



# Annual Report 2025

Skyline   
Education Foundation Australia

# Acknowledgement of Country

Skyline Education Foundation Australia acknowledges the Traditional Custodians of the lands on which we live, learn, and work. We recognise their enduring connection to Country, and pay our deepest respects to Elders past and present.

We honour the strength, resilience, and knowledge of Aboriginal and Torres Strait Islander peoples, whose cultures and traditions have thrived for over 65,000 years. Their wisdom continues to shape and enrich our communities, particularly in education, leadership, and storytelling.

As an organisation dedicated to empowering young people, we are committed to fostering an inclusive and equitable future where all students, including First Nations learners, have the opportunity to thrive. We recognise the importance of listening, learning, and amplifying the voices of Aboriginal and Torres Strait Islander communities.

In the spirit of truth-telling and reconciliation, we pledge to walk alongside First Nations peoples with respect, understanding, and a shared commitment to positive change.

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## Message from the CEO

# Samantha MacRae

Chief Executive Officer

“

**At Skyline, we believe talent exists in every community, but opportunity does not. Every day, we work with students navigating financial hardship, geographic isolation and complex circumstances while striving for ambitious futures. Our role is to ensure they are seen, supported and able to thrive.**

## What Makes Skyline Different

Skyline provides more than academic or financial support. We create the conditions for high-potential students to thrive by providing an environment with high expectations, ambitious peers, mentoring and pathways to tertiary study, while keeping them connected to their schools, families and communities.

Many of our students attend schools where few peers share their academic ambition. Some are the first in their family to consider university; others live in regional or under-resourced communities with limited access to enrichment, networks and academic extension.



Skyline is often their first peer community that reflects their motivation, aspirations and academic potential. This creates sense of belonging can be transformative, reshaping how they see themselves, the goals they pursue, and the opportunities they believe are available to them.

## Our Students

In 2025, Skyline supported 157 students across 43 partner schools in Victoria. We were proud of the Class of 2025: 98% completed VCE and 95% moved into their preferred post-school pathway.

## Expanding Opportunity

In 2025, we also expanded opportunities for students and alumni. A highlight was our partnership with ForHealth Medical Centres, which gave students immersive healthcare work experience. For many, it was their first time in a professional medical setting, helping make a career in healthcare feel real and achievable.

## Financial Sustainability

2025 was a year of consolidation and strategic focus for Skyline. We are grateful to our new partners, including ISTP Ltd, Energy Australia, the Glendonbrook Foundation, JT Reid Charitable Trusts, Newsboys Foundation and Waratah Foundation, whose support is helping expand opportunity across Victoria.

## Looking Ahead

As we look to 2026, Skyline enters an important new chapter: we will celebrate our 20-year anniversary and welcome our largest student cohort yet as we work towards supporting 200 students annually by 2027.

None of this would be possible without the generosity and dedication of our community. I thank our Board, staff, alumni, school partners, volunteers, donors and supporters for the role each plays in creating opportunity for young people across Victoria.



# Stephen Adrian

Chair, Skyline Education Foundation

“

Dear Members, Supporters, and Friends,

**As I reflect on 2025, I am filled with immense pride for the profound impact we have made on the lives and futures of our young people. This journey has been incredibly rewarding, reaffirming our mission to help high-potential students, facing economic and social adversity, thrive within our community.**

I am thrilled to report that our flagship Skyline Program continues to empower students throughout their VCE (Victorian Certificate of Education) journey. This year, 80 students graduated from the program, equipped with the tools and support necessary to navigate their education paths successfully. I am particularly excited to announce that we will be increasing our Year 11 student intake by 25% next year, demonstrating our ongoing commitment to this important mission.

The year 2025 presented ongoing challenges, with a cost-of-living crisis and increasing discord within our community. We recognise the strain these challenges place on private philanthropy, and we continue to explore innovative strategies to secure our long-term financial sustainability. Rest assured, we remain steadfast in our commitment to maintaining the independence and future viability of our organisation.

In response to evolving needs, we have refined our social enterprise, Skyline Hatch, to make it more focused and impactful. This initiative serves a broader student community beyond our flagship





program. We are grateful for the continued support from our philanthropic partners and the Department of Education, whose funding has been instrumental in advancing this initiative.

Collaboration remains central to our success, and we are proud to partner with numerous organisations. These partnerships allow us to pool resources and expertise, furthering our collective mission of supporting students in need.

I would like to extend my sincere gratitude to the exceptional organisations that have supported us, including the Dept Education and Training, The Wood Foundation, JT Reid, Thyne Reid Foundation, Perpetual Geelong, Anthony Costa Foundation, Dawn Wade Foundation, Nigel & Patricia Peck, and Westpac Foundation, as well as the many generous foundations and individuals whose contributions have allowed us to fulfil our mission. Your unwavering commitment has made a tangible difference in the lives of countless students.

I also want to express my heartfelt thanks to our dedicated team, led by CEO Samantha MacRae, whose tireless efforts have driven our programs forward, particularly in such a challenging environment. A special thanks goes to our community supporters whose generosity amplifies our impact and helps drive student outcomes.

