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2013 has proven to be another challenging and rewarding year. We have welcomed more staff into the team, and created new programs to improve the student experience.

All of our work is designed to improve and build upon student strengths and success through the provision of timely and appropriate resources; through the development of effective and student-centric programs and through enabling individual achievement and growth. Our services and resources are developed to be particularly responsive to the needs of diverse student cohorts, facing the particular challenges and opportunities of study within a research-intensive institution.

We have been able to remain abreast of changes in student information access patterns and demands. At a glance, our websites and resources in 2013 showed consistent usage:

- More than 24,500 Careers Centre webpage visits per month
- More than 57,000 visitors to the Orientation site in a three-month campaign
- 10,700 unique visitors to the Childcare Information page annually
- CAPS Success@Sydney resource videos receiving more than 5000 views.

All services are heavily utilised, with demand consistently outstripping supply across the board. Work within each team in 2013 focused on refining program delivery and staffing structure to meet growing demand.

Facts at a glance:
- More than 5000 individual student consultations through the Disability Service
- 3500 students attended Careers Fairs, with 20,000 students registered for the Careers Centre activities
- More than $64 million allocated annually to students through bursaries, loans and scholarships.

I am pleased to present this Annual Report and hope it provides the reader with a deeper and broader understanding of the excellent work being done within each team. I congratulate and thank the staff for their ongoing commitment to their work, the University and our core purpose: improving the student experience at Sydney.

JORDI AUSTIN
Director
Student Support Services
CAREERS CENTRE

REALISING THE VISION OF THE 2011–2015 STRATEGIC PLAN

The Careers Centre enriches University life for all students through provision of an effective student-focused service aimed at enhancing students’ employability skills; helping them attain their career-related goals and facilitating direct contact with employers. It provides services to students from their first year of study through to their first professional position after graduation.

Its objectives are to:

– enrich University life for students throughout their program of study by delivering career development programs to enable them to realise their full potential and develop independence and personal resilience

– broaden and strengthen links between global recruiters and the University by delivering strategic services that connect employers with students from their first year of study through to graduate employment

– develop relationships with faculties to support and facilitate awareness of graduate attributes and improve graduate outcomes

– provide a central place of enquiry for all matters related to graduate outcomes and employment opportunities

– deliver a wide portfolio of strategic services to all stakeholders in a timely and effective manner, online and on-campus.

KEY DEVELOPMENTS

Introduction of Sydney CareerHub

During 2013, the Careers Centre upgraded its online job database to a new database known as Sydney CareerHub. This database system is in use by the majority of university careers service providers in Australia.

One of the main advantages of moving to CareerHub is that it has made the administrative processes involved in communicating with employers and students about job vacancies, Careers Centre events and workshops, much more efficient and streamlined. This has enabled the Careers Centre to provide high quality service to both employers and students.

Another advantage is that the Careers Centre is now also receiving positions that are being submitted directly to CareerHub Central, resulting in an increase in the number of job advertisements received in 2013. In 2013, 4600 advertisements were placed online, compared to 4258 in 2012. This represents an eight percent increase, a significant result given that the job market was generally much tighter in 2013 than 2012.

Over 2013, 507,837 job views were made by students on Sydney CareerHub. This was due in part to the positioning of a new Careers Centre icon on the student intranet site, MyUni, which meant that students were able to access Sydney CareerHub easily. After eight months of operation, 11,588 students had subscribed to Sydney CareerHub.

CareerHub has a number of features that were not available in the previous jobs database, which enables Careers Centre to provide more detailed feedback to employers about their recruitment campaigns.

Law Careers Fair

In 2013, the Careers Centre introduced a Law Careers Fair as a result of enquiries from legal firms wanting to recruit law students, particularly for summer clerkship positions. Eleven employers exhibited at the fair and 400 students attended.

A survey of students who attended found that 86.8 percent agreed or strongly agreed that their overall experience of the law fair was positive, with 81.6 percent indicating they intended to apply for positions with the organisations represented at the fair.

An employer survey showed that 89.9 percent of employers also found the fair to be a positive experience, which enabled them to engage with students.

Graduate Edge Program

Since the program commenced in 2011, the Careers Centre has been keen to engage first-year students in this professional development program to build their awareness of the employability skills sought by employers. In 2013, for the first time, two-thirds of the cohort were first-year students.

The program is for students from the Faculty of Arts and Social Sciences; the Business School; the Faculty of Engineering and Information Technologies; the Sydney Law School; and the Faculty of Science.

Entry to the program is competitive – 56 students were selected for participation in 2013 and eight organisations offered professional development modules at their premises to the selected cohort. The organisations included high-profile companies such as Commonwealth Bank, Deloitte, Ernst & Young, K&L Gates, KPMG, Reckitt Benckiser, Unilever and USB.

Feedback indicated high satisfaction; students generally agreed or strongly agreed that they had gained new insights into the topic addressed in each module. The level of agreement ranged from 87.5 percent to 100 percent for the various modules.
One of the goals for the program is for students to develop careers ideas and strategies and on this measure, the level of agreement ranged from 83 percent to 100 percent for the various modules.

Employers were asked for qualitative feedback on their expectations of the program and whether these expectations were met. The comments from all employers indicated they valued the opportunity to gain access to talented and dynamic students towards the start of their degree, at a time when these students were developing their awareness of the world of work and the skills required to succeed.

Employer engagement with the program remains strong – six of the eight employers have been continually involved in the program since 2011.

**Industry engagement for Aboriginal and Torres Strait Islander students**

In collaboration with the Aboriginal and Torres Strait Islander Unit, the Careers Centre invited Aboriginal and Torres Strait Islander students to join industry representatives and alumni at a meet and greet event.

Industry representatives included Department of Ageing, Disability and Home, IBM, ANZ Bank and NSW Treasury. Several University of Sydney alumni also attended.

While the number of students who attended was fairly small, this marks the start of tailored Careers Centre events for Aboriginal and Torres Strait Islander students, aimed at encouraging them to explore career pathways and interact with potential employers.

**SERVICES AND TRENDS**

The total number of students who used the Careers Centre services in 2013 was 19,939. Of those, 23 percent (4617) were international students.

The number of reception enquiries (in person, by telephone or by email) fell from 1181 enquiries on average per month in 2012 to 1006 enquiries per month in 2013. This was the result of the successful introduction of the Sydney CareerHub database which allows the students to book careers counselling appointments online rather than having to contact reception.

The number of visits per month to the Careers Centre website increased from 21,188 in 2012 to 24,523 in 2013. The Careers Centre offers workshops tailored to various cohorts of students, individual careers counselling and web resources. It also offers students a range of employer-related activities such as careers fairs, employer information sessions and workshops presented by industry representatives. Students can subscribe to receive emails from an online jobs database which has casual, part-time, holiday, internship and graduate vacancies.

Services are offered to both local and international students who are currently enrolled and to graduates for at least 12 months after graduation. Prospective students are offered careers advice and information through Open Day and Information Day events. Alumni are offered the opportunity to apply for vacancies targeted at alumni and posted on the alumni website via the Sydney CareerHub jobs database.

**Careers fairs**

More than 3500 students attended careers fairs, gaining exposure to more than 145 organisations. The Careers Centre runs annual careers fairs to facilitate direct contact between students and employers. In 2013, these included an Investment Banking and Consultancy Fair, a Graduate Jobs andInternship Fair, a Law Fair and an Internship and Vacation Work Fair.

The Careers Centre also staffed a booth at the Engineering and IT Fair which is run by the Faculty of Engineering and Information Technologies, and worked collaboratively with the Faculty of Medicine on the Medicine and Health Careers and Research Fair.

**Orientation Week Activities**

The Careers Centre engages with students from their first year of study. We encourage them to focus on career development activities that can be undertaken during their course of study, and introduce them to high profile employers that recruit annually on campus for interns and graduates. One of the means used to engage with first-year students is a series of presentations conducted by employers and offered as part of Orientation Week. 820 students attended presentations organised by the Careers Centre as part of Orientation Week in 2013. Topics included:

- international student careers overview (with representatives from Oliver Wyman, Asian Development Bank and the Centre for Volunteering)
- ‘how to succeed in interviews’ (Commonwealth Bank of Australia)
- ‘how to gain an internship!’ (Ernst & Young)
- ‘making the most of your postgraduate degree’ (Bain And Company)
- ‘write a winning résumé’ (PwC)
- ‘maximising careers fairs’ (Reckitt Benckiser)
- ‘making your online application stand out’ (Deloitte).

The Careers Centre also hosted a talk by global youth network AIESEC Sydney on ‘making the most of university’, delivered two seminars on ‘looking for casual work’ and presented at the Faculty of Agriculture and Environment’s Faculty Welcome.

**Online Jobs Database**

The Careers Centre received 4600 advertisements for the online job vacancy database. Some were for holiday work or graduate programs that can recruit up to 200 students. Of the jobs advertised, 56 percent were for casual or part-time jobs, indicating the service provides students with opportunity to find employment to financially support themselves through study.
NOTABLE ACHIEVEMENTS

Helen Cooke Downunder Tour – University of Sydney Workshop

In May 2013 the Careers Centre, in collaboration with Disability Services, hosted a workshop at the University on ‘ready for work: graduates with disabilities’. Helen Cooke, a disability consultant, trainer and speaker from the United Kingdom, tailored the workshop to University and TAFE staff working with students with disabilities. The workshop’s aim was to explore key issues and develop strategies to improve employment outcomes.

The workshop was attended by 60 staff from NSW universities and TAFEs, the majority from disability services and careers services. Participants gained an increased understanding of issues around disability and ways to support graduates with disability transition into employment.

Futuretrack Study – University of Sydney presentation

In October 2013, the Careers Centre, in collaboration with the Workplace Research Centre, hosted a presentation by Professor Kate Purcell from the Institute for Employment Research at the University of Warwick, UK. Professor Purcell presented on findings about the Futuretrack Study, a longitudinal survey tracking applicants for full-time undergraduate courses at UK higher education institutions in 2005 to 2006.

The presentation was attended by 40 careers counsellors from universities across the state as well as staff from the Workplace Research Centre. Attendees gained an insight into the graduate labour market in various industry sectors. They also heard about how closely related the employment gained on graduation was to the course of study undertaken.

Increase in services for international students

In 2012, in response to the results of the International Student Barometer, which indicated that international students expected more career support than was being offered, a Career Development Officer (International) was appointed on a fixed-term basis through the Student Services and Amenities Fee.

The funding for this position continued in 2013, which enabled the Careers Centre to increase the amount of workshops and other activities related to international students. In 2013, the Careers Centre developed and conducted a number of new workshops for international students – these were attended by 490 students in total.

The workshops included:

- resume basics
- interview skills for international students
- career planning
- professional communication skills
- job search for international students
- development goals and your career
- resume and interview preparation for international students.

The Career Development Officer (International) staffed an international students booth at the Careers Fairs on campus, as well as a booth at the University of Sydney Union’s International Student Network Event.

An international student newsletter was also introduced and sent to 2500 students subscribed to Sydney CareerHub.

Career development program for Higher Degree Research students

The Careers Centre provides a program of career development activities aimed at meeting the specific needs of Higher Degree Research (HDR) students – these initiatives continue to be well received. In 2013, the Careers Centre ran a number of workshops on resume and letter writing, interview skills, networking and presentation skills specifically for HDR students. More than 400 HDR students attended these workshops.

Staff development

In 2013, Careers Centre staff engaged in various development activities aimed at ensuring staff knowledge of graduate recruitment processes, the graduate labour market and careers counselling was up-to-date.

