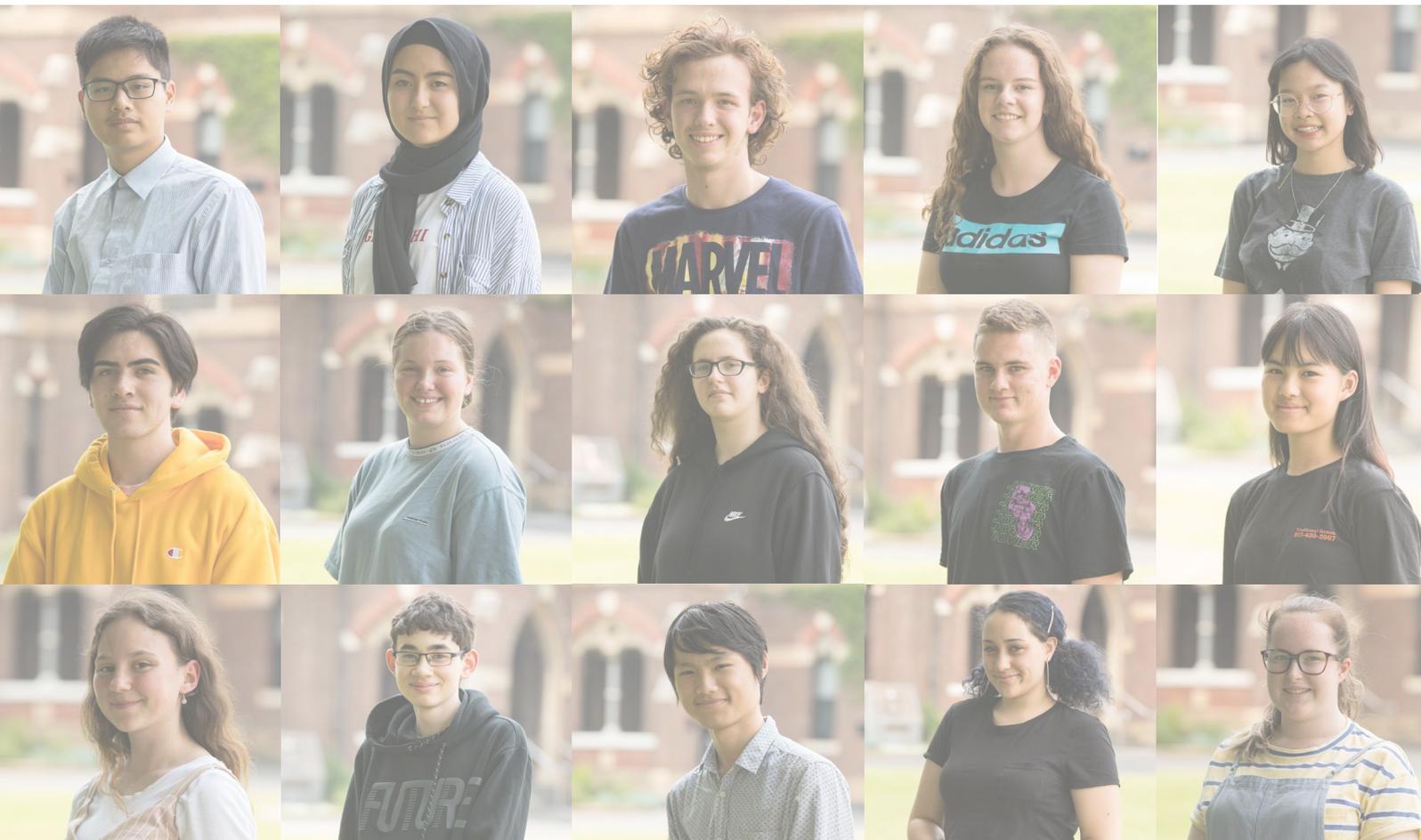




Skyline

Education Foundation Australia

2019 ANNUAL REVIEW





Education Foundation Australia

FROM ADVERSITY TO OPPORTUNITY

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A Message from the Chair | Katrina Reynen

Another Step Up To New Pathways To Success

One of our key pillars at Skyline is advocacy for our cohort of students, and we have made substantial progress on this front in the past year. After fourteen years of working closely with our students and schools at Skyline, we are becoming ever more sophisticated in our understanding of the nexus between giftedness, leadership and disadvantage. There is a great story of potential here, and it is a story that we want to share widely.

It would be possible to feel bleak - in much of the new research about Australian learners we read that the cycle of generational disadvantage, financial and social, within a digital world, is creating a generation of students who have high anxiety, low resilience and fear rather than optimism, for the future. Futures and therefore careers are unknown and unknowable. Leadership is perceived to be lacking in terms of creating a world where this generation can flourish.

Students from disadvantaged backgrounds have further challenges in competing at VCE as Year 9 achievement scores in the lowest decile of schools in terms of Socio Economic Status (SES) are nearly three years behind scores at schools in the highest decile of SES.

But this is where the impact of Skyline is most obvious – we deeply understand our cohort and provide interventions and opportunities for students to experience success, optimism and positive leadership. We build on their innate intelligence, creativity and leadership to ensure that they access a pathway for a career and life to their full potential, wherever that pathway may begin and end. We encourage them to think about their futures, as individuals and communities and identify where they can make a positive impact.

Our young leaders are being given a public platform to express their views and are spreading a message of positivity and possibility. They support each other as they chart new grounds, beyond what they expected they could achieve. Our alumni are amplifying the message of potential to the current students and showing by example what it means to be a good leader.

Our 2019 graduates continued our story of success against the odds, with 95% of them proceeding on to higher education courses of their choice.

We are very proud of the scores that some of our students achieved – 47% of students achieved an ATAR of 80 and over, and 24% achieved an ATAR of 90 plus. But our non ATAR based pathways for these students are equally celebrated. As university entrance requirements are changing, our students are able to demonstrate their community work and out of school experiences as being part of successful entry to further education.

Our destination data reveals that 97% of our students received offers from a higher education institution or enrolled in a course of their choice. The evolution of our alumni program, which effectively engages our alumni more closely than ever before, is proving to be a game changer.

As ever I am delighted with the outcomes our students have worked so hard to achieve, and eternally grateful to the Skyline CEO and staff, my fellow directors, our patrons and ambassadors, our inspirational alumni, who make us so proud, our incredibly generous donors and all our other supporters who work together to provide the wrap-around care that makes the difference for our learners.

Our first key pillar, sustainable growth, has of course been core to our strategy and planning again in 2019. As we have built our community of donors into a more sustainable support base, so have we increased our capacity to support more students, in an ever expanding radius of school regions and an increasing demand for counselling services. These range from advice about careers, to access to government and community services, to well-being and coping skills. I am indebted to the Directors of Skyline for their unwavering commitment to sustainable growth and their time and vision, as we have stepped up again in 2019. I am also indebted to our CEO Jane Sydenham-Clarke, for her leadership and governance of the organisation, along with our tireless Program Manager Annie Harper and all our staff, who put our students first, under any and all circumstances.

I invite you to read further about the incredible success stories of our latest Skyline graduates and consider how you might be able to contribute to their ongoing success.

Working where we do, at the interface of twenty first century skills, disadvantage and multiple career pathways, we have developed a core body of knowledge about what works for these students which has given our students a step up to higher education careers.

Thank you for your help in getting them there.

KATRINA REYNEN | CHAIR



A Message From the CEO | Jane Sydenham-Clarke

2019 was a most impactful year for Skyline. We engaged more students and more schools in our unique, enhanced, evidence-based, equity Program, we raised more money, we delivered more in the community and we empowered the lives of more than ever before high ability students and alumni who are constrained by their circumstances.

Everything we do is powered by our community — our passionate students, alumni, families, board, staff, partners, supporters, fundraisers and influencers. And in 2019, that community grew larger, more compassionate, and more generous than ever before.

Skyline is led by an extraordinary and hard-working voluntary board of seven directors. Each brings invaluable expertise to our organisation and each gives incredibly generously in so many ways and for this we are so very grateful. Particularly I extend my appreciation to Katrina Reynen our Chair, whose guidance, candour and mentorship is pivotal for me as CEO, particularly as we traverse sometimes challenging pathways. I acknowledge every director – as all give in so many ways with an immense spirit of personal kindness and professional competence.

Supporting the board are two Committees – Futures and Governance, Risk, Finance, Compliance; while three Teams empower the staff – the alumni Team, Income Generation Team and Program Advisory Team. I extend our appreciation to all members who serve Skyline in these respective settings for your time, energy and expertise to propel us forward.

Skyline is powered by a highly skilled and dedicated executive team whose diligence extends well beyond their formal engagement ensuring that our aspirational growth plans and impacts are realised. Particularly I acknowledge Grace Rankin who has transitioned out of the team after two years of colossal contribution. We are so pleased that Grace remains an active supporter of the Skyline community and look forward to her ongoing contribution. To each and every one of our staff, my heartfelt thanks for all you give – your quality and competence is immeasurable and we salute you for the individual and collective difference you make.

On this note, it is really pleasing to see a strong financial result for 2019, exceeding budget operating profit by \$170,000. This has been driven by revenue ahead of budget by \$100,000 and total expenditure being \$70,000 lower than budget. Skyline therefore holds a strong cash balance as at 31 December 2019 allowing us to progress our aspirations towards revenue diversification with the creation of a humble endowment fund on a pathway to support sustainability.

Skyline is a community of generosity. At the heart of the Skyline family are our loyal and dedicated supporters who fund our students. Increasingly as our evidence grows, they are committing to us for extended periods allowing us to realise our sustainable growth plans. Frequently they provide more than just financial support—they are also some of our most

loyal and visionary partners, and our most outspoken champions. In 2019 with funding from one of our most dedicated supporters, The Baker Foundation, Think Impact conducted a Social and Economic Impact Evaluation and determined that for every dollar invested in Skyline, \$12 is returned in social and economic value to community – with direct impacts realised for students, their siblings, their parents and government.

We're so grateful to our incredible community of passionate transformational change makers - an extraordinary group of people who are willing to invest in enabling young Australians with immense potential to follow their dreams and be our leaders of tomorrow.

Fundamentally Skyline's impact is considerable and evaluations continue to evidence this. In the Class of 2019, close to half received ATARs over 80 (with almost 25% over 90) while seven students in the context of complex challenges, scored under 50 (six of these from the Geelong region). For Skyline, success is not determined by ATAR alone, but rather by effective transition to pathways of choice - hence the importance of continued engagement beyond VCE years, empowering alumni on their chosen journeys.

We are delighted to report that with Skyline's advocacy and support, all but one of our 2019 graduates have received higher education offers or have enrolled in courses, and one has transitioned directly to work. Those with ATARs under 50 are transitioning to Deakin, RMIT, Victoria Universities and Gordon Institute. They now join the 213 strong Skyline alumni community supported by our new alumni project designed to propel their well-being and pathways, through a series of sustained initiatives including mentorship, scholarship and internships.

As Chief Executive Officer, I am proud to share our journey with you through the 2019 Annual Review and sincerely thank every member of the Skyline community for the role you have played in enabling our considerable progress.

