



REPORT, JULY 2019

Realising potentially lost talent.

A Social Return on Investment Evaluation for Skyline Education Foundation

thinkimpact

towards a new prosperity

Contents

Acknowledgements	3
Executive summary	4
Glossary	6
1. Introduction	7
1.1 Purpose of this report	7
1.2 Introducing the evaluation	7
1.3 Introduction to the SROI methodology	7
2. The need Skyline is addressing	9
3. How Skyline creates value	13
3.1 About Skyline	13
3.2 How change occurs	15
4. The value created by Skyline	18
4.1 Key findings	18
5. Implications of results	23
6. References	24

List of Tables

Table 1 Overview of stakeholder groups	26
Table 2 Summary of outcomes, indicator questions and results	28
Table 3 Summary of contributions required to deliver the Skyline program in 2017 and 2018	31
Table 4 Financial proxies used in the SROI model	32
Table 5 Summary of outcome incidences and impact claims used to calculate SROI	37
Table 6 Summary sensitivity analysis	53

List of Figures

Figure 1 Percentage of cohort experiencing certain forms of hardship	11
Figure 2 Location and number of students per school 2017 and 2018	14
Figure 3 Map of outcomes	16
Figure 4 Enduring Impact Model	17
Figure 5 Value experienced by each stakeholder group	19

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Although every effort has been made to ensure the accuracy of the material and the integrity of the analysis presented herein, Think Impact accepts no liability for any actions taken on the basis of the contents of this report.

Executive summary

“We are able to spend more quality time as a family and able to do some fun things together like go out for tea or go to the movies without worrying that we didn't have the extra money for it” - Skyline parent

Skyline supports gifted and talented year 11 and 12 students from disadvantaged backgrounds to reach their full potential. Skyline supports them in profound ways by enabling them to strengthen their identity and confidence and by providing opportunities to create lasting friendships and networks, ultimately helping them complete school and expand their post-school options.

This 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.

Outcomes valuation = \$13,423,833

Input costs = \$1,100,847

For every dollar invested in the program, **\$12.19** of social and economic value was created.

Of the 2017 and 2018 cohort, students self-reported the following hardships:

- 100% of students experienced financial disadvantage, 41% of which come from single parent households and 12% of which come from a refugee background.
- 44% of this cohort had additional responsibilities in the form of a part-time job (34%) or caring for a family member (10%).
- 43% of the students had health and wellbeing related challenges: 25% have family members with a disability or physical health issue and 17% have either individual or a family member with mental health challenges.
- 4% of students reported experiencing family violence (4%) or gambling (1%).

While the majority of students experience at least two forms of disadvantage simultaneously, some experience up to four. In addition to supporting students and their families experiencing hardship, Skyline provides support during one of the critical transition points in education, that is, when students in secondary school are preparing for senior secondary, further education, training or employment.

Skyline creates social and economic value for participants, their parents/carers, siblings of Skyline students and the federal government.

In summary:

- **Students** experience **73%** of the total social 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 \$1,818,573. 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 role modelling by their 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 receiving a higher income.



Glossary

The following acronyms are used in this report:

ACTIVITY

An activity is the action and effort undertaken to create change (i.e. outcome).

ATTRIBUTION

An assessment of how much of the outcome was caused by the contribution of other organisations or people.

BENEFIT PERIOD

The period beyond the intervention that benefits last.

DEADWEIGHT

An assessment of what would have occurred anyway, in terms of achievement of outcomes, in the absence of the intervention/activity.

DISPLACEMENT

An assessment of how much of the change is a net benefit (i.e. a new change) or simply the movement of change from one place to another.

DROP OFF

The rate at which outcomes deteriorate over time.

FINANCIAL PROXY

Social value is calculated by placing a financial value on the quantified change commensurate with the degree of change experienced by stakeholders. These financial values are known as financial proxies.

MATERIALITY

Information is material if its omission has the potential to affect the readers' or stakeholders' decisions. Materiality requires a determination of what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.

OUTCOME

Is a measure of change as a result of an activity

OUTPUTS

Outputs are a quantitative measure of an activity.

SOCIAL RETURN ON INVESTMENT

SROI is a framework for measuring and accounting for the broader concept of social value. It tells the story of how change is being created for the people and organisations that experience or contribute to it, by identifying and measuring social outcomes. Monetary values are then used to represent those outcomes.

STAKEHOLDER

People, organisations or entities that either experience change as a result of the activity that is being analysed or contribute to the change taking place.

THEORY OF CHANGE

The theory of change tells the story of how stakeholders are impacted by the program or intervention and their perception and belief of how their lives have changed as a result.

1. Introduction

1.1 Purpose of this report

Skyline Education Foundation (hereinafter Skyline) is a vibrant organisation deeply committed to seeing students realise their dreams. Their key focus is to support gifted and academically talented year 11 and 12 students from disadvantaged backgrounds to reach their full potential.

To understand the impact of their work, Skyline commissioned this Social Return on Investment (SROI) evaluation, which examined the value created from activity undertaken in a typical 2-year period using data from 2017 and 2018.

1.2 Introducing the evaluation

The purpose of this evaluative SROI was to understand and measure the social and economic value created by Skyline during the 2017 and 2018 calendar years.

The activities examined included:

- **Wrap-around care**
 - Skyline's dedicated program team creates a continuum of educational, emotional and practical support and resources by forming a strong school, companion teacher and parental support framework and partnership that wraps-around students during their two years in the program.
- **Financial reimbursement and subsidy**
 - Reimbursement of educational expenses incurred by students (school levies and fees, textbooks, uniforms, materials and academic requirements, travel and excursions).
- **Residential programs**
 - Two transformational three-day courses designed to foster personal growth and development.
- **Masterclasses**
 - Six intensive day long seminars designed to foster personal growth and development.

1.3 Introduction to the SROI 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 delivered¹.

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

¹ The SROI evaluation was conducted in accordance with 'A Guide to Social Return on Investment' (the SROI Guide) published by the SROI Network in 2012 (now known as Social Value UK). Available at: <http://www.socialvalueuk.org/resources/sroi-guide/>

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 their 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.

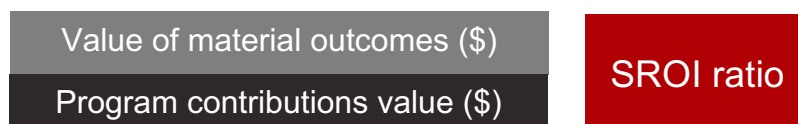
In accordance with the principle 'Do not over claim', a conservative approach has been adopted for decisions on data and assumptions used in the SROI calculation. A sensitivity analysis is provided in Appendix B illustrating the influence of key assumptions used to determine the social and economic return.

The social value is calculated as follows:

Social Value = Outcome incidence X 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 complete SROI model is in Appendix A and the survey questions used to quantify the change are provided in Appendix C.

2. The need Skyline is addressing

Skyline exists to support gifted and academically talented year 11 and 12 students from disadvantaged backgrounds. Broadly speaking, disadvantage can be understood as a circumstance or a set of multiple challenges that limits an individual's success. It can also be understood in terms of access to material and social resources and the ability to participate in society (ABS 2018). Individual and environmental factors impact the likelihood and persistence of disadvantage, making it a multifaceted and complex phenomenon (Australian Institute of Health and Welfare 2017). The ABS discuss seven areas that can serve as a way to measure disadvantage: health, education, work, financial status, crime (victim), family and community, and social exclusion (ABS 2004).

In this context, the most relevant is education as it is one of the main mechanisms through which opportunity and success are determined and is a key predictor of a person's level of engagement in lifelong work and study (Mitchell Institute 2017). Individuals with an adequate education are less likely to experience unemployment, low income, poor health and involvement with the criminal justice system (Australian Institute of Health and Welfare 2017). In fact, in 2014-15, new skilled graduates entering the Australian workforce grew the nation's economic activity by \$26.4 billion (measured by GDP) (Cadence Economics 2016).

While the goal is to have all young Australians become successful learners and active and informed citizens, Australia's current education system does not ensure all students will complete school and enter adulthood fully prepared for productive citizenship (Mitchell Institute 2017). According to a study conducted by Lamb et. al. (2015), approximately one-quarter of Australian 19-year-olds do not complete Year 12 or equivalent qualifications. For each early leaver, this equates to an average lifetime fiscal cost of \$334,600 and average of \$15,400 in social costs (Mitchell Institute 2017).

Approximately 15 to 40% of gifted students leave school without completing Year 12 (Victorian Government, 2012)

Gifted and academically talented students² in particular have great potential to be Australia's leaders and innovators, but a concerning number are under-stimulated in school and experience social isolation, according to an inquiry conducted by the Victorian Government in 2012.

Approximately 15 to 40% of gifted students leave school without completing Year 12, impacting both their individual ability to avoid various forms of disadvantage and the public education system as a whole (Victorian Government 2012). Dupere et al. (2015) found that the reason some students leave school early is in response to situations that emerge late in their schooling, such as health problems, family disruption and severe peer victimisation.

The Victorian Government (2012) suggests gifted students can benefit from access to information and counselling and opportunities to connect and socialise with like-minded peers. Similarly, the OECD (2018) suggests 'individual empowerment and capacity building' can alleviate a lack of social mobility. Skyline addresses this by providing a multifaceted 'wrap-around program' linking students with significant adults and like-minded peers as a more inclusive and empowering approach than providing financial support alone. Skyline also offers

² According to the 'Inquiry into the Education of Gifted and Talented Students' released by the Victorian Government in 2012, giftedness refers to a natural ability in one or more areas, while talent refers to outstanding performance in an area or areas. A student's educational environment is one of the key factors influencing the transformation of gifts into talents.

support at a critical time in students' educational journey, that is, the last two years of secondary school.

The Victorian Government (2012) further argues that collaborative partnerships between schools and families are essential to meeting the needs of gifted students. As of 2019, Skyline partners with 25 schools in Victoria, which are typically chosen from areas of relatively high socio-economic and educational disadvantage as determined by the index of community socio-educational advantage (ICSEA). Schools above the ICSEA average of 1000 have student enrolments from families that are, on average, relatively advantaged, while those below 1000 are relatively disadvantaged. For example, Northern Bay P-12 College in Geelong has an ICSEA value of 874, which is one of the lowest in the state. The schools with ICSEA scores below 950 have at least half of their students coming from families among the bottom quartile nationally for socio-educational advantage.



According to companion teachers at a sample of Skyline partner schools, the general student population face disadvantage in the form of low-income/financial disadvantage, refugee status, family or student drug usage, family involvement with prison system and limited education, student mental health challenges or difficulty self-regulating, and living in out-of-home care. Another key theme relevant in these schools is cultural and family background expectations placed on students, which can result in students taking on a caring role to assist a sibling or parents who speak little or no English.

While companion teachers expressed that Skyline students in particular are unlikely to become involved in antisocial behaviours, they experience forms of hardship that overlap with those experienced by other students at the schools. Based on self-reported Skyline student application data (n=66)³, 100% of students in the 2017-2018 cohort experience financial disadvantage, 41% of which come from single parent households and 12% of which come from a refugee background. 44% of this cohort also have additional responsibilities in the form of a part-time job (34%) or caring for a family member (10%).

Additionally, 43% of the students have health and wellbeing related challenges: 25% have family members with a disability or physical health issue and 17% have either individual or a family member with mental health challenges. A small number of students reported experiencing family violence (4%) or gambling (1%). While the majority of students experience at least two forms of disadvantage simultaneously, some experience up to four. Figure 1 illustrates the percentage of the cohort that report experiencing each type of disadvantage.

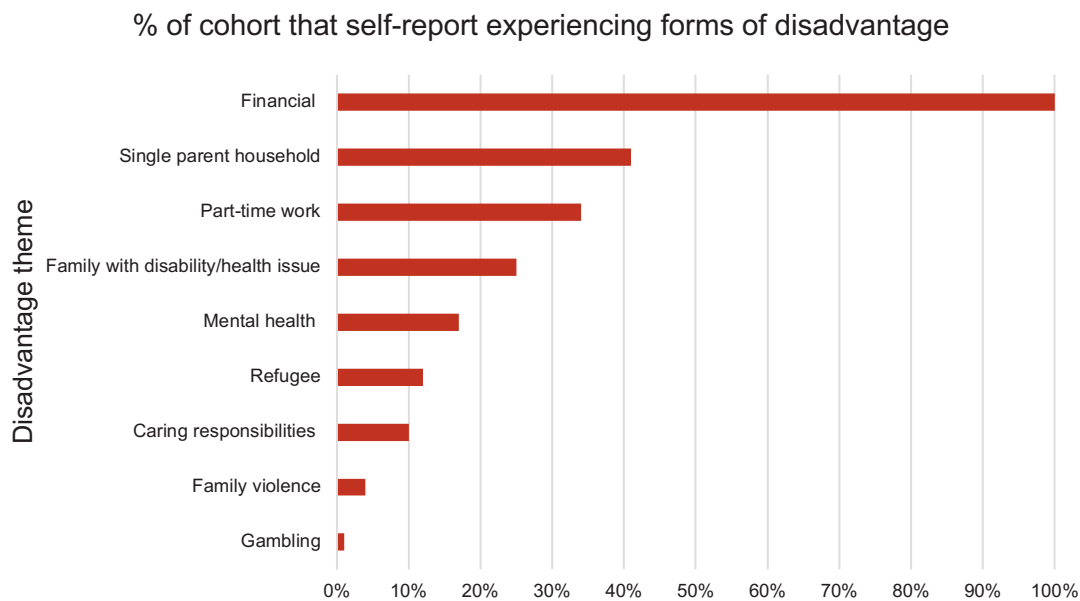


Figure 1 Percentage of cohort experiencing certain forms of hardship

³ Given some application forms were missing data, the percentages may understate the actual values provided. The financial disadvantage value (100%), however, was provided directly from Skyline as it is a prerequisite for entering the program.