Staff members attended the following events:

- Industry visits: 17 to 19 July 2013, Melbourne, Victoria
- National Association of Graduate Careers Advisory Services Conference: 2 to 4 December 2013, Daydream Island, Queensland
- Australian Association of Graduate Employers Conference: 30 October to 1 November 2013, Sydney, New South Wales.
ANTICIPATING 2014

The graduate labour market remains tight and feedback from industry representatives attending the Australian Association of Graduate Employers conference held in late 2013 indicated many would be cutting their graduate intake for 2015. As a result, the Careers Centre anticipates a lower rate of attendance by employers at Careers Centre events in 2014 and possibly a reduction in the number of job advertisements lodged with Sydney CareerHub.

In order to continue providing opportunities for students to gain employability skills, the focus of the Careers Centre for 2014 will be to increase the number of jobs on campus by collaborating closely with other areas of the University. This will also offer international students an opportunity to gain work experience. The Careers Centre is planning to hold an International Student Careers Conference in 2014 to provide information about seeking work both in Australia and in students’ home countries.

The Careers Centre will continue to target specific cohorts with tailored workshops and events. In 2014, the Careers Centre will provide additional events for Higher Degree Research Students and Aboriginal and Torres Strait Islander students.

STAFF

Manager
Nitsa Athanassopoulos

Industry Development Manager
Sarah Jones

Resources and Communications Manager
Sinead Hartnett

Career Development Manager
Julie Doherty (to April)
Karen Cavanaugh (from May)

Career Development Officers
David Scoppa (to April)
Ruth Wilcock (to March)
Angela Harrow (from August)
Donna Denyer (part time from September)
Elizabeth Ross (part time from October)

Career Development Officer (International)
Angela Harrow (from July)
Jennifer Lang (from October)

Industry Development Officer
Pippin Wanless (to August)
Sarah Goodman (from September in an Acting capacity)

Administration Officer, Industry Development
Malcolm Ross

Resources and Information Officer
Scott Spence

Student Support Services Reception
Zahra Rifaaath Anver (to February)
Sarah Goodman (March to August)
Elise Dale (September to December)
### Table 1 – Number of students utilising careers centre services

<table>
<thead>
<tr>
<th>Service</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>5012</td>
<td>3733</td>
</tr>
<tr>
<td>Faculty workshops</td>
<td>2100</td>
<td>1780</td>
</tr>
<tr>
<td>Individual counselling</td>
<td>1405</td>
<td>1543</td>
</tr>
<tr>
<td>Careers fairs</td>
<td>3830</td>
<td>3512</td>
</tr>
<tr>
<td>Employer information sessions</td>
<td>1603</td>
<td>1295</td>
</tr>
<tr>
<td>Other presentations</td>
<td>369</td>
<td>n/a</td>
</tr>
<tr>
<td>Job Alert/CareerHub newsletter subscriptions</td>
<td>5741</td>
<td>7612</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20,960</td>
<td>19,939</td>
</tr>
</tbody>
</table>

*Decrease in 2013 figures reflects the staff shortages experienced in the Career Development Team.

### Table 2 – Number of services delivered to employers

<table>
<thead>
<tr>
<th>Service</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job ads* placed</td>
<td>4110</td>
<td>4860</td>
</tr>
<tr>
<td>Employer information sessions held</td>
<td>43</td>
<td>35</td>
</tr>
<tr>
<td>Employers who participated in campus careers fairs</td>
<td>162</td>
<td>153</td>
</tr>
<tr>
<td>Hard copy mailouts sent out on employers’ request</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Emails sent out on employers’ behalf</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Some job ads were for multiple positions such as an ad for a graduate program recruiting up to 100 graduates.

### Table 3 – Breakdown of ads on online jobs database

<table>
<thead>
<tr>
<th>Category</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casual/part time/temporary</td>
<td>2574</td>
<td>(55%)</td>
</tr>
<tr>
<td>Full-time/graduate</td>
<td>1356</td>
<td>(29%)</td>
</tr>
<tr>
<td>Volunteer</td>
<td>397</td>
<td>(8%)</td>
</tr>
<tr>
<td>Holiday/internship program</td>
<td>143</td>
<td>(3%)</td>
</tr>
<tr>
<td>Alumni</td>
<td>45</td>
<td>(1%)</td>
</tr>
<tr>
<td>International</td>
<td>89</td>
<td>(2%)</td>
</tr>
<tr>
<td>Work experience</td>
<td>39</td>
<td>(1%)</td>
</tr>
<tr>
<td>Other opportunities</td>
<td>35</td>
<td>(1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4678</td>
<td></td>
</tr>
</tbody>
</table>

### Table 4 – Overview of activity on Sydney CareerHub

The table below shows the level of activity from the launch of Sydney CareerHub in May 2013 to 31 December 2013.

<table>
<thead>
<tr>
<th>Activity</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events published</td>
<td></td>
<td>172</td>
</tr>
<tr>
<td>Jobs published</td>
<td></td>
<td>3140</td>
</tr>
<tr>
<td>Resources online</td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>Student event views</td>
<td></td>
<td>20489</td>
</tr>
<tr>
<td>Student job views</td>
<td></td>
<td>507892</td>
</tr>
<tr>
<td>Student logins</td>
<td></td>
<td>174396</td>
</tr>
<tr>
<td>Student resource views</td>
<td></td>
<td>6606</td>
</tr>
<tr>
<td>Students subscribed to newsletters</td>
<td></td>
<td>5179</td>
</tr>
</tbody>
</table>

* Some job ads were for multiple positions such as an ad for a graduate program recruiting up to 100 graduates.
KEY DEVELOPMENTS
The Multifaith Chaplaincy Centre continued to provide spiritual support and pastoral care for students and staff on campus. Chaplains have strong networks with students and staff through their faith communities and offer encouragement and support during their time on campus.

Our chaplains represent a diverse group of faiths with Muslim, Buddhist, Jewish and several Christian denominations, including Anglican, Uniting, Assemblies of God, Salvation Army, Roman Catholic, and Greek and Coptic Orthodox. In 2013, a chaplain for the Antiochian Orthodox Church, the Right Reverend Father, Nabil Kachib, was appointed.

There is a breadth of religious faith expressed within the student and staff body reflective of a multicultural society, and the many international students studying at the University of Sydney. We feel the important need to continue to support this diversity through the Multifaith Chaplaincy Centre.

Throughout the year, our chaplains met together to discuss issues of faith and university life including the intersect between religious practice and campus life, and ethical issues faced by students of faith in a secular environment. Our chaplains also had conversations with the University of Sydney Union (USU), student services and some of the student groups, to help them better respond to interfaith needs on campus, covering issues such as food, religious holidays and specific religious requirements.

Many international students come from a culture that is very different to the one they experience here, and there are many challenges studying in a secular environment so different from their home country. We continue to support increasing numbers of international students as they settle into university life and life in Sydney.
SERVICES AND TRENDS
Both students and staff took up the opportunity to meet with chaplains throughout the year. The conversations covered a wide range of topics including: pressure with study or in the work environment, problems with parents, relational issues, homesickness and particular pressures that come to their faith through their studies or employment.

We also met with staff who sought pastoral support and prayer during particular stressful times at work, during strike periods and at home.

We continue to see an increase of students who suffer from depression and anxiety during their studies. The opportunity to refer people to the University’s Counselling and Psychological Services (CAPS) and medical services is much appreciated.

The opportunity to support international students is also increasing. We continue to find that many international students are lonely and isolated, experience financial and housing pressures while being homesick and trying to settle into a new culture.

During 2013, we saw increasing numbers of students from religious backgrounds with particular religious practices, which has placed some pressure on University resources. Increasing number of Islamic students has placed pressure on prayer rooms with 500 men gathering for prayer on Friday in the Old Teachers College Assembly Hall.

NOTABLE ACHIEVEMENTS
Our chaplains engage and encourage dialogue between faiths on campus, speaking at panels, debates and inter-faith forums and also in a more informal basis in one-to-one conversations.

In 2013, the University of Sydney Union (USU) organised an Interfaith Council. This council was originally established in 2011 to encourage dialogue between the different faith clubs and societies on campus. The council is made up of both student representatives and University chaplains.

The council met regularly in 2013 to discuss issues faced by people of faith and to ensure we have open lines of dialogue between different faith groups on campus. The council was a place of lively dialogue and discussion about the place of faith in a secular university.

The Interfaith Council also organised an Interfaith Week in September 2013. This event included panels, talks and a fair based around faith-related issues. The topic for this year’s Interfaith Week was ‘Big Questions. Big Conversations’. Many of the chaplains involved in the events of this week had numerous discussions with students, many of whom showed great interest in interfaith dialogue.

ANTICIPATING 2014
Our chaplains hope to continue to be a significant spiritual support to student and staff on campus, especially as we see the increasing pressures on local students and the rising numbers of international students from diverse religious backgrounds.

We will continue to raise the profile of our chaplains on campus to make students and staff aware of the service. This will include involvement in O-Week and in the USU Interfaith Week, and working with Student Support Services to ensure students receive spiritual support and development during their time at the University.

2014 will also see the move to a new Chaplaincy Centre in the Transient Building in the centre of campus. We anticipate these new and improved facilities will provide places where students can gather and meet chaplains on campus. The new centre will also provide better places for meetings, small groups and religious practice.

The Multifaith Chaplaincy Centre will continue to seek to be a model of engagement and dialogue in faith issues on campus with generosity and tolerance, while acknowledging difference and diversity.

STAFF
Multifaith Chaplaincy Co-ordinators
Rev. Dr Rowen Kemp
Caroline Andrews

Multifaith Chaplaincy Centre
sydney.edu.au/chaplains
CHILDCARE INFORMATION OFFICE

The Childcare Information Office aims to support staff and students who have childcare responsibilities while studying or working at the University.

The service provides up-to-date information about childcare options, mainly via the childcare website and the drop-in service at the Jane Foss Russell Building.

The Childcare Information Office website provides information for international students so they are aware of the challenges of sourcing childcare before they leave their home countries. The website also provides links to other useful resources including non-University childcare services and Australian Government websites.

The childcare centres affiliated with the University are open to staff, students and the local community and have been established with funds provided by the Senate, University of Sydney Union and the Australian Government. The University of Sydney Union (USU) and the University of Sydney work closely to ensure the provision of suitable childcare that has government accreditation.

KEY DEVELOPMENTS

During 2013, the Childcare Information Office was integrated with Student Accommodation Services, and a new Childcare Information Officer was appointed.

Our focus during 2013 was to ensure information on the Childcare Information website was kept up-to-date, and telephone and email enquiries were responded to promptly. The Childcare Information Officer visited the childcare centres on campus, which helped to maintain information on the Childcare Information website.

SERVICES AND TRENDS

In 2013 there were 10,696 visits to the childcare website. There were 62 telephone, email or in-person enquiries to the office. The website is the service’s primary channel of childcare information for students and staff.

<table>
<thead>
<tr>
<th>Table 5 – Childcare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IN PERSON</strong></td>
</tr>
<tr>
<td>Undergraduate students</td>
</tr>
<tr>
<td>Postgraduate students</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Prospective staff or students</td>
</tr>
<tr>
<td><strong>THROUGH THE WEBSITE</strong></td>
</tr>
<tr>
<td>Website visits</td>
</tr>
<tr>
<td>Visitors</td>
</tr>
<tr>
<td>New visitors</td>
</tr>
</tbody>
</table>

ANTICIPATING 2014

Our main focus will be the reconvening of the Childcare Advisory Committee, and participating in the Childcare Working Group along with the Director of Student Support Services and the Head of Student Accommodation Services.

The service will continue to ensure that students and staff have access to current information about childcare options, which will include maintenance of the Childcare Information website and the drop-in office at Jane Foss Russell Building.

The service will also continue to work closely with other Student Support Services, the University of Sydney Union (USU) and the childcare centres located on campus, with further visits to the childcare centres on campus by the Childcare Information Officer.