I would also like to recognize our hardworking board members, including Alistair Mytton, who retired this year after more than seven years of voluntary service, and Amanda Derham, Ryan Gunasema, Roger Page, Thely Nguyen, Clare Harper, and Susan Ogden (who served part of the year). Behind them are several committees filled with dedicated individuals who generously give their time to support Skyline's mission.

As we look toward the future with optimism and determination, let us continue to collaborate and empower our students, building a brighter tomorrow together.

With warm regards,

**Stephen Adrian**

Chair, Skyline Education Foundation



## Message from Ambassador

# Campbell Bairstow

Skyline Patron

“

**Each year I have the unalloyed privilege of mentoring forty or so Year 12 students at Braybrook Secondary College. Together, we work on approaches to study, time management, the place of social media, the keys to a healthy and balanced lifestyle, and decisions on university preferences and possible careers.**

And, happily, each year my cohort includes some Skyliners. Hai Minh and Beckham, the 2025 Skyliners, flourished at Braybrook and thrived on the support and programs of The Skyline Foundation. They are deeply grateful for Skyline's vital role in their school and family lives. Hai Minh achieved an excellent ATAR and entry to the very competitive Commerce degree at the University of Melbourne. Beckham was determined and driven to earn a place in the highly regarded Architecture degree at RMIT University. It is a delight to report that he achieved his goal, and it's clear to me as his mentor that resources such as Skyline Hatch were key to his success.

Thank you to the staff, governors, the in-school liaison force, and benefactors of Skyline. Our village is indeed bringing up remarkable young citizens.

# Who We Are

## Mission

**Skyline is committed to addressing educational inequity so that academically high ability students are not overlooked or left without the support and access afforded to their peers.**

## About Skyline

We partner with 64 schools across Victoria to support academically high-ability VCE students experiencing financial hardship and complex life challenges. Our two-year program is designed to remove barriers to success and provide the support, resources and opportunities students need to reach their full potential.

Students receive financial assistance for textbooks and essential learning resources, along with access to Skyline Hatch, our VCE support platform offering study skills, subject revision and exam preparation. They also participate in an overnight fully funded Residential Camp at a university in Melbourne, and three one-day intensive Masterclasses held

during the school holidays throughout the year, focused on academic development, leadership, wellbeing and future pathways.

Each student is supported by a dedicated Program Manager who provides one-on-one academic guidance, subject selection and pathway planning, as well as scholarship and tertiary application support. This is complemented by ongoing mentoring, access to industry networks and work experience opportunities, and unlimited free counselling through our partnership with the Cairnmillar Institute.

Students are also connected to a broader community of peers, alumni and professionals, helping them build confidence, expand their aspirations and navigate life beyond school.

Together, this holistic support ensures students are not only equipped to complete VCE successfully, but are empowered to transition into further study, training or employment with clarity and a strong sense of belonging.



# The Evidence Behind Our Model

Academic ability is distributed across all communities, but opportunity is not.

Research consistently shows that geography, socio-economic background, and family educational history shape the opportunities available to academically capable young people. In Australia, students in regional, rural and remote communities consistently experience poorer educational outcomes than their metropolitan peers. Analysis of national longitudinal data shows that these differences are partly explained by socio-demographic factors and differences in school environments, including access to resources, teacher availability, and school climate.

[> Learn more about the explaining achievement gaps article](#)

Access to high-level academic pathways is also unevenly distributed. Victoria's four selective entry high schools are all located in metropolitan Melbourne, limiting access for students living

in regional communities who may not have the option to relocate or travel long distances to attend specialised academic programs.

Socio-economic disadvantage further compounds these geographic inequities. Research on high-ability students from low-income backgrounds shows that these students are often under-identified for advanced learning opportunities and enrichment programs. Structural barriers such as limited school resources, reduced access to extracurricular learning opportunities, and lower expectations can prevent academically capable students from being recognised and supported.

[> Learn more about the stories of inspiration and agency](#)

These factors contribute to stark differences in academic outcomes. In lower socio-economic school communities, only 2–8% of students achieve a VCE study score of 40 or above, compared with 25–35% in more advantaged schools.

Students who are the first in their family to attend university often navigate the education system without access to parental guidance about subject selection, tertiary pathways, or professional careers. Research from the Australian Centre for Student Equity and Success shows that while first-in-family students make up the majority of the year 12 student population,

they remain less likely to enrol in tertiary education, attend highly selective universities, or enter certain fields of study.

[> Learn more about the being first in family article](#)

These academically high achieving students exist in every community. However, without access to appropriate educational environments, mentoring, enrichment, and peer networks, their potential may remain unrealised. Research on gifted education emphasises that natural ability must be supported through opportunities and environments that enable talent to develop.

# Theory of Change

## If we provide...

## ...our students experience...

## ...leading to...



### Financial Support

Offsetting students' educational costs so they can focus on what matters.



### Curriculum Support

Through Partnerships and Skyline Hatch, supporting students through their studies.



