

Skyline Connect

A newsletter for the Skyline community



Term 2 Edition

As we reach the midpoint of the year, we'd like to take a moment to reflect on the incredible opportunities, achievements, and growth we've seen across the Skyline community. From university visits and career exploration to mentoring, work experience, and our upcoming VCE Summit Masterclass, it's been a busy and exciting semester for our students.

This edition highlights some of the experiences that are helping our Skyliners build confidence, broaden their aspirations, and prepare for life beyond school. You'll also find practical information and resources to help support your young person throughout the remainder of the year, including key updates on scholarships, SEAS, and upcoming Skyline events.

Thank you to our parents, carers, companion teachers, principals, partners, and supporters for the vital role you play in encouraging and championing our students. We hope you enjoy reading about what we've been up to and what's still to come.



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Celebrating 20 Years of Impact

This year, Skyline marked a significant milestone, celebrating twenty years of supporting talented young people across Victoria.

Students, alumni, donors, partners and supporters gathered at the National Gallery of Victoria to reflect on two decades of opportunity, achievement and community.

Throughout the evening, one message resonated: **Talent exists everywhere, even when opportunity does not.**

The event featured a special video message from former Prime Minister The Honourable Julia Gillard AC, who acknowledged Skyline's longstanding contribution to educational equity and recognised the importance of ensuring young people are not limited by circumstance or postcode.

Dr Ari Metuamate, Master of Ormond College, delivered a powerful keynote address centred on the importance of community and collective support. Reflecting on the impact of Skyline, Ari shared the Māori proverb "**Ehara taku toa i te toa takitahi. Engari he toa taki tini**" — any success I have achieved is not mine alone, but of the many who supported me along the way.

The message struck a chord with the audience and perfectly captured the Skyline story. Every student success is made possible by a community of people who believe in their potential and help create opportunities along the way.

The evening's highlight was a panel discussion featuring alumni and current students whose stories illustrated the lasting impact of Skyline.



Long, a member of Skyline's **very first cohort** (Class of 2007) reflected on growing up navigating "*between cultures*" and questioning where he belonged. He described Skyline as the first place where he truly found community and connection.

"When you're someone in the liminal spaces between cultures, you really feel, do I belong?"

Long shared that Skyline's impact has remained lifelong, shaping not only his education and career, but the way he now wants to create belonging for others. **"Skyline helped me find my voice. It helped me see my story differently. It gave me the space to build confidence and a sense of belonging, and to find strength in the words I use to describe myself"**

Jasmin, Class of 2011, now completing a PhD in Linguistics and Social Work, reflected on how Skyline gave her the confidence to pursue passions that once felt unconventional or unrealistic.

She described Skyline as a place where curiosity was celebrated and where she felt comfortable embracing her love of learning.

"I never felt like I couldn't share what I was excited about learning."

Looking back, Jasmin credits Skyline with helping shape her academic journey. **"I don't think I would be pursuing the things that I'm actually passionate about if I hadn't had that boost of confidence."**



Keely (Class of 2024), now a Hansen Scholar and Computer Science student, reflected on how Skyline changed her belief in what was possible.

"I was often told that STEM was something I shouldn't pursue as a girl. Skyline was able to turn pursuing STEM from something that felt completely unrealistic into something that's real and achievable."

Encouraged by Skyline to apply for the Hansen Scholarship, Keely ultimately secured a place in the program. *"I thought there was absolutely no way I would qualify for something like the Hansen Scholarship, but Skyline believed in me when I didn't myself."*

Looking back, Keely summed up Skyline's impact simply:
"Skyline changed the trajectory of my life."



Ken (Class of 2025), recipient of the Dafydd Lewis Trust Scholarship and Dux of his school, spoke openly about the pressure and uncertainty he experienced during VCE.
"I was so hyper-focused on studying and getting a high ATAR that I neglected my future."

Passionate about healthcare, Ken was able to access work experience opportunities through Skyline, helping turn an interest into a clearer pathway forward. *"I found a clearer path to my future and solidified my passion"*

Ken also reflected on the impact of the Skyline community.

"Being in Skyline, you're surrounded by people who are extremely motivated. I'd be much more pessimistic about my outlook on life without Skyline."

Current Year 12 student James shared the experience of growing up in a regional town of around 200 people, where university once felt distant and difficult to imagine. Skyline helped transform that ambition into a clear and tangible pathway through university exposure, residential programs and mentoring.
"The support Skyline's given me has really given my ambitious goals direction."