STAFF (FTE 0.5)

Childcare Information Officer
Jelena Poletan (Monday to Wednesday)

CONTACT

Level 5, Jane Foss Russell Building
University of Sydney NSW 2006
T +61 2 8627 8419
E child.care@sydney.edu.au
COUNSELLING AND PSYCHOLOGICAL SERVICES

Through Counselling and Psychological Services (CAPS), the University of Sydney provides all enrolled students with access to expert, free and confidential mental health and emotional wellbeing services. CAPS services are provided by clinical psychologists, counsellors and a psychiatrist, and are based on evidence-based best practice. CAPS interventions, which are provided within a stepped care model of service delivery, are aimed at both promoting psychological wellbeing and enhancing academic success.

### KEY DEVELOPMENTS

**Student Mental Health and Wellbeing Strategy**

Drawing upon the literature review of Student Mental Health (2011) and the findings of Student Mental Health survey (2012), 2013 saw the completion of a Student Mental Health and Wellbeing Strategy (SMHWS).

The strategy aims to create a starting point for the discussion of mental health and wellbeing across the entire university population. It proposes a pyramid of strategic interventions beginning at the base (level one) with broader university policies and practices along with CAPS initiatives to create a supportive learning environment for all students.

Level 2 addresses strategies to increase mental health awareness and self-management skills for all students and also early identification of students wanting/needing skill development. At the top of the pyramid (level three) are strategies to ensure access to adequate and timely mental health services for students needing professional intervention/care and students with more serious or complex mental health concerns.

The SMHWS outlines a systematic approach to creating a campus community that supports both learning and mental health.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case management and risk mitigation protocols</td>
<td>Establish clear protocols to mitigate risk and manage more complex student concerns requiring a level of coordinated response which is beyond the capacity of individual departments and units</td>
</tr>
<tr>
<td>Adequate, timely mental health services</td>
<td>Provide 1:1 treatment and timely access to assessment and referral as appropriate. In house access to psychiatric assessment and treatment</td>
</tr>
<tr>
<td>Early identification of students needing assistance and connection to appropriate resources</td>
<td>Create a coordinated, campus-wide system to enable early identification of students who may need support and timely connection to resources and services. Intervene with students languishing vs ‘mentally ill’</td>
</tr>
<tr>
<td>Increase mental health awareness self-management skills</td>
<td>Build students’ capacity to maintain wellness and prevent mental health difficulties</td>
</tr>
<tr>
<td>Institutional policies</td>
<td>Align policies and practices with goals of transforming student learning and interaction</td>
</tr>
<tr>
<td>Supportive environment</td>
<td>Create a campus environment that supports meaningful student engagement and connection to the campus community</td>
</tr>
</tbody>
</table>

---

```
LEVEL 3
Students needing care or with complex and serious concerns

LEVEL 2
Students wanting/needing skill development

LEVEL 1
All students
```
Psychiatric service
In April 2013, as part of the SMHWS implementation, a psychiatric service was established for local students attending CAPS. This initiative underlines the key role that CAPS plays in the triage and management of students with serious mental health concerns and offers a unique opportunity for CAPS clients to access a timely and inexpensive service (the service is bulk-billed).

Provided by Dr Elena Shchberak, the program was initially offered on a half day per fortnight and due to demand was extended to a weekly service from October 2013. More than 95 appointments were taken up by 31 students. Referrals made by CAPS counsellors to the psychiatric service were for confirmation of differential diagnoses, assessments for medication or medication reviews.

Outreach counselling
In late 2013, CAPS launched a new outreach initiative to students attending remote campuses. The new internet-based initiative uses the program Jabber and enables face-to-face counselling over a secure internet line to students at their remote campus. The system was successfully trialled for Camden and Cumberland Campuses at the end of 2013 with a plan to expand the service to Dubbo in early 2014. This is a SMHWS Level 3 strategy to ensure that all students in need have access to adequate and timely professional intervention.

Sidekicks
In November 2013, CAPS launched the first rollout of Sidekicks, a peer-support Student Support Network (SSN). The Sidekicks program arose from the results of the 2012 Mental Health Survey which highlighted the important role of peers as resources and sources of help for students when they are stressed or distressed.

Sidekicks is a six week training program and student group dedicated to developing a stronger community on campus. The training gives participants the skills to help friends in need, with topics including: ‘mental and emotional health’, ‘warning signs of a friend who’s struggling’, ‘how to talk about issues’, and ‘how to get friends to connect with appropriate resources’.

The first rollout of the program was attended by 15 graduates. It is planned that such graduates will be involved in regular activities and community events around campus. Sidekicks is an example of strategies to assist all students by developing a supportive environment, while also assisting targeted student groups wanting or needing assistance and connection to appropriate resources (SMHWS Levels 1 and 2).

Success @ Sydney videos
As part of the University’s Early Offer Year 12 (E12) initiative, and funded by the government Higher Education Participation and Partnerships Program, Counselling and Psychological Services (CAPS) commissioned the production of three new psychoeducational videos. Targeted at students from lower socioeconomic backgrounds (but relevant for all students making the transition to university study), the videos aimed to address key skills for success at the University.

The first video, ‘find your balance’ playfully explores the benefits of keeping a healthy balance between study, work and social commitments. The second, ‘just ask’ stresses the need for new students to be proactive in asking questions about all aspects of their new university life. The final video, ‘just persist’ helps new students cope with negative feedback on university assignments and encourages them to persist in their efforts by seeking help from peers and staff.

These videos are examples of strategies to assist all students, and targeted student groups (SMHWS levels one and two). The videos received 5000 views and are accessible via the CAPS website: sydney.edu.au/current_students/counselling/student-zone/student-success

Psychology and success
The year 2013 also saw the launch of a number of initiatives that addressed non-academic skills needed by students for successful university and work careers. For example, as part of the E12 Welcome Program, CAPS developed a seminar entitled ‘mindsets for success’. Based on the work of the American educator Carol Dweck, the seminar explored the impact of ‘growth’ versus ‘fixed’ mindsets on persistence and successful learning. A companion workshop was offered to the parents of this E12 cohort. The student material was then adapted and incorporated into the CAPS workshop series available to all students.

CAPS also launched the web-based Personal Development Plan (PDP), a self-assessment tool that addresses a broad range of areas (both academic and non-academic) important to student success. The plan assesses a student’s academic competencies, personal awareness and identity, and self-management skills. The PDP includes resource and referral information to address areas identified in the assessment as requiring further development.

The PDP is also incorporated into the further CAPS initiative for 2013, the Learning Analytics (LA) Labs. The LA Labs are individual appointments intended for students with ongoing academic and emotional difficulties looking for ways to get ‘back on track’. Students complete brief inventories assessing their personality traits and individual learning style as well as complete a brief interview. Using this information, the student works briefly with a counsellor to identify strategies to overcome academic obstacles and formulate an individual plan to enhance their academic competencies.

SERVICES AND TRENDS
Counselling appointments
A total of 2668 unique clients were seen in 2013, an increase from the 2267 students seen in 2012. In 2013, 21.9 percent of the CAPS client group were international students, a slight decline from 2012 but still consistent with proportions of international students in the university population.

Table six shows a breakdown of the demographic characteristics of CAPS clients in 2012 and 2013.
Table 6 – Demographics of caps clients (2012–13)

<table>
<thead>
<tr>
<th></th>
<th>% of total CAPS clients, 2012</th>
<th>% of total CAPS clients, 2013</th>
<th>% of University enrolments, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>68.7</td>
<td>67</td>
<td>57</td>
</tr>
<tr>
<td>Male</td>
<td>31.3</td>
<td>33</td>
<td>43</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>68.1</td>
<td>74.7</td>
<td>64.6</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21.9*</td>
<td>25.3</td>
<td>35.4</td>
</tr>
<tr>
<td>Full-time</td>
<td>77.1</td>
<td>83.9</td>
<td>78.4</td>
</tr>
<tr>
<td>Part-time</td>
<td>22.9</td>
<td>16.1</td>
<td>21.6</td>
</tr>
<tr>
<td>Local</td>
<td>70.3</td>
<td>78.1</td>
<td>79.4</td>
</tr>
<tr>
<td>International</td>
<td>29.7</td>
<td>21.9</td>
<td>20.6</td>
</tr>
</tbody>
</table>

Female students continue to be overrepresented and postgraduate students underrepresented among clients of CAPS in 2013.

Table 7 – Percentage of caps clients by faculty (2011–13)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>% of total CAPS clients, 2012</th>
<th>% of total CAPS clients, 2013</th>
<th>% of University enrolments, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Environment</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Architecture, Design and Planning</td>
<td>3.0%</td>
<td>2.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>31.5%</td>
<td>30.4%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Business</td>
<td>10.7%</td>
<td>7.2%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Dentistry</td>
<td>0.7%</td>
<td>0.6%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Education and Social Work</td>
<td>6.3%</td>
<td>5.0%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Engineering and Information Technologies</td>
<td>8.2%</td>
<td>5.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>5.4%</td>
<td>5.6%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Law</td>
<td>3.5%</td>
<td>4.1%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Medicine</td>
<td>4.1%</td>
<td>4.1%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Nursing</td>
<td>1.8%</td>
<td>1.6%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>0.9%</td>
<td>0.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Science</td>
<td>15.6%</td>
<td>16.7%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Sydney College of the Arts</td>
<td>1.5%</td>
<td>1.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>1.1%</td>
<td>0.9%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>2.4%</td>
<td>2.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Other (undefined)</td>
<td>1.5%</td>
<td>9.9%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

Note that presentations by faculty in 2013 show little change over the past three years.

Table 8 – Student equity cohort (self-identified) demographics

<table>
<thead>
<tr>
<th>Cohort</th>
<th>% of total CAPS clients, 2012</th>
<th>% of total CAPS clients, 2013</th>
<th>% of University enrolments, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islanders</td>
<td>0.65</td>
<td>0.70 (n=24)</td>
<td>0.90</td>
</tr>
<tr>
<td>Students with a disability</td>
<td>4.23</td>
<td>4.40 (n=108)</td>
<td>4.05</td>
</tr>
<tr>
<td>Non-English speaking background (local students only)</td>
<td>21.4</td>
<td>16.4 (n=315)</td>
<td>16.2</td>
</tr>
<tr>
<td>Students from rural/remote areas</td>
<td>4.95</td>
<td>3.90 (n=93)</td>
<td>4.65</td>
</tr>
</tbody>
</table>
The proportion of students attending Counselling and Psychological Services (CAPS) from various equity groups has not changed significantly in 2013. However it should be noted that students provide these equity data on a voluntary basis, and there are significant percentages of students who do not complete responses on these items.

The four most common presenting problems for students attending CAPS are shown below. This data is consistent with the figures reported in 2012, with emotional and mental wellbeing continuing to be the most common reasons for seeking help.

The presenting problems included:
– low mood/depression
– stress
– anxiety, general
– interpersonal relationship difficulties.

Academic risk
In 2013, 215 students who attended CAPS reported they had been identified by the university as being at ‘academic risk’. Of these students, 72 were being asked to ‘show cause’ (stage three, Staying on Track) or were facing exclusion (stage four).

Serious mental health concerns
CAPS provides a crucial role in the triage and referral of students presenting at the very severe end of the spectrum of psychological distress. During 2013, urgent referrals to adult mental health crisis services were made by CAPS counsellors on 52 occasions. These referrals occurred for students who presented in session either at very high risk of suicide or with serious mental health symptoms such as signs of psychosis. CAPS completed 77 sessions with students who reported medium to high risk of suicide; and completed 75 sessions with students who had reported they were currently engaging in deliberate self-harm. CAPS also provided 14 sessions to students who presented a risk to others.

In 2013 CAPS experienced difficulty obtaining timely access to crisis teams because the Department of Health system for managing crises had changed. That is, instead of CAPS counsellors calling the relevant local crisis team directly, CAPS now must call and be triaged via a centralised number, the Mental Health Access Line.