While 88% of students communicated an intention to go to university, these hardships might have hindered their ability to do so. This was consistent with some companion teacher views.

I believe any student who has entered Skyline would have absolutely achieved less academically due to the outside pressures of their lives mixed with not being exposed to like-minded individuals. Of these, I would believe that some of them would have chosen different pathways or even potentially dropped out” - Skyline companion teacher

Other companion teachers communicated that students could achieve, but without Skyline it would be more challenging. “[Without Skyline], students would not have as many skills and motivation to reach their full potential in school”. It was also expressed that students might have attempted VCE but have missed out on certain activities or opportunities to connect with like-minded students. The financial assistance was cited as highly advantageous to students being successful in terms of reducing financial stress and the need to work. One teacher expressed Skyline as “an amazing opportunity to further support students with their education to enable them to reach their potential. The financial assistance is highly valuable and reduces the financial stress experienced by a number of students and their families”.

While Skyline students are selected on the basis of their gifted and talented nature, most face financial disadvantage as well as other forms of disadvantage that can either prevent their success or make it more difficult to achieve. Thus, Skyline's approach seeks to harness the power of education by investing in students with the intellectual ability to make a contribution to the world but with limited or no ability to change their personal circumstances.

3. How Skyline creates value

3.1 About Skyline

Skyline invests in four key areas vital for equipping gifted and academically talented, but disadvantaged, young people with the best chance of success at school and in life. They provide support valued at \$11,500 for each student over the final two years of their schooling including:

- **Wrap-around care**
 - Skyline's dedicated program team creates a continuum of educational, emotional and practical support and resources by forming a strong school, companion teacher and parental support framework and partnership that wraps-around students during their two years in the program.
- **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.
- **Residential programs**
 - Two transformational three-day courses designed to foster personal growth and development.
- **Masterclasses**
 - Six intensive day long seminars designed to foster personal growth and development.

The residential program and masterclass experiences combine the intimacy of pastoral care and career counselling to equip students of high potential to survive, thrive and lead in an ever-changing educational and economic landscape. The sessions are intended to inspire, encourage and empower students to:

- Develop quality skills, confidence and self-belief to manage and overcome financial and personal challenges.
- Identify networking and scholarship opportunities that will optimise opportunities, with support provided to students in their application process.
- Evaluate and discern education and career opportunities as pathways of choice and assist students to make informed decisions about future studies and career choices.
- Connect with like-minded, aspirational young people.
- Use introductions to tertiary institutions, professionals and role models as a means to visualise and experience a tertiary environment and help make the transition to tertiary education easier to comprehend.
- Integrate into the broader alumni group, which will provide ongoing support. As students move through their secondary and tertiary education, they form a network of like-minded peers who continue to support each other well into their university careers.

Since its establishment, evaluations of the Skyline program have demonstrated its impact on the education and career pathways of highly capable yet disadvantaged young people at risk of not realising their potential.

Skyline has supported over 300 students since 2006, and now partners with 25 schools located in the Greater Melbourne, South-East and Geelong/Barwon regions. Figure 2 illustrates the location of the schools in which Skyline operates and the number of Skyline students per school.

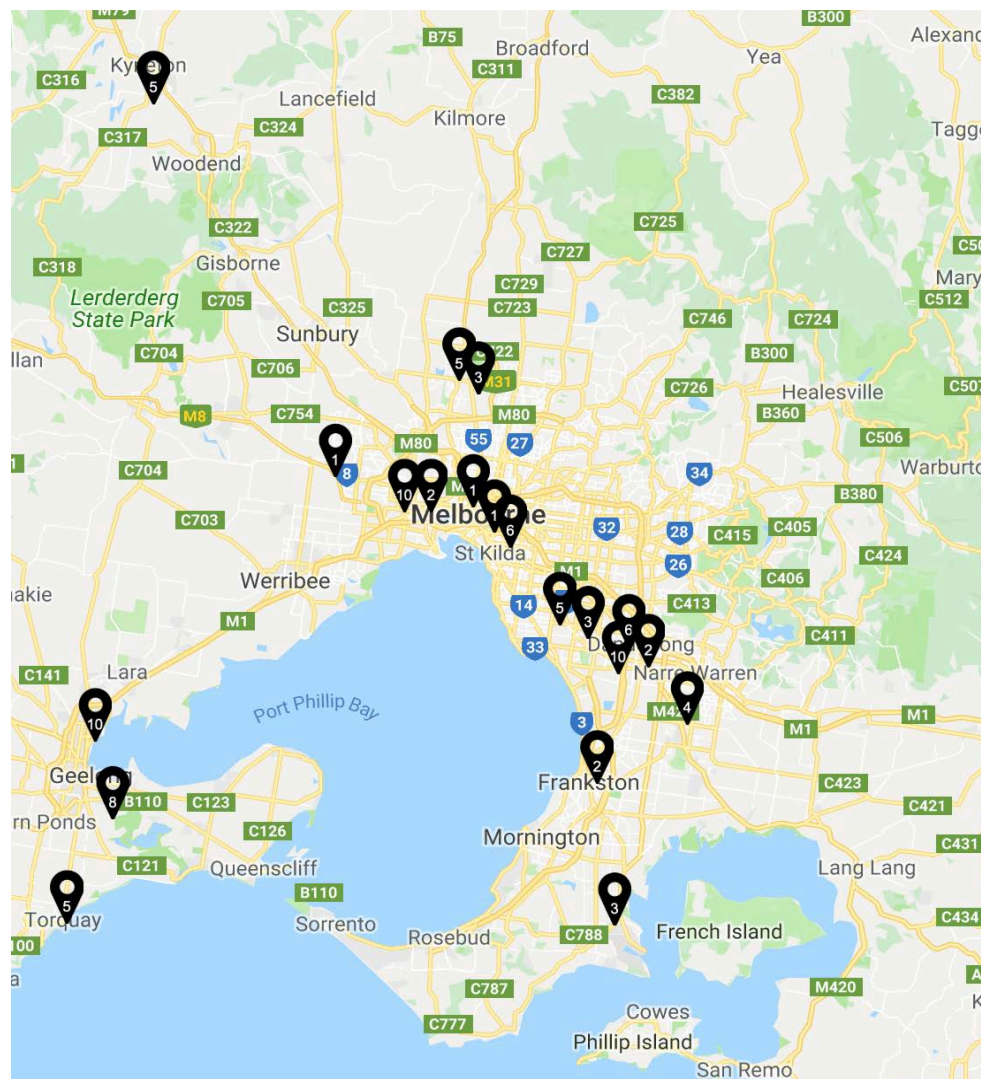
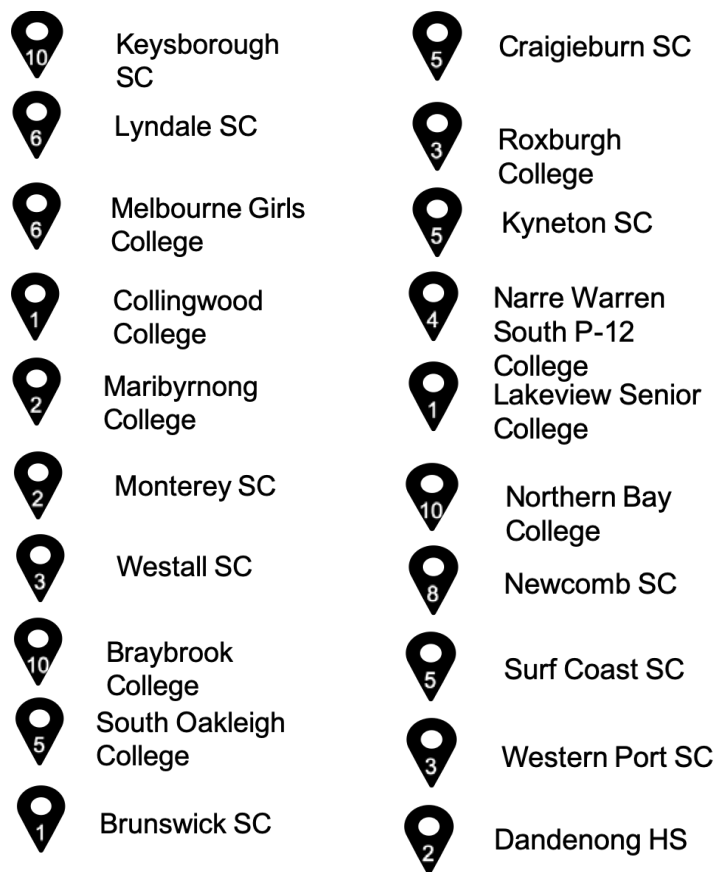


Figure 2 Location and number of students per school 2017 and 2018

According to Phillips (2018) the achievements are significant:

- up to 65% of Skyline students achieve higher VCE results than they aspired to before joining the program.
- 100% have successful post school outcomes: 85% of Skyline students enter university; by 2018 seven students had entered vocational education and training, with others proceeding directly to work.
- more than 70% of Skyline students take on leadership roles within their school or are recognised for academic excellence, becoming role models for their siblings and peers.
- More than a quarter of Skyline alumni have gone on to further study such as Masters and Doctoral degrees.

3.2 How change occurs

Skyline creates social and economic value for participants, their parents and/or carers and siblings through offering masterclasses, a wrap-around care approach, residential programs and financial reimbursement and subsidy. Figure 3 illustrates the ways in which the Skyline program generates value for its stakeholders. The illustration was informed from review of documentation, evaluation results and consultation with students, parents and Skyline staff. A workshop held with current participants and alumni of the Skyline program helped to develop a deeper understanding about how this change occurs and provide perspectives on which outcomes were most valued by students.

Skyline supports young people in profound ways by helping them strengthen their identity and confidence and by providing opportunities to create lasting friendships and networks, ultimately helping them complete school and expand their post-school options.

