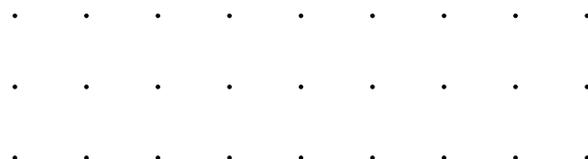


Inspiring Change

the impact of **your support**



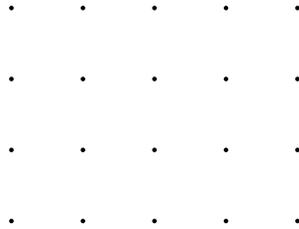
Acknowledgment of Country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.



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Your support

Philanthropic funds
received in 2023



\$2,436,919

63



students received
a donor funded
Scholarship in 2023

Total number
of donors



304

Largest donation pledge



\$941,000

New funds committed

\$3,005,449



Total amount received by donor type

Trusts and Foundations

\$1,610,430

Alumni

\$392,595

Corporations

\$362,013

Friends of Swinburne

\$37,835

Staff

\$34,045



Thank you message from the Vice-Chancellor

At Swinburne University of Technology, we are committed to driving meaningful change, and we would not be able to do that without **you**, our much-valued community of supporters.

Thank you for the part you played in creating remarkable opportunities at Swinburne during 2023.

This report highlights the impact our dedicated and passionate donors made throughout the year and showcases just some of the inspiring stories of their philanthropy. From the Trusts and Foundations which support groundbreaking projects to the generous individuals who make incredible outcomes possible, our donors are deeply committed to the future of education and the pursuit of knowledge.

Swinburne's vision is bringing people and technology together to build a better world. What sets us apart is that we want to open the gates to this digital tech-rich future to everyone, whether they come to us from school, return to us from a first career, as a first-in-family learner, an upskilling professional or mature aged student.

We are focused on providing support for those students who would otherwise be denied an opportunity of pursuing an education, as well as investing in research to develop innovative technology-driven solutions to the greatest problems facing our planet.

Our donors' generosity means that deserving students can receive a scholarship, that world-class research can continue to make a difference, and that Swinburne, as an institution, can continue to boldly address the challenges of our time.

Together, we are shaping a tomorrow that is brighter, more inclusive, and filled with boundless possibilities – we are truly working together for a better world.

Again, thank you for your trust in Swinburne. We are dedicated to stewarding your gifts with the utmost care and diligence, ensuring that they are directed towards initiatives that align with your values and aspirations.

With your support, we will continue to work together to nurture future generations and create enduring impact.

Professor Pascale Quester
Vice-Chancellor and President

Brian M. Davis Charitable Foundation

Inspiring children to develop an enthusiasm for learning is one of the most powerful ways to set them on the path to success in life. Children's University Swinburne does precisely that with its captivating program for children aged 7 to 14.

Currently co-funded by the Brian M. Davis Charitable Foundation, Children's University Swinburne encourages children to aspire to new heights and take control of their learning journey. They try out new activities, learn new skills, discover new passions, visit new places and have fun while learning.

Swinburne is the only Victorian university offering Children's University and one of only seven in Australia. It is part of an international initiative to engage children in exciting, out-of-school learning opportunities to increase their chances for educational achievement. Crucially, it recognises them for taking responsibility for their learning.

The program partners with Learning Destinations and schools to give the enthusiastic young members a diverse range of fun, high-quality educational experiences to engage with.

All members are issued a Passport to Learning. In their passports, students collect stamps from different Learning Destinations they visit and record their learning activities and achievements.

Once they accumulate 30 hours of self-motivated extracurricular learning, we celebrate this milestone at an annual graduation ceremony – just like grown-up university students.

In recent years, students have studied an exciting range of topics including recycling, robotics, coding, space, and photography. They have also engaged in community support projects and visited Learning



Destinations like the Royal Botanic Gardens, ACMI, Puffing Billy Railway, the Moorabbin Air Museum, and local libraries.

Trevor Stringer, Chair of the Brian M. Davis Charitable Foundation, is sure that funding Children's University Swinburne would have met with late founder Brian's approval.

'I think that would have just hit the sweet spot, absolutely. Without education, life is so much more difficult. And it levels the playing field to a large extent if you've got that education. Of all the things that can make a difference, education is the biggest single one.'

The Foundation's Chief Executive Officer, Anita Hopkins agrees. 'At the moment there's a lot of discussion about the growing disparity in educational equity The Children's University helps to breaks that cycle of educational disadvantage and demonstrates that University is for everyone.'

'This goes back to Brian's aim – giving marginalised children opportunities they would otherwise not have had.'





2023 Children's University Graduates.

One of Australia's most successful entrepreneurs, Brian M. Davis built the Décor homewares company into a household name. However, the man who brought world-class design, creativity and innovation to Australian households was completely private about his philanthropy and never sought recognition.

Brian set up the Foundation in 2012. As per his wishes, it supports lasting, transformational change for disadvantaged children and young people. Another Swinburne project currently supported by the Foundation is similarly aligned.

The Foundation has supported an evaluation of the Juvenile Justice Housing Program for young people who have experienced the justice system. It provides them with housing and the support systems around them, so they don't re-offend.

'Swinburne came to us and said, Kids Under Cover is running a fantastic program, but they have a challenge. They received funding for the program but not the evaluation. And if they can't evaluate it, they can't prove it works. That's a problem when trying to secure ongoing funding or scaling the program later.' says Anita.

'So, we are now supporting Swinburne to do the evaluation. Knowing if the program works will have a tremendous impact on its future.'

The Shelter for At-Risk Youth project is a youth homelessness prevention program,' says Anita. 'Kids Undercover provides studios in the backyards of families to help create space for young people. Particularly in crowded families or where young people are on the brink of leaving home for whatever reason.'