CAPS anticipates ongoing difficulty providing crisis services in urgent situations because of the high demand on, and low capacity of, local community mental health teams. Similarly CAPS provides crisis responses as a priority need but it is not funded as a crisis service and it is noted that the time spent on managing mental health emergencies can often take time away from students with booked appointments.

Staff and community liaison – mental health or behavioural concerns
Throughout 2013, CAPS continued to assist university staff concerned by a student’s mental health or behavioural issues through telephone consultations which offered staff advice and strategies for managing the student’s behaviour and/or facilitating referral of the student to CAPS. Consultations regarding more than 85 unique students were recorded for 2013.

Additionally six ‘dealing with students in distress’ seminars were again provided to staff in 2013. These seminars, run as part of the Learning Solutions series, provide an overview of mental health concerns. They enhance staff skills and techniques for interacting with distressed students and for referring them to professional support.

CAPS staff also delivered training to Resident Advisors (RA) in residential colleges and to student mentors in specific faculties. Such training emphasises self-care, role boundaries and skills in making appropriate referrals for their fellow students to professional assistance.

Risk management
Across 2013, the Head of CAPS, Dr Phil Renner, continued to attend fortnightly meetings of the Behavioural Risk Management (BRM) committee. Established in 2011 in response to the tragedy of the 2007 Virginia Tech shootings, the BRM is the pro-active risk management strategy for the University of Sydney and is a collaborative initiative of Student Support Services (SSS), CAPS, the University of Sydney’s Office of General Council (OCG), Security Services and Human Resources. The BRM committee reviews matters that may require analysis and intervention regarding the mitigation of immediate or emerging risk.

Workshops and group programs
2013 saw a large increase in the number of students attending the lunchtime workshop and group programs with a rise from 380 in 2012 to 559 in 2013. This increase reflected better promotion of the workshops with posters placed on noticeboards across campus. Some workshops were also advertised via online student news and the University Facebook site. During the year, the 41 workshops offered were well received by all participants.

“The psychologist who ran the workshop was incredibly engaging. This really made the experience a positive one and a very valuable resource for students. It is essential that these sessions be run to help students.”
– perfectionism workshop participant

The workshops continued to address topics relevant to the time of semester. For example, the ‘time management’ and ‘procrastination’ workshops were offered early in the semester and ‘exam anxiety’ toward the semester’s end. CAPS also continued the popular ‘acceptance and commitment therapy’ (ACT) group program, with two groups offered in 2013.
“It was a fantastic group. Thoroughly enjoyed it! I learned a lot and it will help me approach next semester differently.”
– ACT group participant

“A really helpful course especially for people struggling with mental health issues.”
– ACT group participant

A new initiative for 2013 was the introduction of bootcamp workshops, offered just prior to the start of semester two. Our bootcamp workshops were two hours long and marketed to interest students in improving their ‘skill quotients’ in the areas of emotional intelligence (EQ), time management (TQ) and mindsets for success (MQ).

In essence, these workshops were part of the CAPS strategy of encouraging students to learn about the broader non-academic (emotional and social) skills important to success in university life. More than 30 students attended these workshops and 100 percent of participants reported they were likely to adopt new attitudes or behaviours as a result of attending.

“I found this workshop very helpful and will definitely use these tools in the future.”
– TQ workshop participant

Client satisfaction survey
A CAPS client satisfaction survey was completed during Weeks 11 and 12 of semester one, 2013. In total, 144 responses were provided, which was 52 percent of clients seen over the two-week period. Of those respondents, 93 percent reported they did not have to wait too long for an appointment, 97 percent agreed that the counsellor was understanding, 91 percent agreed that the counsellor helped them to address the issues that they raised, and 95 percent would recommend the service to other students.

“Just a simple thank you for providing such widely needed and useful services for students. As an international student, my adjustment to school and life would have been much more difficult without them.”
– survey respondent

Web presence
As reported above, 2013 saw the launch of the personal development plan (PDP), an electronic skills audit for students that provides remediation tips and promotes effective self-management strategies. The PDP was launched in October 2013 and received 735 visitors and 1513 visits by the end of November 2013.

In addition, the website also posted a series of short videos setting ‘monthly psychological challenges’ for students. A new website tab providing resources ‘for parents’ was also completed.

Planning for an electronic magazine commenced in 2013 with a launch date expected for semester one, 2014. Overall, the CAPS website received 10,249 new visitors during 2013 and had 41,402 returning visitors.

CAPS staff development
In 2013, counsellors engaged with regular supervision and peer review activities as part of CAPS’ commitment to promoting evidence-based best practice therapy. A weekly lunchtime mindfulness session for CAPS staff also commenced and is regularly attended by most of the CAPS team.

CAPS staff publications and conference presentations
In 2013, a chapter by Dr Philomena Renner and Dr Elizabeth Foley was published, entitled ‘Mindfulness based cognitive therapy and acceptance and commitment therapy at a college counselling and psychological service’ in the book Mindfulness and Acceptance for Counselling College Students: Theory and Practical Applications for Intervention, Prevention and Outreach (edited J Pistorello, New Harbinger Publications).

In June 2013, Dr Renner completed a conference presentation and a report publication ‘Student Mental Health Report: an integrated student model’ at the 14th biennial Confederation of Student Services conference, in Ireland.

In December, Dr Abelardo Pardo and Dr Renner co-facilitated a workshop ‘Multi-dimensional Analytics’ at the Australian Learning Analytics Summer Institute (A-LASI) program at Macquarie University.

Also in December, Dr Renner presented a paper entitled: ‘Addressing the spectrum of student distress: ecological models’ and Dr Clinton Moore presented a paper on ‘Promoting student resilience online: a question of engagement’ at the Australian and New Zealand Student Service Conference in Wellington, New Zealand.

ORIENTATION PROGRAM 2013
International Student Orientation
In 2013, CAPS facilitated and presented at three arrival information sessions with a total of over 700 students in attendance, in addition to facilitating and presenting at the international student welcomes at which more than 1800 students attended.

Mainstream orientation
Following the success of the 2012 program, 2013 provided seminars on four key topics the first of which was social networking. This workshop aims to help students learn to take advantage of opportunities to make new friends and establish contacts and was rated highly by attending students.

“This workshop addresses goals and is perfect for participants.”
– social networking workshop participant
The second workshop was ‘well-balanced lifestyle’, aimed at helping students set clear goals, plan their time and manage stress. The third ‘happiness’ was aimed at helping students learn to use their time and talents to live with meaning and purpose. The final workshop was ‘a taste of mindfulness’ aimed at helping students develop self-awareness and effective coping skills for managing stress, anxiety or depression. The mindfulness workshop was highly rated, with 83 percent of attendees indicating that the session helped them to re-examine their current thinking and behaviours about self-management.

In O-Week 2013, CAPS facilitated and presented at student welcomes for more than 320 students who attended welcome events for mature age and part-time, Broadway Access, country and interstate students.

ANTICIPATING 2014

Following on from the strategic directions that commenced in 2011, 2013 saw the development of a number of innovative strategies and service improvements aimed at improving the mental health, wellbeing and success of students.

2014 will bring further refinement of the CAPS workshop program. We anticipate the workshops will be grouped and marketed in two broad categories: emotional intelligence skills (self awareness and flexibility) and practical skills (relationship, study and organisation skills).

Treatment services will continue to provide expert professional and collaborative treatment interventions delivered by passionate staff. CAPS programs will continue to evolve to meet students’ expectations and interest in developing life skills to enhance wellbeing, personal development and academic success.

CAPS anticipates ongoing interest in campus mental health promotion and treatments. We expect the involvement of the campus community in the SMHW plan will lead to the development of an integrated campus approach to student learning and wellbeing.

STAFF

Head, Counselling and Psychological Services
Dr Philomena Renner

Senior Counsellors
Paul O’Donohue, Senior Counsellor
Clinton Moore
Clinical Psychologist/Senior Counsellor (part time)
Sarah Lam
Clinical Psychologist/Senior Counsellor (part time)

Counsellors
Stuart Hayes
Clinical Psychologist/ Counsellor (part time)
Helena Alexandrakis
Clinical Psychologist/Counsellor (part time)
Karin Austin
Counselling Psychologist/Counsellor (part time)
Karen Davis
Clinical Psychologist/Counsellor (part time)
Ashley Douglass
Clinical Psychologist/Counsellor (part time)
Cathrine Grimsgaard
Psychologist/ Counsellor (part time)
Kate Hetherington
Clinical Psychologist/ Counsellor (part time)
Anna-Lena Lopez
Clinical Psychologist/Counsellor (part time)
Maria Pirrello
Counselling Psychologist/Counsellor (part time/casual)
Allison Ryder
Clinical Psychologist/Counsellor (part time)
Eileen Seah
Clinical Psychologist/Counsellor (part time)
Joanne Sheehan
Clinical Psychologist/ Counsellor (part time)
Patrick Sheehan
Clinical Psychologist/Counsellor (part time)
Elizabeth Stanton
Clinical Psychologist/Counsellor (part time)
Jenny Tebbutt
Clinical Psychologist/Counsellor (part time)

Administrative Officers
Mark Shadwell
Angela Mason
Sabrina Patmore
DISABILITY SERVICES

Disability Services aims to be at the forefront of service provision in higher education, by implementing initiatives which increase engagement and retention of students with disabilities, and promote access to education and inclusive teaching and learning practices.

REALISING THE VISION OF THE 2011–2015 STRATEGIC PLAN
The University of Sydney White Paper 2011–2015 and the Strategic Plan commit to the enhancement of the student experience and hold the strategic goal of promoting achievement in all students of promise, regardless of background.

In 2013, Disability Services planned and delivered its range of programs with an emphasis on strategies four and 11 of the University Strategic Plan; aiming to “enrich the experience of University life for all students” and “attract and support promising students from a diversity of social and cultural backgrounds.”

KEY DEVELOPMENTS
2013–18 Disability Action Plan (DAP)
The DAP is used to ensure University alignment and compliance with the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (Disability Standards).

In 2013, Disability Services commenced the implementation of the 2013–18 DAP. In close collaboration with key stakeholders, the Manager of Disability Services had a key role in the implementation and review of the extensive DAP-consultation phase. It provided an opportunity to review specific disability support-related issues across faculties and allowed for the development of objectives within the DAP to target these issues. The Manager of Disability Services had day-to-day oversight of DAP project management, to ensure alignment with University goals.

The DAP was officially launched in August 2013 and was endorsed and lodged with the Australian Human Rights Commission in September 2013. The DAP Consultative Committee and DAP SEG Committee were constituted to oversee the implementation and the governance of the DAP and funding for specific 2014 DAP projects was approved and received from the Vice-Chancellor’s Strategic Development Fund for Student Support Services, Human Resources, Campus Infrastructure Services and Information and Communications Technology.

In 2014, the practical implementation of the DAP will commence with the development of local faculty and key professional business unit local Disability Action Plans and the prioritisation of CIS Access Audit projects aimed at improving the physical access at the University.
DISABILITY AWARENESS TRAINING
Disability Services led the University of Sydney towards its goal of becoming an inclusive tertiary education institution, by working with faculties, residential colleges and student organisations to raise the level of disability awareness and assist staff to develop skills for supporting students with disability. Disability Services is completing a Disability Awareness Training (DAT) Manual, which will form a core disability awareness training resource to assist the University in achieving key objectives identified in the University 2013–18 Disability Action Plan.

Disability Services extended leadership of disability-related issues to the University community through the promotion of the 2013–18 DAP and through the ongoing delivery of disability awareness training to the University community including the SDLO network, Campus Infrastructure Services, the University of Sydney Union (USU) staff, student ambassadors and various administrative and academic areas of the University.