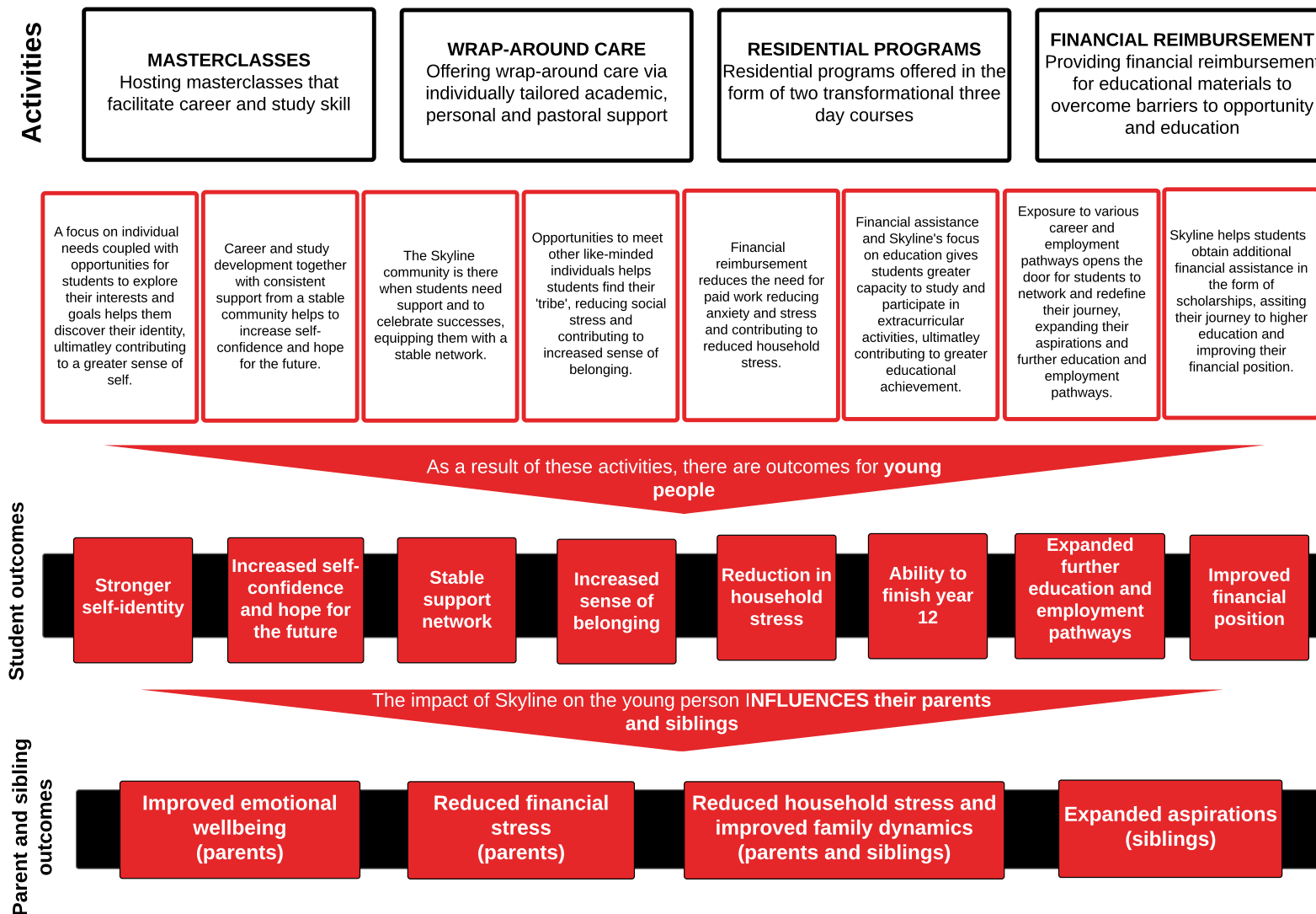


Figure 3 Map of outcomes

The outcomes experienced by Skyline students can be understood within the context of the enduring impact model (illustrated in Figure 4) and its three dimensions of change:

- Intrinsic (internally focused outcomes including stronger self-identity, increased self-confidence and hope for the future)
- Extrinsic (externally focused outcomes including stronger sense of belong and access to a stable network)
- Functional (knowledge and capability outcomes).

The provision of outcomes in only one, or even two dimensions is less likely to result in lasting change than the provision of outcomes in all three dimensions. Intrinsic outcomes on their own are inherently fragile. Designing activities that enable extrinsic outcomes will nurture and support the intrinsic outcomes and therefore create greater opportunity for the change to stick. Ideally all three dimensions of change are designed for, enabling confident, connected and capable individuals.

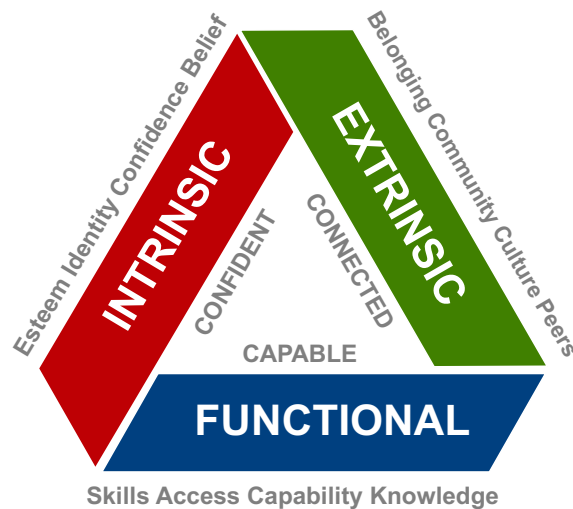


Figure 4 Enduring Impact Model

Skyline has activities that enable outcomes to occur for students in each of the three dimensions of change, contributing to longer lasting outcomes. In addition, Skyline provides support during one of the critical transition points in education, that is, when students in secondary school are preparing for senior secondary, further education, training or employment.

4. The value created by Skyline

4.1 Key findings

“...we felt guilty we may not have been able to help him achieve his dreams” – Skyline parent

The evaluation found that for every dollar invested in the program, between **\$9.45** and **\$13.32** of social and economic value is 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.

In summary:

Outcomes valuation = \$13,423,833

Input costs = \$1,100,847

For every dollar invested in the program, **\$12.19** of social and economic value was created.

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 **\$1,818,573**.

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.

Figure 5 below illustrates the breakdown of the total social and economic value created by Skyline by stakeholder group.

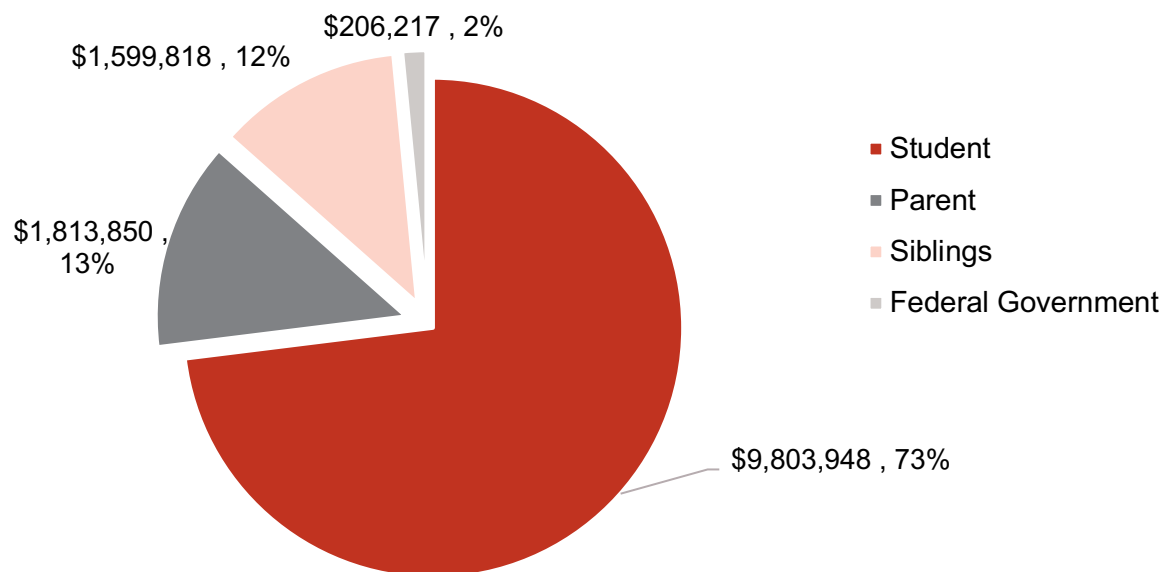


Figure 5 Value experienced by each stakeholder group

Skyline is delivering on its intended impact, to support the education and career pathways of highly capable yet disadvantaged young people at risk of not realising their potential. Without Skyline's support, the students would struggle to finish school and move onto higher education. They would not benefit from the support network Skyline offers, which allows them to explore their own identity and career interests and meet like-minded individuals. Their family would have a more difficult time making ends meet, with many students having to work part-time to support their families or to pay their education related fees.

In the words of one parent:

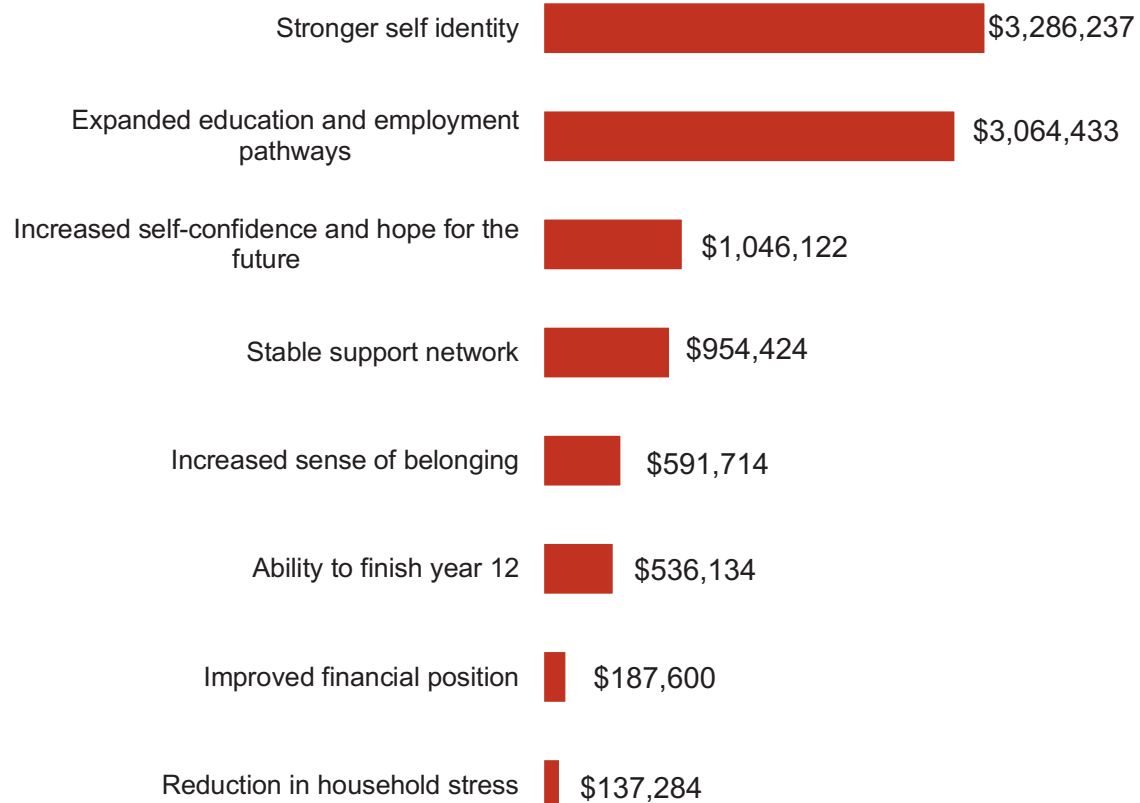
"I would have to work over-time so I would be unable to spend more time with my child at home...My child would have to do these things for me instead because I would come home late from work, which in turn would affect their study." – parent

A summary of the results for each of the key stakeholder groups is provided in the following sections and the full SROI model is provided in Appendix A.

4.1.1 Value experienced by Skyline students

Students experience eight material outcomes as a result of their participation in Skyline:

Student value by outcome



How stakeholders described the change

Stronger self-identity and confidence

“He is beginning to talk about his hopes and dreams for his future a bit more now there is less stress on us financially” – parent used as proxy

Support network and sense of belonging

“Thanks to Skyline initiatives such as the Alumni program I still feel connected to Skyline and feel that the community that was there in high school is still just as active now in University” – 2017 Annual Review

“Having people around that were always there to remind me of the potential they could see, where I could not. The support and belief carve a path, and I feel like I have gained another family” – 2018 Evaluation Update

Education

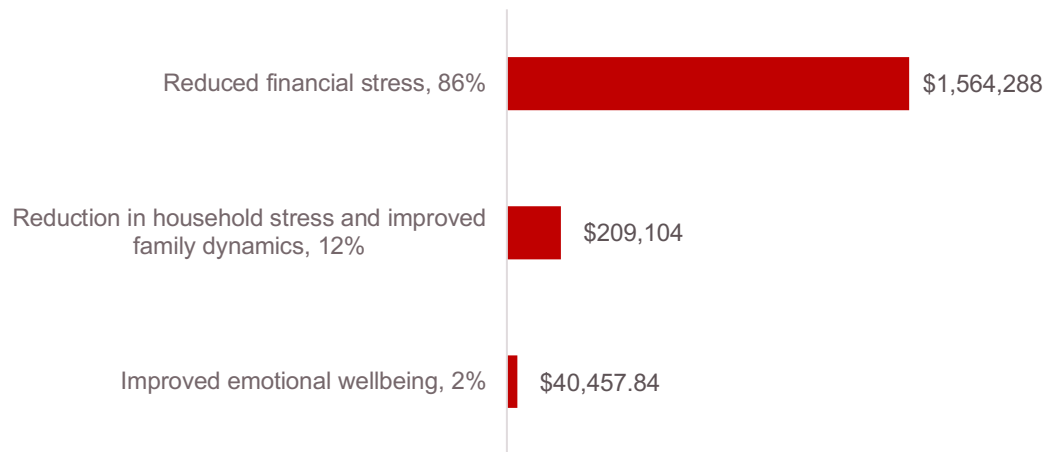
practice exams and study guides that would help me pass VCE with flying colours but now having them is a reality” – 2017 Annual Review

“Our son is more open and excited to the possibility of attending University” – parent used as proxy

4.1.2 Value experienced by Skyline parents

Parents of Skyline students experience two material outcomes; reduced financial stress and reduction in household stress.

