Growing value in uncertain times

A Social Return on Investment Evaluation of Skyline Education Foundation activities 2020

thinkimpact
TOWARDS A NEW PROSPERITY

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1. Introduction

1.1 Purpose of the study

In 2019, Think Impact conducted a Social Return on Investment (SROI) study which determined that for every dollar invested in Skyline Education Foundation (Skyline), $12.19 of social and economic value was created over 2017 and 2018. The study determined that students, parents and siblings of students, and the federal government experience outcomes as a result of Skyline's activities. In 2020, informed by the SROI and other evaluation activities, Skyline made a number of strategic changes to their programming, in particular extending programming to alumni.

The external environment in 2020 also brought unexpected changes and the Skyline community experienced dramatic challenges due to the COVID-19 global pandemic. To manage the spread of COVID-19 in the community, from March 2020, the Victorian government introduced a lockdown, including requiring students to undertake remote learning for nearly two full terms. In response to this, Skyline pivoted their activities to an online and remote format to continue supporting alumni and students from across metro Melbourne and regional Victoria to remain engaged in their schooling and community lives.

To understand the value Skyline has contributed to the community during 2020, Skyline commissioned Think Impact in September 2020 to review and revise the 2019 SROI model, taking into account these programming changes and Skyline's response to changes in the external environment. This report outlines the findings of the revised SROI model to support Skyline's understanding of the value they created in 2020, so they can continue to evolve and grow their social impact.

1.2 The COVID-19 context

2020 has created some incredible challenges for the Victorian community. To manage the global COVID-19 pandemic and health crisis, communities across Victoria have been restricted in their movements. As a result, for most of the year, the Victorian community was only able to leave home for four reasons: shopping for essentials, study or work if unable to do so at home, undertaking caring responsibilities and for limited exercise. For nearly two full school terms in 2020, students were learning remotely. Learning from home required students to have access to a suitable workspace, devices on which to download school tasks and communicate with teachers, and a reliable internet connection. Remote learning and the impact of COVID-19 more broadly has resulted in new vulnerabilities for families and exacerbated existing hardships.

For example:

- **School engagement** – As of May 2020, only **25% of Australian teachers felt confident their students were learning well under remote learning arrangements** and only 43% were confident the majority of their students were positively engaged with online learning[1].
- **Mental health challenges** – Calls to Beyond Blue's support services **increased 66% in April 2020** and **60% in May 2020** compared to the same period in 2019[2]. Australia is forecast to see an increase of

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1 Alan Finkel, Learning outcomes for online versus in-class education (Rapid Research Information Forum, 2020), https://www.chiefscientist.gov.au/sites/default/files/2020-05/COVID-19%20online%20learning.pdf
2 Beyond Blue, *Beyond Blue reassures Victorians free mental health support is always available* (Beyond Blue), https://www.beyondblue.org.au/media/media-releases/media-releases/beyond-blue-reassures-victorians-free-mental-health-support-is-always-available

at least 11.4% in total mental health-related emergency department presentations over the next five years, and **at least 10.4% are projected to be by young people (aged from 15 to 24 years)[3].**

- **Family trauma** – 59% of surveyed family violence practitioners in Victoria said the **frequency of violence against women had increased during COVID-19 lockdowns** and 50% reported that the pandemic had increased the severity[4].
- **Youth unemployment** – In April 2020, an estimated **213,000 young people aged from 15 to 24 lost their jobs**, representing 35% of the almost 600,000 Australians that lost work in that month[5].
- **Financial stress** – It was estimated that 700,000 Australians could lose their job by mid-2020 and **175,000 students were estimated to be newly affected by household unemployment and resulting financial distress[6].**

While this study did not specially seek to understand the impact of COVID-19 pandemic on students, it did seek to understand the implications of COVID-19 for the Skyline community, the role that Skyline has played and subsequently, the value Skyline has created for students and alumni during the 2020 calendar year.

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[3] Atkinson, Skinner, Lawson, Song, Hickie, *Road to Recovery: Restoring Australia's Mental Wealth*.

4 Naomi Pfitzner, Kate Fitz-Gibbon and Jacqui True, Responding to the 'shadow pandemic': practitioner views on the nature of and responses to violence against women in Victoria, Australia during the COVID-19 restrictions (Victoria: Monash Gender and Family Violence Prevention Centre, Monash University, 2020), 6, https://bridges.monash.edu/articles/report/Responding_to_the_shadow_pandemic_practitioner_views_on_the_nature _of_and_responses_to_violence_against_women_in_Victoria_Australia_during_the_COVID-19_restrictions/12433517

[5] Dr. Mariana Atkins, Zoe Callis, Paul Flatau, Lisette Kaleveld, COVID-19 and Youth Unemployment: CSI Response (Centre for Social Impact, 2020), https://www.csi.edu.au/media/uploads/csi_fact_sheet_social_covid-19_youth_unemployment.pdf

6 Natalie Brown, Kitty te Riele, Becky Shelley, Jessica Woodroffe, *Learning at home during COVID-19: Effects on vulnerable young Australians* (Tasmania: Peter Underwood Centre for Educational Attainment University of Tasmania, 2020), 70 https://www.dese. gov.au/system/files/doc/other/learning_at_home_during_cov- id_30042020.pdf

2. The Skyline program in 2020

Skyline has the ability and resources to make the best of any situation. Things might come up and make things difficult, but they will figure it out – Student (2020)

2.1   Key activities

In early 2020, Skyline recognised a need to respond to a number of challenges alumni and students were experiencing with their study, employment and mental health. Skyline made strategic changes to the organisation, introducing a number of new activities and extending programming to alumni with support of a newly hired Alumni Development Manager.

New programming introduced in 2020 includes:

- a Pathways Program to assist students with navigating pathways into University
- additional study assistance through a study club, tutorial program and exam revision sessions
- facilitated weekly Zoom sessions for students and alumni to connect
- mental health support through a partnership with the Cairn Millar Institute
- employment opportunities for alumni at Skyline
- a WhatsApp group for alumni to connect
- 5 and 10-year coaching sessions for alumni.