### Being

In an inclusive, respectful, talented community. Feeling valued and supported.



### Social Connection

Developing opportunities and networking skills.



### Residential Programs

Transformational overnight learning experiences focusing on self-development.



### Mentorship Program

Corporate and alumni mentoring, providing real-world experience and knowledge.



### Becoming

Through learning new skills, personal development, and setting goals and future aspirations.



### Leadership

Creating educated leaders of the future.



### Masterclasses

Six informative full-day seminars centering evidence-based learning and real-life skills.



### Alumni Community

Assisting in the shift to the tertiary and career settings, providing internships and mentoring.



### Belonging

By connecting and working with board, sponsors and alumni within the Skyline community.



### Confidence

Instilling belief, cementing values and growing self-confidence.



### Security

Improved educational outcomes and opportunities.



### Wrap-Around Care

One-to-one psychosocial and educational coaching in tandem with guardians and schools.



### Agency

Creating opportunity and independence to be empowered in one's own life.

# A Year at a Glance



**157** students supported



**43** schools



**10** programs and events delivered

## Academic Outcomes

**98%** completed VCE



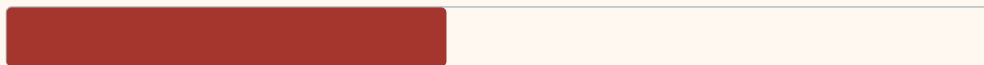
**95%** transitioned to their preferred post school pathway



**76%** outperformed their school's median ATAR



**42%** placed in the top 20 percent of the state



## Skills and Confidence

**93%** report that they can identify their goals and aspirations



**90%** feel more hopeful about the future



**97%** report that they feel their interpersonal skills have improved



**90%** report knowing more about possible education pathways



**93%** reduced stress



**89%** increase in confidence



**83%** feel more motivated to think about new education opportunities they hadn't previously considered



## Access

**100%**

received VCE textbooks

financial reimbursement for educational resources

received access to Hatch

# Programs and Initiatives

## Residential Camps – University College, Melbourne

We began the year with our annual Residential Camp held at University College, The University of Melbourne, bringing together Year 11 and Year 12 students for a week of connection and personal development. The camp focused on themes of identity, leadership and resilience, with workshops such as *Incredible Me*, *Mindset Matters*, and *Who Do You Want to Be?* alongside group activities designed to strengthen friendships and build confidence. Supported by Skyline alumni mentors who shared their lived experiences navigating VCE and university, the camp helped students develop a strong sense of belonging within the Skyline community. The impact was clear, with 86% of Year 11 students reporting the Design Yourself – One Year Plan session was beneficial and 92% of Year 12 students finding the Skyline Hatch study skills presentation useful and relevant to their VCE journey.

## NGV Masterclass – National Gallery of Victoria

In April, students attended a Masterclass at the National Gallery of Victoria, combining cultural exploration with practical goal setting and future planning. Students explored the Yayoi Kusama exhibition before participating in workshops focused on SMART goal setting, reflection and academic planning, helping them connect creativity with personal ambition. The event provided students with the opportunity to step outside their usual learning environment while building practical strategies for success during VCE. The Masterclass received strong feedback from participants, with 84% of students enjoying the exhibition tour and 81% reporting high satisfaction with the overall event.

## VCE Summit – Monash University

The VCE Summit at Monash University brought Skyline students together for a full day of academic workshops and life skills sessions designed to strengthen both academic performance and personal confidence. The event featured subject-specific workshops led by experienced VCE teachers, alongside sessions on financial literacy, career readiness and study strategies, including *Adulting 101* and *Ready to Work*. Alumni also contributed by leading Skyline Hatch sessions focused on effective study habits and exam preparation. The Summit was one of the most highly rated events of the year, with

93% of students reporting they gained valuable skills for school and life, and many describing the experience as helping them feel more connected, motivated and confident about their studies.

## ACT on Your Future at Deakin University

The final Masterclass of 2025, ACT on Your Future, was hosted at Deakin University's Burwood Campus, bringing the students together for a day focused on exploring the connection between Academics, Confidence, Teamwork and leadership. Students participated in interactive sessions including *Map Your Future*, which explored pathways into tertiary education, as well as improvisation workshops delivered by The Improv Conspiracy, designed to build self-belief and communication skills. The day concluded with a collaborative leadership challenge encouraging teamwork and creative problem solving. The Masterclass achieved strong outcomes, with 95% of students reporting it helped them connect with like-minded peers and 82% saying it boosted their confidence, reinforcing the importance of community and shared ambition within the Skyline program.

# Work Experience with ForHealth

2025 marked the first year of Skyline's partnership with ForHealth Medical Centres, creating an extraordinary opportunity for students interested in healthcare careers to gain firsthand experience in a clinical environment. Through this new partnership, three Skyline students were selected to participate in immersive work experience placements, where they spent time observing and learning alongside doctors, nurses, physiotherapists and allied health professionals.