Parent value by outcome



How stakeholders described the change

Reduced financial stress

"I would be further in debt and would have used food money for school items" – parent

"I worry less about my child's fees and books" – parent

"I can spend the money on paying bills and necessities" – parent

Reduced household stress

"The financial pressure would definitely put a strain on our daily lives and result in constant bickering between every family member" – parent

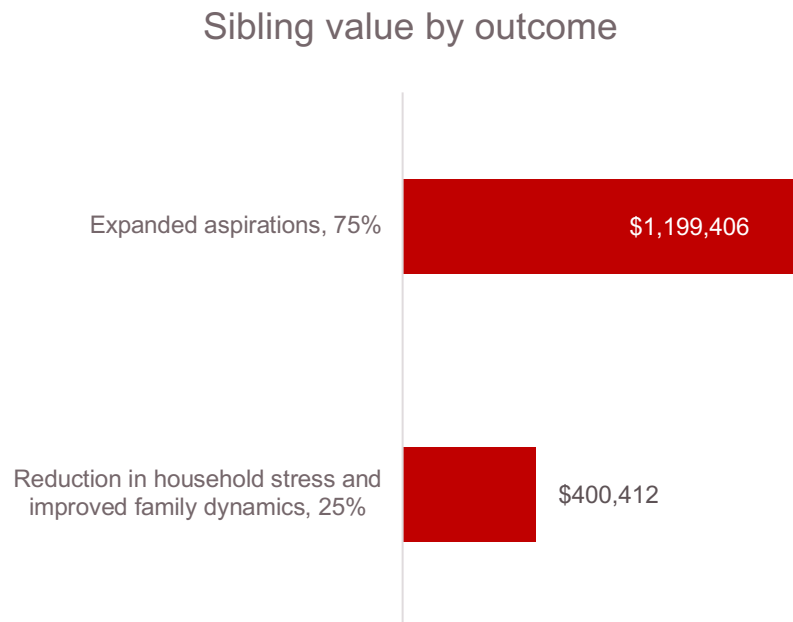
Improved emotional wellbeing

"I feel more confident to support my child financially and emotionally" – parent

"I know she is getting support and it is taking the weight of my shoulders" – parent

4.1.3 Value experienced by Skyline siblings

Siblings of Skyline students experience two material outcomes; expanded aspirations and a reduction in household stress.



How stakeholders described the change

Expanded aspirations

"He sees his brother (Skyline student) motivated to achieve great things at school and he too is now feeling more confident. This year he ran for school leader and was successful!" – parent used as proxy

Reduced household stress

"We are able to spend more quality time as a family and able to do some fun things together like go out for tea or go to the movies without worrying that we didn't have the extra money for it" – parent

5. Implications of results

Skyline supports young people in profound ways by helping them strengthen their identity and confidence and by providing opportunities to create lasting friendships and networks, ultimately helping them complete school and expand their post-school options.

Skyline is delivering on its intended impact: to support the education and career pathways of highly capable yet disadvantaged young people at risk of not realising their potential. Without Skyline's support, the students would struggle to finish school and move onto higher education. They would not benefit from the support network Skyline offers, which allows them to explore their own identity and career interests and meet like-minded individuals. Their family would have a more difficult time making ends meet, with many students having to work part-time to support their families or to pay their education related fees.

To build on the evidence and value created by Skyline, the following recommendations are provided:

- Better evidence the quantum of change for the stronger self-identity outcome.
- Understand in more detail the degree to which Skyline is providing access to services for students and their families.
- Engage Skyline alumni – in particular support young people to transition into employment post further education.
- Consider engaging more with parents/carers and their families – creating opportunities to engage with the Skyline family.
- Consider creating opportunities for Skyline siblings to engage with the Skyline community, as indirect beneficiaries of the program.
- Continue to measure, explore and communicate the social impact created by Skyline, building on the Theory of Change developed as part of the SROI evaluation.

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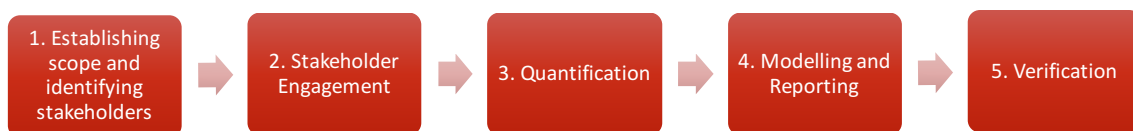
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Appendix A Methodology

The Social Return on Investment (SROI) evaluation of Skyline was undertaken in-line with the seven social value principles:

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

A five-phased methodology was undertaken to complete the evaluation as illustrated:



The following section outlines the detailed methodology undertaken to complete the evaluation.

A.1 Establishing scope and identifying stakeholders

This SROI examined the valued created from activity undertaken by Skyline in a typical 2-year period using data from 2017 and 2018.

The activities examined included the:

- Wrap-around care
- Financial reimbursement and subsidy
- Residential programs
- Masterclasses

In total, 12 stakeholder groups were identified as contributing to or experiencing change as part of Skyline. There were 4 stakeholder groups identified as experiencing material changes. Table 1 below summarises the stakeholder groups included or excluded from the SROI model based on their materiality.

Table 1 Overview of stakeholder groups

Stakeholder	# Stakeholders	Description	Materiality
<i>Skyline students</i>	90	Students are the primary beneficiaries of the Skyline program. They experience educational and personal wellbeing outcomes.	Material
<i>Parents of Skyline students</i>	141	Parents are also beneficiaries of the Skyline program experiencing reduced financial stress and other intrinsic outcomes.	Material
<i>Siblings of Skyline students</i>	270	Siblings of experience value through reduced household stress and expanded aspirations from seeing their Skyline sibling grow.	Material
<i>Skyline alumni</i>	Over 300 since 2006	Young people benefit from the Skyline support network and connections made as a result of the program. This value is accounted for through the benefit period of these outcomes.	Material with value accounted for in student outcomes.
<i>Companion teachers</i>	19 schools	Companion teachers are the contact point for Skyline and the student. They assist with the selection process as they identify of students who could benefit from Skyline. Companion teachers contribute to outcomes for students but themselves do not experience material changes.	Not Material
<i>Principals</i>	19	School principals support the program and enable some outcomes to occur but do not themselves experience material changes.	Not Material
<i>Other students</i>	19 schools	May experience benefits due to improved class dynamics, although determined not to be material from stakeholder engagement and review of past evaluations.	Not material
<i>Skyline Education Foundation</i>	21	18 committee/team members and 3 staff members. They contribute and enable the change to occur through provision of resources and program management.	Not Material
<i>Skyline donors</i>	270	Donor contributions underpin the entire Skyline program and its further growth.	Not material
<i>Education partners</i>	6	Education partners contribute to the program by facilitating internships and employment pathways. They provide guidance, open doors, and work with students in an informal capacity.	Not material

Stakeholder	# Stakeholders	Description	Materiality
<i>Victorian State Government</i>	1	Reduced educational costs	Not Material
Federal Government	1	Increased tax income	Material

A.2 Stakeholder engagement

Given students were highly surveyed prior to commencing this SROI project, it was agreed a combination of Skyline data (e.g. previous evaluations undertaken and student applications) data collected from school staff and Skyline parents (both of which would act as proxies for the student) would be used to inform the SROI model.

Thus, the stakeholder engagement phase (occurring between **March-May 2019**) included:

- Three one-on-one interviews with Skyline parents
- A parent survey (see Appendix C)
- Engagement with students in the validation workshop
- and questions answered by companion teachers:
 - What types of hardships have you observed in these schools? (e.g. drugs, students dropping out of school, students without housing, parents on drugs, mental health, depression, suicide, family or student going to prison)
 - What was the reason the school became a partner with the Skyline Education program?
 - What would have happened if the Skyline students had not participated in the program?
 - What is the likelihood that Skyline students may have become involved in anti-social behaviour?

The phone interviews with parents provided an opportunity to provide the context within which the change is occurring. They also helped to preliminarily identify outcomes (both intended and unintended, positive and negative) to inform the development of the surveys in order to quantify the social value. An exploration of the value and relative value of the outcomes was explored with students in the validation workshop, which included using a stated preference technique to value outcomes.

A.3 Quantification

Data was collected from previous Skyline evaluations and a parent survey that was distributed. The table below summarises the outcomes, indicator questions used to define the outcomes and the results.

Table 2 Summary of outcomes, indicator questions and results

Outcome	Indicator	Results
Skyline students		
<i>Stronger self-identity</i>	<ul style="list-style-type: none"> The Skyline Program provided me with opportunities to build confidence that I would otherwise not have done (Skyline evaluation update 2018 n=47) 	94%
<i>Increased self-confidence and hope for the future</i>	<ul style="list-style-type: none"> The Skyline Program provided me with opportunities to build confidence that I would otherwise not have done (94%) I am now more optimistic about my future because I was involved in the Skyline program (88%) I am now more confident I can realise my potential because I was involved in the Skyline program (91%) (Skyline evaluation update 2018) 	91%
<i>Stable support network</i>	<ul style="list-style-type: none"> I know that people at Skyline are looking out for me and my family. (Parent survey n=18) 	83%
<i>Increased sense of belonging</i>	<ul style="list-style-type: none"> My child has made lasting friendships (83%) Skyline students have retained contact with one or more of their Skyline peers (77%) (Skyline Evaluation Update 2018 and parent survey) 	80%
<i>Significant reduction in household stress and improved family dynamics</i>	<ul style="list-style-type: none"> Our home life is more relaxed (78%) Our family likes spending more time at home (67%) My children are getting along better (61%) (Parent survey) 	34%
<i>Moderate reduction in household stress and improved family dynamics</i>	<ul style="list-style-type: none"> Our home life is more relaxed (78%) Our family likes spending more time at home (67%) My children are getting along better (61%) (Parent survey) 	35%
<i>Ability to finish year 12</i>	<ul style="list-style-type: none"> % of students that self-reported in Skyline application (n=64) that they wouldn't have been able to complete year 12 and go onto further studies without Skyline 's support. 	21%
<i>Expanded education and employment pathways</i>	<ul style="list-style-type: none"> The Skyline Program provided me with opportunities to pursue study/employment options that I might not otherwise have had (76%) I am now more aware of my personal and career potential because I was involved in the Skyline program (90%) I am now more confident I can realise my potential because I was involved in the Skyline program (91%) 	86%

Outcome	Indicator	Results
<i>Improved financial position</i>	<ul style="list-style-type: none"> 5 students who received further education scholarships 	9%
<i>Increased access to services (not material, <1% of value)⁴</i>	<ul style="list-style-type: none"> Based on conversations with Skyline staff. At times, Skyline refer students and their families to external services on a case by case basis including housing, mental health and psychology services. 	20%
Parents of Skyline students		
<i>Reduced financial stress</i>	<ul style="list-style-type: none"> I have spare money to spend how I want to (39%) I spend less time worrying about money (67%) I can more easily provide basic needs for my family (78%) (Parent survey)	61%
<i>Significant reduction in household stress and improved family dynamics</i>	<ul style="list-style-type: none"> Our home life is more relaxed (78%) Our family likes spending more time at home (67%) My children are getting along better (61%) (Parent survey)	34%
<i>Moderate reduction in household stress and improved family dynamics</i>	<ul style="list-style-type: none"> Our home life is more relaxed (78%) Our family likes spending more time at home (67%) My children are getting along better (61%) (Parent survey)	35%
<i>Improved emotional wellbeing</i>	<ul style="list-style-type: none"> I like planning for the future (Parent survey)	94%
<i>Increased sense of community, belonging and trust (not material <1% of value)</i>	<ul style="list-style-type: none"> I feel a part of a supportive community (89%) I know that people at Skyline are looking out for me and my family (83%) (Parent survey)	86%
Siblings of Skyline students		
<i>Significant reduction in household stress and improved family dynamics</i>	<ul style="list-style-type: none"> Our home life is more relaxed (78%) Our family likes spending more time at home (67%) My children are getting along better (61%) (Parent survey)	34%
<i>Moderate reduction in household stress and improved family dynamics</i>	<ul style="list-style-type: none"> Our home life is more relaxed (78%) Our family likes spending more time at home (67%) My children are getting along better (61%) (Parent survey)	35%
<i>Expanded aspirations</i>	<ul style="list-style-type: none"> My other children are thinking more optimistically about their future (64%) 	74%

⁴ Non material outcomes have been excluded from the model and therefore do not factor into the total SROI number.

Outcome	Indicator	Results
	<ul style="list-style-type: none"> My other children have become more aware about what might be possible for them (86%) My other children are now more motivated to do better at school (71%) (Parent survey)	
Federal government		
<i>Increased tax income</i>	<ul style="list-style-type: none"> Skyline contributes to a boost in employability of students and reduced need for welfare. 90% post school education and employment pathways Monash Uni (25%) Uni of Melb (19%) Deakin (10%), RMIT (10%), VU (6%), Latrobe (4%), Swinburne (3%), Other uni (8%), TAFE (3%), Other vocational (1%), unknown (10%). 	90%

A.4 Modelling and reporting

The following section summarises the key values used in the SROI model.