James also reflected on the isolation many regional students experience and the importance of finding like-minded peers beyond his small town. *"What I thought that I needed the most was to be part of a community of like-minded students."*

He described Skyline as helping him realise that ambitious goals were not only possible, but achievable. ***"Before Skyline, the pathway felt unclear. Now I feel like I can actually see what comes next."***



Our Impact

Since our inception in 2006, we have supported 711 alumni. Of these students, 96% completed VCE and successfully transitioned to tertiary education or their preferred post-school pathway.



Of our students in 2025,

- 98% completed VCE
- 95% transitioned into their preferred post-school pathway
- 3 Duxes in 2025
- 76% outperformed their schools median ATAR scores
- 97% reported improved interpersonal skills
- 96% reported feeling included and part of a like-minded community
- 93% reported being able to identify their goals and aspirations
- 93% experienced reduced stress as a result of the program
- 89% reported increased confidence

During the first half of 2026, Skyline supported 180 Year 11 and Year 12 students through a comprehensive wraparound model of academic, wellbeing, and pathway support. Program Managers delivered more than 500 individual student check-ins, while students participated in over 700 engagement opportunities including mentoring, masterclasses, pathway planning, and career development activities. These regular touchpoints help ensure students remain connected, supported, and on track to achieve their educational and career goals.



2026 NGV Masterclass

Across April 8–9, Skyliners took part in the Year 11 and Year 12 Masterclasses at the National Gallery of Victoria- two days designed to support them at their stage of learning and help them think about what comes next.

For many, this was the first time visiting the NGV, and even their first time stepping into a major cultural institution. That matters. Being in spaces like this isn't just about the experience on the day. It's about building confidence, expanding your perspective, and realising that you belong in these environments.

Students began the day with guided tours of the exhibitions, led by NGV staff, where they explored different ways of thinking about identity, storytelling, and expression. It wasn't just about observing art- it was about engaging with ideas, asking questions, and seeing new perspectives.

The setting itself added something special. Being surrounded by world-class art created a different kind of learning environment, one where you could reflect, connect, and see themselves in new ways. For many of them, it wasn't just about viewing art, but recognising parts of their own story and identity within it.





NGV



KEY OUTCOMES

92% agreed the NGV provided unique insights into artwork

78% felt more connected to like-minded peers

76% gained knowledge, strategies or skills they can apply

78% reported a more positive outlook on their future



Upcoming VCE Summit Masterclass at RMIT



WORKSHOPS WILL INCLUDE:

VCE English sessions with the
VCAA Assistant Chief
Assessor

Edrolo presenters

Information on applying for
SEAS

Subject specific workshops

Financial Literacy

Marketing with RMIT

Campus Exploration and
RMIT run Activities

What is the VCE Summit?

We're excited to welcome our Year 11 and Year 12 students to the upcoming Skyline VCE Summit Masterclass on Wednesday 1 July, hosted at RMIT University.

Designed around direct student feedback, this full-day experience combines high-quality academic support with practical life skills and post-school pathway exploration. Students will participate in subject-specific workshops delivered by experienced educators and industry professionals, with topics tailored to the areas they identified as most valuable. Alongside these sessions, students will attend workshops on university life, financial literacy, and post-school planning, including an essential VTAC and SEAS session for Year 12 students.

The day also provides students with the opportunity to experience life on a university campus, connect with Skyline mentors and alumni, ask questions about tertiary study and career pathways, and build relationships with like-minded peers from across Victoria. We look forward to another inspiring day of learning, connection, and preparing our students for success beyond VCE.





SCHOLARSHIPS AND SEAS: DON'T MISS THESE OPPORTUNITIES!

As students begin thinking about life beyond Year 12, one of the most valuable ways parents, carers, companion teachers and school staff can support them is by encouraging them to apply for scholarships and complete a SEAS (Special Entry Access Scheme) application through VTAC.

Many students are surprised to learn that scholarships aren't just awarded for academic excellence. Universities offer a wide range of scholarships based on financial hardship, leadership, community involvement, educational disadvantage, regional background, and personal circumstances. **THE SCHOLARSHIP PACK LINKED BELOW HIGHLIGHTS SCHOLARSHIPS THAT REQUIRE A SEPARATE APPLICATION AND ARE NOT AUTOMATICALLY CONSIDERED THROUGH A SEAS APPLICATION.** We encourage families to keep an eye on scholarship opportunities throughout the year and to support students in applying, even if they aren't sure they'll be successful.