For students who may not otherwise have access to professional networks in medicine, the placements provided a rare window into the realities of healthcare. Participants observed patient care, gained insight into the collaboration required across medical teams, and saw how compassion, communication and technical expertise combine in real-world clinical practice. The experience also helped students better understand the educational pathways required to pursue careers in health and medicine.

Beyond professional exposure, the placements strengthened students' motivation by helping them see that careers in healthcare are genuinely within reach.

“

The experience helped me understand what working in healthcare is really like and made me even more excited about studying medicine in the future. **-Jessica**



“

Being able to observe doctors and healthcare professionals in action gave me a clearer idea of the pathway ahead and the kind of impact I want to make. **-Yousif**





# Andrew Cohen

**CEO of ForHealth, shares why supporting Skyline students and opening doors into primary care is something his team feels passionate about:**

*“At ForHealth we are proud partners and champions of the Skyline Education Foundation. Our mission of accessible healthcare for all, shares commonality with Skyline’s ambition of access to education and opportunity for vulnerable young Australians.*

*Hosting students at our Medical Centres and Urgent Care Clinics gives them firsthand experience of clinical delivery and a real insight into the range of careers primary care can offer. Our teams have loved the time students have spent with us and the chance to support these talented students in their local community and encourage them to dream big.”*

“

**I hope the experience might inspire a future generation of primary care leaders, and that the students have come away knowing we are barracking for them on their journey.**



# Ken Ho

For Ken Ho, the ambition to become a doctor has always been about more than academic success. It is about helping people, understanding the human side of medicine, and making a meaningful difference in the lives of others.

A graduate of Keysborough Secondary College in 2025, Ken achieved an ATAR of 96.3 and received the Dafydd Lewis Scholarship. He has since been accepted into the Bachelor of Radiography and Medical Imaging (Honours) at Monash University.

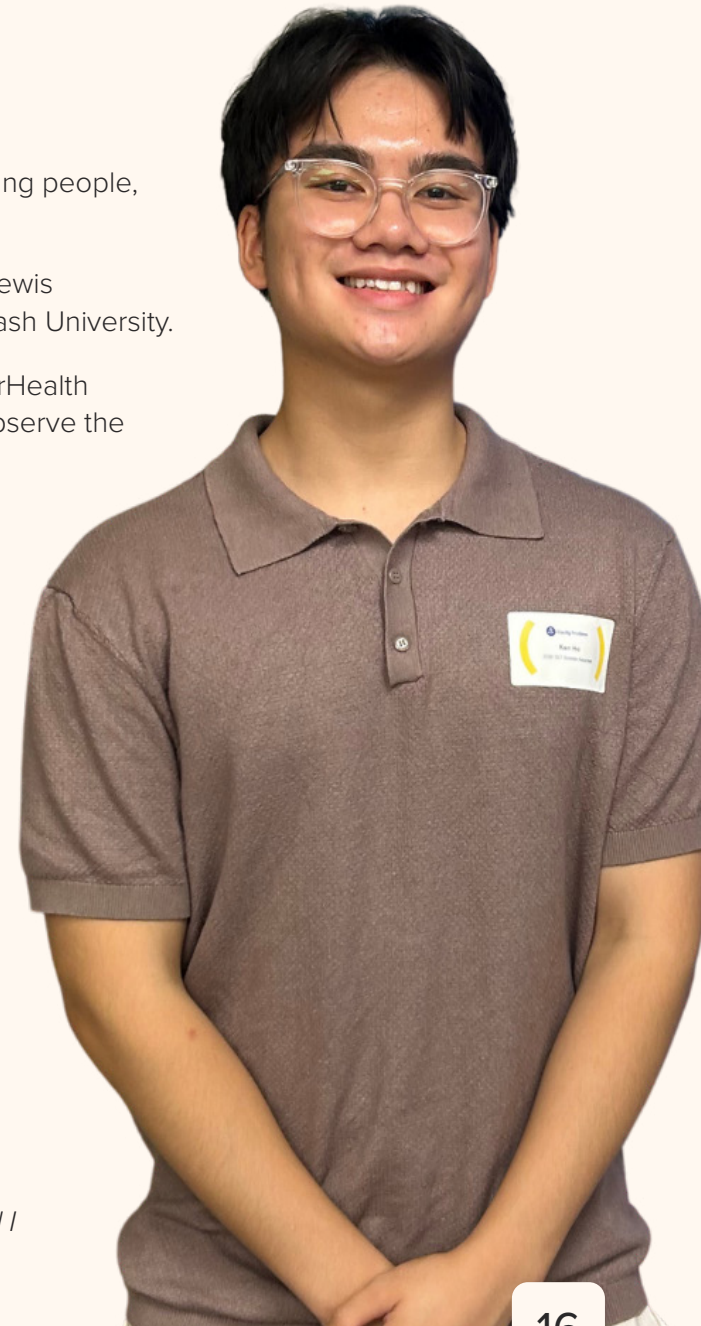
Ken was one of three Skyline students selected to participate in the inaugural work experience partnership with ForHealth Medical Centres. The placement offered a rare opportunity to step inside a working healthcare environment and observe the day-to-day realities of medical practice.