To determine the Social Return on Investment, the total contributions required to deliver the Skyline Education Foundation program during the 2017 and 2018 financial years 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 2017 and 2018, the delivery of Skyline required **\$1,100,847** of financial and non-financial contributions.

The following table summarises the input contributions required for Skyline to operate.

Table 3 Summary of contributions required to deliver the Skyline program in 2017 and 2018

Stakeholders		Inputs FY 2017 and 2018	
	Description	FY 2017	FY2018
<i>Skyline Education Foundation Expenses</i>	Salaries & Wages	\$179,638	\$278,270
	Direct Expenses	\$62,883	\$95,901
	Operating Expenses	\$41,874	\$61,363
<i>Volunteer Contribution</i>	Includes Board and professional services time	\$51,277	\$51,277
<i>In-kind support</i>	Includes donation of goods	\$126,577	\$126,577
TOTAL		\$460,940	\$639,907

The following table outlines the financial proxies used to determine the social and economic return of Skyline.

Table 4 Financial proxies used in the SROI model

Outcome	Financial proxy	Rationale	Calculation and Source
Skyline students			
<i>Stronger self-identity</i>	\$29,156	Students valued this outcome most highly relative to the other outcomes experienced from the program. 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
<i>Increased self-confidence and hope for the future</i>	\$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
<i>Stable support network</i>	\$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
<i>Increased sense of belonging</i>	\$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

Outcome	Financial proxy	Rationale	Calculation and Source
<i>Significant reduction in household stress and improved family dynamics</i>	\$3,120	Equivalent to fortnightly counselling session for 1 year valued at \$120 per session.	Psychotherapy and Counselling Federation of Australia (ranges from \$60 to \$150 per hour)
<i>Moderate reduction in household stress and improved family dynamics</i>	\$1,440	Equivalent to a monthly counseling session for 1 year valued at \$120 per session.	Psychotherapy and Counselling Federation of Australia (ranges from \$60 to \$150 per hour)
<i>Ability to finish year 12</i>	\$7,592	Difference in income between an early school leaver and (\$1,085) and year 12 or equivalent attainment per week (\$1,231) using an income technique. Data extrapolated 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
<i>Expanded education and employment pathways</i>	\$21,736	Difference in income between a tertiary qualified full-time employee per week (\$1,650) and year 12 or equivalent attainment per week (\$1,231) using an income technique. Data extrapolated 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
<i>Improved financial position</i>	\$234,500	Actual scholarship financial values	Campbell Bairstow, Scholarships Registrar, Trinity College. Scholarship breakdown: 2017: 1 student \$28,000, 2018: 2 students full year \$52,000, 1 student half year \$16,000 2019: 2 students full year \$54,000, 1 student receiving non-resident scholarship \$42,000. Total value = \$192,000

Outcome	Financial proxy	Rationale	Calculation and Source
<i>Increased access to services (not material, <1% of value)</i>	\$2,400	Equivalent to value experienced as a result of accessing services (based on average weekly household expenditure on medical care valued at \$30.57 and personal care valued at \$19.43). Data extrapolated to reflect annual figure.	2015-16 ABS Household Expenditure Survey
Parents of Skyline students			
<i>Reduced financial stress</i>	\$17,187	Based on health related HACT research, value for an individual over 50 feeling financial comfort, adjusted for Australian dollars = \$17,187	Housing Associations' Charitable Trust Social value calculator available at https://www.hact.org.uk/value-calculator
<i>Significant reduction in household stress and improved family dynamics</i>	\$3,120	Equivalent to fortnightly counselling session for 1 year valued at \$120 per session.	Psychotherapy and Counselling Federation of Australia (ranges from \$60 to \$150 per hour)
<i>Moderate reduction in household stress and improved family dynamics</i>	\$1,440	Equivalent to a monthly counseling session for 1 year valued at \$120 per session.	Psychotherapy and Counseling Federation of Australia (ranges from \$60 to \$150 per hour)
<i>Improved emotional wellbeing</i>	\$450	Equivalent to monthly counselling session for 6 months valued at \$75 per hour session.	Relationships Australia Queensland website available at http://www.raq.org.au/faq/what-are-fees-and-charges-your-services

Outcome	Financial proxy	Rationale	Calculation and Source
<i>Increased feeling of community, belonging and trust (not material, <1% of value)</i>	\$360	Equivalent to 10% of the value of an individual over 50 being a member of social group, adjusted for Australian dollars = \$3,602	Housing Associations' Charitable Trust Social value calculator available at https://www.hact.org.uk/value-calculator
Siblings of Skyline students			
<i>Significant reduction in household stress and improved family dynamics</i>	\$3,120	Equivalent to fortnightly counseling session for 1 year valued at \$120 per session.	Psychotherapy and Counseling Federation of Australia (ranges from \$60 to \$150 per hour)
<i>Moderate reduction in household stress and improved family dynamics</i>	\$1,440	Equivalent to a monthly counseling session for 1 year valued at \$120 per session.	Psychotherapy and Counseling Federation of Australia (ranges from \$60 to \$150 per hour)
<i>Expanded aspirations</i>	\$7,592	Difference in income between an early school leaver and (\$1085) and year 12 or equivalent attainment per week (\$1231) using an income technique. Data extrapolated 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

Outcome	Financial proxy	Rationale	Calculation and source
Federal government			
<i>Increased tax income</i>	\$1,398	Difference in the income tax paid for an early school leaver income (\$1085 pw) and a year 12 or equivalent income (\$1231 pw) at 18.41%	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 and income tax payable for salary of \$60,000

The following table summarises the outcome incidence and impact claim used to calculate the SROI.

Table 5 Summary of outcome incidences and impact claims used to calculate SROI

Outcome	Impact Claim				Rationale
Skyline students					
Stronger self-identity	OUTCOME INCIDENCE	85	Attribution	69%	Outcome incidence is based on the % agree with statement: The Skyline Program provided me with opportunities to build confidence that I would otherwise not have done (Skyline evaluation update 2018 n=47). Attribution figure is based students self-reported % from validation outcomes workshop. The deadweight figure is based on the % of students that communicated in their Skyline application data that their goals would not change as a result of receiving the Skyline bursary. There is a relatively short benefit period with a medium level of drop-off due to the intrinsic nature of the outcome - which can be inherently fragile. This outcome does not prevent others from experiencing this outcome, therefore no displacement.
			Deadweight	26%	
	Number in stakeholder group	90	Displacement	0%	
			Benefit Period	5 year	
	% experiencing the change	94%	Drop-off	50%	
Increased self confidence and hope for the future	OUTCOME INCIDENCE	82	Attribution	73%	Outcome incidence is based on average of % agree with statement from Skyline evaluation update 2018: <ul style="list-style-type: none">The Skyline Program provided me with opportunities to build confidence that I would otherwise not have done (94%)
			Deadweight	26%	
	Number in stakeholder group	90	Displacement	0%	
			Benefit Period	3 year	
	% experiencing the change	91%	Drop-off	50%	

Outcome	Impact Claim		Rationale	
				<ul style="list-style-type: none"> I am now more optimistic about my future because I was involved in the Skyline program (88%) I am now more confident I can realise my potential because I was involved in the Skyline program (91%) <p>Attribution figure is based on validating outcomes workshop.</p> <p>The deadweight figure is based on the % of students that communicated in their Skyline application data that their goals would not change as a result of receiving the Skyline bursary.</p> <p>There is a relatively short benefit period with a medium level of drop-off due to the intrinsic nature of the outcome - which can be inherently fragile.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Stable support network</i>	OUTCOME INCIDENCE	75	Attribution	52%
			Deadweight	26%
	Number in stakeholder group	90	Displacement	0%
			Benefit Period	5 year
	% experiencing the change	83%	Drop-off	20%
				<p>Outcome incidence is based on average of % agree with statement from parent survey n=18: I know that people at Skyline are looking out for me and my family.</p> <p>Attribution figure is based on validating outcomes workshop.</p> <p>The deadweight figure is based on the % of students that communicated in their Skyline application data that their goals would not change as a result of receiving the Skyline bursary.</p>

Outcome	Impact Claim				Rationale
					<p>There is a medium benefit period with a low level drop-off due to extrinsic nature of outcome.</p> <p>Extrinsic outcomes are more likely to endure.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Increased sense of belonging</i>	OUTCOME INCIDENCE	72	Attribution	69%	Outcome incidence is based on average of % agree with statement from Skyline Evaluation Update 2018 and parent survey:
			Deadweight	26%	
	Number in stakeholder group	90	Displacement	0%	<ul style="list-style-type: none"> • My child has made lasting friendships (83%) • Skyline students have retained contact with one or more of their Skyline peers (77%)
			Benefit Period	5 years	
	% experiencing the change	80%	Drop-off	20%	<p>Attribution figure is based on validating outcomes workshop.</p> <p>The deadweight figure is based on the % of students that communicated in their Skyline application data that their goals would not change as a result of receiving the Skyline bursary.</p> <p>There is a medium benefit period with a low level drop-off due to extrinsic nature of outcome.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Significant reduction in household stress</i>	OUTCOME INCIDENCE	30	Attribution	69%	Outcome incidence is based on average of % agree or strongly agree with the statement from parent survey:
			Deadweight	28%	
	Number in stakeholder group	90	Displacement	0%	

Outcome	Impact Claim		Rationale	
and improved family dynamics	Benefit Period		2	<ul style="list-style-type: none"> Our home life is more relaxed (78%) Our family likes spending more time at home (67%) My children are getting along better (61%) <p>However, of the households that report experiencing this outcome, a percentage of these households experience a relatively significant reduction in household stress. This is based on the % of students who self-reported in Skyline application (n=64) experiencing the following hardships: housing vulnerability, family violence, family member with a disability or mental or physical health issues, gambling, carer responsibilities and/or refugee background.</p> <p>Attribution figure is based on validating outcomes workshop.</p> <p>Deadweight figure is based on the % of parents who mentioned financial stress in response to the following survey question 'What might have happened to your household if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program due to myriad of issues that can induce stress in a household. No drop-off because there no benefit period beyond the program.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
	% experiencing the change	34%	Drop-off	
OUTCOME INCIDENCE		32	Attribution	69%

Outcome	Impact Claim				Rationale
<i>Moderate reduction in household stress and improved family dynamics</i>	Number in stakeholder group	90	Deadweight	28%	<p>Outcome incidence is based on average of % agree or strongly agree with the statement from parent survey:</p> <ul style="list-style-type: none"> • Our home life is more relaxed (78%) • Our family likes spending more time at home (67%) • My children are getting along better (61%) <p>The 'moderate' level is based on the % of students who did not self-report in Skyline application that they experience the following hardships: housing vulnerability, family violence, family member with a disability or mental or physical health issues, gambling, carer responsibilities and/or refugee background.</p> <p>Attribution figure is based on validating outcomes workshop.</p> <p>Deadweight figure is based on the % of parents who mentioned financial stress in response to the following survey question 'What might have happened to your household if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program due to myriad of issues that can induce stress in a household. No drop-off because there no benefit period beyond the program.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
			Displacement	0%	
			Benefit Period	2 year	
	% experiencing the change	35%	Drop-off	0%	
OUTCOME INCIDENCE		19	Attribution	100%	

Outcome	Impact Claim				Rationale	
Ability to finish year 12	Number in stakeholder group	90	Deadweight	0%	Outcome incidence is based on the % of students that self-reported in Skyline application (n=64) that they wouldn't have been able to complete year 12 and go onto further studies without Skyline 's support. The deadweight and attribution figures are based on the fact that students self reported being unable to complete year 12 without Skyline support. There is a medium benefit period with a low level of drop-off due to the functional nature of the outcome, which are more likely to endure. This outcome does not prevent others from experiencing this outcome, therefore no displacement.	
			Displacement	0%		
			Benefit Period	5 year		
	% experiencing the change	21%	Drop-off	20%		
Expanded education and employment pathways	OUTCOME INCIDENCE		77	Attribution	75%	Outcome incidence is based on the average of % agree with statements from the Skyline Evaluation update: <ul style="list-style-type: none">The Skyline Program provided me with opportunities to pursue study/employment options that I might not otherwise have had (76%)I am now more aware of my personal and career potential because I was involved in the Skyline program (90%)I am now more confident I can realise my potential because I was involved in the Skyline program (91%)
	Number in stakeholder group	90	Deadweight	35%		
			Displacement	0%		
			Benefit Period	5 year		
	% experiencing the change	86%	Drop-off	20%		