With the introduction of COVID-19 restrictions in March 2020, Skyline made the decision to fully pivot their program to an online and remote format, rather than cease or restrict activities. At the same time, learning from home required new resources and was putting additional stress on the Skyline student and alumni community. In response to these growing needs, Skyline provided critical resources such as laptops, desks and access to reliable internet, and increased their direct engagement with students and alumni, checking in with them regularly.

The following section outlines the value created by Skyline during the 2020 calendar year as a result of the programming changes above outlined and their pivot to online and remote delivery.

2.2   The investment required to deliver the program in 2020

To determine the revised SROI, the total contributions required to deliver the Skyline program during the 2020 calendar year were determined. The activities required contributions in the form of financial inputs and in-kind contributions through volunteer hours and the donation of goods. In total in 2020, the delivery of Skyline required **$953,115** of financial and non-financial contributions. A breakdown of these inputs is provided in the table below.

Table 1 Inputs required to delivered Skyline activities in 2020

Category	Description	Calendar year
Skyline Education Foundation expenses	Salaries and wages	$449,196
	Direct expenses	$230,977
	Operating expenses	$63,942
Volunteer contribution and in-kind support	Includes board and professional services time and donation of goods	$209,000
	TOTAL	**$953,115**

3. The value created by Skyline in 2020

Without Skyline's support, I would have been in a more dangerous mindset and be even more lost and behind on my studies – Student (2020)

3.1 The overall SROI

The 2020 SROI model found that for activities undertaken in 2020 every dollar invested in Skyline creates **$13.2 in social value.** The range of SROI created is $10.1 – $15.1[7].

Outcomes valuation = $12,537,377	For every dollar invested in the Skyline program in 2020, **$13.2** of social and economic value was created.
Input costs = $953,115	

The key findings from undertaking the SROI analysis in 2020 illustrate that:

- Skyline maintained student outcomes and grew value in 2020, despite the negative influences of COVID-19, lockdown and remote learning.
- Students experienced the most value (83%), worth $10,396,608, with 'stronger self-identity' being the most highly valued outcome.
- Alumni were a material stakeholder in 2020, experiencing 7% ($940,424) of the total value. 'Sense of self and purpose' was the most highly valued outcome.
- Parents and siblings of students experienced 4% of the total value, and the federal government 2% of the value.
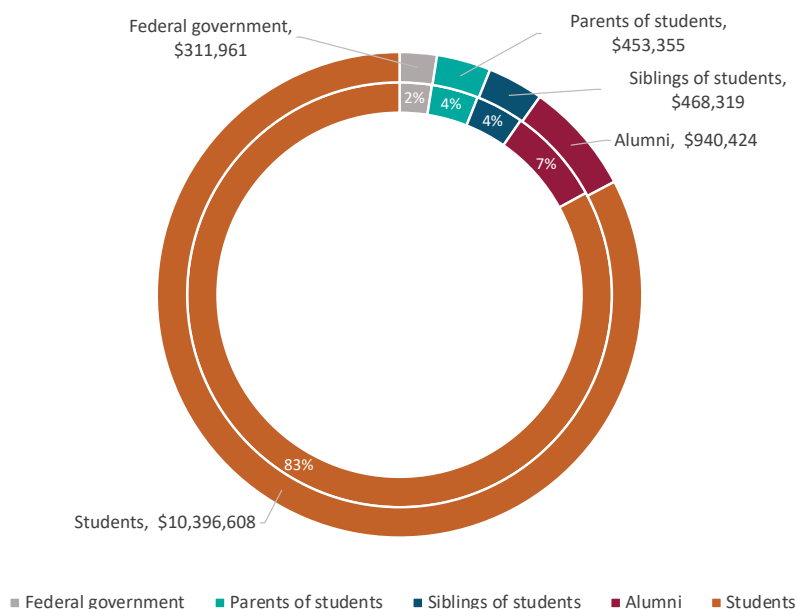
Figure 1 Value created per stakeholder group in 2020

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[7] See Section 4 for details on the sensitivity analysis.

3.1.1 The value experienced by students

Thanks to Skyline's care and kindness, I felt more encouraged and hopeful during those tough periods of isolation – Student (2020)

Results from the 2020 SROI demonstrate Skyline maintained 2019 student outcomes despite the potentially negative influence of remote learning and lockdowns on educational outcomes, mental health, family dynamics and financial stress. 'Stronger self-identity' and 'expanded further education and employment pathways' were the most highly valued outcomes.

During 2020, Skyline also created new outcomes related to feelings of isolation and capacity to succeed in school, however their value was relatively small.

Outcome	Value
Stronger self-identity	$4,073,625
Expanded further education and employment pathways	$3,321,824
Increased self-confidence and hope for the future	$1,169,409
Increased feelings of security (stable support network)	$807,705
Improved financial position (as a result of other scholarships)	$42,920
Increased sense of belonging (a peer community)	$537,624
Avoided dropping out of school	$200,977
Increased capacity to succeed in school during remote learning…	$158,942
Reduced feeling of isolation during lockdowns	$57,690
Reduction in household stress	$40,867

Figure 2 Student value per outcome in 2020

The potentially negative influence of remote learning could have been significant on students. When asked to reflect on the difference that Skyline had made during 2020, students shared these reflections:

During remote learning, I had a lot of trouble staying motivated and engaged, and I gradually became more recluse, but thanks to Skyline and the additional resources provided to me, I was reminded that there are people who care about me and people who are trying to help me graduate happy – Student (2020)

During remote learning Skyline has offered me the opportunity to sign up for extra tutoring lessons on subjects which I feel I need more help with. I signed up for the English tutoring sessions for each Wednesday, and I feel that they have helped me a lot – Student (2020)

3.1.2 The value experienced by alumni

> *It was a great relief for me to know there is a program that is always there to support you which brought a sense of security into my life at such a difficult time. This type of positive changes that the program brings has a lasting impact for years to come – Alumnus (2020)*

This year, Skyline introduced new activities to engage alumni, such as life planning sessions, employment opportunities at Skyline, and opportunities to connect with students and other alumni. In the 2019 SROI analysis, the impact of Skyline on the alumni cohort was considered not material, because there were no activities directly engaging alumni with any significant value.