“

**Being accepted into Skyline and its welcoming community greatly bolstered my confidence in myself as a student and a person. Skyline, to me, is a community of individuals who possess and uphold great values such as positivity, optimism and hard work. Thus, having the amazing opportunity to join the foundation stayed as a constant reminder of the great capabilities I can reach as a student.**

*“Through Skyline I was able to connect with caring program managers, Skyline Hatch, and other hardworking students. Having this network of people behind me helped push me through my final years of VCE. I simply felt that I had owed it to the foundation to work hard and reach my full potential as a student; a sentiment that I see motivating me for the indefinite future.*

*I have always had a burning passion for the field of medicine and assisting others through life. So, it was no surprise to me that, when I had gotten the news of being able to attend an observer-ship with the ForHealth Medical Centre, I had nothing but ecstatic smiles to show for it. Through the partnership, I was able to shadow various accomplished individuals working at the medical centre. More importantly, I had the opportunity to converse with people who are currently working in the space that I plan to in my life. Through their insightful advice and the truly ‘once-in-a-lifetime’ experience, my love for the industry only grew. Somehow, I became surer of my desire for working in the industry and I owe the entire experience to Skyline for connecting me to the opportunity.”*





# Alumni Industry Mentor Program

In August 2025, Skyline launched its Alumni Industry Mentor Program at Lander & Rogers, designed to support graduates as they transition into university and early career pathways. The pilot program paired seven Skyline alumni with industry professionals across fields including law, marketing and business.

Over a five-month period, participants engaged in mentoring sessions focused on building professional networks, strengthening communication skills and gaining career insight. The program also featured a mentor panel, where professionals shared honest reflections on their career journeys, offering alumni valuable guidance and practical advice as they take their next steps beyond school.

Participant feedback highlights the impact of these connections. One participant reflected that the experience helped them realise that *“the professional world isn’t so intimidating and, at the end of the day, professionals are still people. There isn’t just one path to achieving your goals.”*

Another shared that having the opportunity to speak openly with a mentor outside their immediate circle was particularly valuable. *“Discussing my interests and future plans with someone impartial helped me feel more confident in my decisions,”* they said.

Skyline is proud to support its alumni beyond their time in the program, continuing to foster a strong sense of community and connection as they move into the next stage of their journey.

# Parent Perspective

As a parent of a Skyline student, Sharna reflects on the difference the program has made for her son, James, from expanding access to opportunity to strengthening his confidence and sense of direction.

*“Being a part of Skyline has opened up educational opportunities to James that he otherwise would not have seen. The annual residential program – taking students for an overnight stay at a university college – has given James firsthand experience at what the future could be. Similarly, attending term Masterclasses at different university campuses has provided insight into what tertiary education will look like. Becoming familiar with these environments in Melbourne has made the future more exciting.*

*As a Skyliner, James has thrived being surrounded by like-minded, motivated and ambitious students. The programs run by Skyline have made him think about who he is, and what he offers the world around him. He is able to tackle the challenges of year 12 knowing he has the support of the Skyline team behind him.*

“

**As a parent it has been wonderful to see James come home from Skyline events full of enthusiasm and motivation. Along with making friends with students from all over Victoria, it has been reassuring to know that he has the support of his Program Manager at hand for any advice regarding his current studies and future ambitions.**

*Along with the financial support for educational materials, the support Skyline has shown us regarding James’ future ambitions has been the most valuable”*



## Student Stories

# Amanda

Amanda, a 2025 graduate of Mansfield Secondary College, completed VCE with an ATAR of 88.65, graduating as Dux Proxime Accessit. She excelled in Arts and Biology and will go on to study a Bachelor of Science at the University of Melbourne in 2026.

Through her academic achievements and determination, Amanda was also awarded several scholarships, including the Narm Scholarship, Accommodation Allowance and the Mary Jane Lewis Foundation Scholarship. She will be living on campus at Little Hall.

Reflecting on her time with Skyline, Amanda shares how the program shaped both her academic journey and her sense of purpose.

*“The Skyline Education Foundation program has provided me with far more than financial relief; it has given me the opportunity, encouragement and belief that I needed to succeed. Coming from a disadvantaged regional background with limited opportunities and few like-minded peers, Skyline enabled me to become part of*

*a flourishing community of ambitious young people who share similar aspirations. In doing so, the program not only expanded my horizons but also helped me better understand myself.*

“

**Through masterclasses, mentorship and the powerful stories shared by leaders within the program, I began to reflect deeply on the goals and values that define me. Skyline taught me how to exercise my agency, take ownership of my future and embrace what it truly means to lead with purpose. This became especially meaningful as I considered my life prior to joining the program and recognised a growing desire to create meaningful change, not only for myself, but for other young women from backgrounds similar to mine.**



*Beyond personal development, Skyline provided stability at a critical time in my academic journey. Access to essential revision resources, study guides and subject specific support such as Math Methods tutoring, opportunities that were previously out of reach, significantly strengthened both my academic performance and confidence throughout VCE. The program's comprehensive support ensured that I was never navigating these challenges alone.*

*Today, as a proud graduate and alumna of the program, I see clearly the lasting impact of Skyline's belief in my capabilities. Most importantly, my connection to Skyline does not conclude here. As I begin this new chapter living in Melbourne, I look forward to mentoring the next cohort of Skyline students who may be experiencing the same uncertainty I once felt. It is my hope to offer them the same reassurance, encouragement and belief that once empowered me."*

## Student Stories

# Lucas

Lucas, a graduate of Gleneagles Secondary College, completed his VCE in 2025. During his time in the Skyline program, he developed not only the academic confidence to pursue higher education, but also a stronger belief in his own potential and the opportunities available to him.