Similarly, every Skyline Year 12 student should complete a SEAS application. SEAS does not change a student's ATAR, but it can significantly improve their chances of receiving a university offer, scholarship, accommodation support, or additional university services. Many Skyline students will be eligible through factors such as financial hardship, health conditions, neurodiversity, caring responsibilities, or educational disadvantage.

Applications for SEAS open on 3 August and close on 9 October. Taking the time to complete the application could make a significant difference to a student's university opportunities. If your young person is unsure whether they are eligible, we encourage them to speak with their Skyline Program Manager.



IMPORTANT!

[CLICK HERE TO ACCESS THE
FULL SKYLINE SCHOLARSHIP
PACK](#)



Skyline and Autism Valued Partnership

The Skyline Program Team recently had the opportunity to meet with **Autism Valued** and learn more about the fantastic work they do supporting autistic and neurodivergent young people and their families. We were so impressed by the breadth of their services that we wanted to share them with our Skyline community.

Autism Valued offers a wide range of supports, including peer support groups for young people, parent and carer support groups, social events, and employment-focused programs. Their work is grounded in lived experience and aims to empower autistic young people to thrive at school, in their communities and beyond.

Teens Work Know-How Program

One initiative we were particularly excited to learn about is the **Teens Work Know-How Program**. This program has been developed specifically for autistic secondary school students aged 15–18 who are preparing to enter the workforce.

Research shows that autistic people continue to face significant barriers to employment, with unemployment rates substantially higher than the general population. Many employers also overlook the valuable strengths and skills that autistic young people bring to the workplace. The **Teens Work Know-How Program** aims to bridge this gap by equipping students with practical skills, confidence and real-world experience before they leave school.

The program includes:

- Job readiness workshops covering practical skills to prepare for employment.

- Individual job coaching, including strengths assessments and personalised discussions with experienced coaches.
- Supported work placements, with Autism Valued working closely with host employers to ensure both students and workplaces are well supported.
- A strong focus on self-understanding, confidence and advocacy, delivered by a team with lived experience who understand the unique strengths and challenges of autistic young people.

Students may also have the opportunity to undertake supported work experience with a range of inclusive employers and organisations, including **NAB, ACMI, Enable** and other community partners.

Who can participate?

The program is open to autistic students who: are aged 15–18 years;

are currently enrolled in secondary school; would like support preparing for employment and undertaking work experience;

are current Autism Valued members (or are willing to become members); and

are able to participate independently without the assistance of a parent, carer or support worker.

Membership to Autism Valued is \$50 per year, providing access to a range of programs and supports. Through our discussions with Autism Valued, they have also advised that hardship arrangements may be available, with membership fees able to be waived in some circumstances following a conversation with their team.

If you believe these programs may benefit your young person or family, we encourage you to explore the wide range of supports available through Autism Valued.

[For more information, visit the Autism Valued website here.](#)



CHES (Centre for Higher Education Studies)

Skyline has had the pleasure of working alongside the **Centre for Higher Education Studies (CHES)** through our Hatch program, and we wanted to share this fantastic opportunity with our Skyline community.

CHES is a Victorian Department of Education centre dedicated to supporting high-ability Victorian government school students through advanced learning opportunities that bridge the gap between secondary school and university. Through flexible online and on-campus learning, students across metropolitan, rural, regional and remote Victoria can access subjects and experiences that may not be available at their home school.

What does CHES offer?

CHES provides a range of opportunities for academically capable students, including:

- **Higher Education Studies (HES)** – first-year university subjects completed while in Year 12. These subjects contribute to a student's ATAR and may also provide university credit, giving students a valuable head start on tertiary study.
- **Specialised VCE subjects** that many schools are unable to offer, including:
 - Algorithmics
 - English Language
 - Extended Investigation
 - Specialist Mathematics
 - Classical Studies (commencing 2027)
 - Philosophy (commencing 2027)
- **Year 10 Enrichment Electives** designed to extend and challenge high-ability learners.

Students undertaking Higher Education Studies benefit from a **hy-flex learning model**, combining online classes with on-campus university experiences, excursions and masterclasses. These programs allow students to experience university-level learning while remaining fully supported by their home school.