JANE SYDENHAM-CLARKE | CEO



2019 Highlights | A Year in Numbers



94

Students in Year 11 and 12 supported



41

Graduating Year 12 students



25

Schools across 4 regions

30

Engaged alumni giving back to the upcoming cohort of students

\$12.19

Social and economic value created for every dollar invested in Skyline Program

97%

Of Year 12 graduates achieved study or employment pathways

88%

Net Promoter Score (NPS)*

18

Program partners worked with Skyline

12

Formal contact days in residential experiences and masterclasses throughout the Skyline Program

\$720,932

Raised from generous individuals, families, trusts, foundations and corporations

4.6

Full time employees in 2019

The Net Promoter Score (NPS) is a metric to measure stakeholder loyalty. The NPS is based on a single question – “On a scale of 0-10, how likely is it that you would recommend Skyline to your friends, family or associates?” Stakeholders that give a 6 or below are Detractors, stakeholders with a score of 7 or 8 are called Passives, and those with a score of 9 or 10 are Promoters. To calculate the NPS, subtract the percentage of Detractors from the percentage of Promoters. An NPS that is positive (ie. higher than zero) is considered to be good, and an NPS of +50 is excellent.



2019 Highlights | Events

2019 Annual Reception

A wonderful evening was enjoyed with The Honourable Julia Gillard AC the 27th Prime Minister of Australia at this year's Annual Reception, held in May 2019. The evening saw Skyline year 12 student, Malaz, host the evening with personal stories shared by Skyline alumni Ardeshir and Rose. The evening was a huge success with over \$70,000 raised on the evening for Skyline.



2019 Geelong Reception

It was a great occasion at the Geelong Gallery hosted by Director Jason Smith with MC alumnus Gypsy, and students TJ and Darcy who shared their reflections. With over 60 guests in attendance this has been our strongest Geelong event to date. We are so grateful to Gillian Hill from our supporter Percy Baxter Charitable Trust for her encouraging words on the evening.



2019 Graduation and Induction

For the first time in the history of Skyline the graduation and induction ceremonies were held together. This event saw close to 300 guests including students, alumni, family, schools representatives, donors, Skyline Board, Staff and volunteers. What a wonderful occasion with Graduands Felicia and Steven inducting our new students followed by alumni Shehelah and Andreas formally welcoming 42 graduates to the Skyline Alumni family and Alumna Hiba Abd El Hamed - 2012 Skyline Graduate from Bayside Secondary College and Deakin University delivering a message of inspiration for the students.





Region Highlights | Inaugural Year for the North East

Inaugural Year for the North East

Skyline has explored reaching out to schools and students beyond wider Melbourne for quite some time. Why? Because we know there are students in regional areas who meet Skyline's criteria and the opportunities for those students are fewer. In 2008, 2010 and 2011 Skyline partnered with Wangaratta High School and in 2016 (ongoing) with Kyneton High School. A pilot was begun in the Geelong Region in 2017, in 2018 we extended Melbourne's South East region to Western Port and in 2019 the Skyline Program was offered to students in the North East of the State.

2019 is the first year that the Skyline Program reached out to schools and students in the North East, specifically secondary schools in Alexandra, Mansfield and Yea. Thanks to the instigation of locals Tina and Michael Reddrop and the collective efforts of good folk in these communities, funds were raised to support six students on their VCE journey, two from each of the schools.

We are grateful to the schools and companion teachers in the North East for supporting Skyline students. They become an extension of our support and we could not do without them.

Geelong Program Update

Geelong launched in 2017 with nine students, and in 2018 welcomed an additional fourteen, while in 2019 a further sixteen students joined the Program – making 39 students across five schools in the region. Three of these schools have student cohorts that are among the most educationally disadvantaged in the State. As quoted in the 2019 Skyline Geelong Pilot Program Evaluation Report by independent evaluators I & J Management Services, Fred Clarke, founding and former Principal of Northern Bay P-12 College stated: *"Postcode 3214, which covers North Shore, Norlane and Corio (ranks) third worst in the state – across 22 indicators of disadvantage including internet access, income, education level, literacy and numeracy, long-term unemployment, unskilled workers, juvenile offending and criminal convictions. Postcode 3214 has very poor university net participation – 5.4% compared to 14.3% for Greater Geelong, 9.4% for Warrnambool, 31.2% for Burwood (South Metro) and 17.8% for Victoria. In a speech made to the community in 2019 to launch the Northern Bay Challenge, Fred also states that, "On the Commonwealth index of community socio educational advantage 78% of our families are in the bottom quartile."*

Family background remains an important determinant of who studies at university. Despite a modest increase over the last ten years, people from lower socioeconomic status areas remain underrepresented among higher education students.

One of the main challenges faced when considering extending the Skyline Program to regional students is the tyranny of distance. Early mornings and later nights home for students, logistics and unforeseeable unknowns such as having fallen trees afore and astern the bus taking students home after one masterclass and due to stormy weather, have been handled by the best spirit that the word community brings- an unfailingly supreme effort by local bus company Fallons Bus Service. Not only have Fallons offered their service gratis but their care and concern for student welfare is exemplary and noteworthy. We salute you Fallons, you keep the local light, and the meaning of community, shining bright!

We would also like to thank local Kevin Boote who has taken Skyline under his wing in the North East - his reach is far ranging as are his organisational skills. Thank you Kevin.

2018 saw the first graduates from the Geelong Program and the results were thought provoking with 50% ATARs higher than 60 and the remainder achieved ATARs less than 50. Mental health, lack of family role modelling, low self-esteem and reduced ambition in keeping with the area's low SES circumstances were found to be major influencers..

Proudly however we can report that 75% of 2018 Skyline students transitioned to higher education or enrolled in a course and 25% are working; and of the 14 students who completed year 12 in 2019 93% have enrolled in or accepted higher education offers and one (7%) has opted for a career path.

Skyline students have done better in transitioning to stronger pathways than comparable counterparts in low SES regional areas. This demonstrates how the Skyline Program is improving outcomes for these students. Strong Geelong community support is a key to us continuing the Program in the Region. In 2019 Geelong College became a major supporter of the Skyline Program and provided for all transport requirements to get Skyline students to and from Program activities. Simply amazing and thank you Geelong College.

The African proverb, 'It takes a village to raise a child' is certainly apt in these circumstances.

'I cannot thank the Skyline family enough, this has absolutely completely changed my life. I can achieve what I once thought I never would. Thank you for supporting Skyline, it is seriously fantastic to see rural kids like myself in Yea, Alexandra and Mansfield having this opportunity available for us and I can guarantee on my behalf and on behalf of the incredibly bright, kind and amazing students I've met through Skyline that your generosity has had a visceral and positive effect on our lives.' - Skyline North East Student

SKYLINE'S THEORY OF CHANGE

WHO WE ARE

Skyline empowers gifted and academically talented year 11 and 12 students from disadvantaged backgrounds to overcome barriers and thrive through education and personal growth, in a caring and like minded community. The unique two year Skyline Program experience that includes residential and masterclass components, financial reimbursement and personal support is consolidated by lifelong connection in an inclusive, respectful and supportive alumni network.

IF WE DO THESE ACTIVITIES



MASTERCLASSES

Six intensive day long seminars



RESIDENTIAL PROGRAMS

Two transformational three day courses



FINANCIAL REIMBURSEMENT

To offset the costs of education, eg. books, uniforms, shoes, school levies



WRAP-AROUND CARE

Meeting individual student needs

OUR STUDENTS WILL EXPERIENCE



BEING

Being inclusive, respectful gifted and talented community.
Being supported and feeling valued.
Being productive
94 students in 25 schools in 2019



BECOMING

New skills for self expression
Trying new ways
Increasing focus on education
Clarifying aspirations & setting goals
Seeing new opportunities for development



BELONGING

Willing to work together
Joining an academically talented community
Making new likeminded friends
Connecting with board, donors, alumni

AND THE IMPACT WILL BE



CONFIDENCE

Sense of self worth
Reduced anxiety
Developed personal skills
Developing a sense of pride in self



SOCIAL CONNECTION

Skyline community
Alumni networks 1,000 by 2030
Improved interpersonal skills
Expanded opportunities



SECURITY

Improved educational achievement
Improved university opportunities
Uplift employability
I know myself and my place in the world



LEADERSHIP

Leaders of the future
Skyline community relationships
New opportunities for ongoing growth



A Year in Review | The Skyline Program

It has been a distinct pleasure to build on the extensive work of previous, and successive, Program Managers over the past thirteen years since students first joined the Skyline Program 2006. So much has changed and is changing in response to a different world and what our students ask for to help them navigate through to a successful future.

Last year, having been newly appointed as the Program Manager I wrote “2019 is set to be another record breaking year not least because of the growth in numbers of students and schools but the Board has also set the Program Team the task of refreshing the Skyline Program in the context of our Founder the late John Cheetham’s vision and values, including returning program design and delivery in-house, and bringing all Regions and the Program together as one.”

I can now say that yes everything that was mooted did happen in 2019, and more. We started the year with 94 students, 43 in year 12 and 51 in year 11, partnered with 25 schools across Victoria and expanded into one new region- the North East of Victoria.

2019 also saw the creation of a ‘one’ Skyline Program. This holistic strategy brought together all four regions and aspects of the management such as provisioning and the logistics of financial reimbursement and subsidisation of their educational needs; the design and delivery of the ‘learning’ components of the Program and student experience; and the wrap-around care that Skyline prides itself on providing. Suffice to say that what Skyline is delivering is a very unique initiative designed to help our students succeed. Very exciting in complex times!

Overall, the Skyline Program (2019) consisted of existing, revitalized and new components. These are

A Financial Component

The Program continues to provide financial assistance in the form of reimbursement and subsidy of educational expenses (books, uniforms, levies, materials and so forth). This support, without exception, is a most valued component of the overall Program particularly for families already under duress.

The value of the Skyline experience, particularly for students themselves, goes well beyond financial reimbursement of the costs of education, however.

Learning Components

The Skyline Program brings together, in common purpose, year 11 and 12 students from mostly low ICSEA1. government schools in both regional (Geelong, Torquay, Kyneton, Yea, Alexandra, and Mansfield) and urban areas of Victoria (greater Melbourne and South East to Western Port). In every part of the Program we encourage peer to peer engagement, networking opportunities, and students sharing like-minded experiences.

The major learning component of the overarching Program, in the form of the curated residential programs and masterclasses held over the two years, are designed with input from students and alumni, and strongly focus on experiential, transformational and peer to peer learning recognising the unique requirements of high-ability students and taking into consideration any special challenges they may face in life and at school.

Themes

The learning components are themed around ‘Who am I?’ for year 11 students and ‘Who do I want to be’ for year 12 students. ‘Who am I’ explores notions of self-knowledge and encourages self-assessment as a means for students to gauge what they need to maintain equilibrium, gain confidence, become resilient and make suitable academic choices.