OUTREACH AND ENGAGEMENT WITH STUDENTS
Orientation Programs
In 2013, Disability Services facilitated two Orientation Program sessions in the week prior to Orientation Week, aimed at students with Autism Spectrum Disorder (ASD) and students with vision impairment.

Disability Services collaborated with the Guide Dogs Association in the rollout of the Orientation Program for students with vision impairment. The implementation of this program aimed to increase student engagement at university and enrich their overall experience in transitioning to university and managing their everyday study commitments. The program aims to respond to the complex needs of these students by providing them with an opportunity to become familiar with relevant academic and practical expectations of the University environment, and empower students to overcome barriers associated with transitioning into University.

In 2013, Disability Services continued to provide tailored and comprehensive support for students with ASD to assist these students in developing key skills for the successful navigation of the academic and social demands of University. The ASD program provides group workshops aimed at improving skills such as communication, social skills, organisational skills and have been successful in facilitating academic, social and personal adjustment for these students.

Sydney Orientation
Disability Services were actively involved at Open Day and Info day, and ‘accessing disability services’, ‘navigating MyUn’ and ‘assistive technology’ sessions were run to provide students with information on the range of services offered at the University.

Prospective Student Outreach Program – University Experience Day
In 2013, Disability Services collaborated with Vision Australia in the rollout of a ‘University Experience Day’ for high school students with vision impairment, in years 7-11.

This outreach program aimed to encourage and attract students with vision impairment to study at the University of Sydney and provided an opportunity for these students to experience university life and how they can be included and supported in all aspects, including lectures and other learning activities, as well as social aspects of student life.

The Information Day was aimed at overcoming some of the perceived limitations these students may have with regards to attending university, and to motivate and inspire these students to consider university as a real option for them in the future.

Website
Disability Services completed a review of the Disability Services website to ensure the information on the updated website is comprehensive and user-friendly. A focus of the review was to enhance the accessibility of the website layout for screen readers.

Disability Services added additional resources to the website for first year students with disability, by developing a ‘Getting Ready for University’ section and created a ‘Disability Awareness section’ to assist with the promotion of disability awareness across the University, in line with key 2013–18 DAP objectives.

Student Disability Liaison Officer (SDLO) network/newsletter

Disability Services worked to further develop the role of the faculty-based Student Disability Liaison Officers, by developing faculty systems and initiatives, which directly target disability awareness and inclusive teaching practices at local faculty levels.

All faculties/schools had at least one staff member appointed as an SDLO and the ongoing training and expansion of the SDLO network has further refined information channels across faculties, and has generated increased awareness around the needs of students with disability.

Qualitative data gathered through the Disability Services Survey and SDLO forums, indicates that there has been an increase in the support provided to students within faculties across the University of Sydney, in the process of implementing reasonable adjustments and in the development of inclusive teaching practices.

The continued distribution of the SDLO/staff newsletter to all faculty staff across the University has assisted with the promotion of key disability issues and awareness across the University.
Campus accessibility maps and tours
In line with DAP Objective 5.1 (adopt and progressively implement the Accessible Environment Plan) and 5.2 (provide accessible paths of travel, parking, teaching and support areas), Disability Services collaborated with CIS and Marketing and Communications in the upgrade of the online maps for the Camperdown/Darlington Campus. The upgrade includes essential accessibility information including accessible entry points to each building, the location of accessible amenities, and the location of mobility parking spots.

The University of Sydney currently does not offer accessible tours for students with disability, beyond specific orientation activities. In response to this, Disability Services implemented Individualised Accessible Tours as an additional service for eligible students registered with Disability Services. The tours are available during Orientation Week and are facilitated by student ambassadors who have received Disability Awareness training.

Our tours aim to ensure that students with mobility or sensory difficulties have the opportunity to safely familiarise themselves with the University campus, which allows them to orientate themselves with their personalised timetable locations prior to the start of semester.

In 2014, Disability Services will continue to work with CIS and Marketing and Communications to progress the accessibility upgrade of all University online campus maps.

Managing Disability At Work Forum
Disability Services collaborated with four Sydney-based universities to hold the annual Careers Forum, hosted this year at Macquarie University. The forum aims to further enhance the transition of students with disability into the workforce. The forum provides an excellent opportunity for students to network and meet with other students and experts in the field. In 2014, the University of Sydney will host the annual Disability Careers Forum as part of our Disability Awareness Week, which will both strengthen the University profile and demonstrate leadership in disability engagement.

SERVICES AND TRENDS
In 2013, there were a total of 1710 students registered with Disability Services.

Yearly statistics indicate a continual increase in the number of students registering with the service. Consequently there has been a notable increase in students requiring individual consultations with Disability Services.

There is also an increasing number of students with mental health conditions registering with the service, with 1090 discrete diagnoses recorded among students registered with Disability Services in 2013, compared with 896 in 2010.

In order to ensure that Disability Services is able to effectively support the growing number of students with disability at the University of Sydney, the funding for an additional 3.8 DSO positions, has been requested as part of the 2014 DAP budget submission.

DEVELOPING UNIVERSITY PARTNERSHIPS AND DISABILITY LEADERSHIP
Helen Cooke Downunder Tour – University of Sydney Workshop
Disability Services collaborated with the Careers Centre to host a workshop at the University of Sydney as part of the Helen Cooke Downunder Tour. The workshop was tailored for University and TAFE staff and others working with students with disabilities, to explore key issues and develop strategies to improve significant outcomes for students with disability moving into employment.

Helen Cooke from My Plus Consulting has extensive experience in mentoring and coaching, and has assisted individuals with disability and organisations to achieve positive outcomes. Internal and external stakeholders working in disability units, careers departments and relevant academic fields from across the NSW tertiary sector attended the workshop. Participants gained an increased understanding of issues around disability and ways to support graduates with disability to enter organisations and find meaningful employment.
Please see below for 2013 Disability Services statistics.

**Table 9 – Individual service requests**

<table>
<thead>
<tr>
<th>Service</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total consults</td>
<td>5200</td>
<td>4458</td>
<td>5764</td>
</tr>
<tr>
<td>Face to face consults</td>
<td>920</td>
<td>1317</td>
<td>1148</td>
</tr>
<tr>
<td>Building access</td>
<td>38</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Disability notification letter</td>
<td>884</td>
<td>1304</td>
<td>1329</td>
</tr>
<tr>
<td>Assistive technology room</td>
<td>143</td>
<td>189</td>
<td>205</td>
</tr>
<tr>
<td>Equipment loan</td>
<td>211</td>
<td>211</td>
<td>195</td>
</tr>
<tr>
<td>Exam adjustments</td>
<td>2773</td>
<td>2792</td>
<td>2931</td>
</tr>
<tr>
<td>Library assistance</td>
<td>110</td>
<td>99</td>
<td>112</td>
</tr>
<tr>
<td>Notetaking</td>
<td>780</td>
<td>685</td>
<td>757</td>
</tr>
<tr>
<td>Accessible materials</td>
<td>82</td>
<td>85</td>
<td>99</td>
</tr>
<tr>
<td>Academic plans</td>
<td>452</td>
<td>456</td>
<td>483</td>
</tr>
</tbody>
</table>

**Table 10 – Student demographics**

<table>
<thead>
<tr>
<th>Category</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>1474</td>
<td>1468</td>
<td>1499</td>
</tr>
<tr>
<td>International</td>
<td>171</td>
<td>148</td>
<td>187</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>30</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>302</td>
<td>311</td>
<td>514</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1363</td>
<td>1338</td>
<td>1316</td>
</tr>
<tr>
<td>Total registered students</td>
<td>1665</td>
<td>1645</td>
<td>1710</td>
</tr>
</tbody>
</table>

**Table 11 – Disability types**

<table>
<thead>
<tr>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>63</td>
<td>61</td>
<td>71</td>
</tr>
<tr>
<td>Hearing</td>
<td>68</td>
<td>62</td>
<td>59</td>
</tr>
<tr>
<td>Psychological</td>
<td>1020</td>
<td>1008</td>
<td>1090</td>
</tr>
<tr>
<td>Neurological</td>
<td>111</td>
<td>107</td>
<td>109</td>
</tr>
<tr>
<td>Medical</td>
<td>365</td>
<td>356</td>
<td>352</td>
</tr>
<tr>
<td>Physical</td>
<td>407</td>
<td>380</td>
<td>350</td>
</tr>
<tr>
<td>Learning</td>
<td>173</td>
<td>176</td>
<td>211</td>
</tr>
<tr>
<td>Aspergers/Austism</td>
<td>*</td>
<td>*</td>
<td>29</td>
</tr>
</tbody>
</table>

* Data unavailable for this period

Note: student numbers that are higher than unique student registrations are due to students with multiple disability types.

**Table 12 – Quarterly student registrations**

<table>
<thead>
<tr>
<th>Category</th>
<th>2013 Q1</th>
<th>2013 Q2</th>
<th>2013 Q3</th>
<th>2013 Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>1352</td>
<td>1493</td>
<td>1499</td>
<td>1392</td>
</tr>
<tr>
<td>International</td>
<td>128</td>
<td>178</td>
<td>157</td>
<td>145</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>29</td>
<td>39</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>361</td>
<td>514</td>
<td>379</td>
<td>357</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1148</td>
<td>1196</td>
<td>1316</td>
<td>1220</td>
</tr>
<tr>
<td>Total registered students</td>
<td>1509</td>
<td>1710</td>
<td>1695</td>
<td>1577</td>
</tr>
</tbody>
</table>

* 190 students were made inactive between 2012 and 2013.

Note: Quarterly stats provides the number of student registrations for the beginning and end of the semester, allowing Disability Services to identify an increase or decrease in the number of student registrations over the course of each semester.
STAFF DEVELOPMENT

In 2013, Disability Services engaged in staff development activities to further the successful implementation of support systems for students with disability. Disability Services represented the University at a number of conferences including the Australia and New Zealand Student Services Association (ANZSSA) conference where Disability Services staff conducted a presentation and a panel discussion on the ‘Orientation Program for students with Autism Spectrum Disorder at the University of Sydney’. All Disability Services staff attended and represented the University at the quarterly Disability Education Association of NSW/ACT (DEAN) days. DEAN is a professional association established to represent staff and students in the post-secondary sector and provides opportunities for cross-sectoral collaboration, a forum for professional development and networking and promotes the enhancement of access to education for people with disabilities.

All Disability Services staff participated in the Wingara Mura and Cultural Competence workshops and attended the Aboriginal Kinship Presentation.

ANTICIPATING 2014

2013–18 Disability Action Plan (DAP)

In 2014, Disability Services will play a key role in the implementation and the promotion of the DAP. This will be achieved by appointing a DAP Implementation Officer who will support the implementation of the DAP. Their role will include the rollout of workshops aimed at assisting each faculty, and key professional business units to develop their own local DAP.

In 2014, Disability Services will determine its key strategic priorities based on the objectives identified in the 2013–18 Disability Action Plan.

1: Induction and training of additional disability staff and the establishment of disability support at remote campus locations for both students and staff.

DAP objective 2.3: Increase available resources and expand Disability Services at central and local levels to provide services to all students with disabilities.

2: The implementation of Disability Awareness training for both staff and students, the implementation of inclusive teaching policies for staff and the rollout of a University of Sydney Disability Awareness Month.

DAP Objective 2.2: All teaching staff provided with disability awareness training to ensure they have disability confidence in the teaching and learning environment.

DAP Objective 2.2: Development of support for students with disabilities transitioning from university to employment.

DAP Objective 6.2: Develop a program of events to recognise and celebrate disability – University events will include and empower people with disabilities to raise awareness and foster an inclusive campus.

3: Review the role of the SDLO network across the University, with the view to further develop and expand the role.