Giles Family Foundation

Studying overseas is a dream for many young adults keen to find their place in the world. But the financial strain is an insurmountable barrier for some.



Swinburne alumnus Michael Giles understands this. While undertaking a Master of Entrepreneurship and Innovation, Michael applied for a Swinburne study abroad scholarship. It enabled him to attend Rensselaer Polytechnic Institute in upstate New York.

'That was one of the best experiences. Being an Australian in another country was super fun, and it got me out of my comfort zone. It was life-changing. I would highly recommend it to anybody,' Michael says.

His belief that studying abroad is a transformational experience led him to create The Giles Family Foundation Study Abroad Scholarships, which enable students to spend a whole semester at any of Swinburne's 95 partner universities worldwide.

Thanks to his generosity, in the inaugural round of scholarships, ten exceptional students had the life-changing opportunity to study overseas in Semester 2 of 2023. They have taken Michael's vision to heart and expanded their education across the globe.

Claire Stanley is a third-year Bachelor of Media and Communications/Business student who chose to study at the University of Southern Denmark in Sønderborg.

'The generosity of the Giles family in offering this scholarship means that I have the freedom to explore every opportunity that becomes available to me while I am overseas,' says Claire.

'It means I can really immerse myself in my education, co-curricular activities, and broader travels throughout Denmark and Europe. It is a true privilege to be a recipient of such generosity.'

Claire was drawn to Denmark's unique culture and way of living, its historic surroundings, and the quality education available. Her decision solidified when she discovered the extensive and exceptionally well-developed exchange program offered by the host university.

She also appreciates the chance to strengthen her personal and professional network. 'This overseas exchange allows me the chance to foster future employment opportunities and strengthen my independence while giving me the opportunity to travel abroad,' she says.

Like Claire, Matthew Cousins recognises the opportunities the scholarship opens up. A product design engineering student, he chose to study at Tecnológico de Monterrey in Mexico.

'First and foremost, receiving this scholarship was an honour,' says Matthew.

'Having the extra funding from the Giles family adds a layer of comfort for me to fully focus on my experience without the additional financial stress of supporting myself in another country.'

Matthew says the security blanket of the scholarship helped him even before his trip started. 'Three weeks before my departure, my laptop broke. With the cover from the Giles family, I was comfortable choosing to invest in a new, reliable computer.'

Matthew chose Monterrey for his exchange because he has always been interested in Mexican and Latin American culture.





Matthew Cousins

Bachelor of Engineering

Tecnológico de Monterrey (Mexico)

2023 Giles Family Foundation Study Abroad Scholar

‘The city of Monterrey is also a major industrial hub for the continent. This provides a great opportunity for me to learn, as well as develop my professional abilities and experience.’

Charlotte Cumming agrees the scholarship allows recipients to make the most of the overseas experience. A Bachelor of Media and Communications (Professional) student, she is majoring in cinema and screen studies and chose to study at Sungkyunkwan University in Seoul, South Korea.

‘Receiving the Giles Family scholarship means the chance for me to take full advantage of my exchange experience and harness all the benefits a semester abroad has to offer,’ she says.

‘I chose to study in South Korea due to the increasing success and scale of its media industries, in particular film, television and music. In a short

amount of time, South Korea has overcome cultural boundaries and produced some of the most successful and highest quality content amongst today’s media landscape.

Charlotte says every aspect of her exchange excites her. ‘From meeting people, living in a new environment, learning a new language, and becoming more independent, and that just scratches the surface.’

We are grateful that Michael’s support ensures many more students like Claire, Matthew, and Charlotte will have the chance to spread their wings in the future.

Barbara Dicker Brain Sciences Foundation

With around twenty per cent of adults being affected by adverse mental health problems every year, research into effective care and treatment has never been more crucial.

Thanks to a cultural change around mental health over the last two decades, a large amount of work has been done to destigmatise high-prevalence disorders like anxiety and depression. Unfortunately, the same is not true of more serious mental health conditions like bipolar disorder.

A project at Swinburne hopes to change that. Professor Greg Murray is leading a three-year research program to develop the best model for a bipolar clinic. This work is made possible through a generous anonymous donation and supported by the competitive granting process of the Barbara Dicker Brain Sciences Foundation.

As Greg explains, the project has two crucial purposes. 'One is to advance research into the psychological aspects of bipolar disorder. The other is to generate a novel psychology clinic to improve the well-being of sufferers.'

The research hopes to address the three main concerns which Greg hears from sufferers of bipolar disorder.

'Firstly, they say they just can't get access to psychological services. Many psychologists don't feel comfortable or are unsure of their ability to manage this condition.'

'Secondly, the side effects of medication. There is a great interest in the extent to which people could potentially manage their bipolar disorder with less or no medication.'

'Thirdly, most sufferers have other significant problems such as relationship troubles, eating disorders, substance abuse and so on. So they need a more personalised approach with more attention paid to the individual and their particular experience of the condition.'

The Barbara Dicker Brain Sciences Foundation funds projects aligned with its three pillars of depression, dementia and sleep. It operates in partnership with Swinburne, which led to the Foundation supporting



the governance of funds donated for the bipolar clinic, as the Foundation's chair, Associate Professor Tony Dicker, explains.

'Swinburne had a donor who wanted to provide money for research into two things, one being bipolar, the other being dementia. But he didn't want to be involved in running it.'

'Swinburne approached us saying they'd received this generous grant in a similar area to projects we support and that the governance structure we have would be ideal for managing this money.'

For Tony, the most fulfilling aspect of the foundation's fifteen-year partnership with Swinburne is seeing the efficiency of how projects like the bipolar clinic are undertaken.