There are significant relationships between self-knowledge, decision-making, motivations, interests, competence, satisfaction, pathway exploration, career choices and overall success. ‘Who do I want to be’ in year 12 continues to evolve the learning around the individual; however explores what the next phase of a student’s life will be on completion of VCE, from discovering motivations and interests (we incorporate the Motiva Program 2 into both years) to exploring and discussing academic pathways and career options, and where a ‘dreaming big’ outlook could take students. Skyline’s interest in having our students and alumni learn to critically evaluate and rapidly adapt both negative and changing circumstances into learning opportunities and success is, I believe, key to breaking the cyclical pattern of generational disadvantage.

Learning Extensions

New masterclass. In 2019 for the first time, and thanks specifically to the support of arts patron and philanthropist Krystyna Campbell-Pretty, the Skyline Program was able to introduce a new day-long masterclass for year 11 and 12 students bringing to six the number of masterclasses that students experience over the two year Program. This very special Masterclass is designed, organised and held in conjunction with the National Gallery of Victoria’s Learning Team, sometimes introducing students to the NGV for the first time. We are extremely grateful for the opportunity this addition to our Program affords us to encourage students to think critically about the role creativity plays, and to inquire and compare influences that may have personal, local and global consequences.

New Influences

Throughout masterclass sessions we continued to introduce new educational influences to provide enriched academic and learning opportunities for our students. This year we introduced elements such as Motiva 2 and KaosPilot 3, and have been extremely lucky to be at the forefront of using these tools both of which represent breaking new ground.

Complementary Components

Study Club: Late in 2019 after four students initiated a self-help study group, for legal studies, the idea for a ‘whole-of-student-cohort’ Study Club grew. Thanks to the concerted efforts of our Program Coordinator Rachel Curtis the Study Club became a reality and brought together both year 11 and 12 students (around 20 students attended the first get together) with mentors from Deakin University who volunteered their services. We sincerely thank Rachel and the mentors and look forward to 2020 when the Study Club will become a regular option, including support from Skyline alumni.

For regional students located too far from Melbourne to travel to the Study Club, we entered a partnership with tutorial service Regional Education Support Network (RESN) 4. RESN offers 24/7 online tutorial support for many subjects.



A Year in Review | The Skyline Program

Specialised academic/ educational/ scholarship partnerships: 2019 was the year for forming partnerships with focused subject specialists such as the Institute of Enquiring Minds (IEM)⁵. Quite a number of Skyline students became beneficiaries of the tutoring from the brilliant folk at IEM, an educational initiative helping under-resourced school students improve their mathematical skills, with great results.

The other outstanding opportunity to enrich our students lives came by way of an introduction to the inaugural McWhirter Conference⁶. The McWhirter Foundation provided twelve places for Skyline students to attend the two-day residential program that inspires young people to debate topical issues and to think about their future role in society. Those who attended were blown away by the amazing experience.

We also cannot thank enough Western Chances⁸ (WC), an organisation with which we now collaborate, for the opportunity to help students from Melbourne's west apply for WC Scholarships. These scholarships have been a blessing for many Skyline students from schools such as Braybrook College as funds are provided for items and areas beyond those targeted by the Skyline Program.

Pathways

Toward the latter half of the year, having forged strong links with the Victorian Tertiary Admissions Centre (VTAC)⁷, this Program Manager signed 40 odd Special Entry Access Scheme (SEAS) references for every student to attach to their tertiary institution applications. The reference is considered for special consideration for course entry and may result in upward adjustments to student's selection ranks for one or more courses.

The Program Team also advised every student about potential pathways, alternative pathways that were available should they not be offered first choices, and scholarship opportunities. The stars aligned and 97% of our students received offers from a higher ed. institution or enrolled into a course. In this day and age the variety of pathways for students to venture up is extremely varied, as are the numbers of courses and institutions offering them.

What we discuss with students in the learning components of the Program is that personal success is not contingent on ATAR results, but rather the pathways students choose to transition to after year 12, and what motivates and interests them. We know for example that increasingly Universities are looking beyond ATARs when choosing VCE graduates. "In 2017, around 60% of domestic undergraduate university offers were reported as non-ATAR or non-Year 12, showing a diversity of pathways to higher education."⁹ We also know that "Higher education is a major determinant of a population's knowledge and skills, workforce participation, employment, incomes, economic growth, immigration, family formation, and of the educational attainment and future prosperity of subsequent generations."¹⁰

Our 2019 graduates have accepted offers ranging in scope from degrees in Science, Engineering, Mechatronics, International and Global Studies,

Commerce, Arts, Communications, Nursing, Education, Sports Science, Business and Marketing, Biomedicine, Design, Psychology, and Criminal Justice to diplomas in Graphic Design and Sound Production from the likes of Melbourne, Monash, Deakin RMIT, Latrobe, Victoria and Federation Universities, University colleges, and tertiary providers.

Well done 2019 year 12 graduates. We are proud of you!

A Strong Formal Support Framework

The Skyline Program is all the more effective thanks to the partner schools and determined companion teachers we work with. On joining Skyline year 11 students are asked to choose and invite a companion teacher from within the school. This person provides dedicated internal go-to support on anything from personal to academic help whereas Skyline provides dedicated external support. This strong framework, including help from parents, is designed to encircle students and give them wrap around care.

All in all 2019 was a stupendous year and one that all of us in the Program Team, at Skyline and those who helped us work on the Program are proud of. We look forward to emulating the success again in 2020 and look forward to the new challenges next year will bring.

ANNIE HARPER | LEAD PROGRAM MANAGER

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Program Advisory Team

Thanks to all who are members of the Program Advisory Team including but not limited to Dr Elizabeth Hartnell-Young, Annie Harper, Fred Clarke, Anthony Gartner, Ruth Moore and all who have made such a difference.



‘I do not think I would have completed VCE without the support of Skyline.’

- Skyline Alumni

‘Skyline gave me hope that I can achieve something great with my life.’

- Skyline Student



‘Education is the gateway to opportunity. Skyline opens that gateway.’

- Skyline Companion Teacher



Skyline's Impact | 2019 Evaluation Results

Since the Skyline Program commenced in its current form in 2006, 316 students from 33 schools have been selected. As at the end of 2019, 213 of these students have completed Year 12 (not including the 51 students from the 2019 intake who will complete their VCE in 2020, 52 in the 2020 intake and six students who for various reasons did not complete the Program, for example, moved overseas/interstate).

The evaluation surveys ask Skyline students and stakeholders what they thought were the main benefits from participating in the Skyline Program. Their responses reflect the value of the Program's different elements – which individually and collectively support high potential students in disadvantaged circumstances. These include:

- Easing the financial burden for students and their families, allowing them to concentrate on their VCE without having to worry about financial disadvantage
- Access to study materials, resources and academic support
- Encouragement and personal support from: i) the Skyline Program Manager and Board members; ii) their Skyline peers; and iii) Companion Teachers and school staff and leaders
- Personal and skills development (especially through the camps and workshops), contributing to increased self-confidence, self-belief and motivation to succeed
- Career guidance and advice
- Being part of a network of like-minded students and formation of strong friendships.

The financial support offered through the Skyline Program was mentioned by many respondents, and is highly valued for its capacity to remove a major stressor for the student and their family. With cost issues diminished, Skyline students are able to realise more significant life benefits related to education and career pathways, skills development, self-awareness and lifelong friendships.

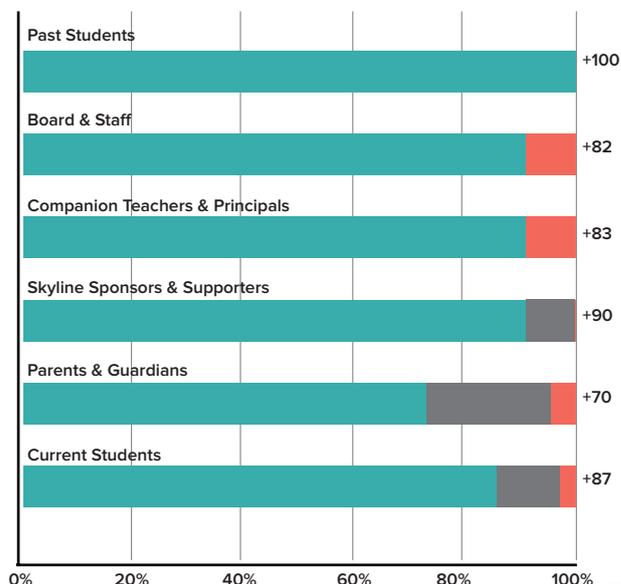
In 2019 the Skyline Board approved 52 new students to join 51 year 12 students in 2020, making a total Skyline cohort in 2020 of 103 students across 26 Victorian schools, continuing the student intake into the Skyline Program growth trajectory.



In October 2019 Skyline stakeholders were asked how likely was it that they would recommend Skyline to a student who is eligible to apply. The results were used to calculate a Net Promoter Score (the difference between the proportion of people who promote a program and those who detract from it). Independent Evaluators I+J Phillips note that an NPS that is positive (ie. higher than zero) is felt to be good, and an NPS of +50 is excellent.

+88

On average, respondents had a Net Promoter Score (NPS) of +88. This is an exceptionally high score and indicates a very high level of support for the Skyline Program. Past students have by far the highest NPS – with a score of +100. The difference in scores between past and current students is almost certainly influenced by the perspective from which each group views the program – some are still experiencing it and some look back with the benefit of hindsight on how it has impacted their lives.



Skyline's Impact | Social Return On Investment

SROI is an evaluation approach that draws on well-established methodologies in economics, accounting and social research. It is underpinned by seven principles which ensure that the analysis understands the changes that take place and additional value that has occurred through the activities being delivered.

The SROI Guide's (Social Value International, 2012) process is underpinned by the following seven principles:

1. Involve stakeholders
2. Understand what changes
3. Value the things that matter
4. Only include what is material
5. Do not over claim
6. Be transparent
7. Verify the result

A SROI calculation provides an indication of cost effectiveness, by comparing the investment required to deliver the activities with the value of the outcomes experienced by all beneficiary stakeholders. Social value is calculated by placing a financial value on the quantified change commensurate with the degree of change experienced by stakeholders as a result of the involvement with Skyline. These financial values are known as financial proxies.

The value of the outcomes represents 'additional value' that would not have occurred in the absence of the activities. Value that would have happened anyway (deadweight) or that is attributable to other stakeholders (attribution) has been deducted.

In accordance with the principle 'Do not over claim', a conservative approach has been adopted for decisions on data and assumptions used in the SROI calculation. The social value is calculated as follows:

$$\text{Social Value} = \text{Outcome incidence} \times \text{Financial proxy}$$

Outcome Incidence (number of people experiencing the outcome) = Number potential individuals in the stakeholder group X % survey respondents in the stakeholder group that experience change. i.e. the outcome incidence is extrapolated based on the available sample data to the entire stakeholder cohort.

This value was then discounted to determine the value associated with this outcome that could be attributed to Skyline including attribution (how much of the value is a result of Skyline activities), deadweight (what would have happened anyway), displacement (how much is a net benefit), benefit period (how long does the value last), drop-off (how much does this value decrease over time). The SROI is calculated by adding the value of all the discounted outcomes divided by the input contributions required to deliver the program.

The SROI evaluation examined the value created in a typical two-year activity period, 2017 and 2018.