DAP Objective 2.3: Further the development and resourcing of the Student Disability Liaison Officer role.

STAFF

Disability Services Manager
Dagmar Kminiak

Disability Services Officers
Bronwyn Allan
Gemma Ennis
Vicky Little (part time)

Administrative Officers
Erin Simpson
The Scholarships and Financial Support Service is responsible for the management, administration, promotion and effective reporting on more than 1000 undergraduate and postgraduate scholarships and prizes. In 2013, this office managed $62m of scholarship expenditure, which was 64 percent of the entire University's scholarships funding.

Scholarships enable the recruitment of outstanding students to the University and support them to achieve success at all levels of candidacy.

The Scholarships and Financial Support Service also provides interest-free loans and bursaries to assist degree students who experience short-term financial difficulties (that is, emergencies) and to supplement other income. In 2013, more than $2m of bursary and loan funding was provided to more than 1000 students (some recipients received bursaries and/or loans on more than one occasion).

This service is crucial to students so their academic result will not be compromised due to financial constraints, such as unexpected medical and dental expenses, compulsory placements related costs, essential learning equipment, materials and textbooks, and urgent living expenses, such as food, rent, bond, and utility bills.

REALISING THE VISION OF THE 2011 – 2015 STRATEGIC PLAN

The Scholarships and Financial Support Service manages the application and awarding of pan-faculty and University-wide scholarships, and the ongoing monitoring of student academic progression to ensure compliance with the requirement set by the funding providers and the University.

There are two main University-wide scholarships: merit and equity. Merit scholarships are part of recruitment tools to attract high-achieving school leavers. Equity scholarships offer academically gifted students opportunities to study at university when it would not otherwise be affordable due to their circumstances. These relate to financial hardships, low socioeconomic status, or other disadvantages, such as long term medical conditions, single parent, carer responsibility, disability, Aboriginal and/or Torres Strait Islander background, and rural origin.

Equity scholarships are important resources to support the university’s social inclusion and diversity strategy. They enable students from various background and social status to experience the university life, and enrich students’ interaction with one another.

The Scholarships and Financial Support Service has continued its commitment to provide students with access to financial assistance in times of financial hardship. The service works closely with faculties, schools and Development Office to secure, maintain and continue funding for bursaries and equity scholarships. This year, in honour of a long term and significant donor to the University, the University of Sydney First Year Bursary was renamed the Robert Maple Brown Bursary and was awarded to 100 students through the Equity Scholarships program via the Universities Admissions Centre (UAC), to the value of $2000 per student.

In line with the strategy to enhance pathways and support for all students, the service worked closely with the Aboriginal and Torres Strait Islander Student Support team to promote the financial support available to Aboriginal and Torres Strait Islander students, awarding more than $200,000 in bursaries to assist with educational and general living expenses.

The development of our services is guided by strategy four of the University’s Strategic Plan – enhancing the student experience. This includes engaging with students, increasing transparency, and continuous process improvement.

The Scholarships and Financial Support Service provides expert advice to faculties, the Alumni and Development Division, and other stakeholders in regards to the University’s relevant policy and best practice surrounding scholarships management and student financial support. It has expertise in constructing terms and conditions of scholarships to warrant consistency across the university. It also plays an important role in compliance assurance through guiding stakeholders in interpreting trustee and university’s terms and conditions.

All postgraduate research scholarships are managed by the Scholarships and Financial Support Service. This centralised service ensures appropriate risk management, compliance, transparency, fairness, and consistency. The service has a strong engagement with external research partners, and is a trusted resource for research scholarship stakeholders.
Table 13 – 2013 statistics

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>$’000</th>
<th>*Number of recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Achievement</td>
<td>2626</td>
<td>263</td>
</tr>
<tr>
<td>Access scholarships</td>
<td>2431</td>
<td>405</td>
</tr>
<tr>
<td>Merit scholarships</td>
<td>1028</td>
<td>171</td>
</tr>
<tr>
<td>Prizes</td>
<td>593</td>
<td>593</td>
</tr>
<tr>
<td>E12 scholarships</td>
<td>525</td>
<td>105</td>
</tr>
<tr>
<td>Honours scholarships</td>
<td>428</td>
<td>71</td>
</tr>
<tr>
<td>Indigenous scholarships</td>
<td>408</td>
<td>157</td>
</tr>
<tr>
<td>Entry scholarships</td>
<td>387</td>
<td>65</td>
</tr>
<tr>
<td>National scholarships</td>
<td>118</td>
<td>24</td>
</tr>
<tr>
<td>Graduate-entry scholarships</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8604</strong></td>
<td><strong>1864</strong></td>
</tr>
</tbody>
</table>

*A recipient may receive a primary and a secondary scholarships, and prizes.

Student loans and bursaries

<table>
<thead>
<tr>
<th></th>
<th>$’000</th>
<th>*Number of recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student loans</td>
<td>660</td>
<td>447</td>
</tr>
<tr>
<td>Bursary assistance</td>
<td>1475</td>
<td>702</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2135</strong></td>
<td><strong>1149</strong></td>
</tr>
</tbody>
</table>

*A recipient may receive a combination of loan and bursary assistance

Total: student scholarships, loans and bursaries

<table>
<thead>
<tr>
<th></th>
<th>$’000</th>
<th>Number of recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand total</td>
<td>64,150</td>
<td>5146</td>
</tr>
</tbody>
</table>

*A recipient may receive a combination of loan and bursary assistance

Postgraduate scholarships

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>$’000</th>
<th>Estimated number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Postgraduate Awards</td>
<td>25,940</td>
<td>1001</td>
</tr>
<tr>
<td>AusAid</td>
<td>6004</td>
<td>219</td>
</tr>
<tr>
<td>Research contracts</td>
<td>4311</td>
<td>199</td>
</tr>
<tr>
<td>International postgraduate research scholarships</td>
<td>3281</td>
<td>120</td>
</tr>
<tr>
<td>Philanthropic fund</td>
<td>3223</td>
<td>219</td>
</tr>
<tr>
<td>National Health and Medical Research Council</td>
<td>3071</td>
<td>89</td>
</tr>
<tr>
<td>University fund</td>
<td>2995</td>
<td>118</td>
</tr>
<tr>
<td>University postgraduate awards</td>
<td>2394</td>
<td>75</td>
</tr>
<tr>
<td>Australian Research Council</td>
<td>2192</td>
<td>93</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53,411</strong></td>
<td><strong>2133</strong></td>
</tr>
</tbody>
</table>
NOTABLE ACHIEVEMENTS

An internal change program was implemented to integrate the previously separate undergraduate, prizes, postgraduate scholarships; and the financial assistance teams into a new service. The new team included embedded staff and new recruits.

The biggest challenge of the implementation was to safeguard information, knowledge and experience that warranted smooth transition. This challenge was overcome by dedication of the team, and the leadership of the Scholarships and Financial Support Service manager, with support from the Director, Student Support Services.

The change aimed to provide coherent and consistent scholarships and student financial assistance services to stakeholders in relation to scholarships policy, compliance, and best practice at the University.

Moreover, the scope of scholarships was expanded and new processes were implemented, including the management of Aboriginal and Torres Strait Islander’s scholarships, and the introduction of conditional offers in November, as part of the new undergraduate recruitment strategy.

The Scholarships and Financial Support Service is identified as a ‘Super User’ in Sydney Student Program. The Super User has expertise of the system, thus the team has been heavily involved in refining the system for implementation in 2014. The team provided leadership and assistance to faculties in refining processes and ensured data integrity for Sydney Student Program transition in order to manage the increasing number of scholarship applications, stipend payments, external contracts and reporting requirements.

ANTICIPATING 2014

The team will maintain the momentum in refining the Sydney Student Program. With the implementation of the program, a process review will be conducted to harvest efficiency delivered by the system. A scholarship review will examine centrally funded undergraduate scholarships in order to enhance the University’s capability in student recruitment. This review will provide flexibility for the University to expand high achieving scholars programs – a distinctive scholarship program that offers competitive advantages within the increasingly competitive student market. In addition to financial benefits, the program will aim to deliver new student experience from enrolment to graduation, and to enhance alignment with the core academic purpose of the University.

The Scholarships and Financial Support Service will pursue opportunities to streamline management of international scholarships with the goal to improve transparency, to contribute to the development of a coherent strategy, and to enhance all students’ experiences.

STAFF

Manager
Carmen Ng (to February 2014)
Danny Sun (from December 2013)*

Senior Scholarships Officer
Trish Dimasi*
Ellen Spinner

Scholarships Officer
Toni King

Scholarships Administration Officer
Leah Arthur*
Rebecca Liu
Maria Loveday*
Adi Piersol*

Student Services Officer
Nikki Pollock*

Senior Policy Officer
Ben Alfred*

Scholarships and Prizes Officer
Emil Wiramihardia*

Administrative Assistant
Natasha Harrison*

*Not full year
Student Accommodation Services (SAS) provides affordable accommodation for more than 450 undergraduate and postgraduate students. Accommodation options are available across three campus settings: Camperdown/Darlington, Camden and Cumberland. SAS also manages an off-campus accommodation database with hundreds of off-campus share, temporary and full board accommodation options for students.

Student Accommodation Services aims to deliver a seamless student residential experience that connects and integrates service, administrative and housing processes across the stages of the student lifecycle.

REALISING THE VISION OF THE 2011–2015 STRATEGIC PLAN

Progress and achievements in 2013
SAS has been under the Student Support Services banner for one year. Being in a centralised location has allowed for easier access to the student body. The number of office visits in 2013 (2980 visits) has quadrupled as compared to 2012 (712 visits).

SAS has engaged with its residents directly by instituting monthly residents meetings. These sessions provide an insight to the specific needs of residents and allow SAS staff to get feedback directly from the broader residence community.

SAS was instrumental in supporting Campus Infrastructure and Services in the future accommodation scoping project ‘Rate the Rooms’. Four display rooms were set up along Eastern Avenue and students were invited to walk through the displays and cast their vote for the favourite. SAS also arranged for overnight stays in these display rooms.

Over two weeks, various cohorts of students stayed over and provided their feedback through five channels: ballot voting on Open Day (4182 votes), ballot voting during three weeks of open inspection (1384 votes), an online survey (834 responses), exit surveys completed by students who stayed overnight (64 surveys) and feedback from casual staff members who were onsite during open inspection hours (11 feedback forms).

The collected feedback will contribute to the room designs as part of the ongoing target of providing 4000 new beds on campus.

In the last quarter of 2013, 10 focus groups comprising various representative cohorts of the student body were organised. The focus groups were run to gain further insight into students’ preferences for new accommodation facilities. Factors such as rent range, room space, university facilities and services to be provided were discussed and documented. Aspects of the data gathered in the focus groups will be also used in decisions governing the new accommodation being built in the next few years.

The Childcare Information Services was amalgamated with Student Accommodation Services in September 2013. Incorporating childcare information has allowed for holistic advice to be provided to students which is of particular relevance to the in-bound international student cohort, with families looking for accommodation and childcare options. This has also allowed the Childcare Information Officer to be cross-trained in accommodation services. Additional information on childcare is available on page 13 of this report.

NOTABLE ACHIEVEMENTS

Community outreach activities
In accordance with previous years’ activity, the Accommodation Information Officer coordinated presentations and information stalls for the January 2013 Info Day and August Open Day community events. At the commencement of each semester, the Accommodation Officer was required to provide individual and group information sessions to assist international commencing students to locate and navigate housing in Sydney. There are five such sessions for each semester. It is expected that the gradual availability of up to 4000 beds at the University will aid international students in securing on-campus accommodation.
KEY DEVELOPMENTS

– Refocused SAS services around role function rather than site-based roles.

– Recruited Head of Student Accommodation Services, Student Program and Development Officer and Childcare & Information Services Officer. It is envisaged that these roles will contribute to the shift in focus from location-based responsibilities to functional responsibilities.