'I've seen a lot of this type of thing where nothing evolves. There is lots of talk, but it all gets swallowed up in the planning stage. Here we see our pilot funding turning into longer-term results two years later.'

'We provide funding for a whole range of projects, usually by junior researchers, sometimes PhD students for pilot projects. For example, we have provided small but essential funds for researchers to buy some time on clinical equipment for pilot tests with just five subjects.'

'This enabled them to gather essential data and use that data to apply for larger grants to further the study on a larger scale later on. It's often those small projects and pilot studies that are hard to fund.'

Greg says the bipolar clinic team is very grateful for this opportunity to pause and think about the most significant areas of opportunity.

'This gift allows us to bring together everything we know and everything the whole world knows about these issues. It's a luxury to be given the time to get that right.'

Greg expects the clinic will see its first patient in around twelve months. It will be based in the existing Swinburne psychology clinic.

'As a university-based researcher, we're always thinking about the synergy between what we're trying to achieve and the fact that we have teaching responsibilities.'

'Swinburne has one of the largest and longest-running psychology clinics of any university in Australia. The bipolar clinic would be part of that, integrated into our teaching activities.'

'What we can do is think innovatively about what role a clinic like this might play in the overall treatment and understanding of bipolar disorder in Australia. We are hoping that the clinic becomes a template.'



2023 Barbara Dicker Oration.

Rotary Club of Camberwell

A 60-year-old art exhibition is enabling young people in need to picture a brighter future, thanks to the Rotary Club of Camberwell.



Demonstrating Artist, Joseph Zbukic



Presenting the award for 'best in show' to Julian Di Stefano

Camberwell Rotary members undertake a wide range of projects in the community, such as helping the sick, the underprivileged, the elderly, and youth programs.

Each year the Rotary Club of Camberwell raises over \$150,000 through these events and projects. One such project is the Camberwell Art Show, the longest running and biggest art show in the Southern Hemisphere.

First held in 1966 at Camberwell Grammar School, one of the principal objectives was the acquisition of artworks as a basis for a collection for the City of Camberwell (now City of Boroondara) and its citizens.

The show eventually moved to the new Camberwell Town Hall, and by 1990, over 50 artworks had been donated to the City of Camberwell, and the Rotary Club of Camberwell was awarded Rotary International's District 'Significant Achievement Award' for its running of the show.

Camberwell Rotary Art Show Chair, Jonathan Oppy, has been in the Rotary for 44 years and has seen the show change considerably during that time.

'I think the show has been successful because we have always moved with the times and the way artists have developed, particularly expanding beyond traditional mediums,' he explains.

'In the early days, there would be an opening night with black tie and a dinner. Opening nights are now a little less formal, but still, with excellent food and drinks, it's a really great night.'

In 2013 the Art Show moved to the Swinburne University Advanced Technologies Centre in Hawthorn. With its impressive glass facade, it's the perfect setting for a partnership between art and science, and Swinburne has been proud to host the show for the past ten years.

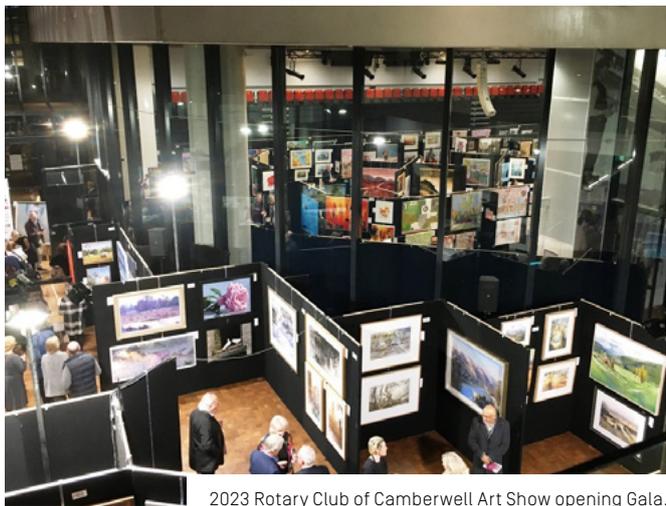
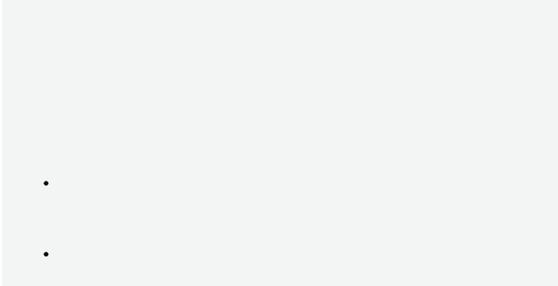
'The university made this very easy. The building is magnificent, it completely lends itself to the art show, so it's been a very good move,' says Jonathan.

Since its inception, the show has raised over \$3 million to support local, national, and international humanitarian projects. Beyond the prize money, every cent raised goes to charity.

'Thanks to the generosity of Swinburne, hosting the show was not costing us anything. So when we were looking for a new major sponsor in 2020, we sat down together and agreed to strengthen our relationship,' says Jonathan.

'Swinburne became our major sponsor, and we were pleased to be able to provide funding from the Art Show to support four annual scholarships.'

The scholarships are for first-year Vocational Education or Higher Education Swinburne students experiencing financial hardship.



2023 Rotary Club of Camberwell Art Show opening Gala.

In keeping with Rotary’s culture of community support, the four scholarships are awarded to students who, despite their own difficulties, are committed to giving back by supporting others through activities like volunteering, sports coaching, or helping with local community organisations.

The scholarships of \$5,000 each assist students in their first year of study, helping them achieve their full potential.