The evaluation found that for every dollar invested in the program, between \$9.45 and \$13.32 of social and economic value was created. Skyline is creating considerable social and economic Return as a result of the wrap-around care approach which provides students the ability to strengthen their self-identity, build confidence, and experience the support of a stable network.

For every dollar invested in the program,

\$12.19

of social and economic value was created.

OUTCOMES VALUATION = \$13,423,833

INPUT COST = \$1,100,847

Students experience 73% of the total social and economic value created by Skyline valued at \$9,803,948.

Stronger self-identity was valued most highly by students through opportunities to explore their identity and contribute to greater empathy for others.

Parents experience 13% of the total value created by Skyline valued at \$1,813,850.

The outcome with the highest value was reduced financial stress described by parents as worrying less and having a greater ability to spend money on the essentials.

Siblings experience 12% of the value created by Skyline valued at \$1,599,818.

Expanded aspirations had the highest value of the sibling outcomes realised through the influence of their role model Skyline sibling.

The Federal Government realises 2% of the total value created by Skyline.

This equates to \$206,217 of economic value through increased tax revenue as a result of students completing higher levels of education and higher wages.



Life After VCE | Alumni Team Update

Since the inaugural year of the Skyline Education Foundation, around 213 Skyliners have successfully completed their VCE studies and transitioned into tertiary education or their careers of choice. As the Skyline program has grown exponentially in size and ambition, so has our alumni cohort, with members over the past 13 years taking advantage of the opportunity to interact with and contribute to the rich culture, knowledge and experiences that we have accumulated since finishing high school. We are incredibly proud of our alumni and continue to look forward to hearing about and seeing what they accomplish in both their personal and professional lives.

This year, we - Adrian Ferdinand (class of 2011) and Shehelah Dassenaike (class of 2018) - were elected alumni Co-Leaders and have truly loved meeting past and present students. We would like to extend an immense thank you for the support and encouragement that we received from the previous alumni Co-Leaders, Jasmin Isobe and Priyanka Chakranarayan, and the wonderful board members and management staff at Skyline. We have had the unique opportunity to witness first-hand the magnitude of attention to detail, organisation and passion invested in the Skyline Program for current students and alumni.

The Skyline alumni have maintained a connection to the Program in a variety of ways including (but in no way limited to) remaining in contact, joining our social media groups, sharing their unique and inspiring stories in the Community Gallery (which was seeded and further developed by two wonderful members of our alumni), mentoring current students and younger alumni, as well as attending workshops, meetings and events. Their continued involvement has enabled alumni to gain access to invaluable insights and opportunities for development receive unparalleled support and continued guidance, as well as keep in touch with the Skyline family.

For many members of our extraordinary alumni, the opportunity to give back to Skyline has been a motivating force, and our initiatives have played a significant role in our ability to do so. Most recently, Skyline alumni with the support of the Skyline management team collaborated with Greencap, Oxford University Press and Campion Education and participated in the 2019 Melbourne Marathon walking and running with the goal of raising enough funds to enable a full two-year student position in the Skyline Program. Through kindness, generosity and persistence, we raised \$15,019.92 which enabled the Skyline alumni to ensure another talented and gifted young person could join the Skyline family. We hope to establish Team Skyline's involvement in the Melbourne Marathon as an annual tradition. Stay tuned in 2020, and please join us when we #runforskyline.

Going forward in 2020, we're also looking forward to developing a variety of new initiatives including working on creating ongoing employment opportunities for our alumni, expanding our alumni network and facilitating more events to bring members of the Skyline family together. We look forward to seeing new and familiar faces and continuing to build the Skyline legacy.



Alumni Team members in the 2019 Melbourne Marathon raising funds to support a student position in the Skyline Program.



Alumna, Rose, delivering her speech at the 2019 Annual Reception.



Skyline 2018 Graduates become Skyline Alumni in 2019

Alumni Team

Thanks to all who are members of the Alumni Team including but not limited to Shehelah, Adrian, Jasmin, Priyanka, Paul, Abdi, Tariq, Andreas, Gypsy, Felicia, Hiep, Malaz, Rose, Ryan, Michelle, Vicki, Thely, Julie and many more who have made such a difference.



Skyline's Impact | Our Students

Liam | Current Year 12 Skyliner



My parents are both unemployed, relying on government welfare benefits. My father, the carer of my mother and my disabled brother, usually has no money to spare by the end of the week. We're a paycheck to paycheck family and this is just one of the reasons why I've applied to Skyline. I'm financially disadvantaged and my family have always struggled to pay for school fees ever since I could remember. Seeing the price of the textbooks, I had

worries about being able to follow through with my VCE studies. I had considerations on doing VCAL, a less academic-based pathway, in hopes my parents wouldn't stress financially. I even considered dropping out as I couldn't afford school uniform. After being recognized by Skyline, I no longer had to consider doing a trade to support myself in the future. Being accepted into the Skyline Program after one of my teachers recommended it, was the best thing to have ever happened. I now have stationary to write with and books to write on, I mostly do not have to worry about trying to find the funds to purchase textbooks. I will always be thankful to have Skyline help me with my current situation.

Skyline has eased this financial burden my parents both struggle with to assist me with my VCE studies. With the workshops from last year and residential camp this year, it has opened a window for more opportunities and more possibilities for the future. I've realised my potential inside a classroom and am forever thankful that Skyline entered my life as I've never felt more inspired and motivated in my life. Being a part of Skyline has meant to me; growth, opportunity and hope. Skyline has alleviated the stress of buying the needed resources to excel and given me the motivation to reach my dreams. I now feel as if I have an opportunity to pursue anything I've ever wanted and to be hopeful for the future that is yet to come. I've met many great mentors and fellow Skyliners who share the same passions I do.

With support from Skyline and fellow Skyliners, I've focused on the important aspects of life rather than immaterial that won't help me achieve my end goal of becoming something great. I've become more clear-headed, focused and the goal now suddenly feels attainable. I feel more comfortable and I can confidently say that it is a possibility to enter my career of choice. I feel more hopeful that the future will hold good things for me and other Skyliners. I've noticed that I'm more passionate about speaking my mind and making friends with others. The workshops that I've been provided with allow me to express myself free of judgement and accepting of my ability to change and grow in a positive manner. Skyline has taught me that there is a future waiting for me beyond high school.

In the next ten years, I would've entered the desired career of choice and graduated from a university. I see myself in the future, happy with my achievements that I've become something after all the work I've done in my VCE. I'm making my own decisions and independent, free of the burden of financial hardship. I will have a degree of some sort and I'm able to give back to the community that has supported me during the beginning. Most importantly, I'm still myself and thankful for what Skyline has given me.

Emily | Current Year 12 Skyliner



I've grown up within an immigrant household, where I've seen my parents struggle to find jobs as well as face the difficulties of language barriers and their lack of knowledge of the westernised culture that they had been forced into after the Vietnam war. Whenever I asked my parents about why they risked everything that they knew back in Vietnam to start a new life in Australia, they told me that they knew they wanted to raise my sister and me in a country that was safe and would provide us with opportunities that they knew they

couldn't have achieved themselves. When I was introduced to Skyline, I knew that this was an opportunity that I couldn't turn down. Skyline has helped my family and me by removing the stress of financial strains and further providing me with opportunities that I had never previously thought were possible.

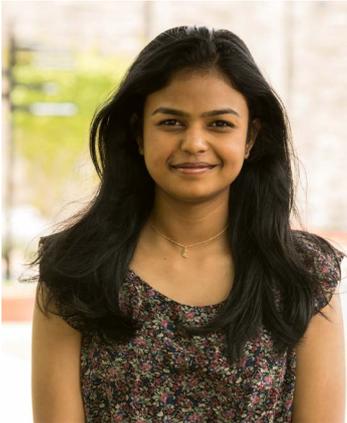
Skyline has taken the financial pressure off of my parents, allowing them to look after our other needs and even making their life a little more enjoyable. But other than the financial support, Skyline has opened many more opportunities than I could have imagined. Over the year that I have been a part of the Program, I've found myself within a support network of other students that are accepting of who I am and those I can truly be myself around. Through this experience, I have broken out of my shell of hesitance and anxiety, and with this new comfort that I've found within myself, I've taken on new challenges and new opportunities that I would not have even considered before.

Skyline has been a wealth of invaluable knowledge and opportunities that I had never expected to gain at the beginning of the Program. I have expanded my knowledge not only about myself but about those around me. The different backgrounds that are present in Skyline are fascinating and being able to immerse myself into the positive environment of supportive and dedicated Skyline staff and students have allowed me to grow as a person and shaped the way that I think about my education and my future. I entered Skyline very narrow-minded, believing that I had already created a set path towards law that I could not find another route towards. Skyline has opened my eyes towards the many possibilities of entering into law through different pathways. I've also been inspired to expand my horizons beyond law, to get a grasp of what other options are available to me, and my interests in other fields such as the business and marketing, as well as the performing arts.

In many ways Skyline has equipped me with skills and knowledge that I can use beyond high school. The greatest skill that I have taken out of Skyline is development of my interpersonal skills. I believe that through the connections that I've made with Skyline, I'm better able to communicate and network with others, which is an integral aspect of both the professional and social parts of life. I continue to grow with every masterclass and every interaction I have with members of the Skyline community, knowing that I gain valuable lessons and strategies that will assist me later beyond high school life. I've learnt that my aspirations are not and do not have to be concrete. Of course, we all have that secret desire for wealth, but I want to be doing something more than just chasing for financial gain. I want to see myself still growing and developing myself in both a professional and personal level, supporting a social cause that I believe in, and possibly inspiring others to strive for more. The possibilities for what I can do in the next 10 years are endless, and I would never want to confine myself and the opportunities I have ahead of me into a singular direction.

Skyline's Impact | Our Students

Upani | Skyline Graduate, Class of 2019



My parents brought me to Australia at the age of five to provide me access to a higher quality education and to escape the civil war that was happening in Sri Lanka. It was difficult for us to find financial stability due to the high international student fees both my Mum and I were required to pay, and the language barrier that prevented my parents from getting certain jobs. It was only approaching the end of primary school that my family acquired residency, however, by that point we were deep in debt and are still attempting to recover.

I applied to Skyline because I saw it as an opportunity to get the most out of my senior years of high school. By connecting individuals who have faced hardship in their lives, Skyline so successfully creates a comfortable environment with an incredibly strong support system to allow students to truly thrive. It was a program, like Skyline, that would give me the chance to explore opportunities and grow my personal skills by taking care of much of the financial burden of school.

Many of the most valuable connections I've made in my life came through Skyline. From amazingly inspiring role models to super close friendships, the support system I gained through the Program massively contributed to my success in year 12. Knowing that I had people to talk to in stressful times, to help me study and to provide me with as many resources as possible meant that a weight was lifted off my shoulders and I could pass through school with a little more assurance. As grateful as I am for the financial assistance Skyline has afforded me, they have also gifted me with priceless relationships with incredible people for which I cannot thank them enough. Being part of Skyline has meant that I am a member of a familial community where each individual has a unique story of hardship. I am honoured to be in a group of people who have such different life experiences and aspirations, and want nothing but the best for each other. I am proud to say that I am part of this Program because of the collective value we have for education and the commitment and determination we each have towards evolving ourselves.