– University Housing’s inaugural year of being present at Open Day/Info Day stalls.

– A change in the low-cost housing formula was implemented. Previously 38 beds on the Camperdown/Darlington Campus were subsidised. In 2013, the overall amount was retained at $120,000 and awarded as 60 Equity and Merit subsidies in the form of $2000 Accommodation Scholarships available to students in university-owned housing on the Camperdown/Darlington, Cumberland and Camden Campuses.

– The Accommodation Database, which is used by students to find off-campus housing, posted a record number of 3754 listings in 2013, out of which, 2029 were listed in the first quarter.

As a whole, Student Accommodation Services will be working towards a consistent and equitable approach towards accommodation allocations, administration and related operations. It is expected that this process will be implemented in all the new University-owned accommodation.

Table 14 – 2013 services snapshot: full year

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodation listings on database</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total accommodation listings</td>
<td>2838</td>
<td>3190</td>
<td>2967</td>
<td>3754</td>
</tr>
<tr>
<td>New accommodation listings (new providers)</td>
<td>963</td>
<td>1064</td>
<td>1469</td>
<td>719</td>
</tr>
<tr>
<td><strong>Student registrations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>3005</td>
<td>2595</td>
<td>2250</td>
<td>1310</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1730</td>
<td>1430</td>
<td>1572</td>
<td>731</td>
</tr>
<tr>
<td>International</td>
<td>2346</td>
<td>1901</td>
<td>1744</td>
<td>740</td>
</tr>
<tr>
<td>Australian/New Zealand</td>
<td>2389</td>
<td>2124</td>
<td>2078</td>
<td>1301</td>
</tr>
<tr>
<td><strong>Service activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office visits</td>
<td>1358</td>
<td>1110</td>
<td>712</td>
<td>2980</td>
</tr>
<tr>
<td>Emails sent</td>
<td>10553</td>
<td>7452</td>
<td>2445</td>
<td>8740</td>
</tr>
<tr>
<td>Telephone calls in</td>
<td>4418</td>
<td>3548</td>
<td>4530</td>
<td>3794</td>
</tr>
<tr>
<td>Telephone calls out</td>
<td>2538</td>
<td>2339</td>
<td>2532</td>
<td>1806</td>
</tr>
</tbody>
</table>
### Table 15 – 2013 residential snapshot

<table>
<thead>
<tr>
<th>Darlington/Camperdown Campus</th>
<th>Domestic students</th>
<th>International students</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>Aboriginal and Torres Strait Islander</th>
<th>Low-cost 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darlington Road</td>
<td>61</td>
<td>27</td>
<td>80</td>
<td>4</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Arundel Street</td>
<td>21</td>
<td>20</td>
<td>40</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Chapman Steps</td>
<td>19</td>
<td>11</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Darlington House</td>
<td>27</td>
<td>27</td>
<td>54</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>* Selle House</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
<td><strong>92</strong></td>
<td><strong>204</strong></td>
<td><strong>18</strong></td>
<td><strong>5</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

*Note in 2013 Selle House was reallocated as postgraduate accommodation only

<table>
<thead>
<tr>
<th>Cumberland Campus</th>
<th>Domestic students</th>
<th>International students</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yannadah</td>
<td>11</td>
<td>29</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>29</strong></td>
<td><strong>35</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cumberland Campus</th>
<th>Domestic students</th>
<th>International students</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepean Hall</td>
<td>32</td>
<td>10</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>A Lodges (two bedrooms)</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>B Lodges (six bedrooms)</td>
<td>10</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>C Lodges (three bedrooms)</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>D Lodges (five bedrooms)</td>
<td>43</td>
<td>25</td>
<td>63</td>
<td>5</td>
</tr>
<tr>
<td>Director's Cottage</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>UVCC Cottage #1</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Mayfarm #1 Cottage</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>55</strong></td>
<td><strong>117</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>
ANTICIPATING 2014

The new roles created in 2013 will continue the change process initiated in 2012 by establishing a robust policy framework, improved workflow and more efficient and effective service offerings around the student experience. It is envisaged that a single Operations Manager will be employed to be responsible for all beds managed by Student Accommodation Services. This will allow for a consistent approach to all university beds across all the campuses.

It is also expected that Starrez will replace the existing accommodation system. The new system will yield efficiencies and transparencies across university owned accommodation sites. It will also allow for a single application process for all university owned accommodation.

In line with the new accommodation sites to be available in mid-2015, a scoping exercise will be conducted which will identify resource requirements. This exercise will take shape in the form of identifying competencies in areas of direct service, management and strategy and policy functions.

SAS successfully rolled out its Resident Liaison Program within the accommodation in Camperdown/Darlington. These six student leadership positions have encouraged resident participation and safety monitoring across the accommodation units. In 2014 the Resident Liaisons will be representing the University at the Ethical Decision Making Summit run by Australian Defence Force Association (ADFA).

From the last quarter of 2013, the Head of Student Accommodation Services was involved in the overarching Student Accommodation Project Control Group and the subordinate Queen Mary Project Control Group and Abercrombie Project Control Group. Participation in the control groups has allowed for contributions from the Student Support Services perspective to be incorporated in associated decision making processes. In particular to bring coherent information to pastoral care/support and student experience through the Project Control Group discussions.

STAFF

Head, Student Accommodation Services
Ashvin Parameswaran

Satellite Accommodation Site Manager (Camden Campus)
Bernice Joudgalvis

Student Liaison Officer (Camden Campus)
Janene Dehon

Accommodation Officer (Camden Campus)
Rachel Brewster

Student Programs and Development Officer
Thina Balakisan

Student Liaison Officer (Camperdown Campus)
Karla Mahe

Accommodation officer (Camperdown Campus)
Oneeva Tu’uhetoka

Childcare Information Officer (part time continuing)
Jelena Poletan
STUDENT TRANSITION AND RETENTION (STAR)

REALISING THE VISION OF THE 2011–2015 STRATEGIC PLAN

Establishing the STAR Team
The Student Transition and Retention (STAR) team formed in late 2012, combining the existing Aboriginal and Torres Strait Islander student support team, which had previously been located within the Koori Centre, and the Student Experience team. Uniting these teams and staff with distinct but similar purposes required re-visioning the missions of each to create an integrated approach for the new team that recognised the individual team’s strengths and goals as well as the specific roles and responsibilities of each team member. A Program Manager was recruited to oversee the team and assist with defining the scope and aims of the team; leading to the development of the current vision statement defining the teams’ strategic priorities.

The STAR team will be uniquely positioned within the University to enhance student transition, orientation, retention and success, with a focus on creating a comprehensive suite of student-centred programs. The team will be responsible for the development and implementation of University-wide retention and support initiatives, utilising existing programs and expertise both within central services and across faculties. This team will build upon the highly successful Cadigal and Indigenous Tutorial Assistance Scheme (ITAS) programs offered at the Camperdown and Cumberland (Yooroang Garang) campuses to extend targeted, pro-active support to a larger number of students across the University. The team will be responsible for the coordination and evaluation of retention programs to ensure that the mechanisms in place to support students are appropriate, timely and of greatest benefit to all students of the University.

This broader range required additional staff, leading to the recruitment of three new positions (all HEO five, 12-month fixed term) – one Transition Support Officer and two Aboriginal and Torres Strait Islander Support Officers. Each new staff member had a defined role to play within the team allowing the expansion of services and support to a broader range of student cohorts; as well as greater cohesion and collaboration across both teams.

2013 was particularly notable for the re-working and roll out of the Track and Connect program that had been piloted in semester two, 2012. With enhancements, the program that had been developed in partnership between Student Support Services units, two faculties and the Planning and Information Office was adopted for formal running in four units of study in each semester of 2013. Additional information is available on page 35.

The year was also notable for the increased links between Aboriginal and Torres Strait Islander Support Services on the Camperdown Campus and Yooroang Garang at the Cumberland Campus. Regular meetings between the two services allowed greater coordination and consistency of support for Aboriginal students and assisted in the development and roll out of a new, reduced load pathway program, the Pemulwuy Pathway. It will be piloted in 2014 in the Faculty of Health Sciences, the Faculty of Arts and Social Sciences and the Faculty of Science for Aboriginal and Torres Strait Islander students, and is anticipated to lead to a larger cohort of commencing students with specific support needs in 2014.

KEY DEVELOPMENTS
In their first full year as a united team, STAR achieved many successes and developed several initiatives that the team looks forward to implementing in future years. Particular highlights for the team during 2013 included:

Cadigal Program
In 2013, there were 79 Cadigal applications, the highest number of applications to date, with 41 offers made and 32 students enrolled; taking the total of Aboriginal and Torres Strait Islander students enrolled at the university to 349. This success may in part be attributable to a campaign undertaken in late 2012 by the Cadigal Officer and Aboriginal and Torres Strait Islander Student Support Coordinator to individually contact all Aboriginal and Torres Strait Islander applicants who had listed the University of Sydney as a University Admissions Centre (UAC) preference. This allowed the early development of relationships with prospective students and increased the market understanding of the Cadigal program and application processes.

Particular emphasis will be placed on programs that enhance success for students with higher transition and support needs. This includes:

– Aboriginal and Torres Strait Islander students entering the University through the Cadigal and Pemulwuy pathway programs
– Aboriginal and Torres Strait Islander students (both undergraduate and postgraduate) enrolled at The University of Sydney
– students entering through the E-12 (LSES) pathway
– international students
– students from rural or remote areas
– Broadway (access) and other alternative entry pathway students.
The expanded Aboriginal and Torres Strait Islander student support team was able to enhance the support provided to commencing Aboriginal and Torres Strait Islander undergraduate students through the organisation and coordination of the two-week Cadigal Academic Skills Workshop, ongoing pastoral care and referral to services; and offer a broadened student support program. This included expanding the frequency and scope of social networking activities, developing a peer mentoring program and increasing proactive support for postgraduate Aboriginal and Torres Strait Islander students and Aboriginal students studying in away-from-base (block) formats.

Two members of the team presented at the Australia and New Zealand Student Services Association (ANZSSA) conference in Wellington, New Zealand in December 2013 regarding the services provided by the team; the first time Aboriginal and Torres Strait Islander staff from the University of Sydney had presented at an ANZSSA conference.

Other notable data collected by the Aboriginal and Torres Strait Islander team in 2013 includes:

- there were more than 2100 occasions of service to Aboriginal and Torres Strait Islander students in 2013, with many providing linkages with another support service (i.e. accommodation, financial assistance etc)
- approximately 50 students regularly (at least weekly) accessed Support Officers for pastoral care, debriefing and ongoing issues
- there were 22 student events (including Pot Days, social events/dinners/lunches etc) where all students were invited and an average attendance of 30 students per event.
- progress monitoring of all Cadigal students was done individually in March, June, September and November
- students demonstrating academic difficulty were contacted and offered additional support and services, including ITAS tutoring
- a weekly email message was sent to all Aboriginal and Torres Strait Islander students during semester. All information, messages and event details, including important University dates such as census date, DNF date etc were distributed. Students can respond to this notice and 673 replies were received in 2013; leading to a rise in one on one contact between staff and students, improved information dissemination and increased attendance at events for Aboriginal and Torres Strait Islander students
- all commencing Cadigal students were linked with a trained mentor and four centrally coordinated mentor/mentee events were organised throughout the year.
- a small number of students request to ‘opt out’ of the email list, as they do not want to solely be identified as an Aboriginal or Torres Strait Islander.

- the team are increasingly engaging more formally with other student services (SUPRA, SRC etc) to enhance the support provided to students, particularly away-from-base and postgraduate students.