The scholarships are just one example of the long-standing connection between Swinburne and Rotary, with George Swinburne being a member of the first Rotary Club in Australia, founded in 1921.

Over the years, Rotary and Swinburne have supported a shared desire to make a difference in the world through education and empowerment.

In recent years, Swinburne and Rotary clubs around Melbourne have collaborated on many initiatives. These include student projects, mentoring, cultural exchanges, work experience, volunteering, and fundraising.

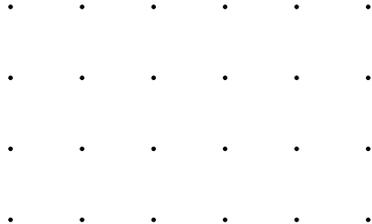
These mutually beneficial initiatives aim to amplify our impact on our shared local communities. This includes over 250 hours of volunteering by Swinburne students at Rotary events and initiatives

such as Rotary Op Shops, book stalls, event management, on-the-day support, design work, translation services, and social media support.

Students gain vital real-world experience in their chosen and extended areas of education, something that continues to connect the two organisations in collaborative ways, as Jonathan points out.

‘One of Swinburne’s research students came to our club to share her project. She asked for members to participate in her research and got a lot of feedback from our members, which helped her with her project.’

‘Swinburne is a great partner. We’re so pleased to be able to work with them.’



Jack Brockhoff Foundation

For many young women leaving long-term or temporary out-of-home care, the transition into adult life is a daunting challenge they must navigate alone.

This lack of family support during a critical time inspired Swinburne researcher Dr Joel McGregor to undertake his research program, Integrated Mentoring for Young Women Leaving Out-Of-Home Care.

‘We know that when young people leave out-of-home care, they don’t have the familial bonds that other young people do to fall back on if they need advice or someone to talk to.’ says Joel.

‘The idea was to create a mentoring program that essentially simulated that support so we could have successful education and training opportunities for these young women.’

Louise Kuramoto is the Executive Officer of the Jack Brockhoff Foundation, which funded the research. She says they knew there was an issue because the statistics told them.

‘Young people who are leaving out-of-home care are over-represented both in the homeless population and also in connection with the youth justice system.’

‘So, we knew there was a clear need for more work and research into what would assist these young people to succeed.’

The Foundation was established in 1979 by the late Sir Jack Brockhoff, who was keen to assist others in the community less fortunate than himself.

Along with its three impact areas of medical research, general community welfare, and aged and elderly citizens, Sir Jack wanted the Foundation to give special attention to disadvantaged children and youth – a perfect fit for the project.

As Joel explains, many support programs offer a short, sharp form of intervention. Instead, young people need long-term mentoring to build a relationship with someone they admire and look up to. This is particularly important once they have left out-of-home care.

‘Within that first few months of getting a job is often not when things happen, it’s when life settles down and becomes a reality. That’s when the challenges and issues arise, and the mentor is needed.’

‘There is a massive sector need for this but no sector capacity. We wanted to offer ways to fund a program on an ongoing basis, without too much expense.’

Joel’s research established several practice principles, pillars and ‘enablers and barriers’ that can be utilised by the NGO sector when considering operating a mentoring program. In the true spirit of co-creation, Joel has been grateful for the collaborative efforts of research partners, such as Dr. Ben Lohmeyer at Flinders University, in securing funding to support this program.

‘We have set up a website to encourage NGOs thinking about running a mentoring program. We want them to come to this resource to know what they need to consider when starting.’

‘We will also publish all of the papers we produce on that website so NGOs can see all the information we have access to. It’s about building sector capacity so that practitioners have access to these resources and can adequately design these programs.’

Louise agrees the result of the research will be a valuable resource for the sector, as research publications are often written for an academic audience and not necessarily for practitioners.

‘From the beginning, I think Joel was correct in thinking whatever they produced had to be easily digestible.’

‘Firstly, it would be open source. Secondly, it would be accessible in terms of its language and how Joel organised the document into bite-sized chunks. Any time-poor practitioner can go to the areas they’re interested in or need further advice on and get straight to the heart of it.’

As Louise points out, the Jack Brockhoff Foundation relies on partners they are confident in and comfortable having open conversations with.

‘Without trusted partners, we wouldn’t have any way of achieving our mission, so it means a great deal. We have funded Swinburne in all three of our impact areas, which is reasonably rare. Swinburne is one of those universities that is quite practical in its application of the research.’

Joel says the Foundation has been a great partner, particularly in the flexibility in the way they have provided support throughout the process.

‘Projects like this are incredibly important for me because I can see the difference my work is making in real-time. Undertaking research like this is critical, to have that impact and benefit.’



Mentoring care-experienced young people: A framework for program design

Dr. Joel McGregor, Dr. Ben Lohmeyer, Dr. Catherine Hartung

Peter MacCallum Cancer Centre

Improving the crucial support and opportunities available to the next generation of healthcare professionals is a goal many of us share.



Peter Mac's Chief Executive Karen Fox and Swinburne Vice-Chancellor Professor Pascale Quester signing the MoU.

Over the past year, one of our anonymous donors enabled us to do just that. Their generous donation helped fund a new initiative to strengthen the longstanding partnership between Swinburne and Peter MacCallum Cancer Centre.

Together, we signed a Memorandum of Understanding (MoU). It will help us to co-create an engaging curriculum covering vital subjects such as nursing, allied health, and healthcare-related design and technology.