Before joining Skyline, my greatest goals were very short term, even at a young age. This was mostly due to the fact that I didn't know anyone in my small community of family and friends with big dreams. I also lacked a lot of self-confidence and when combined with other factors, I had little motivation to set long-term goals for myself. It was only when I began opening up to volunteering, joining community theatre and sports groups that I found where my passions lie and these were furthered when I saw Skyline alumni sharing their life stories and their own aspirations.

I'm currently studying a Bachelor of Science and Bachelor of Global Studies at Monash University and combining my natural curiosity with my drive to do good. I have been volunteering with the City of Greater Dandenong Council as a Young Leader and as a FreeZa Committee member finding ways to engage youth while addressing identified issues within the community. Going into my third year with the National Youth Science Forum (NYSF) and having worked in their student staff team, I have been able to see the direct impact that a non-for-profit organisation, specifically science based, can have on a young person. I am hoping to work within the field of science communication or human rights for a non-for-profit national or global organisation and utilising the leadership and communication skills I have been developing over the years. I'm really excited to see the applications of scientific research and the impact that it has in the real world.

Hiep | Skyline Graduate, Class of 2012



Growing up in a single mother family as the eldest of three brothers was tough work, meaning I've worked multiple jobs ever since I've legally been able to. As someone who excelled at school, it was often hard to juggle school, extra-curricular activities and working upwards of 20 hours a week. I applied to Skyline because I didn't want Mum to worry about paying for my schooling on top of everything else that she had to worry about.

Skyline eased my family's financial burden and allowed me to work less hours to concentrate on my studies. As a result, I did pretty well in VCE. Aside from the financial assistance, Skyline helped me connect with other young people in similar situations as myself. It provided me with a strong support network, an invaluable one that kept me strong through my final years at school.

When I was younger, all I could think about was how much money I wanted to make to live a financially stable life. When I finished school and first started uni, I quickly realised that it didn't matter how much money I earned as long as I was happy. My values and objectives changed, so I dropped Engineering and picked up an Education degree.

Skyline has taught me invaluable lessons. One of those is the power of resilience and knowing your worth, lessons that I will take with me forever.

I currently work for the Cathy Freeman Foundation as the National Programs Coordinator (Horizons), meaning that I get to hang out with really cool young Aboriginal and Torres Strait Islander students from remote communities in the NT and Queensland. I honestly think it's the best job in the world and a very rewarding one.

I've also had the opportunity to volunteer for many different organisations. I'm a member of the team that runs YMCA Victoria's Youth Parliament and have recently returned from taking 16 young Australians to the US for a month as part of the American Political Tour with UN Youth Australia.

In the future I definitely know that I will be working with young people in some sort of capacity, but whether that is as a Teacher or as a Program Coordinator or as a Youth Worker, who knows?

I'd love to work overseas at some stage in my life too, maybe somewhere on the other side of the world? In ten years time I'll be 35, so maybe I'll have a family of my own too. Honestly though, it doesn't matter where I am and what I'm doing, as long as I can say I'm happy. I think that trumps everything!



Our Committees | Governance, Risk and Finance Committee

The role of the Governance Risk and Finance Committee (GRFC) is to assist the Board in monitoring the decisions and actions of the CEO and Skyline and to gain assurance that progress is being made towards achieving the corporate purpose within the limits imposed by the Board. The GRFC has a formal Terms of Reference approved by the Skyline Board. The GRFC discharges its responsibilities by overseeing:

- The integrity of Skyline's Financial Statements and Annual Report
- Preparation of the annual budget for consideration by the Skyline Board
- The appointment, performance and remuneration of the External Auditor and integrity of the external audit process
- The effectiveness of the systems of risk management and internal control
- Processes for monitoring compliance with laws and regulations

The skills and experience of the membership of the GRFC include education sector, not-for-profit sector, financial and cashflow management, internal controls and governance, risk management and risk retention, and compliance.

The GRFC met four times during 2019 to discharge its obligations under the Terms of Reference.

The activities for 2019 included review of the 2020 Budget ahead of Board approval including student volume in light of funding volatility, development of a risk framework for implementation by the CEO and management team including discussions with external risk experts, review of regular financial reporting and cost management by Skyline, income recognition of donations and grants that support students over multiple years beyond 2019, policies and procedures required to adhere to relevant laws including child safety standards.

Committee Members:

Alistair Mytton (Chair)

Geoff Cullen

Right Reverend the Honourable Dr Peter Hollingworth AC OBE

Rachna Dmello

Ryan Gunsena

I truly believe that Skyline has made an incredible impact on my life. I came into the program at the end of 2017 and since then I have received nothing but support from these wonderful people. Education is something that everyone can benefit from. It is something that everyone can take something out of. It is something that everyone can use to grow from and to support themselves with and Skyline has done everything in their power to make sure that I can do all of those things. The Skyline team has made it possible for me to strive towards tertiary education next year where I plan to study nursing and midwifery on my way to becoming midwife in developing countries. Without the support of Skyline but suppling books, uniforms and other resources, I couldn't possible fathom how I could have aimed for something like this.

- Skyline Student



Our Committees | Futures Committee

This Committee assists the Board to fulfil its thought leadership and advocacy objectives by providing insight through contemporary research and engagement with new ideas.

Skyline's focus is on 'high ability' students. Other organisations have a different focus, but we all have a common thread in that we seek to break the link between social and economic inequity and educational outcomes.

A wide range of people attended two Skyline Round Tables, in April and November, from Skyline alumni, university academics (including one from Finland) and philanthropic organisations such as Western Chances, Social Ventures Australia and Boroondara Chances. Principals and teachers from Victorian schools, donors, and research institutes such as Grattan, Mitchell and the Australian Council for Educational Research (ACER) were represented, as was the Victorian Association for Gifted and Talented Children.

They expressed concern that Australia appears to accept the links with socio-economic disadvantage and the resulting inequity in outcomes, without expressing deep outrage and insisting that education systems devise strategies for change. In Finland, on the other hand, the system is designed to comprehensively support young people facing barriers to completing their education. In addition to supporting individual students, a collective approach to advocacy could have a positive effect.

Collective Impact

We explored the potential for sharing ideas and actions to achieve collective impact. This is a model of problem solving that aims to break down silos and allow solutions to emerge, rather than being known at the outset.

According to Stanford University, there are five conditions for collective impact:

- Common agenda
- Shared measurement
- Mutually reinforcing activities
- Continuous communication
- Backbone support

Skyline's Narrative

The Committee worked on clarifying the narrative that describes Skyline's work and guides the Program, as follows:

Who do we work with?

High ability students, including those with a growth mindset, leadership potential, giftedness and/or academically talented.

Why do we support them?

Our students face huge challenges due to their level of social or financial capital and often, academic isolation.

How do we measure success?

We recognise that the most important outcomes are related to pathways: into university or other study and employment, and into leadership for a fairer society.

Student Excellence Program (Department of Education and Training, Victoria)

During 2019 the Department of Education and Training (DET) in Victoria announced its Student Excellence program for high ability students in Years 5-8. Skyline anticipates that this will create greater synergies with more schools as we can support networks of High-Ability Practice Leaders across schools with information based on our experience. Eligible students who participate in DET's program can potentially progress into the Skyline Program in later years.

Future Plans

The Committee recognises the importance of:

- Relationships with parents, as they often identify talents in their child, but may not know of resources and pathways
- Skyline alumni promoting opportunities for broader pathways, particularly in their former schools
- Encouraging innovative thinking among teachers to support entrepreneurial thinking by students.
- Future events to learn from schools and teachers to identify their needs.

Committee Members:

Dr Elizabeth Hartnell-Young (Chair)
Dr Dahle Suggett
Fred Clarke
Anthony Gartner

'For me, what Skyline has provided me is continuous support but most importantly, the feeling that everything is going to be fine. Even when things go unexpected and the path to find your healing can be a bumpy road, what I have learnt most is that when you speak out, there will be support reaching out to you. You just need to use your voice.'

- Skyline Student



Our Supporters | Program Partners

The Skyline Program offers academic, intellectual and pastoral support of a kind not found in mainstream government secondary schools, and financial assistance to offset the costs of education, creating a circuit breaker to generational poverty.

In addition to direct Skyline Program participation, students and alumni are offered a range of potentially life changing opportunities because of our education, business and community partners. The opportunities provided by these partners have gone a long way to helping Skyline to achieve our vision for high ability students from challenging backgrounds to reach their full potential.

We are immensely grateful to James Cathro (pictured above) and his team at Campion Education who, along with generous publishers including Oxford University Press, Pearson Education Australia, Cambridge, Cengage and Jacaranda have ensured our students have the books necessary to empower them to realise their dreams.

Pivotal Program Partners

CAMPION EDUCATION

Campion Education is the largest supplier of education resources to primary and secondary schools in Australia. The business continues to highlight the publishing community's generosity. The company took on the mighty feat, spreading the load across major publishers from multiple brands, of requesting in-kind donations of textbooks, and then collating them per student per school for distribution.

We are immensely grateful for this incredible support from Campion along with their generous behind the scenes partners including Cambridge, Cengage, Jacaranda, Oxford University Press and Pearson Education.

INDUSTRY SUPERANNUATION PROPERTY TRUST (ISPT) AND COLLECTIVE SOCIAL INTELLIGENCE (CSI)

ISPT, a wholesale property trust, co-created Foy's Arcade with Collective Social Intelligence, who are pre-eminent experts in interaction design and data visualisation. This dynamic, flexible and multi-functional space was offered to the Skyline Program to host the inaugural Frank Locco Professional Learning Day held in November 2019. The space was designed to inspire ISPT to experiment with Investors and customers and we thank them for the opportunity to hold this event in the space. In May this year ISPT announced it was forging ahead with collaborative development work in the education sector announcing the new, 32 storey vertical campus for Victoria University in the City West Precinct, in Melbourne's CBD as one of the first such projects.

SOCIAL GARDEN (SG)

Social Garden is a digital agency working with the tertiary sector on creative concept development to provide a seamless experience to connect and engage students. The team at SG have been on the front foot to help Skyline and the Skyline Program achieve goals and introduce us to new opportunities.

VICTORIAN TERTIARY ADMISSION CENTRE (VTAC)

VTAC is the responsible body for handling applications in Victoria and some interstate institutions, for undergraduate, degree and full-time TAFE and higher education courses from Certificate IV level and above. In the last six months VTAC has extended its services to include career/course advice for students and parents; services which Skyline is helping to expand in order to extend opportunities for our students.

WESTERN CHANCES

Western Chances (WC) believes in the power of education to transform lives. It gives young people in Melbourne's west the chance to fulfil their potential and overcome barriers to success by providing scholarships, opportunity to programs and is complimentary to the Skyline Program.

Skyline students in Melbourne's west in both Years 11 and 12 and transitioning to Higher Education can be nominated for Western Chances scholarships. We thank them for their continued efforts to include our students.