There is **no cost for Victorian government school students** to participate in CHES programs, and students remain enrolled at their base school throughout their studies. If you have a student who enjoys being academically challenged, is looking to study a subject unavailable at their school, or is interested in experiencing university-level learning while completing VCE, CHES is well worth exploring.

CHES also hosts **online information evenings** for prospective students and families each year. While this year's sessions have concluded, recordings remain available online and provide an excellent overview of the courses, eligibility requirements and application process.

For more information, visit the CHES website and explore the available course information and webinar recordings.

<https://www.ches.vic.edu.au/studying-at-ches/apply-now>



Exploring Careers in Healthcare: ForHealth Work Experience

For the second consecutive year, Skyline partnered with ForHealth Medical Centres to provide hands-on healthcare work experience opportunities for students interested in medical and allied health careers.

Three students completed placements during the April school holidays, with another three students already confirmed for the July intake.

These placements offer far more than a glimpse into a workplace. Students spend time observing a wide range of healthcare professionals, gaining insight into day-to-day clinical environments, exploring different career pathways and asking questions directly to people working in the field.

For many Skyline students, this exposure is invaluable. Professional networks and career role models are not always readily available within their communities, making opportunities like this particularly powerful.

One participating student reflected that the experience helped turn a general interest in healthcare into a much clearer understanding of what a future career could look like. Through conversations with practitioners and first-hand observation, they gained confidence in their aspirations and a greater appreciation for the many pathways available within the health sector.

We are grateful to ForHealth for continuing to invest in the next generation of healthcare professionals.



"I would recommend this work experience to any student considering a career in healthcare. It gave me valuable insight into what working in a clinical environment is really like and helped me better understand how healthcare professionals communicate and manage different situations"

"It was an amazing experience. Everything I learned was so helpful, and it not only confirmed my interest in healthcare but also reinforced my goal of becoming a paramedic"



Larita Academy 2026

In April, seven Skyline alumni spent four inspiring days at Larita Academy, a unique leadership and personal development program that brings together young people from across Australia to explore purpose, confidence and community.

The experience challenged students to think differently, build new skills and learn from an impressive lineup of guest speakers and facilitators. Just as importantly, it strengthened the bonds within our own alumni community. Throughout the week, our Skyliners could be found sitting front and centre, asking thoughtful questions and supporting one another every step of the way.

The standout moment came on the final day. Throughout the program, students earn "Larita Cash" through participation and engagement. At the closing auction, our seven alumni pooled every dollar they had earned with one goal in mind: winning the \$1,000 charitable donation prize for Skyline.

Against strong competition, they won. Their reason was simple. ***"It's because we love Skyline so much."***

The proud phone call to our team afterwards is one we won't forget.

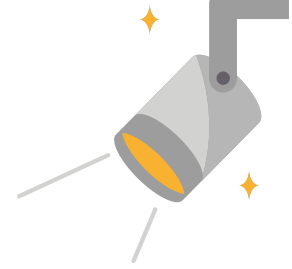


The generosity didn't stop there. The group also combined their resources to secure an exercise and gift voucher pack, which they shared amongst themselves, while Keely (Class of 2024) was lucky enough to walk away with a new Apple Watch.

Student feedback reflected the impact of the experience, with 100% of participants saying they would recommend the program to others. Students highlighted the quality of the guest speakers, networking opportunities and practical skills gained, with many reporting increased confidence and a stronger sense of connection.



Student **Spotlight**



Logan Joyeuse



“My name is Logan Joyeuse, and I am a Year 11 student at Lyndhurst Secondary College. I am currently studying Math Methods, English, Legal Studies, French and Politics. Alongside my studies, I play football in the Youth Premier League for Dandenong Thunder FC, which has shaped me into who I am. School and football keep me busy, but they have helped me develop resilience, commitment, and a strong work ethic.

My highlight this year isn't one specific moment, but it is ongoing. It is the overall experience of balancing different areas of my life and growing through them. Managing school, football, and leadership responsibilities at the same time has challenged me to stay disciplined, organised, and consistent in everything I do. It hasn't always been easy, but it has helped me grow in maturity and focus, especially when things get busy or demanding. Throughout this, I've tried to stay grounded in my faith and trust the process, believing I'm being guided in the right direction.

Skyline has provided me with valuable support, mentorship, and opportunities that have helped me develop both personally and academically. Even small moments, like the NGV masterclass, helped me reflect on my goals and set clearer direction for myself. I've also found our check-ins really helpful, especially the suggestions and guidance from Martha, which have helped me stay focused and improve my planning. Being part of a community that believes in young people and encourages them to pursue their goals has given me greater confidence in my future aspirations.