However, with the introduction of activities directly aimed at improving alumni outcomes, the 2020 analysis identified six material outcomes, and value to be included in the model.

As illustrated in Figure 3 below, 'sense of self and purpose' was valued most highly by alumni. As one alumnus described it:

> *Prior to Skyline, I had no idea of the direction my life was taking, but with Skyline I now feel happy, satisfied and stable in my future. I'm more productive and feel as if I have plenty more opportunities coming my way in terms of education and employment – Alumnus (2020)*

In addition, to support alumni with planning their future, the alumni program offers life planning sessions with Skyline's Alumni Development Manager. This program has contributed to value being experienced by alumni in the form of 'increased self-confidence and hope for the future' and 'increased participation in further education'.

As one alumnus described it:

> *I had a severe lack of motivation after graduating high school and didn't see myself going to university. I probably would have still been unemployed and not have started at Uni if I didn't have Skyline's support – Alumnus (2020)*

Outcome	Value
Sense of self and purpose	$507,669
Increased self-confidence and hope for the future	$170,893
Increased participation in further education	$96,709
Increased feeling of security (stable support network)	$86,637
Increased sense of belonging	$67,896
Reduced feeling of isolation during lockdowns	$9,717
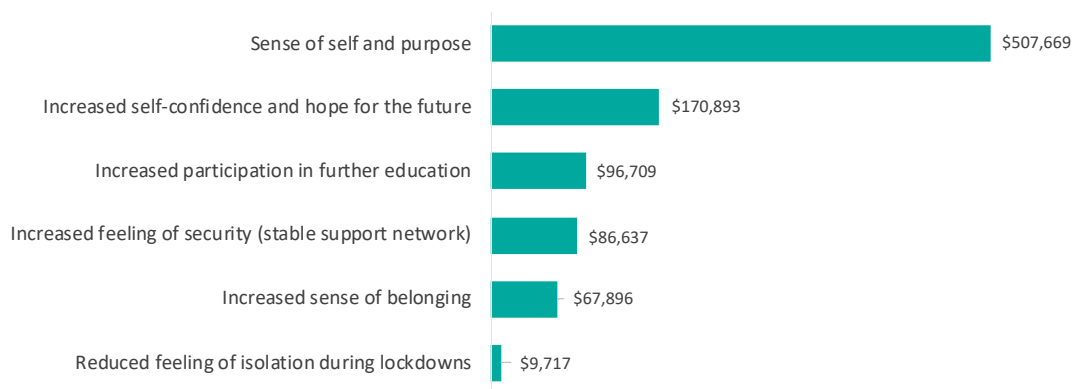
Figure 3 Alumni value by outcome

Skyline also employed 14 alumni on a casual basis in 2020. Given the impact on the employment market as a result of COVID-19 lockdowns, this has helped alumni in a time where they might have struggled finding employment. In addition, Skyline has nine active alumni volunteers, speaking to the dedication of the cohort to give back to Skyline and support others in their community.

The impact of Skyline on parents and siblings of alumni was also examined, however determined to be not be material. See Appendix C for details of the materiality of stakeholders and outcomes.

3.2   The potential impact of COVID-19

If Skyline had not pivoted in response to COVID-19, students and alumni would have missed out on experiencing significant social value, and the social return would have dropped to **$1.7**.

Like many organisations, when COVID-19 restrictions were imposed on the Victorian community, Skyline was faced with a decision – to cease all face-to-face activities or find other ways to connect and create value.

If Skyline had chosen to cease all face-to-face activities and not pivot to online and remote delivery, modelling suggests that the value created per dollar of investment would have reduced to **$1.7** (Figure 4). This modelling assumes only the value associated with financial assistance in the form of external scholarships and reduced household stress would have been created. While Skyline would still have created positive value, it is important to note that by pivoting, Skyline was able to grow value at a time when negative external influences may have prevented this value creation.
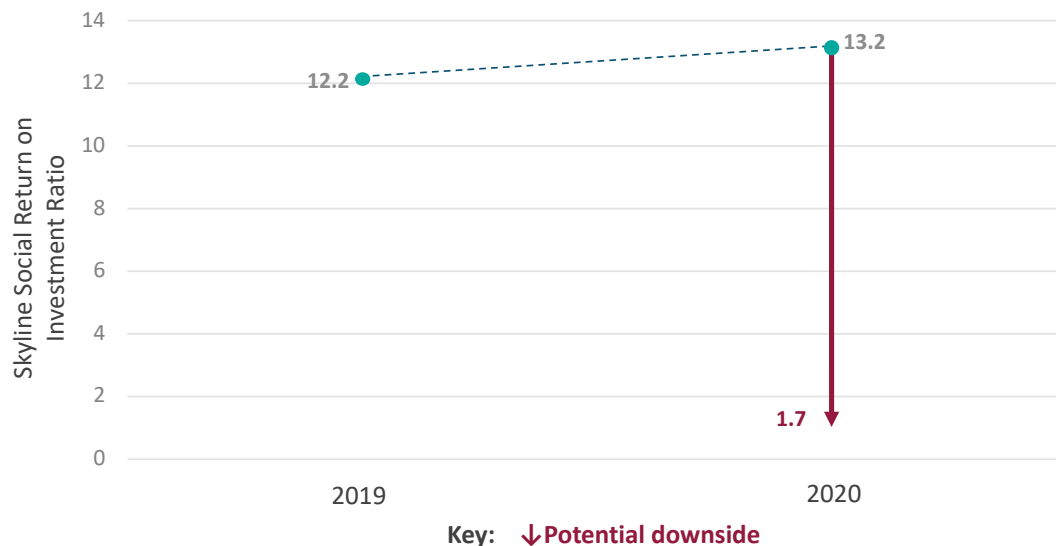
Figure 4 Value lost if Skyline had not pivoted during COVID-19 lockdowns

The following quotes from students provide insight into what would have happened if Skyline was not available to them during COVID-19 lockdown:

Without the masterclasses or support I think it would have been very difficult to stay on track for VCE – Student (2020)

The sudden sense of isolation got to me at first … [It's] hard to put into words with quarantine, I'm always alone and stuck in my own little bubble and weekly sessions brings a sense of community which is very needed – Student (2020)

I would have majorly struggled a lot during the lockdown and possibly suffering from poor mental health if it was not for the master class and other online programs set by Skyline – Student (2020)

3.3   Key differences between the 2020 and 2019 results

In addition to the program changes, 2020 brought unexpected challenges to the external landscape in which Skyline operates, driving a move to online and remote program delivery. These changes resulted in a number of differences between the 2019 and 2020 SROI model findings.