Lucas has been accepted into a Bachelor of Arts at Monash University, where he plans to study Psychology and continue exploring his interest in understanding people and the factors that shape their lives.

Reflecting on his experience with Skyline, Lucas shares:

*“Before Skyline, university felt like something distant - something that other people might achieve, but not necessarily me. Skyline helped me realise that university isn’t this far-reaching possibility that I may be unworthy of reaching.*

*Being part of the program introduced me to a community of people who genuinely believed in our potential. The program managers, mentors and other students created an environment where working hard and aiming high felt normal. It made me realise that I wasn’t alone in wanting*

*to achieve something meaningful with my education.*

“

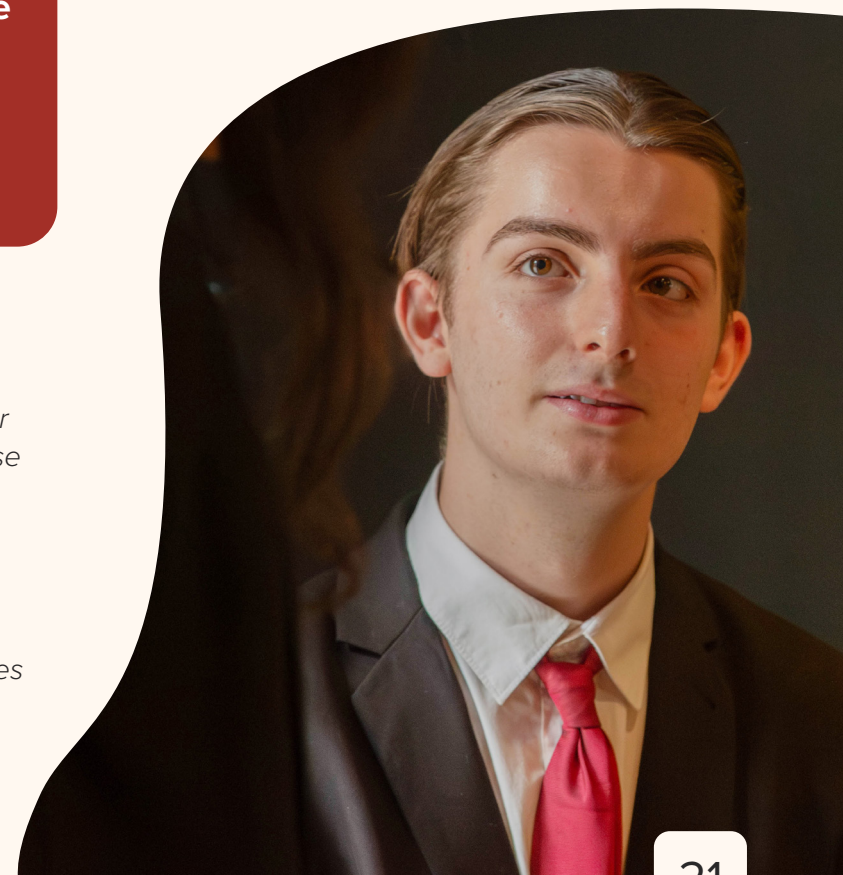
**Through Skyline’s events and workshops, I was able to learn about pathways that I hadn’t considered before. Hearing from mentors and alumni who had already taken those steps made the future feel much more real and achievable. It helped me understand what university could look like and how I might get there.**

*One of the most valuable parts of Skyline was being surrounded by other students who were motivated and supportive. Having peers who shared similar goals pushed me to work harder and stay focused during VCE. It created a sense that we were all encouraging each other to succeed.*

*Skyline also helped me build confidence in my own abilities. Throughout VCE there are moments where doubt creeps in and it becomes easy to question whether you are capable of reaching your goals. Having the support of the Skyline community reminded me that those*

*opportunities were within reach if I kept working towards them.*

*Because of Skyline, I now see my future differently. I feel more confident about pursuing university and building a career where I can contribute positively to the lives of others. It showed me that the goals I once thought were out of reach are actually possible if you are given the right support and believe in your own potential.”*



## Student Stories

# Arabella



In 2025, Arabella graduated from Dromana College with an ATAR of 83.4, outperforming her school's average by approximately ten points. She achieved results above the school average across all of her VCE subjects, a remarkable accomplishment in a school where only around 40% of students apply for tertiary study through VTAC.

She will go on to study a Bachelor of Arts at the University of Melbourne, where she plans to explore her interests in language, communication and the creative arts.

