Widening Participation and Outreach

Strategy 2016-2020
The Widening Participation and Outreach Strategy sets a clear direction for the University of Sydney’s commitment to the increased participation of under-represented students, from low socio-economic status (LSES), regional and remote and Aboriginal and Torres Strait Islander backgrounds.

This strategy outlines our vision, principles, key priorities, and our collaborative model of working.

Widening participation requires a strategic approach to early and sustained engagement; a focus on building key industry and community partnerships and a commitment to global leadership and best practice in improving the educational outcomes for disadvantaged students.

Our strategy aims to:
1. Increase access and participation in higher education for people from low socio-economic status (LSES), regional and remote, and Aboriginal and Torres Strait Islander backgrounds.
2. Engage and connect with teachers, families, and community influencers to foster sustained change in beliefs and attitudes about higher education.
3. Inform collaborative models for experiential learning with industry and partner organisations.
4. Inform and promote research in education on widening participation and equity strategies.
5. Support University of Sydney graduate attributes through service learning, mentoring and volunteering programs with schools and communities, partners, and faculties.
Our history: 2009 to 2015

In 2008, the Australian Government commissioned the Bradley Review. In response, the University of Sydney’s 2011-2015 Strategic Plan identified the need to attract students regardless of their social or cultural background, and established targets for participation of students from LSES backgrounds, Aboriginal and Torres Strait Islander students, and regional and remote students. To address Strategy Eleven: attract and support promising students from a diversity of social and cultural backgrounds, the Social Inclusion Unit was established and a series of initiatives were delivered under the flagships of Compass.

Since launching in 2009, Compass successfully achieved outcomes for students, parents and teachers by:
- increasing academic preparedness
- enhancing confidence and motivation to attend university
- improving teaching practice and teachers’ skills
- building capacity to access higher education*

Through Compass, the University of Sydney is also proud to be a founding member of Bridges to Higher Education (Bridges) initiative. Bridges was awarded a $21.2 million grant from the Commonwealth Government’s Higher Education Participation and Partnerships Program (HEPPP) in 2011, with an economic return to LSES communities of $54 million in projected earnings and tax revenues; equivalent to a $6 return for every extra dollar invested in LSES schools. As of January 2015, the five participating universities in Sydney brought together 3,471 volunteers to engage with more than 299,980 students, 15,644 teachers and 28,172 parents across 314 schools and 96 projects.

* Evaluation of Bridges to Higher Education Final Report April 2015

“Many thanks for the opportunity for our students to visit the theatre and Sydney Uni. They had an awesome time. Their little eyes were as wide as saucers I am told, when they travelled over the Harbour Bridge and through the city, let alone the performance and the uni tour. Most have never been further than Mt Druitt Westfields. We really appreciate the opportunity you have provided.”

Georgia Durmush
B Psychology
Wingara Mura-Bunga Barrabugu Residential Program

“I first went to the Winter Program, right before trials. It was a great opportunity to have tutors help with various subjects like drama. We had an actor that came in and I performed my individual performance monologue. She gave me some advice and helped to enhance my performance. It was really good having that support.

The Winter Program was great because you had the opportunity to meet other Aboriginal students who were in the exact same situation as you.”

Georgia Durmush
B Psychology
Wingara Mura-Bunga Barrabugu Residential Program
Engagements

“Because of all of the benefits of the program, our school now only takes University of Sydney prac students. We feel we should pay back for everything we get.”

Teacher
Wattara Heights Public School
(Volunteer Classroom Facilitators and Multilit Programs)

The homework centre provides a great opportunity to help out kids from a range of backgrounds and academic ability. However the most rewarding aspect of the program is getting to know the kids and feel appreciated by them.

University of Sydney student volunteer

“On this visit to the University of Sydney I learnt all the possibilities I have in the future and how much I could enjoy it.”