The key differences in the overall social and economic value include:

- In 2020, the annual inputs increased by approximately $400K compared with the 2017 and 2018 calendar years.
- The 2019 SROI model assessed the social and economic value created over a two-year period (2017 and 2018) compared with one year for the 2020 model.
- The inclusion of alumni as material stakeholders in the 2020 model (who experienced $940,420 or 7% of the overall social and economic value).
- In 2020, there was growth in the number of students supported by Skyline. The number of students supported over a two-year period in the 2019 model was 90, compared to 103 in the 2020 model.
- In 2020, students experienced 10 outcomes, with each student experiencing $100,938 of social and economic value, compared with 8 outcomes in the 2019 model with each student experiencing an average of ~$54,000 per year of social and economic value.
- The benefit period for the 'stronger self-identity' outcome experienced by students increased by one year based on stakeholder feedback.
- In 2020, students and alumni experienced value from overcoming potentially negative outcomes as a result of COVID-19. This included value from 'reduced feelings of isolation' and 'increased capacity to succeed in school' as a result of Skyline's response.
- The value per parent and sibling decreased from 2019 to 2020. The difference in parent value is due to the 'improved emotional wellbeing' outcome not being material in 2020 as well as the value of the 'reduced financial stress' and 'reduction in household stress' outcomes decreasing. This makes sense in the context of COVID-19 – where there was growing household stress and other factors influencing this outcome, beyond Skyline's control.
- In addition, the federal government experienced a similar percentage of value (2%).

Figure 5 on the following page shows a comparison of social value created per stakeholder from the 2019 model to 2020, with further explanation to support understanding of the differences between the value created each year.

- Value experienced per student increased from ~$54,000 per year in the 2019 model to $100,938 in 2020.
- Two new outcomes were identified in 2020 as a result of overcoming the potentially negative impact of COVID-19.
- Increased benefit period by one year for 'stronger self-identity' based on stakeholder feedback.

- Value per parent decreased from $6,432 in 2019 to $2,809 in 2020.
- Value per sibling decreased from $2,963 in 2019 to $2,826 in 2020.
- The difference in parent value is due to the 'improved emotional wellbeing' outcome not being material. The value of the 'reduced financial stress' and 'reduction in household stress' outcomes also decreased. This makes sense in the context of COVID-19 – where there was growing household stress and other factors influencing this outcome, beyond Skyline's control.

- In the 2019 SROI analysis, the impact of Skyline on the alumni cohort was considered not material, because there were no activities directly engaging alumni with any significant value.
- However, with the introduction of activities directly aimed at improving alumni outcomes, the 2020 analysis identified six material outcomes, and value to be included in the model.
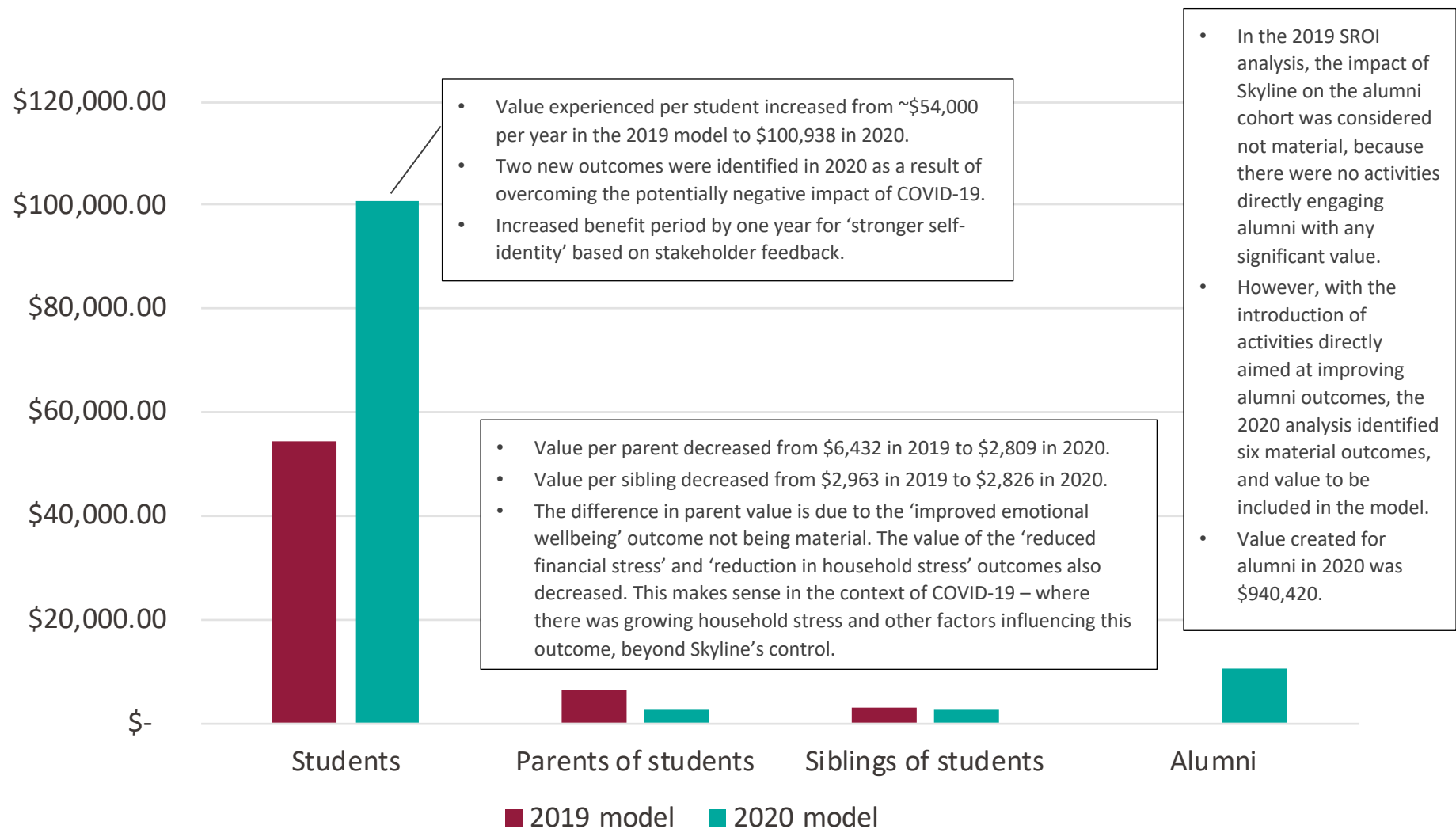- Value created for alumni in 2020 was $940,420.