Pivotal Education Partners

CRIMSON MEDVIEW SCHOLARSHIPS

Crimson Medview is Australasia's largest and leading personalised education organisation, with helping students from all backgrounds gain entry into medical schools across Australia and New Zealand. MedView is the only medicine entry preparation provider that is run and operated by Doctors, Medical Students and Academic Staff from Medical Schools all across Australasia. Medview generously offers eight meritocratic scholarships for Skyline students and alumni to optimise preparation for the UCAT and GAMSAT.

DR JOHN MUNRO

Professor of Educational Psychology and Exceptional Learning in the Faculty of Arts and Education, Australian Catholic University and a Principal Fellow at the University of Melbourne has invested a great deal of time and IP into the Skyline Program.

Dr Munro is a primary and secondary teacher and a psychologist. On a national and international stage Dr Munro teaches and researches exceptional learning, literacy and math learning and learning difficulties, gifted education, instructional leadership, school improvement and learning. He is a consultant to several school improvement projects in Australia and to international education projects including the Aga Khan

Academies and the International Baccalaureate. John has written 6 books and over 80 published articles covering the research and application of aspects of exceptional learning

DR SUSAN NIKAKIS

Professor of Educational Psychology and Exceptional Learning in the Faculty of Arts and Education, Australian Catholic University and a Principal Fellow at the University of Melbourne.

Dr. Susan Nikakis' research portfolio and experience gained through more than 40 years teaching in secondary education and higher education ideally place her to be a highly effective advocate for gifted students. As a current PhD Supervisor at the University of Melbourne, she has strong experience in the tertiary sector as well as the primary and secondary education sectors. She has delivered many papers at gifted conferences around the world. She presented a paper at the World Gifted Conference in Nashville earlier this year. She has written and contributed to several books on pedagogy and gifted students and has recently published an educational book centred on teaching creativity and giftedness. Currently she is writing a book centred on teaching gifted secondary students.



Our Supporters | Program Partners

HACKER EXCHANGE- (HE) FOR SKYLINE ALUMNI/ GRADUATES

HE operates at the intersection of tertiary education and entrepreneurship, delivering a reimagined academic experience which is intense, immersive and based in the real world. Through their global innovation programs, modular courses and community engagement, HE gives people the power and tools to break out of their boundaries, and the confidence to think and act globally - while still accessing academic accreditation from world-class universities. Through a liaison with Jeanette Cheah, co-founder of HE the Skyline Program not only benefits from Jeanette's input but one of our students was also the recipient of a scholarship from HE to attend the Singapore event in 2019

KAOSPILOT

The transformative methodology of Kaospilot, the highly acclaimed alternative business, design and leadership school from Denmark, is interwoven throughout the Skyline Program to challenge and apply new pedagogical and methodological processes to learning and content delivery to bring our program into line with world's best educational practises. KaosPilot methodology assists the Program Team to provide intellectual space and capacity where potential change-makers can develop the knowledge, skills, attitudes and competencies they need to fulfil their values and visions. Over the years, Kaospilot has worked with hundreds of organisations from South Korea to Chile, South Africa to Canada, and we are delighted that the Program, through Ramon Marmolejos director of Australian Partner Alkimia Learning, is collaborating with Skyline to enable a unique and inspirational program experience for our students.

INSTITUTE FOR ENQUIRING MINDS (IEM)

IEM is an educational initiative dedicated to helping under-resourced school students improve their maths skills. Their goal is to increase participation in advanced secondary school maths by providing free mathematical mentoring to financially disadvantaged students. IEM awards scholarships to deserving Skyline and high school students based on financial need and a desire to learn. IEM's scholarships grant students a term's worth of mentoring from one of their volunteer mentors.

Working one-on-one with enthusiastic experts, students are helped to reset their mathematical self-belief and expectations of success. Volunteer maths wizards - the Institute's mentors, are recruited from among the best under and post graduate maths students, as well as from industry and retirees. Students with a hunger to learn work intensively with passionate experts, because they love doing and sharing maths. Mentors commit to at least a term's worth of 2 hours per week. Interesting safe spaces are procured for mentor/scholar pairs. These spaces are where the magic happens.

FALLONS BUS SERVICE

Fallons Bus Service have played a pivotal role in ensuring our growth into the North East of Victoria is a successful one by providing transport for all Students to Skyline events, workshops and residential programs. Fallons ensure that our students from Mansfield, Yea and Alexandra are able to easily be transported to and from Melbourne and Geelong.

OXFORD UNIVERSITY PRESS (OUP)

Oxford University Press is the largest university press in the world, and the second oldest after Cambridge University Press. OUP not only generously provides complimentary publications to Skyline students through Campion Education, but also gifts an iconic Oxford Dictionary to graduating Skyline students.

PEARSON AUSTRALIA

Pearson has been and continues to be a steadfast supporter of the Skyline Program. Pearson is the world's largest learning company with products and services used by millions of teachers and learners around the world every day. The company generously provides complimentary publications to Skyline students through Campion Education, and offers the use of their world class facilities for both social events and education think tanks. In 2019 Pearson worked with Skyline to trial and enable the use of Ravens 2 Matrices for testing, and Motiva- Which Career for Me to examine pathways for year 11 and 12 students. We look forward to continuing our ground-breaking work together. This magnanimity from Pearson reflects strong corporate values that make a measurable difference to learner outcomes and we, at Skyline, cannot thank them enough.

REGIONAL EDUCATION SUPPORT NETWORK (RESN)

RESN is an innovative online tutoring service that provides for both Skyline's regional students and other regional students in country Victoria. Availability to this support service enables Skyline to provide academic tuition and study skills for those who are unable to attend the monthly Study Club catch-ups we provide for Skyline students from urban areas.

TRINITY COLLEGE

Trinity College has been a long standing supporter of the Skyline Program. In the first instance the College and Skyline worked together on a mentoring program for Skyline students. From 2015 Trinity has been hosting our graduation ceremonies pro-bono, in the serene surroundings of the Old Warden's Lodge.

In 2018 and 2019 Skyline ran the Year 12 Residential Program with young leaders from Trinity College that included diverse content featuring intense personal and career development, opportunities for team building and allowed students a look into the reality of living on campus and university life.

In late 2019 Trinity hosted graduation for students completing the two year Skyline Program, and also became the new home for our Induction ceremony to welcome 2020 students.

Conditional on receiving high Atars and being accepted into courses at the University of Melbourne, two exceptional Skyline students were amongst the first to be offered new created scholarships to live and study at Trinity College.

THE GEELONG COLLEGE

The Geelong College have generously supported Skyline since 2018 by supplying bus transport for all Geelong region students to all Skyline workshops and residential programs in Melbourne. This partnership has ensured that logistical challenges with the Program have been eased meaning continued success of our Geelong region students.

MCWHIRTER FOUNDATION

The McWhirter Foundation (UK) is an apolitical charitable foundations that hosts a residential two-day conference for students predominantly from Year 11 to inspire young people to debate topical issues and to think about their future role in society. The Foundation provides twelve places for Skyline students, and we are grateful for this generous opportunity to extend and enrich our student experiences.



Our Supporters | MECCA M-POWER

In 2019 MECCA through its M-Power program, joined Skyline to support ten high ability Year 10 girls who were at risk of not reaching their potential, to commence the two year Skyline Program in 2020.

MECCA believes education is the key to creating a more equitable society. By fostering educational programs and mentorships, MECCA M-Power elevates and empowers women and girls to flourish and realise their full potential.

Through M-Power MECCA partners with an inspiring group of non-profits and organisations both here and abroad. We are proud that Skyline has been chosen as one of MECCA M-Power's three central pillars for investment in women and girls.

Along with Skyline, M-Power also supports the Stars Foundation nationally to assist First Nations' young women, so that they remain engaged at school, complete their final year, and transition into an independent future. Internationally MECCA's focus is with CAMFED a pan-African movement revolutionizing how girls' education is delivered, radically improving girls' prospects of becoming independent, influential women.

'Education is the foundation of MECCA M-Power. It leads to empowerment and realising what's possible.' Jo Horgan MECCA's Founder and Managing Director



Alumna Shehelah and Student Malaz brilliantly represented Skyline at MECCA's conference



Left to right: Julie Reilly, CEO Australian Women Donors Network, Skyline Alumna Shehelah, Jo Horgan MECCA's founder, Skyline Student Malaz with Skyline Board member Wendy Bonnici.

MECCA M-POWER





Our Supporters | 2019 Grants

Each year Skyline applies for grants that when successful enable us to continue to deliver the Skyline Program. The following grants were awarded to Skyline for one or two years and cover the period covering the 2019 and 2020 years.

ANTHONY COSTA FOUNDATION

Robert and Anthony Costa were part of the family that has been synonymous with Geelong for over 118 years. In 2011 Robert & Anthony formed Costa Asset Management Pty Ltd. and at the same time founded a charitable foundation as a legacy to their forebears and an appreciation to the community in which they live. In February 2017, after Anthony passed away very suddenly, the families resolved to name the foundation in his honour to continue his legacy in the same spirit in which he lived. The Anthony Costa Foundation was an inaugural donor to the creation of the Skyline Program - Geelong Pilot, and continues to be a significant donor to Skyline in this Region.

BANK OF MELBOURNE NEIGHBOURHOOD FUND

Since 2017 the Bank of Melbourne Neighbourhood Fund - championed by the Keysborough Branch - has supported Skyline's expansion in the South East region of Melbourne. This year supported all nine students from the region to complete their VCE with the support and guidance of the Skyline Program. It is thanks to the generosity of the Bank of Melbourne that Skyline has been able to expand the program in the region this year to bring on Dandenong High School and Western Port Secondary College as new partner schools and start a separate program in the region.

COLLIER CHARITABLE FUND

The Collier Charitable Fund is a perpetual charitable trust that was established in 1954 by Alice, Annette and Edith Collier, three Melbourne sisters, as a way to continue, in perpetuity, their lifelong practice of generous support of charities and of the disadvantaged. Since then, the Trustees of the Fund have made grants to date in excess of \$107 million.

THE EVA AND LES ERDI HUMANITARIAN CHARITABLE FOUNDATION

The Eva and Les Erdi Humanitarian Charitable Foundation has been established in order to provide philanthropic support for charitable events and organisations within Australia. Skyline is grateful to have received a grant supporting two students across 2019 and 2020.

EQUITY TRUSTEES - THE BAKER FOUNDATION

The Baker Foundation is a leading supporter and has funded many students in the past. The Baker Foundation has again continued their support and have awarded Skyline a 2-year grant in 2019 towards program costs for 2019-2020.

THE MARIAN AND EH FLACK TRUST

An independent philanthropic trust constituted in 1935 under the Will of the late Edwin Harold Flack who was the Senior Partner of Flack & Flack Chartered Accountants, in Australia, which later became Price Waterhouse, and in 1998 after a merger, became known as PricewaterhouseCoopers. Since 1935 this generous Trust have made annual grants to a variety of charitable institutions and diverse causes that seek to benefit and improve a broad range of philanthropic causes throughout Australia. Skyline is delighted to be a recipient in support of enabling VCE students to participate in our transformational Skyline Program.