Reflecting on her time with Skyline, Arabella shares:

*“Skyline impacted my confidence and motivation during VCE by providing me with a community of supportive mentors. Uplifting my spirits during what can be a daunting VCE journey, Skyline initiatives and members guided me towards healthier outlooks on my future. This support helped me build greater confidence and motivation in my education.*

*Skyline influenced my future goals by exposing me to unique opportunities for growth and reflection. Navigating VCE made me develop tunnel vision regarding my future, whereas Skyline widened that scope for me. The workshops and camps featuring a range of studies and careers helped me consider*

*pathways I had never previously imagined.*

*My dream career would be becoming a movie soundtrack composer, writing scores for films across a range of genres to musically carry a story along. At the same time, I am also working towards another dream of mine, becoming a linguist. I'm particularly interested in areas such as forensic linguistics, analysing linguistic patterns in crime, or speech pathology, helping people communicate more effectively.”*

“

**Skyline, to me, means community and connection. It has provided me with unwavering support and a network of people I can rely on, talk to and who continually lift me up.**

# Skyline Hatch

## Supporting VCE Students with Study Skills and Resources

Skyline Hatch is Skyline Education Foundation's social enterprise, designed to support VCE students with practical study strategies, subject revision and wellbeing tools to help them navigate the challenges of senior secondary school. The program aims to reduce education inequity by providing high-quality, VCAA-aligned learning resources and academic guidance that students can access regardless of their school or location.

Through a combination of live masterclasses, online modules and revision sessions, Skyline Hatch helps students build the skills and confidence needed to manage their workload, prepare for assessments and approach their exams with greater clarity and structure. Sessions are delivered by high-achieving recent VCE graduates who share the strategies and insights that helped them succeed, making the content relatable and practical for current students.

In 2025, Hatch programs included study skills workshops, subject-specific learning modules and exam revision sessions across a range of VCE subjects. These resources provided structured support for SAC preparation, exam techniques and time management, while also helping students develop healthy study habits and balance during their final years of school.



## In 2025, Skyline Hatch reached:



**6,585**

student and teacher  
participants



**382**

schools across  
Victoria

## Key Outcomes

**98%** of students reported the sessions were useful



**90%** reported increased confidence following the sessions



**85%** said they felt less overwhelmed about the VCE journey



Students described the sessions as helping them better understand how to approach their studies and manage the pressures of senior school.

“

Today’s session helped me improve my time management skills and showed me how to study more effectively for VCE

“

Before the webinar I wasn’t sure where to start with procrastination, but afterwards I had a clearer idea of what I could do to stay on track

“

I learnt things about the GAT that we hadn’t covered at school. Now I feel much more confident because I have a plan

By providing accessible academic guidance and practical study strategies, Skyline Hatch helps ensure that more students feel supported, prepared and capable as they work toward completing their VCE.

## Alumni Spotlight

# Alex

From Skyline Student  
to Hatch Presenter



Alex first joined Skyline in January 2022 as a student looking for direction and encouragement.

Today, he is a Skyline Hatch presenter and proud Skyline alumnus, sharing the study strategies and insights he once learned with VCE students across Victoria.

Alex is currently studying a double degree in Secondary Education and Music at Monash University, where he is pursuing his passion for music composition alongside a teaching degree, with the goal of inspiring and supporting the next generation of learners. Reflecting on his time as a Skyline student, Alex explains how the program shaped his confidence and ambition.

“

**When I first joined Skyline, I was aimlessly passionate. I knew that I wanted to achieve big things, but life after high school was a blurry and scary unknown.**

Skyline helped Alex begin to see a clearer path forward.

“

**The first gift Skyline gave me was trust; trust in my abilities and in my dreams. Skyline gave me a group of people who could look me in the eye and tell me that they believed in me.**

Through the program, Alex gained not only encouragement but also the skills and connections needed to pursue his goals.

“

**Skyline then provided me with community, skills and contacts to make it all possible. Skyline was always just one text away, and it gave me the bravery I needed to chase my ambitions.**

Today, Alex has come full circle. As a Skyline Hatch presenter, he now delivers sessions to VCE students on study strategies, exam preparation and navigating the challenges of senior school. Having recently completed VCE himself, Alex brings a relatable voice to the program and understands the pressures students are experiencing.

Alongside this work, Alex continues to pursue his creative ambitions as a composer while studying at university.

“

**Nowadays I am excitedly pursuing my dreams in music composition and Monash University, alongside a teaching degree that will allow me to spread my passions with the next generation.**

Alex's journey reflects the enduring impact of Skyline. From student to presenter, he now plays an important role in helping the next generation of students believe in their own potential.

# Looking Forward

## 2026 and Beyond

As Skyline enters its next chapter, the organisation continues to focus on strengthening the support provided to high achieving students from under-resourced backgrounds while expanding opportunities for connection, learning and leadership.

In 2026, Skyline will welcome its largest student cohort to date. For the first time, 100 Year 11 students will join the program alongside 80 Year 12 students, creating a total cohort of 180 students across Victoria. This milestone represents an important step toward Skyline's strategic goal of supporting 200 students annually by 2027.