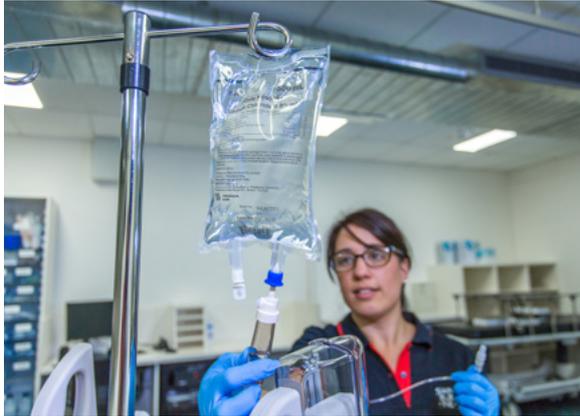
Our collaborative effort opens up exciting new avenues for students by providing enhanced opportunities for placements and other job

readiness initiatives at Peter Mac – an experience that will equip students with the essential skills to develop their careers.

'This strengthens our collaboration with Swinburne in a way that spurs scientific advance, shares our expertise and substantially grows learning and development opportunities for students,' says Peter Mac's acting Chief Executive Karen Fox.

As the only public hospital in Australia exclusively dedicated to cancer, Peter Mac is a national leader in multidisciplinary cancer care. It is also an international pioneer in laboratory, clinical, and translational research, making its longstanding partnership with Swinburne a natural fit.

Peter Mac employs more than 750 laboratory and clinical researchers, all focused on providing better



treatments, better care and potential cures for cancer. The MoU means increased involvement in joint research endeavours will also be possible, benefitting Swinburne's scientists on-faculty.

Thanks to the support from our anonymous donor, the MoU is already making a difference. The positive impact it will have on the next generation of healthcare professionals is something Ms Fox is excited about.

'It will ensure the curriculum is aligned to the practicalities of a modern hospital so that today's students are ready to take their place in the healthcare workforce of tomorrow,' Ms Fox says.

The MoU is a long-term commitment put in place for five years. It will help support a wide range of collaborations, with many amplified by Swinburne's technology and innovation focus. These collaborations include:

Partnered education and training solutions – to co-design education opportunities such as short courses and credentials to disseminate shared knowledge.

Curriculum advancement – to pursue opportunities for the co-design of shared curriculum for subjects including nursing (for example, a job readiness program for enrolled nurses), allied health, and healthcare-related design and technology development.

Digital health and technology – to collaborate on patient-centric digital health and technology initiatives.

Employability opportunities – to identify and pursue joint infrastructure to provide valuable and innovative training options, including clinical placements.

Research opportunities – to develop and undertake joint research and clinical research activities, including funding applications and projects.

Joint appointments and affiliations – to establish appropriate mechanisms to facilitate joint appointments and affiliations.

Proud of Swinburne and Peter Mac's rich history together, Swinburne Vice-Chancellor Professor Pascale Quester considers the formalisation of the MoU as the blueprint for future collaboration.

'Both our organisations are underpinned by the values of innovation, research and learning,' Professor Quester says.

'We are both committed to identifying new approaches and technologies that will shape and enhance the future of oncology healthcare. We look forward to creating an even greater impact together in the years to come.'



Order of Australia Foundation

The mission of the Order of Australia Association Foundation is 'To celebrate and promote outstanding Australian Citizenship'. What better way to achieve this than by providing scholarships where they are needed?

The Foundation supports the next generation of leaders by helping promising young Australians achieve their potential.

One such young Australian is Chelsea Allen. She was recently awarded a scholarship by the Order of Australia Association Foundation at a ceremony at Admiralty House in Sydney.

Chelsea is a Bachelor of Business and Bachelor of Health Science student at Swinburne. Using her studies, Chelsea is committed to one day building a business that will enhance the quality of life for all.

'I'm majoring in Entrepreneurship and Innovation, so I'd like to have my own business in the health and wellness sphere. I'll use my knowledge from the business background to create that,' says Chelsea.

Coming from a rural South Gippsland community, Chelsea says she was lucky her sister was also quite academic, and paved the way as the first in her family to attend university.

'I started thinking about possibilities in years eleven and twelve, and that's when I started to focus my studies,' says Chelsea. 'I was kind of lucky in that COVID happened at that time because I didn't have anything else to do but study, so I made the most of a bad situation!'

Chelsea says she wouldn't be where she is if she didn't have the support of her family, who allowed her to develop her education. 'They never held me back in doing what I wanted, which was to go to university.'

At Swinburne, Chelsea applied for the scholarship as she felt she met the criteria. In particular, giving back to the community. She had already completed the Duke of Edinburgh Bronze and Gold awards, volunteering in programs with the elderly, leading initiatives in mental health, and working with children to encourage participation and improve confidence levels.

Valued at \$40,000 the scholarship is given to second year full-time university students who are exceptional in their field of study.

The awardee also receives personal mentorship from a recipient of the Order of Australia who is eminent in the awardee's chosen field. The mentor provides advice during study and assists in the transition from student to professional life.

Through the program, Chelsea's appointed mentor will be Emeritus Professor Linda Kristjanson AO. Professor Kristjanson previously served as the Vice-Chancellor of Swinburne from 2011, retiring in August 2020.