Year 7 Explore Uni Day

<table>
<thead>
<tr>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engagements</td>
<td>3920</td>
<td>5443</td>
<td>11,608</td>
<td>17,583</td>
<td>19,995</td>
<td>24,538</td>
<td>30,033</td>
</tr>
<tr>
<td>Parent</td>
<td>12</td>
<td>776</td>
<td>408</td>
<td>439</td>
<td>549</td>
<td>333</td>
<td>371</td>
</tr>
<tr>
<td>Schools</td>
<td>18</td>
<td>18</td>
<td>103</td>
<td>224</td>
<td>212</td>
<td>123</td>
<td>174</td>
</tr>
<tr>
<td>Professional learning</td>
<td>73</td>
<td>228</td>
<td>213</td>
<td>434</td>
<td>142</td>
<td>212</td>
<td>186</td>
</tr>
<tr>
<td>Volunteers in schools</td>
<td>0</td>
<td>172</td>
<td>652</td>
<td>753</td>
<td>702</td>
<td>481</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td>4023</td>
<td>6637</td>
<td>12,984</td>
<td>19,433</td>
<td>21,600</td>
<td>25,687</td>
<td>30,889</td>
</tr>
</tbody>
</table>

Student engagements

2009-2015

<table>
<thead>
<tr>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>252</td>
<td>30,033</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Schools engagement

2009 2015

665% increase

568 year 9-12 students since 2014 have attended the Wingara Mura-Bunga Barrabugu Summer Program

66 year 12 students completed the Bunga Barrabugu Winter Program

2887 Parent engagements

3920 30,033

Percentage of students who had attended the Winter Program who enrolled at the University of Sydney

10% 2014

41% 2015

3011 Volunteer to student engagement

2009 2015

2564 2814 2547 2947 4452

4156 Teacher engagements

2009 2015

2564 2814 2547 2947 4452

4452

Year 9-12 students since 2014 have attended the Wingara Mura-Bunga Barrabugu Summer Program

Year 12 students completed the Bunga Barrabugu Winter Program
Key achievements

Outreach

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Overview</th>
</tr>
</thead>
</table>
| Schools Engagement | - 26 curriculum linked Year K-12 programs  
- skills enrichment and development: occupational therapy, speech pathology, numeracy and literacy tutoring, film production and editing, stop motion animation, homework clubs  
- science, technology, engineering and mathematics (STEM) focus: iScience, Mad Maker, Spectacular Science, Kickstart Science  
- senior preparation workshops: Year 9 Goal Setting, Year 10 Preparation for Senior Study, Year 11 Thinking Ahead, Year 12 Promote Yourself, HSC academic enrichment  
- high intensity partnership model with 24 high schools and eight primary schools  
- broader low intensity engagement with 114 high schools  
- professional learning opportunities for teachers  
- parent information evenings. |
| Regional and Remote Engagement | - occupational therapy  
- Kickstart Science workshops  
- HSC English enrichment  
- preparation for senior study, scholarship development and application skills. |
| University, Community and Industry Partnerships | - partnerships with peak organisations: The Smith Family, AIME, Belvoir, and Fairfield City Council and Open Libraries  
- University partnerships and collaborations: Bridges to Higher Education and Make Your Mark  
- collaboration with industry partners to deliver unique student experiences. |

“‘For the first week or so when I got home mum had to tell me to shut up, to stop talking about it. I just honestly loved it so much. Even now I think a lot of people didn’t understand the weight of it. And not just in the way of getting out of the house and learning some stuff about uni. It was really the bringing together of the youth in our culture in a way that is properly reflective of today’s society. Because most of the time it’s thought that Aboriginality is still just dancing around and painted art and stuff like that and yeah that’s really important, but you’ve got to continue with new traditions and I think the Summer Program was very important in that way.”

Matilda Langford  
Wingara Mura-Bunga Barrabugu Residential Program

Campus engagements

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Overview</th>
</tr>
</thead>
</table>
| Wingara Mura-Bunga Barrabugu Programs | - Year 7 and 8 Experience Uni  
- Year 9-12 Summer Residential Program  
- Year 12 Winter Residential Academic Enrichment Program  
- Making Tomorrow Forum for school and community staff working with Aboriginal and Torres Strait Islander students. |
| Campus Experiences | - Year 4 visits to Nicholson and Macleay Museums, and University Art Gallery  
- Year 5 Enter Stage Right, Seymour Centre  
- Year 6 Discover Uni  
- Year 8 Investig8  
- Year 9 STEM Day of Inquiry  
- Year 11 Life at Sydney two day residential program  
- Year 10, 11 and 12 Open Day skills enrichment workshops  
- Parents’ day student transition and preparation. |
| Volunteering and Service Learning | - annual recruitment  
- mentoring, cultural competence, working with children and leadership training  
- practical knowledge and skills in workplace environments  
- approximately 140 volunteers, 60 student leaders, 45 service learning students engaged annually. |
| Widening Participation Network | - partnership with Educational Innovation at the University of Sydney  
- Widening Participation Grants to seed faculty based social inclusion initiatives  
- flagship project implementation for first year university students.
Digital outreach