Figure 5 Comparison of social value created per stakeholder from the 2019 model (average value per year over 2017 and 2018 period) to 2020

4.   Sensitivity analysis

The SROI includes a set of judgements and assumptions to determine the social and economic value. To test the influence that these judgements have on the model, a sensitivity analysis was conducted. This analysis tested the following questions.

1.   *What would happen to the SROI if the benefit period for the outcome 'stronger sense of identity' for students was 10 years instead of 3 years?*

To follow the principle of 'do not overclaim', we were conservative with calculating benefit periods in the SROI model. However, evidence from alumni interviews suggested that 'stronger self-identity' stays with Skyliners for years after they leave the program. There is also a possibility some outcomes may increase in value overtime, whereby some Skyliners may not fully experience the outcomes until later.

> *I doubt I would have the sense of self and purpose I do now, if I hadn't been part of the program. I don't think I would be where or who I am now. I would be less willing to back myself, to take on leadership roles and to speak up, and that is huge – Alumnus (2020)*

Increasing the benefit period to 10 years results in an SROI of **$15.1**.

2.   *What would happen to the SROI if there were no alumni outcomes, but instead some student outcomes were extended by one year?*

This scenario considers the possibility that alumni outcomes are merely extended student outcomes, rather than separate outcomes. While our engagement with alumni suggests that this is not the case, testing this assumption shows that if outcomes for alumni are excluded, the SROI would reduce to **$12.2**. If student outcomes of 'stronger self-identity', 'increased self-confidence and hope for the future', 'increased feelings of security' and 'increased sense of belonging' are extended by an additional year, the SROI would remain at **$14.6**.

3.   *If the financial proxies for the two most valuable outcomes for students – 'stronger self-identity' and 'increased self-confidence and hope for the future' – were reduced by half, would positive social value still be created?*

The two most highly valued outcomes for students are 'stronger self-identity' and 'increased self-confidence and hope for the future'. The financial proxies assigned were accordingly high. If these financial proxies are reduced by half, a strong positive value is still created, with an SROI of **$10.1**.

The results of the analysis show that by varying key variables, the SROI ranges from **$10.1 to $15.1.**

See Appendix D for a summary of the sensitivity analysis results.

5. Implication of results

2020 presented unprecedented challenges for the Victorian community, especially for students who were required to undertake remote learning for nearly two school terms. Skyline's responsiveness to COVID-19 lockdowns this year was critical – not only was Skyline able to avoid the negative influence of remote learning and the impact of COVID-19, but was able to grow the overall value in this time. In addition, given the transition out of high school creates vulnerabilities, Skyline's decision to extend programming to alumni has supported them following completion of high school, creating significant value for this stakeholder group.

Evidence has also suggested Skyline students and alumni may experience value over a longer period of time, or that value may not be fully realised until many years after students engage with the Skyline program. Conducting a longitudinal study is recommended to fully understand how value changes over time.

The value created by Skyline in 2020 demonstrates the organisation's agility and dedication to its community of students and alumni.

6. Key limitations and assumptions

Key limitations and assumptions from this study include:

1. We assumed that alumni and students who did not complete the surveys experienced changes to the same degree as those who did respond. This may have positively skewed the data given it is likely those who have responded have had a positive experience with Skyline. This may have also been the case with individual interviews and the focus groups, whereby those who participated are likely to have had a positive experience with Skyline.

2. To determine the number of alumni who experience value, we used Skyline alumni engagement data. From this data, 93 alumni were considered 'actively engaged', 29 were considered 'proactively engaged' and 120 lost contact. We assumed all of those that were 'actively engaged' and half of those that are 'proactively engaged' are those that experience value, equating to 100 alumni. To follow the principle of 'Do not overclaim' this number was reduced by 10%, equating to 90 alumni.

3. The 2019 SROI used parents as proxies for students and their siblings. However, because we were able to survey students and alumni directly this year, students and alumni have acted as proxies for parents and siblings. Using students and alumni as proxies for their parents and siblings may have skewed the data if students and alumni did not accurately report on their experience.

4. Given many of the activities that create value for alumni and students are similar, alumni responses in both surveys and direct engagement may have been skewed due to a potential difficulty deciphering between their experience as a student and as an alumnus.

Appendix A Feedback about online delivery of programming

In both the 2020 student and alumni survey, we asked the following question: *This year Skyline delivered some of its activities online and some face-to-face. This is a change from previous years when all of the activities were face-to-face. Please describe any advantages or disadvantages you think this had for you*.

Students reported remote delivery offers the opportunity for more regular check-ins and engagement, new ways to connect, and greater convenience due to not having to travel.