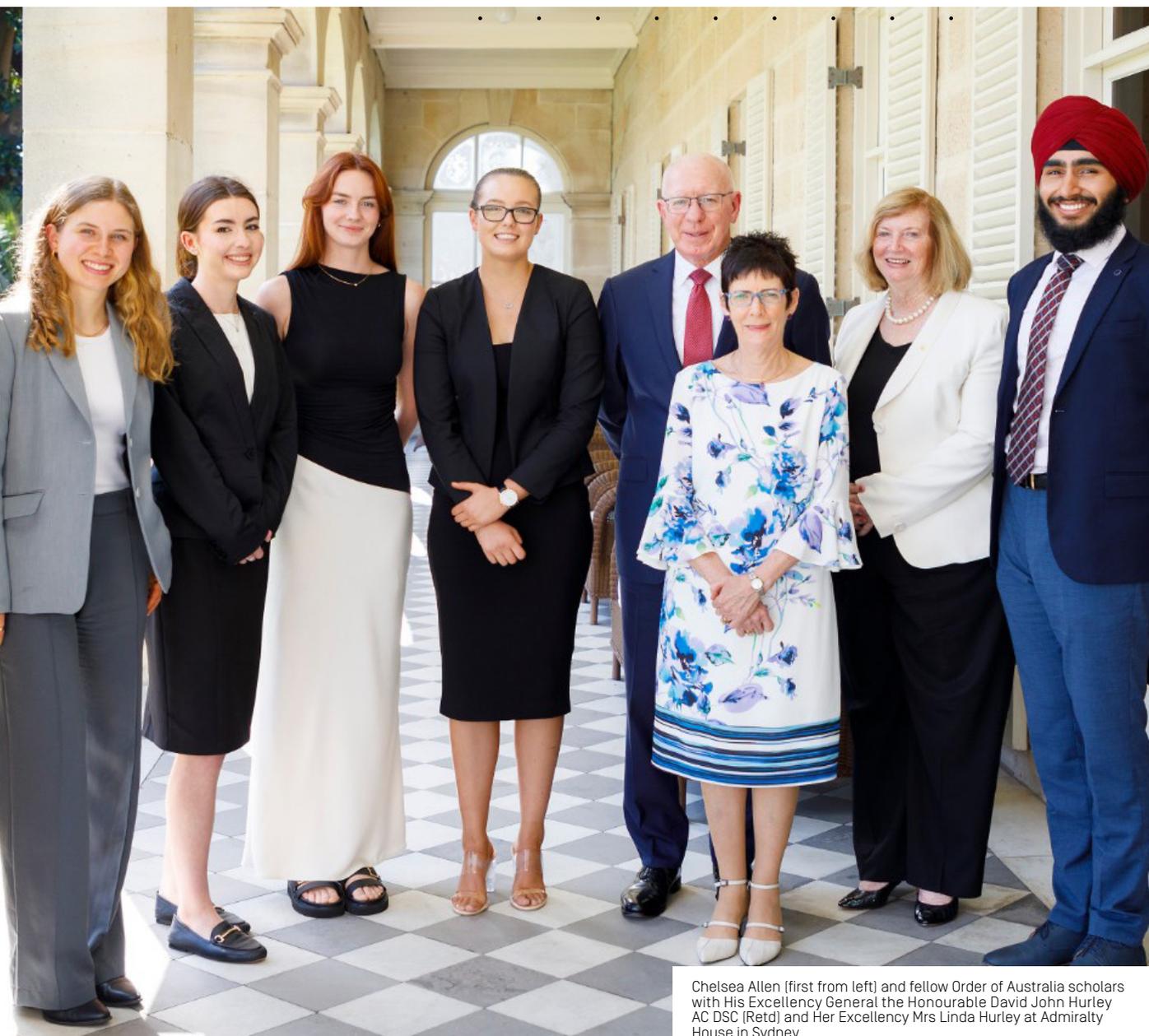
Making the most of her opportunity, Chelsea is up-skilling as much as possible while at Swinburne. In line with her focus on wellness, she recently completed a personal training certificate and has plans to extend her studies overseas.

'The scholarship opens up doors that are otherwise closed. I'm in the process of hopefully going to Sweden next semester for an exchange, and I would never have considered that if it wasn't for this opportunity.'

'That is me potentially gaining overseas industry experience and learning their techniques. And I can use that when I come back and implement it into our systems and policies and be a bit of a change maker. I'm interested in helping people and passionate about making a difference.'

Chelsea says the ceremony at Admiralty House is something she will never forget. In particular, learning her fellow recipients are from different backgrounds and studying a diverse range of courses. But there was a common thread bringing them all together.





Chelsea Allen (first from left) and fellow Order of Australia scholars with His Excellency General the Honourable David John Hurley AC DSC (Retd) and Her Excellency Mrs Linda Hurley at Admiralty House in Sydney.

'We all had very similar values in terms of what we see for ourselves, what we see for our community and future endeavours. We all want to leave the world better than how we found it.'

On behalf of the Board of the Foundation, Chairman Dr Helen Nugent AC said at the ceremony, 'The financial support provided to each Scholar will be life-changing, as will the mentorship support provided by a member of the Order of Australia.'

'We thank each University for their active participation in the rigorous assessment process that has occurred. We also acknowledge the wonderful support of each of the donors.'

Chelsea says the scholarship has instilled confidence in herself and her abilities.

'I just have an overwhelming gratitude that someone does see that potential and took a chance on me. I hope other potential donors can see the difference they can make not only to one person, but also the cumulative effect it has on the community.'

John Templeton Foundation

Inspiring Change - the impact of your support



Scientists whose work focuses on the tiniest particles are seeking answers to some of the biggest questions in the universe.

Quantum physicists are making sense of the building blocks of our very existence, and a grant from The John Templeton Foundation is helping two such physicists at Swinburne move closer to finding those answers.

‘Our interest is in the nature of reality itself, the most fundamental question about the universe,’ explained Distinguished Professor Margaret Reid, working with Distinguished Professor Peter Drummond.

‘This might seem quite unanswerable, but it has gripped the imagination of philosophers and physicists alike since the age of Plato and Socrates.’

The John Templeton Foundation is the perfect funding partner for this pioneering work. Sir John Templeton was an unfailing optimist, a believer in progress, and a relentless questioner. Moved by the pace of scientific and technological progress of his time, he wondered whether harnessing scientific methods could help make similar progress in understanding the most perplexing questions facing humans.