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>A•STAR</td>
<td>- builds an active online community of young people&lt;br&gt;- a portal for academic resources in key learning areas linked to outreach learning experiences&lt;br&gt;- provides broader access to cultural capital&lt;br&gt;- provides opportunities to be active participants.</td>
</tr>
<tr>
<td>YourTutor</td>
<td>- provides online, on demand academic support&lt;br&gt;- personalised support for revision and problem practice with subject experts&lt;br&gt;- teacher facing component providing enrichment and extension learning resources&lt;br&gt;- free to students who attend a government-identified Educational Access Schemes (EAS) school and/or Aboriginal and Torres Strait Islander high school students.</td>
</tr>
<tr>
<td>Widening Participation and Outreach</td>
<td>- school resource to links between the school and tertiary school sectors and provide a platform for enriched and extension learning&lt;br&gt;- extends reach of audience to increase profile of program achievements, and engenders support from donor and alumni.</td>
</tr>
</tbody>
</table>

Looking forward: 2016 to 2020

The University of Sydney’s 2016-2020 Strategic Plan represents a deepening commitment to widening participation and a diverse student community.

In response to the University of Sydney’s 2016-2020 Strategic Plan, the Social Inclusion Unit has been renamed Widening Participation and Outreach (WPO), and now sits under the Global Student Recruitment and Mobility portfolio.

Widening Participation and Outreach now includes regional and remote, and Aboriginal and Torres Strait Islander recruitment initiatives.

Social inclusion initiatives will continue and are intrinsic to, and embedded within, the Widening Participation and Outreach Strategy.

Our mission
To prepare, motivate and engage young people with the support of their communities, to access, participate and succeed in higher education.

Our vision
We aim to create and sustain a university in which, for the benefit of Australia and the wider world, the brightest and most promising students, regardless of their cultural or social background, can thrive and realise their potential.

Our values
Respect and Integrity<br>Courage and Creativity<br>Inclusion and Diversity<br>Openness and Engagement

Current national participation of disadvantages and under-represented student groups

<table>
<thead>
<tr>
<th>2014 Disadvantaged group</th>
<th>General community</th>
<th>Higher education enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSES background</td>
<td>25 percent</td>
<td>15.7 percent</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander</td>
<td>2.7 percent</td>
<td>1.5 percent</td>
</tr>
<tr>
<td>Regional and remote</td>
<td>25.8 percent</td>
<td>20.6 percent</td>
</tr>
<tr>
<td>Non-English speaking background</td>
<td>5.4 percent</td>
<td>3.9 percent</td>
</tr>
</tbody>
</table>

Ref: Department of Education and Training (Table A and B universities only).
## Our schools engagement framework

<table>
<thead>
<tr>
<th>Engagement Framework</th>
<th>Year K-2 Launch</th>
<th>Year 3-6 Discover</th>
<th>Year 7-8 Experience</th>
<th>Year 9-10 Achieve</th>
<th>Year 11-12 Act</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building blocks—ready, set, go!</td>
<td>Be brave, ask questions—map your world</td>
<td>Your interests, your passions, your potential</td>
<td>Prepare now and reach for your future</td>
<td>Realise your potential and own your future</td>
<td>Transition and success</td>
</tr>
<tr>
<td></td>
<td>Build student confidence and teacher knowledge in the application of foundational learning skills</td>
<td>Introduce university life to students to establish a positive association between learning and future opportunities.</td>
<td>Motivate students to explore their interests and link these to future pathways and higher education.</td>
<td>Develop skills and strategies for students to succeed in their study pathways; consolidate understanding of links between subject selection, higher education and careers.</td>
<td>Enrich academic skills preparation for the HSC; identify leadership skills to progress scholarship applications and entry pathways to higher education.</td>
<td>Provide programs to support the transition to university; create lasting support networks for continued learning and foster graduate attributes.</td>
</tr>
</tbody>
</table>