> *Monday afternoon zoom chats provided me with the new social way to connect with others – Alumnus (2020)*

> *Travelling to and from Melbourne can be difficult at times, as I live about 3 hours away. At times it has meant having to spend nights in a hotel in Melbourne or pay for public transport which we can't really afford to do – Student (2020)*

Feedback about online activities was positive as suggested below:

> *Overall, the online activities were very well-organised and managed by the Skyline team. They were streamlined, delivered the interesting and helpful content and lacked any significant technical difficulties – Student (2020)*

Multiple Skyliners suggested the online mode does not offer as much opportunity to build new relationships and doesn't replace meeting face-to-face but increases exposure to new people. It was also mentioned the activities were less engaging online, but this was a product of the delivery rather than the content.

> *I do worry that the online mode does not offer as much opportunity to build new relationships in the immediate moment, but it does expose you to more people than you might have met in person, and from there you can seed new relationships and connections – Alumnus (2020)*

This suggests a mixed delivery (both online and in-person) may better suit Skyliners' needs in the future.

Appendix B Methodology

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[8].

The SROI Guide's 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

SROI guide stages   **Our stages**

1. Establishing scope and identifying stakeholders	1. Clarifying scope and stakeholder engagement
2. Mapping outcomes	
3. Evidencing and valuing outcomes	2. Measurement and quantification
4. Establishing impact	
5. Calculating the SROI	3. Modelling
6. Reporting, using and embedding	4. Reporting and communications
Verification	

To update the SROI, we completed the following four stages:

- **Clarifying scope and stakeholder engagement** – Clarified the activities to analyse, stakeholders to engage and reviewed existing documentation and data relevant to 2020 activities. In addition, we engaged stakeholders to identify and map outcomes experienced as a result of Skyline activities.
- **Measurement and quantification** – Developed and distributed surveys and identified the inputs.
- **Modelling** – Updated the 2019 SROI model to calculate the revised SROI.
- **Reporting and communications** – Development of an addendum to the 2019 Skyline SROI report.

Table 2 Engagement undertaken for project and associated numbers

Engagement task	Numbers engaged
Staff and board member individual interviews	5 staff interviews, 2 board member interviews
Individual student interviews	3 individual student interviews conducted
Individual alumni interviews	6 individual alumni interviews conducted
Focus groups	1-hour focus group with 10 students 1-hour focus group with 7 alumni
Survey distribution	Completed by 76 students and 34 alumni

Appendix C Modelling value

Table 3 Overview of stakeholder groups

Stakeholder	# Stakeholders	Description	Materiality
Students	103	Students are the primary beneficiaries of the Skyline program. They experience educational and personal wellbeing outcomes.	Material
Parents of students	161	Parents are also beneficiaries of the Skyline program experiencing reduced financial stress and other intrinsic outcomes.	Material
Siblings of students	166	Siblings of experience value through reduced household stress and expanded aspirations from seeing their Skyline sibling grow.	Material
Skyline alumni	213 90 included in the model (number of Alumni who are proactively involved plus half of the Alumni who are actively involved, less 10% so as not to overclaim)	Skyline alumni are now another main beneficiary of Skyline due to new activities. Like students, they experience educational and personal wellbeing outcomes.	Material
Parents of alumni	87	Parents of alumni experience reduced financial stress but are not material due to high deadweight.	Not material
Siblings of alumni	48	Siblings of alumni experience reduced financial stress but are not material due to high deadweight.	Not material
Skyline staff	8	They contribute and enable the change to occur through provision of resources and program management.	Not material
Federal government	1	Increased tax income	Material

Table 4 Activities included in scope of 2020 SROI refresh

Activity	Description	Target stakeholder group	New in 2020
Wrap-around care	Skyline's dedicated program team creates a continuum of educational, emotional and practical support and resources for alumni and students. For year 11 and 12 students, Skyline supports students by forming a strong school, companion teacher and parental support framework and partnership that wraps around students during their two years in the program.	Students and alumni	No change for students, but strategic, targeted support for alumni is new in 2020
Financial reimbursement and subsidy	Reimbursement of educational expenses incurred by students (school levies and fees, textbooks, uniforms, materials and academic requirements, travel and excursions) that would otherwise further impact families already facing disadvantage	Students	No
Residential programs	2 transformational 3-day courses designed to foster personal growth and development	Students	No
Masterclasses	6 intensive day long seminars designed to foster personal growth and development	Students	No
Pathways program	Students get assistance with university applications and learn about the different pathways they can follow to get into University, helping to lift expectations about what is possible.	Students	Yes
Additional study assistance	Study club, tutorial program, and exam revision sessions	Students	Yes
Mental health support	Building on the emotional support already offered to Skyliners, Skyline has partnered with the Cairnmillar Institute to help address the mental health needs of Skyliners.	Students and alumni	Yes

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Additional assistance obtaining critical resources	Building on the resources already offered to Skyliners, Skyline has helped students obtain critical resources such as desks, laptops and interne to support remote learning needs.	Students and alumni	Yes
Additional opportunities to connect	Additional opportunities to connect have been offered through weekly 'Skyline Connect' Zoom sessions, a WhatsApp group for alumni as well as the direct effort Skyline is taking to regularly check-in with students and alumni.	Students and alumni	Yes
5 and 10-year life planning coaching	Skyline has recently hired an Alumni Development Manager who offers 5 and 10-year life planning one-on-one coaching to alumni.	Alumni	Yes
Employment at Skyline	Employing a number of alumni on a casual basis	Alumni	Yes

Table 5 Materiality of 2020 outcomes

Stakeholder	Outcome	Materiality conclusion *(To be material, the outcome must be relevant and significant)*
Student	Stronger self-identity	Material
	Increased self-confidence and hope for the future	Material
	Increased feelings of security (stable support network)	Material
	Increased sense of belonging	Material
	Significant reduction in household stress and improved family dynamics	Not material in 2020 due to factors outside Skyline's control influencing household stress
	Moderate reduction in household stress and improved family dynamics	Not material in 2020 due to factors outside Skyline's control influencing household stress