Following a lifetime of philanthropy, Sir John launched his Foundation in 1987 to support research and catalyse conversations that inspire people with awe and wonder. The Foundation funds work on subjects ranging from black holes and evolution to creativity, forgiveness, and free will.

It also encourages civil, informed dialogue among scientists, philosophers, theologians, and the public. From probing gravitational waves to updating the modern evolutionary synthesis, recipients of funding have contributed to important discoveries in the basic sciences.

In addition to supporting academic research, the Foundation funds a wide range of media to raise awareness about discoveries in clear and thought-provoking ways.

The Foundation shares Sir John Templeton’s optimism about the power of the sciences and other discovery-oriented disciplines to advance our understanding of those perplexing questions that sparked his curiosity.

As part of its grant process, the Foundation asks applicants for a response to a seemingly simple challenge: ‘What big question will your project help answer?’

Distinguished Professors Reid and Drummond responded, ‘What is the nature of the universe that we inhabit?’ Nothing short of the biggest question humans can ask.

The funded project, From Quantum Foundations To Cosmologic Models, is an example of the essential work undertaken in quantum physics, which concerns the fundamental properties of matter and energy at the smallest scale, such as atoms and subatomic particles.

As the professors noted in the project proposal, ‘Quantum mechanics is our most fundamental theory, yet its foundations are disputed.’

Drawing on quantum theories, work in Cosmology aims to develop a comprehensive understanding of the universe and its underlying principles.

Distinguished Prof. Reid and Distinguished Prof. Drummond use observations, theoretical models, and simulations to refine our knowledge of the cosmos.

On this project, their core theory could lead to new algorithms for complex quantum technologies and potentially contribute to a theory of quantum gravity.

This could progress our understanding of the early universe and quantum technologies. Understandably, this is lengthy, time-consuming research for which funding is critical.

‘One striking feature of quantum field theory, our fundamental theory of the universe, is that it has an incredible complexity,’ said Distinguished Prof. Reid. ‘The Hilbert space description of the quantum state grows exponentially faster than the number of particles.’

‘This creates difficulties in answering questions about large physical systems if quantum effects are included. Theoretical models can be constructed, but they can’t be solved on any computer.’

As Distinguished Prof. Reid explained, while she and Distinguished Prof. Drummond don’t expect to answer such questions immediately, they hope to establish a new framework for their investigation. And without funding, groundbreaking research like this would never be possible.

‘We are deeply grateful for this generous support from The John Templeton Foundation. The vision of the Foundation to advance our understanding of the deepest and most perplexing questions facing humankind is a powerful platform to catalyse discoveries, and we are appreciative to be part of this journey.’

Kath Watson Foundation

Inspiring Change - the impact of your support

22



Dr Kath Watson AM
Generous benefactor and bequestor

Growing up in a struggling Melbourne family in the depths of the depression to a decorated and much-loved champion of education, Dr Kath Watson AM understood the power of opportunity.

Having benefitted herself from scholarships along her educational journey, she generously partnered with Swinburne to create a scholarship of her own.

Born in 1927 during the depths of the Depression, Kath was a woman who was profoundly mindful of the impact of education. Her father was a soldier in World War I, and the families of ex-servicemen were seriously affected by the aftermath of this devastating conflict.

Kath started school without much hope of ever going to university, but her parents had strong views about the importance of education, especially for girls. She later won a junior scholarship that paid her high school fees.

Kath decided to become a teacher, and a teaching scholarship saw her through her Bachelor of Arts Degree and Diploma of Education.

A lifetime in education followed, including becoming one of Victoria's first female principals of a co-ed high school. Kath was an active member of the Victorian Teachers Union, fighting successfully for change on issues affecting women in the profession, including equal pay for equal work.

As a teacher, she saw first-hand how education changed outcomes for people and optimised life opportunities. In 1987, her passion was rewarded when she became a Member of the Order of Australia for her service to education.

Not one to rest in retirement, Kath's connection to Swinburne began in 1992 when she joined its Council at short notice, thinking the appointment would likely be temporary. She remained in the position for 12 years, by which point she felt she was very much a member of the Swinburne family.

Impressed with the attitude toward staff and students and the support for people experiencing hardship and barriers to education, Kath felt an affinity with Swinburne that she did not feel with other institutions.

'It's more down to earth, warmer and friendlier. I've got a feeling ... that they're more caring of everyone. I felt accepted from day one,' she said.

In 2010, with no remaining family members, Kath generously decided to change her Will in favour of Swinburne to create scholarships for women experiencing disadvantage.

She established the Kath Watson Foundation to manage and award scholarships which support recipients for up to five years. In addition, Kath set up two annual Encouragement Awards. All go to women aged 25 or over who have had their tertiary studies interrupted for at least two years.

'I really wanted to help women who struggle against the odds to get a tertiary education,' said Kath, whose own life had direct parallels with the story of our founders.

When most men went off to fight during the First World War, Melbourne became a female society. With four daughters, George and Ethel Swinburne felt compelled to provide an education for those who might not otherwise have had one, particularly women. So they opened the Eastern Suburbs Technical College in 1908, which then became Swinburne University of Technology in 1992.

Our bequest society is named the Ethel Swinburne Society, and in a sense, Kath Watson has carried on Ethel's torch.

'I'm so impressed with all the women who have received the scholarship. Recognition is very important for women, especially for women who've had a tough life.'

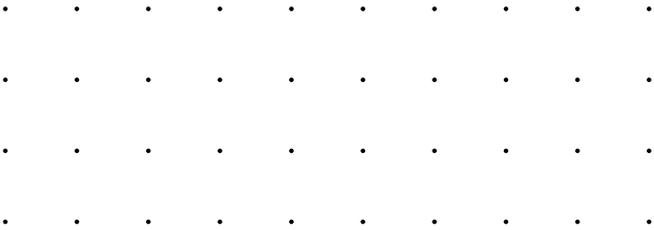
Kath passed away in 2022, and her generous bequest means she continues to change the lives of the women she felt so strongly about helping.