Outcome	Impact Claim				Rationale
					<p>Attribution figure based on validating outcomes workshop.</p> <p>Deadweight based on Skyline data stating 'Up to 65% achieve higher VCE results than they aspired to before the program' (The inverse is what would have happened anyway).</p> <p>There is a medium benefit period with a low level of drop-off due to the functional nature of the outcome.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Improved financial position</i>	OUTCOME INCIDENCE	8	Attribution	80%	<p>Outcome incidence is based on 5 students who received further education scholarships.</p> <p>Skyline networks were utilised to create opportunity for student to apply therefore no deadweight.</p> <p>Attribution figure has been assumed from conversations with Skyline. This is a key variable in the sensitivity analysis.</p> <p>The benefit only lasts the year the student gets the scholarship.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
			Deadweight	0%	
	Number in stakeholder group	90	Displacement	0%	
			Benefit Period	1 year	
	% experiencing the change	9%	Drop-off	100%	
<i>Increased access to services (not</i>	OUTCOME INCIDENCE	18	Attribution	80%	<p>Outcome incidence is based on conversations with Skyline staff. At times, Skyline refer students and</p>
			Deadweight	20%	

Outcome	Impact Claim				Rationale	
<i>material, <1% of value)</i>	Number in stakeholder group	90	Displacement	0%	their families to external services on a case by case basis including housing, mental health and psychology services.	
			Benefit Period	3 year		
	% experiencing the change	20%	Drop-off	20%	Attribution figure is assumed to be high given the fact that Skyline utilises networks to connect students with services. Deadweight figure is assumed, as some students may have been able to access services anyway. There is a relatively short benefit period with a low level of drop-off due to the intrinsic nature of the outcome. This outcome does not prevent others from experiencing this outcome, therefore no displacement.	
Parents of Skyline students						
<i>Reduced financial stress</i>	OUTCOME INCIDENCE		Attribution	69%		Outcome incidence is based on average of % agree or strongly agree with the statements from parent survey:
			Deadweight	22%		
	Number in stakeholder group	141	Displacement	0%	<ul style="list-style-type: none">I have spare money to spend how I want to (39%)I spend less time worrying about money (67%)I can more easily provide basic needs for my family (78%) Attribution figure is based on validating outcomes workshop. Deadweight figure is based on the % of parents who mentioned financial stress in response to the following survey question 'What might have	
			Benefit Period	2 years		
	% experiencing the change	61%	Drop-off	40%		

Outcome	Impact Claim		Rationale	
				<p>happened to your household if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program with a high drop-off rate due to myriad of issues that can induce stress in a household. This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Significant reduction in household stress and improved family dynamics</i>	OUTCOME INCIDENCE	48	Attribution	69%
			Deadweight	30%
	Number in stakeholder group	141	Displacement	0%
			Benefit Period	2 years
	% experiencing the change	34%	Drop-off	0%
				<p>The outcome incidence is based on the average of % agree or strongly agree with the statement from parent survey:</p> <ul style="list-style-type: none"> • Our home life is more relaxed (78%) • Our family likes spending more time at home (67%) • My children are getting along better (61%) <p>However, of the households that report experiencing this outcome, a percentage of these households experience a relatively significant reduction in household stress. This is based on the % of students who self-reported in Skyline application (n=64) experiencing the following hardships: housing vulnerability, family violence, family member with a disability or mental or physical health issues, gambling, carer responsibilities and/or refugee background. Attribution figure is based on validating outcomes workshop. Deadweight figure is assumed to be lower than the % of parents who mentioned financial stress in</p>

Outcome	Impact Claim				Rationale
					<p>response to the following survey question 'What might have happened to your household if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program. No drop-off because there no benefit period beyond the program. This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Moderate reduction in household stress and improved family dynamics</i>	OUTCOME INCIDENCE	50	Attribution	69%	<p>Outcome incidence is based on average of % agree or strongly agree with the statement from parent survey:</p> <ul style="list-style-type: none"> • Our home life is more relaxed (78%) • Our family likes spending more time at home (67%) • My children are getting along better (61%) <p>The 'moderate' level is based on the % of students who did not self-report in Skyline application that they experience the following hardships: housing vulnerability, family violence, family member with a disability or mental or physical health issues, gambling, carer responsibilities and/or refugee background.</p> <p>Attribution figure is based on validating outcomes workshop.</p> <p>Deadweight figure is assumed to be lower than the % of parents who mentioned financial stress in response to the following survey question 'What</p>
			Deadweight	30%	
	Number in stakeholder group	141	Displacement	0%	
			Benefit Period	2 year	
	% experiencing the change	35%	Drop-off	0%	

Outcome	Impact Claim				Rationale
					<p>might have happened to your household if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program. No drop-off because there no benefit period beyond the program.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Improved emotional wellbeing</i>	OUTCOME INCIDENCE	133	Attribution	69%	Outcome incidence is based on % agree or strongly agree with the statement from parent survey: I like planning for the future.
			Deadweight	50%	
	Number in stakeholder group	141	Displacement	0%	Attribution figure is based on validating outcomes workshop.
			Benefit Period	2 year	
	% experiencing the change	94%	Drop-off	0%	<p>Deadweight figure is assumed based on % of parents who mentioned financial stress in response to the following survey question 'What might have happened to your household if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Increased sense of community, belonging and trust (not material, <1% of value)</i>	OUTCOME INCIDENCE	121	Attribution	50%	Outcome incidence is based on average of % agree or strongly agree with the statements from parent survey:
			Deadweight	89%	
	Number in stakeholder group	141	Displacement	0%	<ul style="list-style-type: none"> I feel a part of a supportive community (89%)
			Benefit Period	2 year	

Outcome	Impact Claim			Rationale
	% experiencing the change	86%	Drop-off	0%
				<ul style="list-style-type: none"> I know that people at Skyline are looking out for me and my family (83%) <p>Attribution based on qualitative data collected from survey and phone conversations.</p> <p>Deadweight based on % of parents mentioning feeling isolated in response to the following survey question 'What might have happened to you if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
Siblings of Skyline students				
<i>Significant reduction in household stress and improved family dynamics</i>	OUTCOME INCIDENCE	91	Attribution	69%
			Deadweight	30%
	Number in stakeholder group	270	Displacement	0%
			Benefit Period	2 years
	% experiencing the change	34%	Drop-off	0%
				<ul style="list-style-type: none"> Our home life is more relaxed (78%) Our family likes spending more time at home (67%) My children are getting along better (61%) <p>However, of the households that report experiencing this outcome, a percentage of these households experience a relatively significant reduction in household stress. This is based on the % of students who self-reported in Skyline application (n=64) experiencing the following hardships: housing vulnerability, family violence,</p>

Outcome	Impact Claim		Rationale	
				<p>family member with a disability or mental or physical health issues, gambling, carer responsibilities and/or refugee background.</p> <p>Attribution figure is based on validating outcomes workshop.</p> <p>Deadweight figure is based on the % of parents who mentioned financial stress in response to the following survey question 'What might have happened to your household if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program due to myriad of issues that can induce stress in a household. No drop-off because there no benefit period beyond the program.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>
<i>Moderate reduction in household stress and improved family dynamics</i>	OUTCOME INCIDENCE	95	Attribution	69%
			Deadweight	30%
	Number in stakeholder group	270	Displacement	0%
			Benefit Period	2 years
	% experiencing the change	35%	Drop-off	0%
				<p>Outcome incidence is based on average of % agree or strongly agree with the statement from parent survey:</p> <ul style="list-style-type: none"> • Our home life is more relaxed (78%) • Our family likes spending more time at home (67%) • My children are getting along better (61%) <p>The 'moderate' level is based on the % of students who did not self-report in Skyline application that they experience the following hardships: housing vulnerability, family violence, family member with a disability or mental or physical health issues,</p>

Outcome		Impact Claim		Rationale	
				<p>gambling, carer responsibilities and/or refugee background.</p> <p>Attribution figure is based on validating outcomes workshop.</p> <p>Deadweight figure is based on the % of parents who mentioned financial stress in response to the following survey question 'What might have happened to your household if your child had not received Skyline's support?'. Benefit period only occurs for the length of the program due to myriad of issues that can induce stress in a household. No drop-off because there no benefit period beyond the program.</p> <p>This outcome does not prevent others from experiencing this outcome, therefore no displacement.</p>	
<i>Expanded aspirations</i>	OUTCOME INCIDENCE	200	Attribution	50%	<p>Outcome incidence is based on the average % agree or strongly agree with the statements from parent survey:</p> <ul style="list-style-type: none"> • My other children are thinking more optimistically about their future (64%) • My other children have become more aware about what might be possible for them (86%) • My other children are now more motivated to do better at school (71%) <p>Attribution figure is assumed therefore is a key variable in the sensitivity analysis.</p> <p>Deadweight based on Skyline data stating 'Up to 65% achieve higher VCE results than they aspired</p>
			Deadweight	35%	
	Number in stakeholder group	270	Displacement	0%	
			Benefit Period	3 year	
	% experiencing the change	74%	Drop-off	50%	

Outcome	Impact Claim				Rationale
					to before the program' (The inverse is what would have happened anyway). There is a short benefit period with a medium level of drop-off due to the intrinsic nature of the outcome. This outcome does not prevent others from experiencing this outcome, therefore no displacement.
Federal government					
Increased tax income	OUTCOME INCIDENCE	81	Attribution	75%	Outcome incidence: Skyline contributes to a boost in employability of students and reduced need for welfare. 90% post school education and employment pathways Monash Uni (25%) Uni of Melb (19%) Deakin (10%), RMIT (10%), VU (6%), Latrobe (4%), Swinburne (3%), Other uni (8%), TAFE (3%), Other vocational (1%), unknown (10%). Attribution is based on validating outcomes workshop. Deadweight based on Skyline data stating 'Up to 65% achieve higher VCE results than they aspired to before the program' (The inverse is what would have happened anyway). There is a medium benefit period with a low level of drop-off due to the functional nature of the outcome.
			Deadweight	35%	
	Number of students contributing to overall value	90	Displacement	20%	
			Benefit Period	5 year	
	% experiencing the change	90%	Drop-off	20%	

Outcome	Impact Claim	Rationale
		This outcome does not prevent others from experiencing this outcome, therefore no displacement.

A.5 Verification

Skyline Education Foundation was provided an opportunity to review and provide feedback on the preliminary results of the SROI model on 20 June 2019.

Appendix B 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 includes testing key variables and assumptions used. The results of the analysis show that by varying key variables, the SROI ranges from **9.45 – 13.32**.

Table 6 Summary sensitivity analysis

Stakeholder	Outcome	Adjusted variable	Base case	New value	SROI
<i>Student</i>	All outcomes	Deadweight	0-35%	50% New value tests the SROI assuming more students would have succeeded without Skyline. However, based on discussions with stakeholders, Skyline is integral in students' success, hence the base case range of 0-35% deadweight.	9.45
<i>Student</i>	Stronger self-identity	Financial proxy	\$29,156	\$6,240 Though this outcome was most highly valued by students, following the principle of 'do not overclaim' a lower value was tested. The new value is equivalent to weekly counselling session for 1 year valued at \$120 per session.	9.85
<i>Student</i>	Stable support network	Benefit period	5 years	10 years, no drop off In line with the principle 'do not overclaim' 5 years was chosen as the base case. However, based on discussions, the benefit period for this outcome could be higher hence a 10-year period was tested. A 0% drop-off rate was also tested to reflect a situation where the benefit does not diminish over time.	13.32

Stakeholder	Outcome	Adjusted variable	Base case	New value	SROI
<i>Student</i>	Increased sense of belonging	Benefit period	5 years	10 years, no drop off In line with the principle 'do not overclaim' 5 years was chosen as the base case. However, based on discussions, the benefit period for this outcome could be higher hence a 10-year period was tested. A 0% drop-off rate was also tested to reflect a situation where the benefit does not diminish over time.	12.89
<i>Students</i>	Improved financial position	Attribution	80%	30% 100% Given the base case was assumed, a higher and lower value was tested.	12.09 12.24
<i>Parents and siblings</i>	Reduced household stress	Deadweight	30%	50% The deadweight figure for this outcome was assumed. To test its influence on the model, deadweight was adjusted for a pessimistic view.	12.04
<i>Parents</i>	Reduced financial stress	Financial proxy	\$17,187	\$870 Following the principle of 'do not overclaim' a lower value was tested. The new value is equivalent to skills acquired from a short course focusing on the essentials of money management https://skilledsmart.com.au/ .	10.85
<i>Siblings</i>	Expanded aspirations	Attribution	50%	30% 80% Given the base case was assumed, a higher and lower value was tested.	11.76 12.85

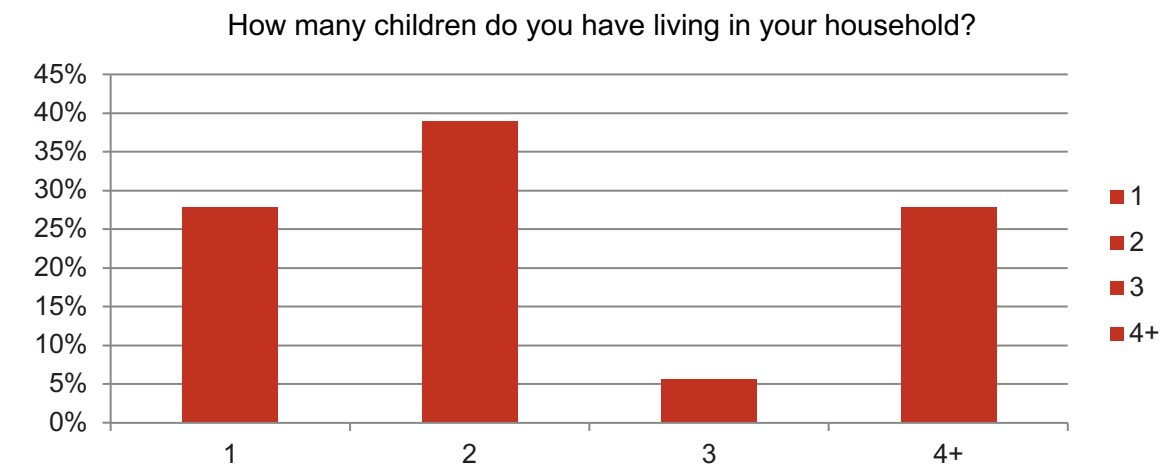
Appendix C Survey results

A survey was developed to understand the change and quantum of change experienced by Skyline students, parents and siblings. The survey was distributed to parents to supplement existing evaluation data, where parents were used as proxies for students and siblings. In total 18 surveys were completed (of the 141 parents).