## Priorities: 2016 to 2020

1. **Students (LSES, Aboriginal and Torres Strait Islander, regional and remote)**
   1.1. increase engagement of, and transition to higher education for students from disadvantaged backgrounds
   1.2. grow and improve outreach programs for Years 10, 11 and 12 to support University of Sydney recruitment objectives and the University’s Strategic Plan for a diverse student cohort
   1.3. ongoing, consistent engagement across delivery models:
      - outreach and recruitment
      - campus engagements
      - digital engagements

2. **Schools and their communities**
   2.1. increase transition to higher education and knowledge of alternative entry pathways for identified cohorts
   2.2. increase access to experiential learning opportunities with supporting online resources
   2.3. provide teachers and school staff with BOSTES accredited professional development opportunities
   2.4. provide programs that build student, parent and teacher capacity in the teaching and learning of literacy, and STEM.

3. **University of Sydney**
   3.1. inform and support University admissions policy that focuses on improved pathways for under-represented students
   3.2. support schools and respond with programs that address Department of Education—identified needs with a focus on collaboration and experiential learning
   3.3. support and promote University research on student equity and diversity
   3.4. promote the development of teaching and learning activities that support student transition and cultural competence
   3.5. create student leader and volunteer programs that embody graduate qualities of understanding and respect for cultural and social differences
   3.6. guide and facilitate faculties on the provision of service learning with diverse communities
   3.7. provide practical knowledge, skills and training to enable students to effectively engage in service learning.

4. **Industry and community partnerships**
   4.1. improve and grow existing partnerships
   4.2. establish an ongoing partnership model that benefits student and community outcomes
   4.3. look to industry and donors to support innovation in education and invest in student access to higher education.

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“I joined the Homework Centre as a volunteer. I was supported by this very same program while I was a student at Fairvale High School. Joining the Homework Centre has been a great opportunity to help other students get to uni. I feel like it’s great support. If they know that someone else from the area has gone to uni, it gives them motivation to try and go to university themselves.”

Richie Lim  
B Science (Advance Mathematics)

“Once again, Shez and Sarah. What an amazing duo. They were fabulous. They engaged with the students, were so knowledgeable and really communicated the E12 skills message so well.

I have to say that it was the most valuable of all the workshops I’ve attended delivered by the universities. So worthwhile and presented so very well. As you can tell I was really impressed.”

Transition Advisor  
Chester Hill High School

“The Summer Program showed me how to get into Pharmacy, but then the Winter Program taught me study skills I would need for the HSC.”

Alex Burke  
B Pharmacy  
Wingara Mura-Bunga Barrabugu Residential Program
Key principles

To increase participation at the University of Sydney we will employ interdependent principles of learning and development, innovation, collaboration and sustainability.

1. Learning and development

1.1. our people, research, programs and initiatives inspire learning and motivation to participate in higher education
1.2. we partner with government, industry, schools, NSW Department of Education and Community and non-government organisations (NGOs) to provide experiential learning opportunities for identified students
1.3. our dynamic and evolving initiatives inspire and act as a catalyst for advancing knowledge and understanding of student access to higher education
1.4. we share our knowledge and resources using all communication modes and platforms
1.5. we play a key role in identifying areas for future engagement and innovation in school outreach
1.6. we foster a culture of learning and development in our team and provide expertise for service learning and outreach.

2. Innovation

2.1. we inspire and support creativity and innovation in our diverse community
2.2. our experiences are curriculum linked, innovative, participatory and productive
2.3. our programs promote and foster innovation and leadership
2.4. our communication is innovative and increases our reach.

3. Collaboration

3.1. we provide opportunities and platforms to co-create learning experiences and interdisciplinary approaches with other organisations for our identified cohort
3.2. we establish partnerships with community, not-for-profit, government and industry organisations to foster mutually beneficial relationships and share our knowledge and expertise with these networks
3.4. we will build agile interdisciplinary teams empowering our work area to innovate and be responsive to identified needs.