My greatest goal is to leave a positive mark on the world by helping those in need and speaking up for those who don't have a voice. I want to start by making a meaningful impact in my school and local community through the way I act, contribute, and support others, before eventually taking that impact to a larger scale. I aim to become the best version of myself and fulfill my potential, so I can contribute positively wherever I end up in the future.

Something people might not know about me is that I was born in Mauritius and moved to Australia in 2023. That's why I speak fluent French and Mauritian Creole. Living in two different countries has allowed me to meet a wide range of people and develop a strong ability to connect with others from different backgrounds.”



Alumni Spotlight: Long Tran

“Looking back, Skyline was probably one of the first spaces where I learned how to share my story outside of the context of school or family. As a young person, that was really important for me. It gave me a chance to meet people from different backgrounds while also sharing similar challenges and hopes. I heard how they saw the world, and slowly work out who I was in relation to that broader community.

I learned that community is something you build, not something you simply find. A lot of that came through small moments. Showing up, staying connected, supporting each other, and learning how to ask for help when I needed it.

I learned that your voice is not something hidden inside you waiting to emerge fully formed. Voice is built, not found, and like any skill it requires practice. Over time, I’ve also realised that speaking and being heard are deeply connected.

A lot of the communication skills I value most now actually came less from learning how to speak, learning how to genuinely listen to other people. It builds trust. It helps people feel seen.

I think one of the greatest gifts you can give someone is your full attention.

I’ve been fortunate to have some incredible experiences since leaving school, including working overseas at 21 in the US for Disney World and the UK at the Victoria & Albert Museum, one of the most prestigious art and design museums in the world

Those experiences pushed me far outside my comfort zone and taught me a lot about resilience, and how to build connections in unfamiliar places.



Skyline helped because it taught me how to ask for help during difficult periods in my life. I think when you’re younger, asking for help can feel like failure. Over time, I’ve come to see it as one of the most important parts of sustaining yourself and your relationships.

In so many ways, Skyline didn’t just shape my younger self. It continued shaping my life well into adulthood.

Returning for the 20-year anniversary made me reflect on how much of life is shaped by small moments that only make sense looking back. You do not see the full story when you are in it... The support you receive is connected to what you give.”

Long Tran, Class of 2007



Unlocking Potential Through The Institute for Enquiring Minds

So far this year, five Skyline students were awarded places in the Institute for Enquiring Minds mentoring program, receiving personalised one-to-one academic support alongside a laptop to assist their learning.

Access to high-quality tutoring can be transformative, but it is often out of reach for families facing financial barriers. Through this partnership, students receive tailored support that helps strengthen subject knowledge, build confidence and develop effective learning habits.

For many participants, the impact has extended far beyond mathematics.

“For myself, I would say that Enquiring Minds has made a huge difference in ways I didn’t even expect across all subjects. Having access to an iPad for schoolwork has massively changed things for me across all subjects, especially with handwriting and spelling corrections as I have dyslexia. I had no clue some of these supports even existed, and after trying many different aids, this is the only one that has not only helped a lot but also made me feel normal. It even gave me confidence in English without me expecting it”

“Overall, the main reason Methods has improved is because I’ve had this time to work on skills I either missed or never properly learnt, helping fill gaps I didn’t even realise I had. This is helping me work towards my future goal of becoming an engineer and building the maths skills I need to get there. I’m very thankful for this opportunity.” Skyline Student - Class of 2027

The program has also helped students tackle challenges with greater confidence.

“The Institute for Enquiring Minds mentoring program has had a big impact on my confidence within my learning, in particular my calculus and problem-solving skills. I feel more comfortable tackling both ambiguous problems. I have started attempting the 'challenge work' provided by my school, and I feel more confident when learning and completing new work.” Skyline student - Class of 2026

Programs like Enquiring Minds help ensure talented young people have access to the same academic support opportunities as their more advantaged peers, opening doors that might otherwise remain closed.



Exploring Careers in Law

In June, Skyline students had the opportunity to participate in an engaging career conversation with corporate lawyer Jack Noone.

Through an interactive Q&A session, Jack shared his journey into the legal profession, demonstrating that career pathways are not always straightforward. Beginning in science and neuroscience research before later pursuing postgraduate law studies, his story highlighted the value of remaining open to new opportunities and experiences.