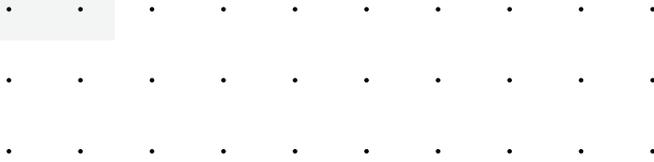
'Providing someone with a scholarship is life-changing. You are altering the course of their history,' said Katherine Goldman, Associate Director of Philanthropy at Swinburne.

'For somebody to leave a gift in their Will is the most personal gift of all. We have a responsibility and a privilege to take carriage of that in the most powerful way possible. And that is to provide gifts for the future. It is a beautiful position to be in.'

Swinburne Staff and Community Scholarship

By joining forces with a like-minded and impact-driven community, every donor has the chance to see meaningful outcomes with their philanthropy. All it takes is generosity and an organisation committed to making it happen.





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The culture of Swinburne is built upon that kind of generosity and the commitment of our staff and the broader community to creating life-changing experiences for our students.

One of the ways our staff can contribute to our community is through Payroll Giving. Staff can choose to contribute pre-tax dollars to a scholarship fund to help students who would otherwise be unable to attend university. It is an empowering way to give back to the community and to those who need it the most.

The program began several years ago, with staff contributing significant funds directly from their salaries into the growing fund for student scholarships and support.

Katherine Goldman, Associate Director of Philanthropy at Swinburne, reflects on the journey to creating this fund to support students through Vocational Education and Higher Education.

‘We wanted to ensure it was possible to grant one scholarship every year. To achieve this, we needed to reach the sufficient and continued funding required to support three students at a time – one student each in their first, second and third year of education.’

Thanks to the generosity of our staff and Swinburne community, the fund reached the point where this was achievable, and in 2023 the first recipient was awarded the inaugural Swinburne Staff and Community Scholarship.

The recipient, Sarah*, is studying for a double degree, Bachelor of Business (Financial Planning) and a Bachelor of Law. Thanks to the scholarship and the dedication of the Swinburne staff and community, she is receiving \$7,500 per year for three years.

She will be the first of many students empowered in their educational trajectory with the support of their own community.

‘The thing I love the most about Swinburne is that if you feel you want to reach the stars, they’ll assist you to do that,’ says the inaugural recipient.

Open to students who have experienced educational disadvantage and are commencing a Vocational Education course or Undergraduate degree at Swinburne University, the Swinburne Staff and Community Scholarship follows the student for the duration of their degree, ensuring they have complete support and freedom to fulfil their educational dreams.

‘For some students, scholarships are genuinely the difference between success and failure,’ says the 2023 recipient on the difference this support can make to a student’s experience at university.

‘The help we receive to accomplish our goals from the school and the respective donors is something some of us have never seen before. Growing up in rural Victoria, I never thought I would be receiving support to accomplish my small-town dreams. I thought they would remain dreams forever. For some of us, the scholarship could be the only reason we could do it at all.’

Sarah’s scholarship has inspired her to help those who will follow in her footsteps. ‘My experience at Swinburne continues to amaze and surprise me every day, but in future, I am excited to mentor and support younger students as I progress through my degree.’

‘I have been supported repeatedly, and I can’t wait to accomplish all my dreams to give back to the organisation that has given to me so many times.’

Katherine feels the Swinburne staff and community donor-funded scholarships play a vital role in shaping the educational landscape and fostering inclusivity.

‘The inaugural scholarship serves as a beacon of hope by offering financial support that can alleviate the burden of tuition fees and living expenses,’ she says. ‘More importantly, it signifies our shared investment in the future generation, reaffirming the belief that talent and potential should never be hindered by financial constraints.’

‘University staff and community donor scholarships contribute to diversity and equity. They open doors for individuals from various socio-economic backgrounds. This inclusivity enriches the educational experience, fostering a vibrant and dynamic campus environment where different perspectives thrive.’

*Recipient name changed for privacy reasons.



2023 scholarship recipients at the Swinburne George Alexander Foundation morning tea.

“Knowing there is someone out there who has not known me but has faith in me was incredible. The willingness to invest in me has helped me not just financially, but also hugely impacted my outlook on life and myself.”

2023 scholarship recipient



Thank you



Luke Bell
Director, Advancement

On behalf of everyone who has been positively impacted by your generosity, I want to express my gratitude to you and all who support the university and its community. Your commitment to Swinburne has made a big impact on our shared academic goals and helped us achieve remarkable success.

Looking back on the past year, your generosity has created a positive learning environment where creativity and excellence flourish. Your support has allowed us to fulfill our mission of bringing people and technology together for a better world. Your contributions are empowering the next generation of leaders and thinkers.

This report shows how your investments in education have transformed lives. From providing scholarships to deserving students, to funding world class research, your generosity has left a lasting impact on Swinburne, its students and its academics.

The stories in this report are not just numbers; they are tales of ambition, perseverance, and success.

Looking ahead, we are inspired by your dedication to our university's mission and vision. Your ongoing partnership is crucial in shaping the future of our institution and society. Together, we are creating a legacy that goes beyond generations, making a positive impact on the world through the education and opportunities we provide to our students.

I want to express my deepest appreciation for your invaluable contributions. Your belief in the power of education is making a significant difference in the lives of our students. I encourage you to explore this report to see the tangible outcomes of your support.

Thank you once again.

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