Stakeholder	Outcome	Materiality conclusion *(To be material, the outcome must be relevant and significant)*
	Increased anxiety from increased expectations	This negative outcome was directly tested but found to be not material.
	Avoided dropping out of school	Material
	Expanded further education and employment pathways	Material
	Improved financial position (as a result of other scholarships)	Material
	Increased capacity to succeed in school during remote learning (functional)	Material
	Reduced feeling of isolation during lockdowns	Not materially significant due to having >2% of the value.
Parent of student	Reduced financial stress	Material
	Significant reduction in household stress and improved family dynamics	Material
	Moderate reduction in household stress and improved family dynamics	Material
Sibling of student	Significant reduction in household stress and improved family dynamics	Material
	Moderate reduction in household stress and improved family dynamics	Material
	Expanded aspirations	Material
Federal government	Increased tax income	Material
Alumni	Increased sense of belonging	Material
	Reduced feeling of isolation during lockdowns	Not materially significant due to having >2% of the value.
	Increased feeling of security (stable support network)	Material

Stakeholder	Outcome	Materiality conclusion *(To be material, the outcome must be relevant and significant)*
	Continued stronger self-identity	Material
	Increased self-confidence and hope for the future	Material
	Increased participation in further education	Material
	Reduction in household stress	Not material due to having >2% of the value.
	Increased employment	Not material due to only 14 alumni working on a casual basis.
Parents of alumni	Reduction in household stress and improved family dynamics	Not material due to high deadweight and low attribution.
Siblings of alumni	Reduction in household stress and improved family dynamics	Not material due to high deadweight and low attribution.

Table 6 2020 indicators and results for student outcomes (n=72 responses in 2020 Skyline student survey)

Outcome	Indicator	Results
Increased feelings of security (stable support network)	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… I know that people at Skyline are looking out for me and my family I have someone at Skyline who I can call when I need to	89%
Stronger self-identity	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… I know myself better I have opportunities to build confidence that I would otherwise not have had	84%
Increased self-confidence and hope for the future	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… I am more confident that I can realise my potential I am more optimistic about my future	85%
Expanded further education and employment pathways	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… I know people who can help me on my career path I am able to pursue study or job options that I would not have been able to I am more aware of the career and study options open to me	82%
Increased sense of belonging (a peer community)	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… I feel like part of the Skyline community I have made close friends I feel that there are people who understand me	79%

Outcome	Indicator	Results
Significant reduction in household stress and improved family dynamics	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… Our home life is more relaxed I get along better with my family My family is less worried about money Someone in my family (including me) does less paid work	54%
Moderate reduction in household stress and improved family dynamics	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… Our home life is more relaxed I get along better with my family My family is less worried about money Someone in my family (including me) does less paid work	54%
Increased anxiety from increased expectations (Nonmaterial negative outcome)	% who disagree or strongly disagree with the statement: Skyline does not create pressure that makes me feel overwhelmed	7%
Avoided dropping out of school	% who respond "Highly likely" or "Likely" to the statement: If not for Skyline I would have dropped out of school	5%
Improved financial position (as a result of other scholarships)	Value of scholarships received, outside of Skyline, due to Skyline connections	$429,200
Increased capacity to succeed in school during remote learning (functional)	Percentage of student who reported they received help with technology or school supplies and study help during lockdown in response to: How has Skyline supported you and your family during lockdown/remote learning?	54%
Reduced feeling of isolation during lockdowns	% who agree or strongly agree with statement: Without Skyline I would have been very isolated during lockdown/remote learning	64%

Table 7 2020 indicators and results for parent of student outcomes (n=67 responses in 2020 Skyline student survey)

Outcome	Indicator	Results
Reduced financial stress	Average of % who agree or strongly agree with the statements: Because of my involvement in the Skyline Education Foundation… My family is less worried about money Someone in my family (including me) does less paid work	51%
Significant reduction in household stress and improved family dynamics	Average of % who agree or strongly agree with the statements: Because of my involvement in the Skyline Education Foundation… My parents/carers are more relaxed My parents/carers are relieved because there are others supporting me	78%
Moderate reduction in household stress and improved family dynamics	Average of % who agree or strongly agree with the statements: Because of my involvement in the Skyline Education Foundation… My parents/carers are more relaxed My parents/carers are relieved because there are others supporting me	78%

Table 8 2020 indicators and results for sibling of student outcomes (n=51 responses in 2020 Skyline student survey)

Outcome	Indicator	Results
Significant reduction in household stress and improved family dynamics	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… Our home life is more relaxed I get along better with my family My family is less worried about money Someone in my family (including me) does less paid work	54%

Moderate reduction in household stress and improved family dynamics	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Program… Our home life is more relaxed I get along better with my family My family is less worried about money Someone in my family (including me) does less paid work	54%
Expanded aspirations	Average of % who agree or strongly agree with the statements: Because of my involvement in the Skyline Education Foundation Program… The other children in my house (e.g. siblings) are more optimistic about their future The other children in my house (e.g. siblings) have become more aware of what might be possible for them The other children in my house (e.g. siblings) are more motivated to do better at school	50%

Table 9 2020 indicators and results for alumni outcomes (n=26 responses in 2020 Skyline alumni survey)

Outcome	Indicator	Results
Increased sense of belonging	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Alumni Program… I feel like part of the Skyline community I have maintained close relationships I feel that there are people who understand me	58%
Reduced feeling of isolation during lockdowns	% who agree or strongly agree with the statement: Without Skyline I would have been very isolated during lockdown/remote learning	38%

Increased feeling of security (stable support network)	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Alumni Program… I know that people at Skyline are looking out for me and my family I have someone at Skyline who I can call when I need to	62%
Sense of self and purpose	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Alumni Program… I have opportunities to build confidence that I otherwise would not have had I know myself better	54%
Increased self-confidence and hope for the future	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Alumni Program… I am optimistic about my future I am more confident that I can reach my potential	57%
Increased participation in further education	% of alumni who say they would not be in the study/employment they are in now if it wasn't for the Skyline Alumni program (% no)	38%
Reduction in household stress	Average of % who agree or strongly agree with the statements: Because of the Skyline Education Foundation Alumni Program… My home life is more relaxed I get along better with my family	40%