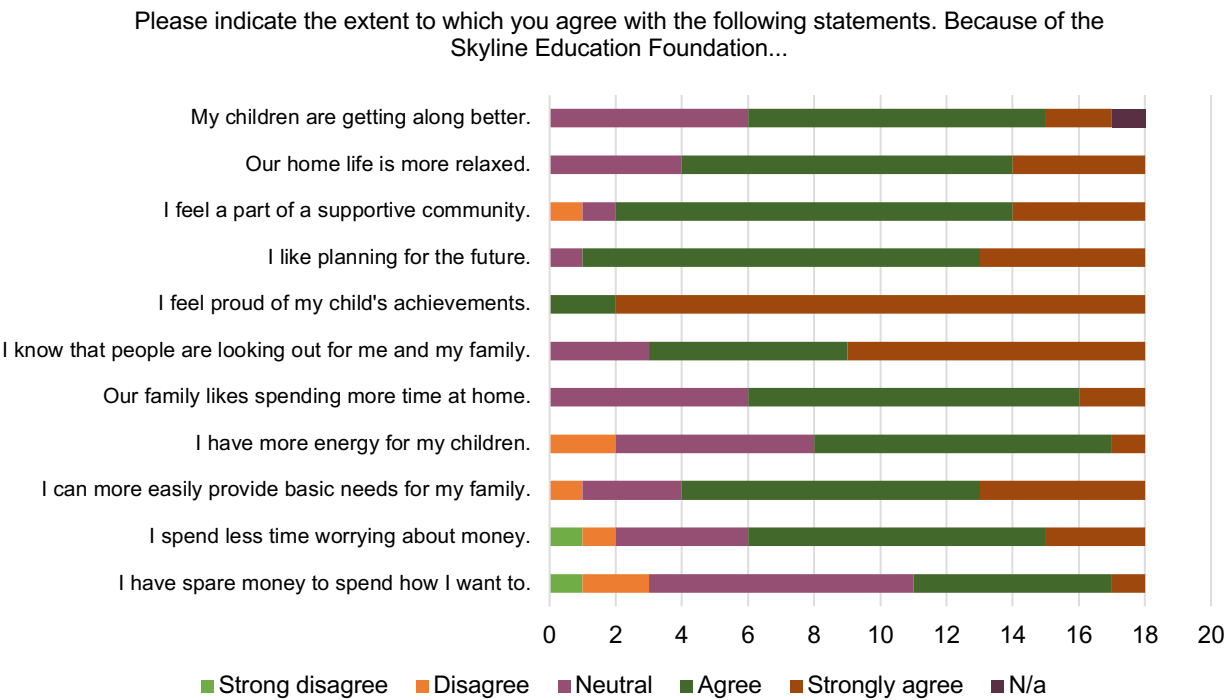
The following section provides a summary of the survey results where n=18.

C.1 Survey questions and results

Question 5



Question 6



Question 7

Please tell us what has changed for YOU, both positive and negative, since your child received Skyline's support?

Since my child has received Skyline's support she has become more independent and more outspoken. She enjoys it a lot and we can see that she obtains good information from sessions which can benefit her in the future. The financial support helps a lot with her education fees and I am forever grateful for Skyline's support.

I spend much less time worrying about paying for school related items (books) and fees. This means a great deal to me and my girls.

I have found that we don't worry as much, knowing she wants to study in future. It's just a bit frustrating as she doesn't know what she wants to do yet.

Financial support provided to my child was a big factor in our life moving along well. Feel that my child's career is in safe hands.

Not much. My daughter has a new network of friends.

I am because you are looking after my daughter. I feel less stress.

I worry less about my child's fees and books money and My child is becoming more and more positive about her future.

Positive: My family can spend our income on other things. Negative: Nothing has been negative yet.

Since my son has received the Skyline support we have had a lot happen in our family. I personally am less stressed and anxious with the support we are now getting. I have to care for an aged/ill parent and this is helping me out by relieving some of the pressure. My husband and I are less stressed financially now. Knowing that we have financial support through the next 2 years takes a lot of pressure off. We are honestly not sure how we would have got through this past few months without it. As Christmas and start of a new school year for 2 children is costly enough, but VCE costs add up. We are finding that we are now feeling a bit more relaxed and happier in ourselves and in the home. We are able to spend more quality time as a family and able to do some fun things together like go out for tea or go to the movies without worrying that we didn't have the extra money for it. Initially we were concerned that the Skyline events would add extra pressure to our son who is doing his VCE and he'd be missing school days however, we were relieved when we found that they are on weekends or school holidays and have minimum impact on his actual school attendance. We were very relieved that Skyline provides transport to events which helps also take pressure off us as we would have been unable to take him to a lot of the Melbourne based activities. Our son has had anxiety issues in the past and we feel he has already benefited so much from this, especially going to the camp at the beginning of the year. He has made friends and is enjoying the events which is also evident at home as he is happier, more relaxed and he is getting along with his brother more. He is also beginning to talk about his hopes and dreams for his future a bit more now there is less stress on us financially, before he didn't want the pressure of University to add to our worries. We are so proud of him and all he is achieving and felt guilty we may not have been able to help him achieve his dreams. We never wanted to have our issues become his. Thank you so much for your support we are very grateful.

Financial commitments were reduced in the last 2 years of my daughters schooling.

My daughter gained better self-esteem and confidence. She is more self-assured

Easier to pay bills

Our son is more open and excited to the possibility of attending University.

I feel more confident to support my child financially and emotionally.

Positively, I could spend the money on paying bills and necessities. I worry less about having to buy my child textbooks and stationary. I can spend more time with them to build a stronger bond. There is no negative aspect.

I could use the spare money for my child's tuition fees.

I know she is getting supportive and is taking the weight of my shoulders

It has really helped us out.

Question 8

What might have happened to YOU if your child had not received Skyline's support?

The financial pressure will definitely put a strain on our daily lives and as a result constant bickering between every family member.

I would be further in debt and would have used food money for school items.

We would have felt isolated, and financially struggling to meet my child's educational needs.

I would be stressed with making money and not having time for my family.

I would have to pay her fees and books money myself which would make it very difficult for me and also I couldn't train my child for her future.

If my child did not receive Skyline's support, my husband's income would be spared for our child's school fees.

If we had not have received Skyline support we really would have struggled to even pay for all his fees, books etc this year as well as those of his brother. Christmas is an expensive time of year anyway, without Skyline we would have had to make some sacrifices so that the kids had a good Christmas and received the gifts they wanted. I also have no work over the Christmas holidays and go unpaid for 6 weeks and my husband gets paid monthly so we usually are limited with what we do during the break. The bills keep coming in and in previous years we have had to approach the bank to help us out, which is a good short term fix but only adds to our long term issues as we have to pay it back. This all adds extra stress and tension to the marriage and the household. Thankfully because of Skyline we didn't have to do this at all and managed to get through the Christmas holidays with money in our account.

We have never wanted our financial issues to become our sons and noticed that he was beginning to not talk about going to University because we couldn't even think of being able to afford it. If we had not have received the Skyline support I feel he may have altered his subject

choices in VCE and career path that was less costly. He had commented on going to local TAFE instead of Uni. He also was talking about getting work to help us out financially. Now we can support his dreams and encourage him all the way and any money he earns in a part time job is his own.

Financially we would have struggled. Not sure my daughter would have had the same confidence

Less money for essentials

My child may have left school to seek an apprenticeship, or work on our farm.

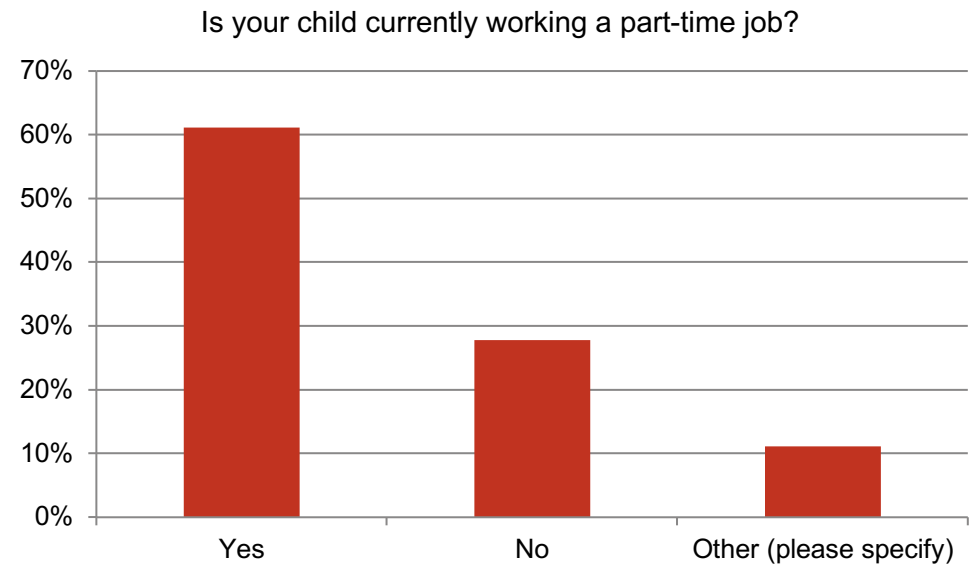
I would have to work over-time so I would be unable to spend more time with my child at home, and perform the duties of a mother - cook dinner, clean, etc. My child would have to do these things for me instead because I would come home late from work, which in turn would affect their study.

I would still get my daughter tutored, but our spending would be smaller so I can also save some money.

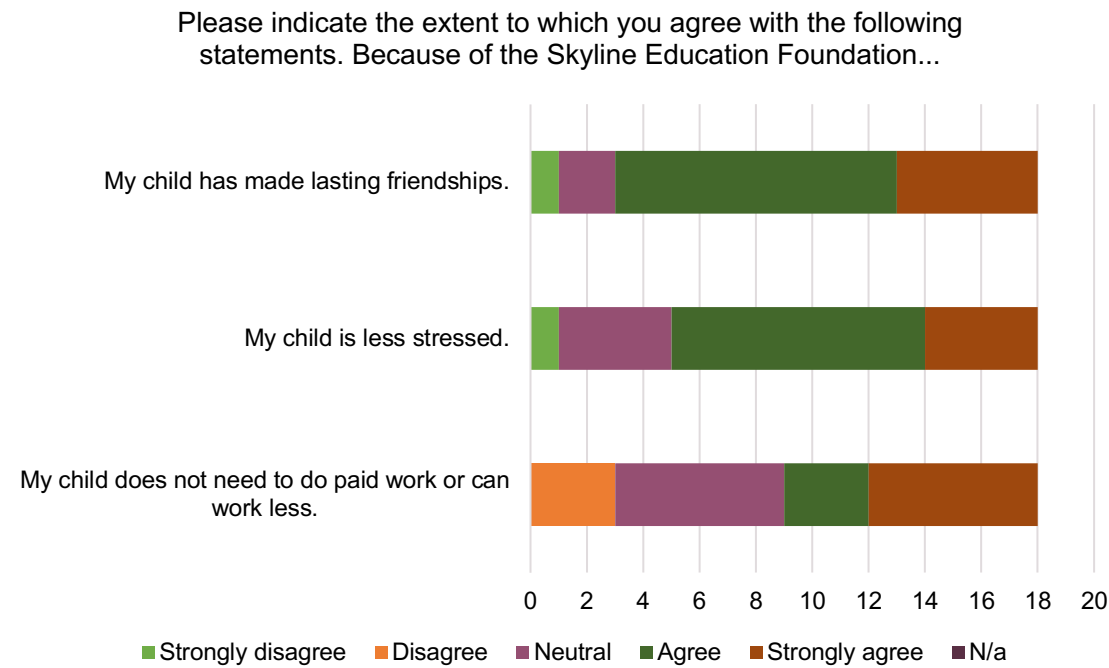
I would of struggled with paying for everything

I don't know how I would have paid for all the books and also don't know how she would have got all the help in English she has needed

Question 13



Question 14



Question 15

What do you think might have happened to your child if they had not received Skyline's support?