THE FLORA AND FRANK LEITH CHARITABLE TRUST

The will of Frank Leith provided for income to be applied within Victoria in perpetuity for public charitable purposes but with particular emphasis on assistance to children in poverty including their accommodation, advancement in life, and education within the geographical area of the Diocese of Melbourne, including the Anglican Welfare services. The Flora and Frank Leith Charitable Trust has provided support for school uniforms for our students.

GANDEL PHILANTHROPY

Gandel Philanthropy is one of Australia's largest independent family philanthropic funds. It has been the vehicle for charitable giving by the extended Gandel family since its formation as The Gandel Charitable Foundation in 1978. John Gandel AC and Pauline Gandel AC are actively engaged in the philanthropic work and are universally recognised for their generosity and commitment to both Jewish and general causes. Through Gandel Philanthropy, over the years they have channelled over \$100 million dollars towards various charitable causes. Gandel Philanthropy generously matched funds raised for Skyline by the APS private schools in 2019.

GEELONG COMMUNITY FOUNDATION

The Geelong Community Foundation, funded by locals for locals, has been supporting the people of the Geelong region and providing grants to organisations since 2001. In the 17 years since the Geelong Community Foundation was established in the year 2000, it has been making a difference by facilitating giving and investing in people and solutions to strengthen communities across the Geelong region. Since inception grants provided to the Geelong community now exceed \$6.8 million. Skyline is grateful to have received a grant from the Geelong Community Foundation in 2017 again in 2018 helping us to lay the foundations for the expanded Skyline Program Geelong Pilot.

GIVE WHERE YOU LIVE - GEELONG

Give Where You Live announced \$1.3 million in grants in 2019 with Skyline receiving support to fund multiple students within the Geelong region for 2020 and 2021. The grants issued by Give Where You Live are to create positive social change and address the growing imbalance of equity and equality that exists across the Geelong region. The grants awarded focus on the three key pillars of the Give Where You Live Foundation's Theory of Change – education, employment and life-crisis.

MUTUAL TRUST - BRIAN & VIRGINIA MCNAMEE FOUNDATION

With the support of the Brian & Virginia McNamee Foundation Skyline has been granted funding for 15 positions across the program in 2019.

NEWSBOYS FOUNDATION

The Newsboys Foundation provides grants to community organisations working with young people aged 11 - 21 years in Victoria who are experiencing disadvantage. Newsboys, which turned 125 years old in 2018, again supported Skyline throughout 2017-2018 as part of a 2 year grant for two students through their Skyline journey. As of late 2018, Newsboys provided a further grant for 4 students over 2 years.

PERPETUAL TRUSTEES - BRASHER FAMILY FOUNDATION, PATRICIA MADIGAN AND PERCY BAXTER CHARITABLE TRUST

Skyline has been given support for fifteen positions in the Program with thanks to Perpetual Trustees through The Brasher Family Foundation, Patricia Madigan Charitable Trust and also the Percy Baxter Charitable Trust further to the work of Mr John Percy Hamilton Baxter OBE (188 -1954), an inspirational leader in the Geelong region where he lived with his family from the 1850s to the 1940s.

PIERCE ARMSTRONG FOUNDATION

The Pierce Armstrong Foundation seeks to positively impact and enhance the lives of Australians and will support those organisations who demonstrate they can make meaningful and lasting contributions to our community. Skyline is grateful to have received a grant for 2 positions in the 2019 Skyline Program.



Our Supporters | Donors

We are overwhelmed by the fantastic support offered by significant donors, whose ongoing commitment underpins the entire Skyline Program and its future growth. We thank and applaud their contributions. Listed are donors who contributed toward the 2019 or 2020 years or both.

Significant Donors

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EVA AND LES ERDI HUMANITARIAN CHARITABLE FOUNDATION	TINA & MICHAEL REDDROP
FLORA AND FRANK LEITH CHARITABLE TRUST	UBS AUSTRALIA FOUNDATION
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Our Supporters | Donors

Every contribution is special and makes the world of difference to the ongoing strength of the program and to the lives and futures of the students supported by Skyline.

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 Wendy & Paul Bonnici
 Yarra Yarra Golf Club

Income Generation Team

Thanks to all who are members of the Income Generation Team including but not limited to Allison Gibson, Wendy Bonnici, Grace Rankin, Kerryn Warner and David Parncutt and all those who made such a difference.

'Before Skyline I wasn't sure if I could continue with my education because my family are facing immense financial struggles. Skyline helped me grow as a person and bring about a more confident me. I've made great friends and the people I've met here truly are like family.'

- Skyline Student



Our People | Board Members

KATRINA REYNEN | CHAIR

Katrina joined the Board over a decade ago, impressed with Skyline's comprehensive development program for students with unique needs. She believed that Skyline should be available to more equally worthy students and she has worked to make this a reality. In May 2017 Katrina was appointed Chair of Skyline's Board. With a Master's degree in Gifted Education, she contributed to the Gifted Students Program in the Victorian Department of Education as a Policy Officer, and since, over 17 years, she has held senior positions in the Department, along with the role of Director of Global Education at Cisco. She was the Education Lead for SingTel/Optus and Vice President- Schools (Australia), at Pearson Education.

BEVERLEY BROCK- OAM | BOARD MEMBER

As a young student, Beverley would have fitted the criteria for the Skyline Program, so she understands first hand the challenges Skyline students face and is completely committed to the ideals and objectives of Skyline and the needs of our students. On leaving school Beverley received a scholarship to train as a science teacher and undertook post graduate studies in Special Education, focusing on gifted students. After teaching, she helped to run a business that employed 80 staff and also co-founded and ran a Foundation that cared for the disadvantaged in our community.

ALLISON GIBSON | BOARD MEMBER

Allison dedicated five years as an engaged philanthropist with Skyline Education Foundation before joining the Board. She was touched by the impact of the Program, not only on the recipients but also on their families, their schools and potentially on society in general. Allison has extensive experience in marketing and management consulting and has worked with the Board to improve the sustainability of the Skyline Program. As a significant donor, she is also able to provide the Foundation with first-hand experience in donor expectations and access to other donor networks.

ALISTAIR MYTTON | BOARD MEMBER

Alistair Mytton is a globally experienced Chief Financial Officer and Finance Executive. He is currently the Chief Operating Officer and Chief Financial Officer for Monash College, a wholly owned subsidiary of Monash University that delivers transition education services. Alistair has lead diverse finance teams across multiple geographic regions. He was previously with BHP for over 20 years and prior to that with Andersen for 10 years. Most recently Alistair was Head of Risk and Assurance for BHP with other prior experience including Divisional CFO roles. His experience includes Board and Board Committees, finance, risk management, insurance, capital projects, joint ventures, supply chain management and international taxation. Alistair previously held directorships of Australian, UK, Canadian and South African companies. He is a member of the Institute of Chartered Accountants, a graduate of the Australian Institute of Company Directors and provides executive mentoring in the not-for-profit sector.

WENDY BONNICI | BOARD MEMBER

Wendy Bonnici is a company founder and innovator who has launched, built and led high-growth businesses as start-ups and within large enterprises alike. An experienced advisor, she has also contributed knowledge, capital, and connections to mid-market and emerging ventures. Wendy's professional background includes 25 years' experience in Human Resource Management across a variety of industries. Wendy's priorities today are specific but wide-ranging: Empowering female leaders in early-stage businesses through Scale, Australia's only women-led angel investment group; collaborating with trusted non-profit organisations; as well as initiatives that build a more creative, equitable, and inspired society. Concurrently with her Skyline Board commitments, Wendy sits on the advisory board for Mpower Mecca Cosmetics and chairs her Family Foundation. Wendy also mentors young professional women who have begun their leadership journey.

JASMIN ISOBE | BOARD MEMBER

As a graduate of the Skyline program, joining the Board represented a unique way for Jasmin to give back to this amazing organisation that supported, and continues to support her in so many ways. She had no reservations about taking up the opportunity of learning from and engaging with the people who steer Skyline, and as a representative of the alumni helping to inform the future of the Program and its students. Jasmin graduated from the Skyline program in 2011, and was subsequently involved in establishing the Skyline alumni Association before becoming Co-Chair of the alumni Team in early 2017. Jasmin has a Bachelor Degree with Honours in Linguistics and Applied Linguistics, and a concurrent Diploma in French Language from the University of Melbourne. In May 2017 she was awarded the Rotary Club of Melbourne's Young Achiever Award for Community Service Leadership based on her work with Skyline and her tertiary studies.

DR ELIZABETH HARTNELL-YOUNG | BOARD MEMBER

Dr Elizabeth Hartnell-Young has been a school teacher and principal, and a research director in Australia and the UK. She is a passionate advocate for learning for all and enjoys mentoring emerging leaders and researchers as well as writing creative non-fiction. She is currently working in the Melbourne Graduate School of Education at the University of Melbourne, following Director roles at the Australian Council for Educational Research and the Department of Education and Training, Victoria. In 2017 she co-founded Honour a Woman to ensure women's achievements are justly recognised through the Australian Honours system.

CAMERON MARCH | COMPANY SECRETARY

Cameron has worked with two large national law firms with a particular focus on corporate dispute resolution and regulatory issues and has recently transitioned to the role of legal counsel within a wellness company. Throughout his career in private practice he has offered pro bono support for disadvantaged clients and continues this work, in a greater capacity, for Skyline.



Our People | Ambassador and Patrons

JUSTICE LEX LASRY AM QC | PATRON

Justice Lasry sits as a judge in the Criminal Division of the Supreme Court of Victoria. In most courts, on most days, he sees the result of missed opportunities. He hears about the unexploited potential of young people who, through drugs or for other reasons, have been diverted into criminal activity. He sees the tragedy that will accompany futility in the life of young people whose education has been token rather than real. Justice Lasry believes Skyline, and its ambition, is key in the modern community. The aptitude and talent of young people should not be inhibited by their circumstances. Skyline's efforts to foster and encourage these young people is a vital investment, not only for them, but for the whole community.

EMERITUS PROFESSOR KWONG LEE DOW AO | PATRON

Professor Lee Dow, former Vice-Chancellor Melbourne University and distinguished education scholar, is keen to support the approach which Skyline uses to build the confidence of talented students from disadvantaged backgrounds at a critical stage in enlarging their educational opportunities – both short and long term. For many years as chair of the Victorian Curriculum and Assessment Authority, and some of its predecessor bodies, Professor Lee Dow has been committed to easing and improving the transition which students make through the last years of school and in choosing courses and tertiary institutions for their subsequent professional careers and personal development. There are many aspects to this process, spreading over years, and Skyline highlights and successfully enhances student self awareness and knowledge of options and prospects.