Students gained insight into the world of corporate law, learning about mergers and acquisitions, contract negotiations, due diligence and the role lawyers play in helping businesses navigate complex transactions. Jack also discussed how emerging technologies, including artificial intelligence, are changing the legal profession while reinforcing the continued importance of human judgement, critical thinking and expertise.

The conversation extended beyond legal practice, with Jack offering practical advice on university pathways, clerkships, graduate programs and the importance of gaining experience through volunteering, part-time work and extracurricular activities.

A key message for students was that strong academic results matter, but initiative, leadership and curiosity can be equally important in helping young people stand out and create opportunities for themselves.

We extend our sincere thanks to Jack for generously sharing his time, experiences and insights with our students. His willingness to answer questions openly and honestly provided students with a valuable glimpse into both the legal profession and the many pathways that can lead there.



“This session reinforced my interest in pursuing a career in law. It also helped clarify some of the areas I was unsure about and gave me greater confidence in my future study and career plans.”

Logan Joyeuse, Class of 2027



NEWMAN COLLEGE FORUM DINNER

Skyline staff and students recently had the pleasure of attending the Newman College Forum Dinner at the University of Melbourne- an inspiring evening of connection, conversation and future pathways.

We are incredibly grateful to the team at Newman College for their warm hospitality and for creating such a welcoming environment for our students. The evening provided a fantastic opportunity for Skyliners to experience residential college life firsthand, connect with current university students and staff, and hear from an outstanding panel of speakers who shared their diverse journeys through tertiary education, leadership and service.

One of the highlights of the evening was watching our students confidently engage in meaningful conversations over dinner, ask thoughtful questions, and begin building connections with like-minded peers and professionals. Experiences like these play an important role in broadening students' aspirations and helping them see themselves thriving in university environments.

A sincere thank you to the Newman College community for partnering with Skyline to provide such a memorable and inspiring experience. We look forward to continuing this valued partnership and creating more opportunities for our students to explore life beyond VCE.



Skyline Hatch: Practical Support for VCE Success

Throughout the first half of 2026, Skyline Hatch provided students with practical tools, study strategies and guidance to support their senior secondary education.

A key feature of Hatch is the VCE Hacks series: short, practical workshops designed to help students navigate some of the biggest challenges of VCE. Delivered by recent high-achieving VCE graduates, including Skyline alumni, these sessions combine academic expertise with real-world experience and relatable advice.

This year, three VCE Hacks sessions were delivered live online and recorded for students to access on demand:

Head Start: Study Skills:

Helping students establish effective study habits and learning routines from the beginning of the year.

Time Management and Effective Scheduling:

Providing practical strategies for balancing school, extracurricular commitments and personal wellbeing.

GAT Preparation:

Equipping students with tips, techniques and confidence ahead of this important assessment.

In addition to the online sessions, Skyline Hatch delivered presentations and workshops to students across Victoria, including Lyndhurst Secondary College, Wyndham Central College, Bendigo Senior Secondary College, CHES, Keysborough Secondary College (Banksia and Acacia Campuses), Virtual School Victoria and Tallangatta Secondary College.

By sharing practical strategies and insights from students who have recently navigated VCE themselves, Skyline Hatch helps young people feel more confident, informed and prepared for the year ahead.



Watching our alumni choose to give back to the program that supported them is a powerful reminder of the community Skyline continues to build.



Parent & Carers *Toolbox*

Supporting Your Young Person Through the VCE Mid-Year Crunch

As the year progresses, many VCE students begin to feel the pressure of SACs, exams, subject content, work commitments, extracurricular activities and planning for life beyond school.

While it's natural to want to help, one of the most valuable things parents and carers can provide is a supportive environment that encourages effort, balance and wellbeing.

Three simple questions to ask each week

Rather than "Have you done your study?", try:

- ✓ What is your biggest priority this week?
- ✓ Is there anything you're feeling worried about?
- ✓ How can I support you this week?

These questions encourage problem-solving and help young people feel supported rather than monitored.



Watch for signs of stress

Some stress during VCE is normal. However, it may be time to check in further if you notice:

- Changes in sleep patterns
- Increased irritability or withdrawal
- Loss of motivation
- Frequent feelings of overwhelm
- Avoiding school or study altogether

Remember: Effort matters more than perfection.

Young people often place enormous pressure on themselves during VCE. Celebrate progress, persistence and resilience, not just marks and results.