The Aboriginal and Torres Strait Islander team have been a key part of the development and organisation of the new Aboriginal and Torres Strait Islander Summer Program, a new initiative led by the Social Inclusion Unit to be implemented in January 2014. The program offers more than 200 Aboriginal and Torres Strait Islander high school students from years 9 – 12 across Australia the opportunity to spend a week at the University of Sydney, to experience University life and gain insight into courses and careers. Throughout the week, students are provided with advice about subject selection, study tips, alternative university pathways and scholarships; as well as undertaking activities and experiences to get to know Sydney and each other. The Aboriginal and Torres Strait Islander team will assist in the delivery of the program in early 2014.

Pemulwuy Pathway Development

In 2013, a proposal was presented to the Academic Board recommending the refining and redevelopment of the Pemulwuy Pathway (piloted in 2012) to provide alternative entry for Aboriginal and Torres Strait Islander students for admission to a limited number of undergraduate degrees at a reduced load. The rationale for this was to provide a supported entry pathway for applicants who faculties felt were not yet academically prepared to undertake a full study load. The entry pathway also provides an opportunity for admission for applicants who previously did not have a pathway, including applicants under the age of 21 who had completed Year 12 but did not have an ATAR or tertiary rank.

The proposal was accepted by the board for a three year pilot period and the new pathway was promoted internally and externally via Indigenous media. Any student entering through the reduced load Pemulwuy Pathway in 2014 will receive additional academic skills support and pastoral care, including regular (at least fortnightly) contact with Support Officers and mandatory ITAS assistance.

International Tutorial Assistance Scheme (ITAS)

ITAS was widely promoted to Aboriginal and Torres Strait Islander students in 2013, leading to a record 94 students receiving more than 3500 hours of tutorial assistance from 84 tutors. All students receiving tutoring were deemed at risk of failure in the unit/s of study in which they were tutored. After receiving tuition, 92 percent of students passed, many with a credit or higher, to allow them to continue their progression to a professional degree.

Of the postgraduate students receiving ITAS, 15 were undertaking the Graduate Diploma in Indigenous Health and had no prior tertiary education, as admission to the postgraduate course can be through work and life experience. A high proportion of all Aboriginal and Torres
Aboriginal and Torres Strait Islander students who successfully completed their studies in 2013 reported they had received ITAS tutoring at some point throughout their studies at the University of Sydney, also stating their belief that it was a crucial element of their success that may not have been possible without it.

With the commencement of the Pemulwuy Pathway, it is forecast that there will again be an increase in the number of students accessing ITAS and a recruitment campaign was conducted in late 2013 to attract additional tutors.

**Aboriginal and Torres Strait Islander Student Mentoring program**

A new Student Support Officer commenced in semester two, 2013. They are responsible for the organisation and coordination of a mentor program between senior students, and first year Aboriginal and Torres Strait Islander students. Twenty mentors from a wide variety of faculties were recruited and trained, and activities and events were arranged to provide mentors and mentees with opportunities to meet individually for one-on-one meetings for guidance and motivation. In October 2013, an indoor rock-climbing session was arranged for mentors and mentees to build trust.

Lessons were learned regarding scheduling of activities that will be incorporated to allow a greater number of students to attend future events. All participating mentors expressed an interest in returning in 2014 and several students who had been mentees requested training in order to become a mentor for first year students in 2014. It is anticipated the program will commence early in semester one, 2014 and offer a full program of opportunities and events throughout the year. The team aims to partner with organisations with whom the University has undertaken Memorandums of Understanding (MOU) such as South Sydney Rugby League, the NSW AFL and Metropolitan Lands Council to provide mentors and mentees with activities and development opportunities within the local community.

**Orientation**

Orientation events, particularly in semester one, are designed to ease the transition for commencing students into the tertiary study experience. Activities focus on building social networks, developing academic skills and familiarisation with key university concepts, information and supports.

A focus of Orientation Week 2013, which ran concurrently with the Student Union’s O Week, was on non-traditional students (students from low socio-economic backgrounds, rural and remote areas and mature-aged) entering the University through alternative entry pathways, particularly those in the first intake of E12.

There were again many events and activities to welcome international students to Sydney and assist them to understand ‘Australian-isms’ and our diverse culture and history, including Aboriginal and Torres Strait Islander dancers performing at both the undergraduate and postgraduate international welcomes. More than 1800 international students participated in a range of orientation activities designed to both enhance the international student experience and transition to a new country, as well as ensuring the University complies with all legislative Education Services for Overseas Students (ESOS) Act requirements.

The orientation website is the main point for students to access information relating to orientation activities, enrolments, transition tips and other key information students may require to prior to embarking on their university studies. There was a large rise in activity on the website this year. The total visitors increased from 57,000 in 2013 to 80,000 in 2014 and page views increased from 145,000 in 2013 to 211,000 with an average of 2.62 page views per person. These increases may be attributed to the increased visibility of the site – changes in the tab name, a more appealing layout, a link from the front page of the [sydney.edu.au](http://sydney.edu.au) home page to the site and promotion through social media in conjunction with offers/future students’ pages.

Due to the success of promotion via the website, publications and social media, all events were well patronised, with several events including the International Welcomes and the Welcome to New Students, both held in the Great Hall, filled to capacity, requiring many to be turned away. In 2014, pending budget, options will be explored for live streaming these events to an over-flow venue or videoing the proceedings for future distribution.

Scholarship awardees and high achievers were also celebrated during the week at luncheons that allowed them to meet their Deans and other academic staff, as well as meet other outstanding students, facilitating the possibility of future cross-disciplinary projects.

This year saw the commencement of the ‘Ask Me’ campaign, where staff and senior students were requested to wear a vibrant Ask Me badge for Orientation and during the first two weeks of semester – encouraging new students to feel comfortable and confident in asking for information, assistance and directions. Feedback from event evaluations and the post-orientation survey demonstrated this initiative was well received and assisted new students to feel welcomed and at ease.

Liaising with USU, the Students’ Representative Council, the Sydney University Postgraduate Representative Association, Marketing and Communications, the Student Recruitment Unit, the International Office and SIU, STAR team members were responsible for 12 large-scale events. STAR also presented on behalf of Student Support Services at an additional 25 faculty and college welcomes. The dominant costs relating to the Orientation budget are casual staffing, catering and collateral/marketing materials.

**Track and Connect**

Following the promising pilot of Track and Connect conducted in semester two 2012, the program was run in both semesters in 2013.
The Track and Connect program aims to identify, engage and support at-risk students in their first year of study in units that historically have a high rate of attrition and failure. The program focuses on developing linkages with ‘flagged’ students throughout the semester (track) and providing them with timely and appropriate information that aims to reduce withdrawal rates and improve performance and engagement (connect).

The continued program in 2013 showed significant impact on student retention, with overall attrition rates halved across the target courses. In semester one 2013, the average withdrawal rate for the four participating units decreased from 19 percent in 2012 to seven percent in 2013. The total number of students withdrawing from these units in semester one 2012 was 486 (including W, DNF and DF). In semester one 2013, the total was 163.

This substantial reduction in student attrition prior to the HECS census date was achieved across each participating unit of study, and an overall improvement in student success (achieving a score of at least 50) demonstrates the tangible benefits to students of early identification and support mechanisms.

Using the 2010 figure of $14,000 investment cost per student lost to the University and notwithstanding lost revenue from fees, the cost of running Track and Connect represented a 1:112 return on spend to savings, representing economic benefits to faculties for participating in the program.

Due to this success, a proposal was accepted by SEG Education to expand the program across additional faculties and units in 2014, requiring the recruitment of a continuing program coordinator in early 2014. This appointment will absorb the costs of establishing, monitoring, evaluating and reporting the program and ensure consistency of delivery and support across faculties.

A presentation about the success of the program was presented at the First Year in Higher Education conference in Wellington, New Zealand in July 2013.

Other pathway programs
There are several other alternative entry programs available to students from specific backgrounds or who have experienced hardship throughout their time in high school for entry to the University, including:

- E12: students from low socioeconomic backgrounds may be offered admission to the University with a reduced ATAR for selected courses upon recommendation from their high school principal
- Broadway: students can apply for concessional entry based on demonstrated hardship or misadventure during their final years at high school
- flexible entry: certain students undertaking specific subjects in their HSC can apply for up to five additional ATAR points
- rural entry: students attending identified rural and remote schools may be provided up to five additional ATAR points
- TAFE pathway: students articulate through an approved entry pathway from TAFE to university.

A future strategic initiative of the team is for greater engagement with commencing students entering via alternative pathways additional to the Cadigal Program to offer continuing assistance and support.

In 2014, the STAR team will explore a number of quality and process improvements to enable the ongoing monitoring and support of all pathway students, including whether additional resources are required for successful delivery of such a program.

Professional development
STAR team staff undertook a broad range of professional development in 2013, most notably, being accepted for presentations at two renowned conferences.

The (former) manager of the STAR Team along with the Student Experience Coordinator presented a paper at the First Year in Higher Education (FYHE) Conference held in Wellington from 7 – 10 July. The paper detailed the inception and piloting of the Track and Connect program and provided the attendees with opportunities to meet respected academics working with the areas of orientation and transition to higher education; pedagogy that greatly informs STAR team practice and procedures.

The Aboriginal and Torres Strait Islander Student Support Officer and Cadigal Student Support Officer attended the Australia and New Zealand Student Support Association (ANZSSA) Conference in Wellington, New Zealand in December 2013. They presented about the challenges and successes of the Aboriginal and Torres Strait Islander Student Support in moving from the Koori Centre to join Student Support Services. The staff also had the opportunity to meet New Zealand colleagues who provide support to Maori university students and learn how they have integrated education with the Maori culture to achieve successful outcomes for both Indigenous and non-Indigenous students.

All STAR team members undertook a cultural competence workshop offered by Learning Solutions internally within the University to consider how personal experiences can influence perspectives and often unconscious biases. Several team members learned about traditional Aboriginal and Torres Strait Islander kinship through a workshop presented by Lynette Riley. Both experiences provided staff with insight and information about cultural differences and similarities and allowed personal reflection.

ANTICIPATING 2014
A new Program Manager commenced with the STAR team towards the end of 2013. The continued expansion of the roles and responsibilities of the STAR team will require further recruitment in early 2014 to include two more staff within the Aboriginal and Torres Strait Islander team: an Academic and Cultural Network Coordinator and an additional Aboriginal and Torres Strait Islander Student Support Officer.
Support Officer; and a new Student Retention Coordinator in the Student Experience team to facilitate the expansion of the Track and Connect program across a larger number of faculties and units of study; allowing the other Student Experience staff to concentrate efforts on the organisation and coordination of Orientation and other University-wide transition and retention initiatives.

The STAR Team’s key strategic priorities for 2014 are:

1. To continue to build upon the 2013 achievements of the STAR team in advocating for students and working collaboratively across the institution to provide cohesive programs and support services that enhance the student experience at the University of Sydney.

2. To increase access to STAR programs including Cadigal, Penulwuy and other entry pathways, to promote ITAS and academic assistance, and expand transition, orientation and retention initiatives including Track and Connect to broaden the reach of targeted support available to students.

3. To build an evidence base for our programs including a reporting framework that supports the objectives and strategic direction of the team regarding engagement statistics, current evidence and research relating to the importance of transition and orientation, ongoing support, scaffolded learning and positive experiences for student retention, progression and success.

**STAFF**

Program Manager, Student Transition and Retention
Felicity Kiernan (January to July 2013)
Ana Munro (from November 2013)

Aboriginal and Torres Strait Islander Student Support Coordinator
Tanya Griffiths

Indigenous Tutorial Assistance Scheme (ITAS) Coordinator
Freda Hammond

Aboriginal and Torres Strait Islander Student Support Officer
Natasha Harrison

Aboriginal and Torres Strait Islander Student Support Officer
Andrew Olsen

Student Experience Coordinator
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