TINA REDDROPP | PATRON

Tina and her husband Michael own and operate independent supermarkets across Victoria and New South Wales. Having lived in regional Victoria for more than a decade, they became increasingly passionate about abating multi-generational poverty. As such they have, in their business and through alignments with local community groups, made it a priority to give local teenagers empowerment pathways to own their future. After several years of being a donor of the Skyline program, they initiated an extension of the Skyline program into Alexandra, Yea and Mansfield with a view to providing local VCE students with access to thrive through education and personal growth. Tina says *'Skyline provides a unique opportunity to invest back into our community by assisting young people to maximise their ability and transform their life through a rewarding and sustainable education and career. We are delighted that community leaders in Alexandra, Yea and Mansfield have generously joined us to grow the number of student positions we can offer and therefore the impact for our local gifted and academically talented students to enable them to realise their dreams.'*

Thanks for Your Support

Skyline is extremely grateful to so many who have supported Operations in 2019 – particularly we thank our Board of Directors and members of Board sub-Committees and Teams; along with Grace Rankin, Ron Watkins, Elena Tran, Megan Chen, Kim Cain, Heather McPhee, Alice Nuttall, Ian and Jacqui Phillips, Ron and Shirley Smith, and Louise Whiting and our friends at Erasmus and the School of Philosophy, whose immense generosity and expertise has been pivotal to our progress this year.

DR DAHLE SUGGETT | PATRON

Dr Suggett believes that a country like Australia has great capacity to meet the educational needs of the full spectrum of young people. However, we still allow too many to slip through the net and be denied the opportunity to reach their potential in education and employment and experience the personal fulfilment we are all entitled to. Sadly, there continues to be an inescapable link between social and economic inequity and educational outcomes. The costs of lost opportunity in Australian education from early leaving and disengagement are enormous. Dr Suggett has been in positions over a number of decades where she has sought to influence education policies and initiatives that advance the opportunities for those missing out. She has held executive positions in state and federal governments and business and has had direct engagement with schools, young people and communities.

PETER ARVANITIS | FINANCIAL PATRON

We are extremely grateful to Peter Arvanitis together with his Family who have shown immense compassion and kindness. Peter's generosity as a business leader and entrepreneur in supporting the Skyline Foundation has provided significant opportunities for our Program. Peter and his family have assisted the organisation in numerous ways be it hosting fund raising functions at the Family Office, meeting with students and introducing members of the community to the Skyline Foundation.

ELLA STONIER-WATSON | YOUTH PATRON

Ella Stonier-Watson is Skyline Education Foundation's inaugural Youth Patron. Ella paired Skyline with the APS Foundation; making Skyline the object of their fundraising. Ella graduated in 2018 from Caulfield Grammar School as School Co-Captain, Debating Co-Captain and a School Committee Member. Ella is currently studying Commerce at Monash University and is a member of the Financial Management Association of Australia.

DR PETER HOLLINGWORTH AC OBE | AMBASSADOR

On returning home to Melbourne in 2003, Dr Hollingworth renewed his relationship with John Cheetham and was excited by the work John was doing with disadvantaged and talented young people in a pilot program managed by the Student Achievement Centre. The initial pilot project was coming to an end and refinements were being made for future expansion. Having worked for much of his life with disadvantaged young people, Dr Hollingworth felt he could contribute to this new organisation which was providing a unique program in a highly professional way. Dr Hollingworth later joined the Board and served as Chair from 2007 until 2017. As Ambassador, he continues to enjoy working with a group of committed people who bring their particular skills to the organisation.



Our People | Staff

JANE SYDENHAM-CLARKE | CEO

BA (Hons), MA, GAICD and Leadership Victoria Fellow

As Skyline's first Chief Executive Officer, Jane is inspired by the great work of so many to date and driven by the opportunity to contribute to a blossoming Skyline future enabling our students to realise their dreams. A strategic and hands on leader, her commitment is to innovative commercial practice for social outcomes. She brings diverse leadership experience, most recently as Chief Executive Officer at Freemasons Victoria, steering growth and transformation. For ten years Jane led the Marketing and Program team at Fed Square and prior held leadership roles at Southgate Arts and Leisure Precinct, VicHealth and Kidney Health Australia. She is a Leadership Victoria fellow, graduate of the Australian Institute of Company Directors, Chair of Tradeswomen Australia and Director of Urban Camp. Jane has held various community leadership roles on Boards and Committees including as Deputy Chair of the Victorian Tourism Awards Judges Panel.

ANNIE HARPER | LEAD PROGRAM MANAGER

B.Educ. (Fine Arts); Grad. Dip. Mkt. (with Distinction); MBus.(Mkt.); Cert. IV TAE; RSA

Annie brings thirty years of corporate business strategy and communication experience to the position at Skyline. She also has a lifelong and abiding interest, and passion, for the power of education to challenge, enhance, elevate and transform. Alongside her professional career Annie has remained committed to education. She has worked as a sessional, and guest, lecturer; was instrumental in developing several courses for the Diploma of Arts (Visual Merchandising) course at RMIT University; and has been an industry representative on the Steering Committee Executive for the aforementioned course where she is also currently serving, for the second time, as Chairperson.

KERRY N WARNER | EXECUTIVE ASSISTANT

As a member of the Skyline management team, Kerry is inspired and enthusiastic to support the organisation's valuable work and looks forward to contributing with our partners to potential life changing outcomes for our gifted and academically talented students who have been challenged early in life. Kerry believes that if our community is to flourish, we each have a responsibility to lead. It's vital that we nurture our young people, empowering them to thrive, and providing them with access to resources. In doing this, we can make a difference. Kerry contributes 35+ years of experience working as an Executive Assistant across various sectors and has a love of working for smaller enterprises. She has worked with organisations at CEO, Director and Senior Executive levels, managing essential responsibilities. She is passionate and committed to providing high level support, creating enhanced solutions and positive outcomes, delivered with excellence.

KIRSTY KAIN | PROGRAM MANAGER

As a Skyline Program Manager, Kirsty Kain is a passionate educator who has over 20 years' experience working with young people across both education and non-profit sectors. She holds a Bachelor of Arts (Honours) in Psychology, and a Graduate Diploma of Education from the University of Melbourne. Kirsty is inspired by intersectional feminism and social justice, and she strives to infuse her work with these principles. She has an enthusiasm for alternative education, which flourished during her fourteen-year tenure at Alia College in Melbourne's inner east. In her former role as Assistant Director of Girls Rock!, Kirsty helped to establish this ground-breaking program in Melbourne. In addition to her role as Program Manager at Skyline, Kirsty works with Family Planning Victoria in the Schools and Community Team. She is also a freelance editor, most recently editing Ethos, the quarterly online journal of Social Education Victoria. She has also volunteered at several music education programs in the US, and at a sexual health education program in Uganda.

RACHEL CURTIS | PROGRAM COORDINATOR

Rachel Curtis had the opportunity to partake in the Victorian Gifted and Talented Program whilst she was at high school, and has experienced first-hand the importance in fostering young talent and future potential. Skyline's investment in alike youth who have experienced disadvantage, allows students to continue to perform with excellence. Rachel's professional background as a legal assistant has afforded her a diverse skill set. Her passion for inspiring young people to reach full potential stems from her long-standing membership with Lord Somers and Powerhouse. Having consistently volunteered on their camps, she has witnessed the power of building strong community and a 'sense of belonging' for young people. As an ambassador of Deakin University, Rachel regularly speaks to VCE classes to spark excitement in pursuing tertiary education and career ventures. Today, Rachel prioritises developing active solutions for students to overcome social and economic barriers. As the Social Justice and Equity Officer of Deakin Law Student's Society, she has hosted educational panels on Indigenous and humanitarian rights, employment law, and diversity. This has afforded her to interact with a strong professional network whose careers are result focused to create change.

NANCY POLYKANDRITIS | PROGRAM ASSISTANT

Nancy contributes over 20 years of corporate experience across the financial services and not-for-profit sectors. Having worked as a Portfolio Manager and Financial Advisor to High Net Worth and Philanthropic clients, Nancy understands the importance of building enduring and trusting relationships. Supporting the Program Team, Nancy looks forward to engaging with students and the Skyline Alumni community to support them and to see them flourish. Nancy believes that having a support framework will allow students to thrive and reach their full potential whilst in the Skyline program and beyond.

LEAH DAVIDSON | ALUMNI DEVELOPMENT MANAGER

Leah is a passionate development coach, trainer and facilitator bringing more than 25 years experience working with young people, executives, families and teams. She has developed programs, retreats, camps and courses and delivered them at institutions such as Melbourne Girls Grammar School, Woodleigh School and the Young Presidents Organisation, working with executives from Hydralite, RSEA Safety, Village Roadshow Theme Parks, Roll'd, 2XU and more. Leah's passion is helping people see new possibilities for themselves and their lives through mindset coaching and training. For Leah, working at Skyline is an incredible opportunity to make a difference on a giant scale while working alongside amazing people.

DAVID PARCUTT | ENGAGEMENT MANAGER

David believes in the importance of equality of opportunity and the power of education to break cycles of disadvantage. He has demonstrated his commitment to these values in a number of roles in the not-for-profit and political sectors. In 2009 he was a co-founder of the Engage Education Foundation, a not-for-profit organisation with the goal of making high quality VCE resources available to students from low socio-economic backgrounds. Following that, David worked in a number of different roles for the Victorian Greens in communications, campaigning and stakeholder management. He was recently made director of Kevin Heinze Grow, a not-for-profit organisation that provides a range of education and healthcare services for people of all abilities.



Audited Financial Statement

Skyline Education Foundation

ABN 40 120 737 724

Summary statement of financial performance for the year ended 31 December 2019

	2019	2018	2017	2016
Income	\$720,932	\$477,215	\$494,108	\$213,220
Direct Program Expenses	\$464,783	\$405,914	\$244,649	\$86,405
Operating Expenses	\$84,838	\$76,617	\$46,427	\$17,395
Profit (Deficit) Before Tax	\$171,311	-\$5,316	\$203,032	\$109,420
Total Expenses	\$549,621	\$482,531	\$291,076	\$103,800
Net Assets	\$648,573	\$477,262	\$482,578	\$279,543

NOTES:

Complete audited financial statements are available upon request.

The financial year end of the Company was changed in 2016 from 30 June to December 31 so as to align with the school year.

Accordingly, the 2016 figures in the financial statements are for the six months ended 31 December, and are therefore not comparative with 2017 and 2018 results.

All relevant documents have been lodged with ASIC and ACNC.

The Foundation retains enough funds to provide for students completing their second and final year of the Program, as well as allowing for measured growth in student numbers.

“Sea otters hold hands when they fall asleep so they don’t drift apart in the ocean. The Skyline Education Foundation family has held each other as we made our way through VCE, amidst a sea of SACs, exam stress, VTAC applications and a determination to make this year count. Everyone that I’ve met through Skyline has reminded me of a superhero. Maybe no one here has the ability to fly or can shoot lasers out of their eyes but I know that everyone here has a special talent that has, and will continue to enrich the community. There is so much kindness, thoughtfulness and compassion in this one room that it’s hard to not be so grateful to be a part of this family.

The Skyline Education Foundation does indeed, provide financial aid and an inclusive network of guidance, but also embeds a sentiment of worth and dignity within students who are unable to see otherwise. Without them, I would not have had the courage to study specialist maths and then go off to pursue my passions in the design industry. I would have failed to see my potential in a creative field and probably would have just given up on my dreams. I would not have this network of mentors and leaders, activists, superhumans and most importantly, friends, who I know will all go on to make such a positive impact in our world.”

- Felicia, Skyline Graduate, Class of 2019.



Skyline

Education Foundation Australia

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