I feel like she would have continued to keep to herself and stress about our family situation. she likes to look after people and does not wish any burden upon anyone. I feel like she would have drained herself in work to help with the family.

I think my child would still be completing year 12, but with fewer books and resources at her disposal. We would owe the school money and there would be more stress in her life.

I think these days kids have many resources at school and through the internet. It's just that your very hands on which shows more (sic)

Feel isolated and would have been struggling financially

She would have continued to work hard

She would be stressed with school work and making money

She would spend more time working then actually studying

If my child did not receive Skyline's support, my child will need to do part time job at some point.

If my son did not receive the Skyline support I know our financial situation was already having an impact on him but this year we would have struggled a lot and it would definitely have affected him and his studies. His anxiety issues would increase and possibly affect his overall health. Long term I feel he may have not considered going down the career path he wanted to avoid adding extra stress to us financially. He is a bright boy and loves school, he is ahead in his class and committed to learning. Up until now he doesn't let the fact that we live in a low socio economic area affect him, in fact he strives to prove people wrong when they comment on our area, but this may have impacted him enough that he may not try as hard in school. I hate to say it but a lot of teenagers in our area drop out of school and a lot are unemployed with dependencies. I can't speak for our son and I hope this wasn't the case but given the right circumstances and he too could have gone down this road too. However, with Skyline's support he is happy, feeling supported and is thriving in his VCE studies and happy to share his achievements proudly with us. His confidence has grown, and he looks forward to a positive future ahead of him and has set himself short and long term goals to achieve his dreams. He recently got a part time job and even has a saving account for his uni fund. Thank you!

May not have been as confident

May have sought support from somewhere else

I think my child may have changed his course selection to an easier one, which would then potentially limit his ability to find sustainable employment in the future.

More stress and poorer performance at school

She would have to work longer shifts and would voluntarily buy her own textbooks and stationery.

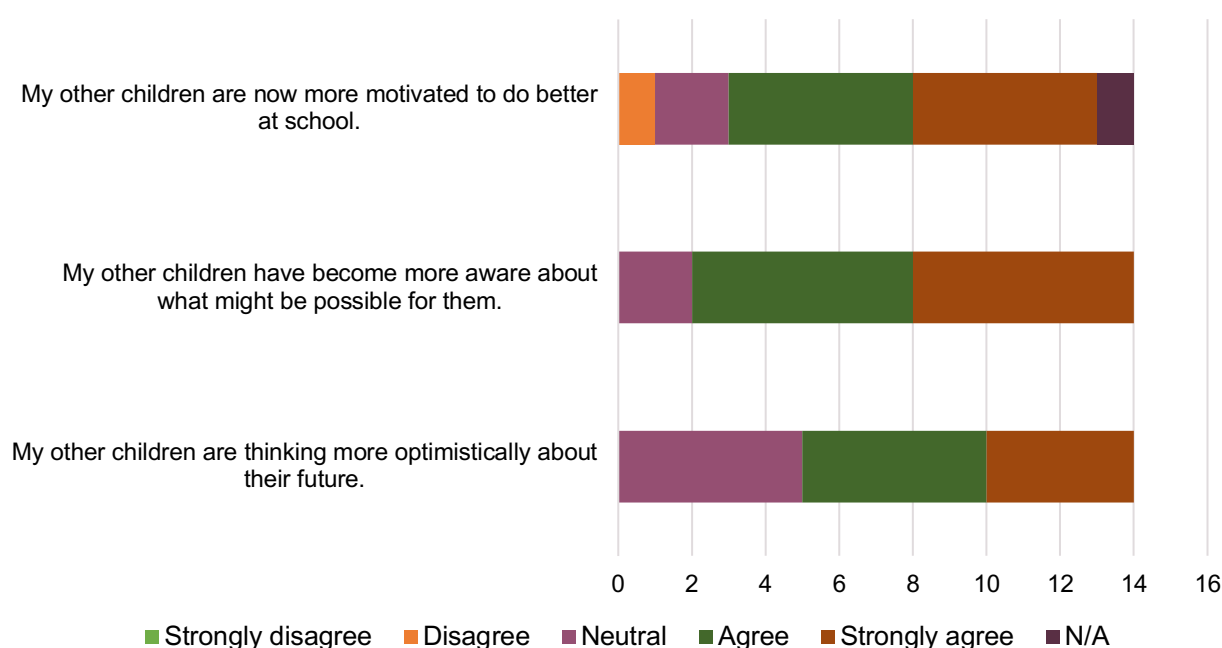
She would not have made many great friends, meet great people. She would not have come out of her shell. Since skyline my daughter has become more open and outgoing.

Might not have done that well in school. Won't of focused as much on her studies

I don't know

Question 17

Please indicate the extent to which you agree with the following statements. Because of the Skyline Education Foundation...



Question 18

Have you noticed any positive or negative changes for OTHER people in your life as a result of your child receiving Skyline support? Please describe this change and who experiences the change.

Our youth group was very proud of her. They were encouraged to do better in their lives and believed that anyone could make it with hard work and determination.

I am personally much less stressed about money. It's wonderful!

I haven't noticed any changes. (My other child has just finished his apprenticeship).

My younger child is motivated to do better in school & life

My brother and sisters are proud of my daughter

Yes, my younger son is becoming more and more motivated to receive a scholarship and study better

My father has Parkinson's disease and I am his main carer also. He was feeling like a burden and not wanting to bother me with issues as he knew we had a lot of worries. He had to give

up driving 12 months ago and I am his only means of transport. He knew I was not eligible for carers payments at this stage of his disease, he was hiding falls from me and didn't want me taking time unpaid for when he needed to go to medical appointments or needed to be cared for when unwell. Since receiving support, he is a lot happier, less stressed and calls me when he needs me, he is more honest with his health now. Our other son has also changed for the positive from receiving this support as our home is a less stressful environment and we are able to spend more time together and all a lot happier. He sees his brother motivated to achieve great things at school and he too is now feeling more confident. This year he ran for school leader and was successful!

My father is extremely proud of him as are we all. He knows the selection process is a difficult one. He's recently diagnosed with Parkinson's and this has cheered him immensely.

Yes, others are happy and proud of my child

No. Everyone are very proud.

My children are trying harder at school

Question 19

What do you think might have happened to your household if your family did not receive Skyline's support?

I think there would be a constant strain on our family with financial pressures to pay for educations and daily basic necessities.

We'd be further in debt.

We would have had to spend more on her education.

Struggle financially

We would be struggling with money

I would stress more about the financial support for my child

We would have been in a lot of financial difficulty over Christmas and New Year and ended up getting into more debt as we would have had to ask the bank for assistance. I would have been under a lot more pressure to go back to work full time as well as being carer for my ill father. My health was already affected by all this and I was struggling physically and mentally with all of our issues. We had a lot of financial tension in our house which was causing stress in our marriage and household. As much as my husband and I try to work through any obstacles that we face and overcome them together, it may have had negative impact on our marriage therefore effecting the boys.

If my family did not receive Skyline's support, we will have more burden for our fees.

More financial stress

My child may not be considering university education

Less money for essentials

Stressful, lack of support

My daughter and I won't be able to see each other often because of work.

We would have been more tight on money.

Struggled with money

My daughter wouldn't know what she would want to do when she finishes school

Question 20

Do you have any suggestions or feedback for the Skyline Education Foundation?

Thank you so much for your positive influence on my child and your positive impact on the community.

No, not really. The feedback from my child on the recent NGV visit was that it was the best activity yet!

I think it's great the way you have all the resources that enlighten and help the children go further with their education

We are so grateful to your support - both financially and otherwise. We strongly feel that there is someone to guide our kids in the right direction.

More information about what the support is and how it is provided. Information about upcoming workshops

Thank you

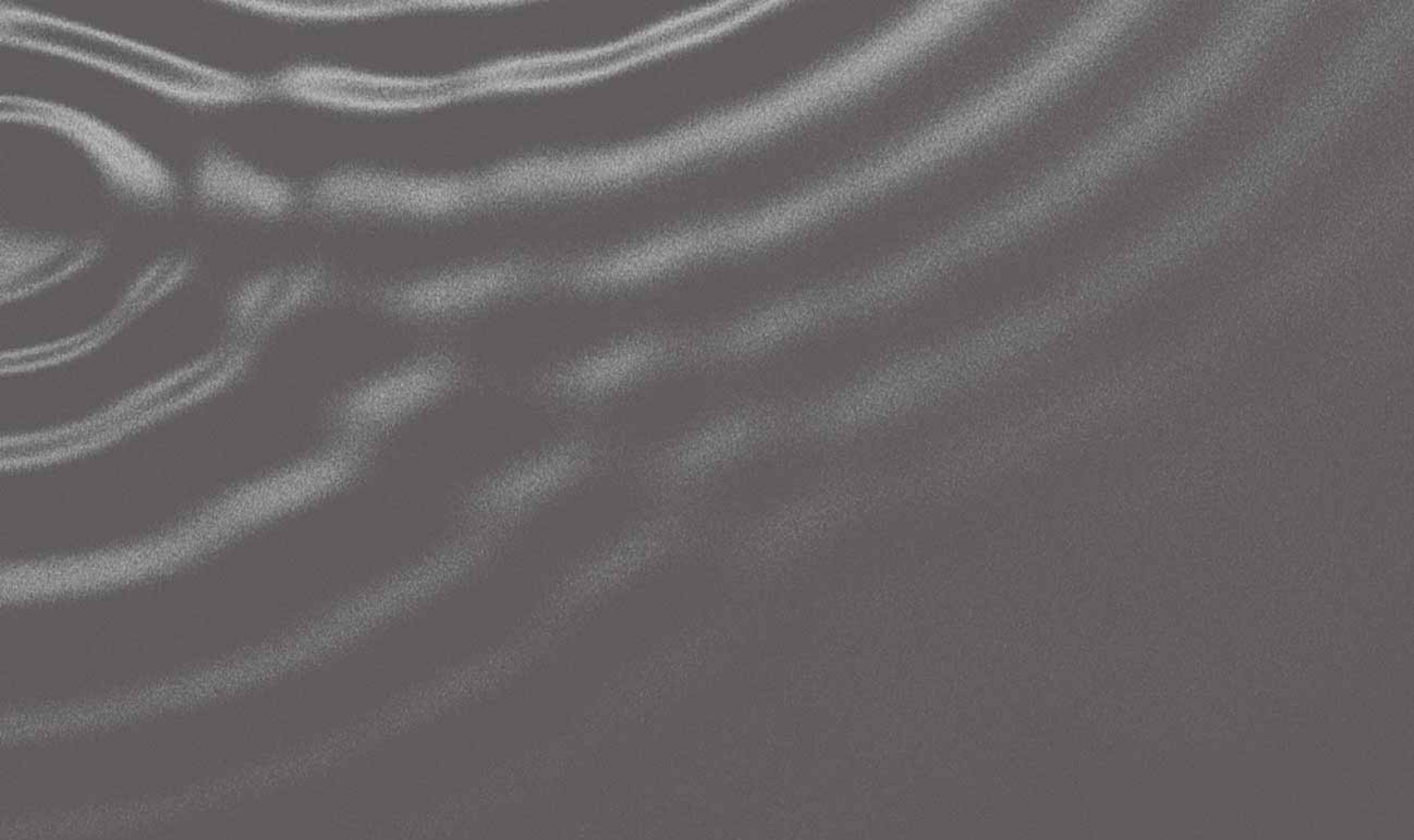
Thank you so much for supporting us

We want to say thank you so much for your support, you have helped my son and our whole family in more ways already than can express and we are only at the beginning of the 2 years. My son is already a happier and more confident young man thanks to you.

This is such a valuable initiative, we just want to say thank you

No you have all been amazing.

Have more contact with the parents



thinkimpact

towards a new prosperity