Table 10 2020 financial proxy for student outcomes[9]

Student outcomes	Financial proxy	Rationale	Source
Increased anxiety from increased expectations (nonmaterial negative outcome)	-$2,600	Equivalent to the increased expectations and stress due to competing in a state-level athletics competition. Cost of competing is cost of coaching for 2 hours per week at @25 per hour for elite performance club coach.	https://atfca.com.au/find-a-coach/scale-of-fees/
Increased capacity to succeed in school during remote learning (functional)	$2,496	Cost of travel to and from co working space and monthly cost of co working desk at *JustDesk Basic*.	Cost of myki https://www.ptv.vic.gov.au/tickets/fares/metropolitan-fares/ Cost of co working space https://www.justcoglobal.com/au/locations/276-flinders-st#tab-pricing-754
Reduced feeling of isolation during lockdowns	$2,353	Cost of social activity for young people. Going to a movie once per week, including travel and snack combo.	Cost of myki https://www.ptv.vic.gov.au/tickets/fares/metropolitan-fares/, Snack prices https://www.moviefoodprices.com/hoyts-food-prices/, movie prices https://movietheaterprices.com/hoyts-ticket-prices/
Avoided dropping out of school	$23,800	Individual early leaver annual fiscal and social costs at net present value. Fiscal cost to Australian government or taxpayer is is $8,400 per year and social cost is $15,400, which considers the lower earning across the individual's working life, but also economic	ABS 2013-2014 Income and Housing mean average weekly income, cited in Lamb, S. and Huo, S. Counting the costs of lost opportunity in Australian education. page:3 ' Mitchell Institute report No. 02/2017. Mitchell Institute, Melbourne. Link:

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[9] Financial proxies only provided if they have changed from 2019

		impacts in terms of crime and marginal tax burden.	https://www.vu.edu.au/sites/default/files/counting-the-costs-of-lost-opportunity-in-Aus-education-mitchell-institute.pdf
Improved financial position (as a result of other scholarships)		Total value of full scholarships provided by external organisations	2020 Skyline data

Table 11 2020 financial proxy for alumni outcomes

Alumni outcomes	Financial proxy	Rationale	Source
Increased sense of belonging	$4,308	Average weekly expenditure on recreation activities for single person in Victoria under the age of 35 (valued at $82.82)	2015–16 ABS Household Expenditure Survey
Reduced feeling of isolation during lockdowns	$2,353	Cost of social activity for young people. Going to a movie once per week, including travel and snack combo	Cost of myki https://www.ptv.vic.gov.au/tickets/fares/metropolitan-fares/, Snack prices https://www.moviefoodprices.com/hoyts-food-prices/, movie prices https://movietheaterprices.com/hoyts-ticket-prices/
Increased feeling of security (stable support network)	$8,887	Based on health related HACT research, value for an individual under 25 feeling that they can rely on family 50% of the time, adjusted for Australian dollars = $17,773	Housing Associations' Charitable Trust Social value calculator available at https://www.hact.org.uk/value-calculator

Sense of self and purpose	$29,156	Considered equivalent to the value of overcoming mild depression calculated through the statistical value of a life year ($194,376 adjusted for inflation) adjusted for the loss attributable to mild depression 0.15 (disability weighting)	Best Practice Regulation Guidance Note Value of statistical life December 2014 available at https://www.dpmc.gov.au/sites/default/files/publications/Value_of_Statistical_Life_guidance_note.pdf
Increased self-confidence and hope for the future	$9,719	Considered equivalent to 50% of the value of overcoming mild depression calculated through the statistical value of a life year ($194,376 adjusted for inflation) adjusted for the loss attributable to mild depression 0.1 (disability weighting)	Best Practice Regulation Guidance Note Value of statistical life December 2014 available at https://www.dpmc.gov.au/sites/default/files/publications/Value_of_Statistical_Life_guidance_note.pdf
Increased participation in further education	$21,736	Difference in income between a tertiary qualified full-time employee per week ($1650) and year 12 or equivalent attainment per week ($1231) using an income technique. Data calculated to reflect annual figure	ABS 2013-2014 Income and Housing mean average weekly income, cited in Lamb, S. and Huo, S. Counting the costs of lost opportunity in Australian education. Mitchell Institute report No. 02/2017. Mitchell Institute, Melbourne. Available from: www.mitchellinstitute.org.au
Reduction in household stress	$1,440	Equivalent to a monthly counselling session for 1 year valued at $120 per session.	Psychotherapy and Counselling Federation of Australia (ranges from $60 to $150 per hour)

Appendix D Sensitivity analysis

The results of the analysis show that by changing the key variables, the SROI ranges from the base case of **$10.1 – $15.1**.

Table 12 Summary sensitivity analysis

Stakeholder	Outcome	Adjusted variable	Base case	New value	SROI
Student	Stronger self-identity	Benefit period and drop-off	3 years, 20%	**10 years, 20%** New value tests the SROI in the event that the analysis underestimates the benefit period for sense of identity. This was evidenced by alumni stating that sense of identity was still an outcome that they experience, even 10 years out of the program. However, not all Alumni claim this. In line with the principle 'do not overclaim', we have used 3 years as the base case figure.	**$15.1**
Alumni + Students	All	Outcome incidence for alumni Benefit period for students	90 Alumni	**0 Alumni, Increase student benefit period by 1 year** This value tests the possibility that investment in the alumni program merely extends the outcomes experienced by students, rather than creating outcomes for the alumni.	**$14.6**
Student	Stronger self-identity and Increased self-confidence and hope for the future	Financial proxies	$29,159 per year per student $9,719 per year per student	**Reduced by 50%** New value tests sensitivity of the two highest valued outcomes for students, while still maintaining these as the highest valued outcomes. This demonstrates that even if the proxies are reduced by 50% a positive social value is still created.	**$10.1**