Growth within regional areas continues to be a priority. In Geelong, for example, Skyline's presence has had 100% increase in recent years, with student numbers rising from 15 students in Class of 2025, to 18 students in Class of 2026, to welcoming 30 students in the Class of 2027. This increase reflects the growing demand for programs that support academically capable students in communities where opportunities may be limited.

Alongside cohort growth, Skyline will continue

to strengthen the experiences that define the program. Residential camps, masterclasses, mentoring opportunities and academic support will remain central to the Skyline journey, helping students build confidence, develop leadership skills and explore future pathways.

The year ahead will also mark a significant milestone for the organisation. In 2026, Skyline will celebrate its 20th anniversary, recognising two decades of empowering high achieving young people to pursue ambitious futures. Since its founding, the program has supported more than 700 students, many of whom are now university graduates, professionals and mentors within the Skyline community.

As the alumni network continues to grow, so too does Skyline's impact. Increasingly, former students are returning as mentors, speakers and presenters, helping guide the next generation of Skyliners through the same journey they once experienced.

Together, these efforts reflect Skyline's long-term vision: a future where academically high achieving students are not limited by their circumstances, and where opportunity and encouragement enable them to realise their full potential.



# The Reddrop Group



For a decade, the Reddrop Group has been a valued supporter of Skyline Education Foundation Australia, demonstrating how community-driven businesses can create meaningful change for young people.

Tina and Michael Reddrop own and operate independent supermarkets across Victoria and New South Wales and are deeply committed to supporting the communities in which they live and work. After living regionally for more than a decade, they developed a strong passion for addressing multi-generational poverty and creating pathways for young people to build

confidence, pursue education and shape their futures.

The Reddrop family has played a pivotal role in expanding the program across North-East Victoria, including Alexandra, Yea and Mansfield. Their support has helped strengthen school partnerships, increase local awareness and ensure that high-ability students in regional communities can access the opportunities they need to thrive.

Since the Skyline expansion into the North-East in 2019, the Reddrop Group and its network of stores and community supporters have contributed more than \$315,000 to support Skyline students. Through community partnerships, local outreach and in-store fundraising initiatives, including donation tins across participating their supermarkets, the Reddrop Group has generated significant and lasting impact.

To date, 73 students from North-East Victoria have participated in the Skyline program as a result of this support, gaining access to mentoring, academic resources, masterclasses and a network of like-minded peers. For many, this has been a turning point in their education journey, opening pathways to university and future careers.

Tina Reddrop, also a Skyline Ambassador, has been instrumental in championing Skyline's mission and building a strong connection between

the organisation and the communities the Reddrop Group serves. As Tina reflects,

“

**Skyline provides a unique opportunity to invest back into our community by assisting young people to maximise their ability and transform their life through a rewarding and sustainable career.**

We extend our sincere thanks to Tina, Michael and the broader Reddrop Group for their leadership, generosity and ongoing commitment to creating opportunity for young people across regional Victoria.



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Lead Program Manager

**Martha Noone**  
Program Manager

**Grace Hill**  
Advancement Officer

**Gaynor Borlase**  
Lead Program Manager

**Kristy Chung**  
Program Manager

# Financial Review

## Audited Financial Statement

Category	FY25	FY24
Income	\$1,360,337	\$1,133,123
Direct Program Expenses	\$606,367	\$935,999
Operating Expenses	\$821,839	\$532,716
Surplus (Deficit) Before Tax	-\$67,869	-\$335,592
Total Expenses	\$1,428,206	\$1,468,705
Net Assets	\$202,304	\$270,173

## Notes to Financial Performance

The Skyline Education Foundation has experienced sustained growth over the past decade, expanding from 24 students in 2015 to over 100 by 2020. During the COVID-19 period, revenue increased significantly from \$755k in 2019 to \$1.4 million in 2021, enabling the organisation to scale to 155 students by 2022 and establish Skyline Hatch. Hatch has since grown into a social enterprise supporting thousands of VCE students while providing employment pathways for alumni.

Post-pandemic, fundraising performance was impacted by external factors, including cost-of-living pressures, resulting in a decline from the 2021 revenue peak. Concurrently, the workforce expanded during COVID-19 to support increased student numbers and the transition to online delivery, leading to a higher cost base and short-term pressure on financial performance. The utilisation of cash reserves from FY22 to FY24 reflects the investment required to support this growth.

FY25 represents an inflection point, with year-on-year revenue growth and the implementation of cost-reduction initiatives contributing to an improved financial outcome. The organisation is now positioned to return to surplus, with a leaner operating model supporting a cohort of 180 students in FY26.

During FY25, a reclassification of administration expenditure was implemented. In prior periods, administration costs were allocated across Hatch, Program, and Head Office through intercompany charges. In the current year, all Foundation-related administration and salary costs have been fully classified as administration expenses.

Thank you to our donors, partners, and wider community of supporters.

We would not be able to do the work that we do without you.