4. Sustainability

4.1. we develop competitive strategies to increase self-generated income through sponsorship and donations
4.2. we operate according to University governance and with a commitment to continuous improvement-informed by research and ongoing evaluation of our programs
4.3. our organisational structure and team will be agile and efficient.

“I enjoyed learning that my child, and also myself, have smany opportunities to look forward to and help to get to our dreams.”

Participant
Parent and Community Day

“Gaining early entry through the E12 scheme pushed me to work harder in the HSC, as I knew the University believed in my potential and the power of education to change lives. If you’re eligible, apply – I’m sure it will change your life just like it changed mine.”

Jared Hermogenes
B Applied Science (Speech Pathology)
### Measuring achievements

<table>
<thead>
<tr>
<th>Priority</th>
<th>Principle</th>
<th>Initiative</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
</table>
| 1.1      | 1.1-1.3   | increase UAC preferences from identified cohorts. | - increased diversity of programs  
- integration of Promote Yourself workshops with GSRM and strategically increase identified schools  
- increased number of students from partner schools/communities accessing and participating in higher education. |
| 1.2      | 1.2       | increase overall engagement numbers for Years 10, 11 and 12. | - expanded scope of engagement in the Year 10, 11 and 12 space for additional enrichment experiences  
- closer working relationship with GSRM and increased collaborations on program delivery  
- increased reach and impact of digital platforms to support senior school years engagements. |
| 1.3      | 1.1-1.6   | audience growth and access across all platforms:  
- outreach and recruitment  
- campus engagements  
- digital engagements. | - expanded low-intensity school model  
- new community partnerships activated and excelling; including councils, libraries, and non-government organisations  
- increased campus engagements from identified cohorts through widening participation initiatives  
- increased page views per month (by 1400). |
| 2.1      | 1.2-1.5   | increase reach and access to senior program Years 10, 11 and 12. | - increased engagement numbers and UAC preference data  
- growth in WPO identified schools successfully accessing alternative entry pathways to the University of Sydney. |
| 2.2      | 1.1-2.4   | significant digital audience development. | - increased:  
- website traffic  
- social media activation: likes, shares and interaction on ASTAR  
- student submissions  
- Yourtutor usage. |
| 2.3      | 1.1-3.4   | increase teacher and school staff participation in professional learning and development. | - increased access to professional learning opportunities for teachers and school staff from identified schools  
- increased participation of teacher and school staff. |
| 2.4      | 1.2-1.5   | provide curriculum-based programs with a focus on literacy and STEM. | - qualitative evaluation data from program participants that measures capacity development in literacy and STEM  
- improved resources available to support schools and communities in the provision of programs that increase capacity in literacy and STEM. |
| 3.1      | 1.1       | improve access to identified under-represented groups at the University of Sydney. | - increased applications through alternative pathways and increased access from school partner students. |
| 3.2      | 1.2-1.5   | increase teacher capacity to engage in programs and support student learning  
- increase number of students participating in university outreach programs. | - increased professional learning offerings and teacher participation  
- maintaining directory of University-wide school outreach  
- improved access to University-wide programs from identified cohorts. |
| 3.3      | 1.3-1.4   | promote University-wide recognition for excellence in diversity and inclusion. | - establish widening participation professional development travel grants screen  
- publication of research papers and conference presentations. |
| 3.4      | 1.1       | continue implementation and expansion of the Wingara Mura- Bunga Barrabugu Strategy  
- contribute to first in family and LSES transition initiatives. | - growth in student participation rates from identified cohorts  
- improvements in student completion rates from identified cohorts  
- increased staff and student satisfaction from participation in new opportunities. |
| 3.5      | 1.1       | expand number of trained volunteers to deliver programs. | - University transcript recognition  
- increased number of trained volunteers in delivering programs  
- improvements in graduate outcomes and increased student satisfaction from volunteer learning and development opportunities. |
| 3.6      | 1.3       | establish a service learning model in collaboration with faculties at the University | - increased number of students who undertake experiential learning opportunities through WPO supported service learning programs in identified schools  
- increased number of service learning programs in partner schools  
- create a directory of University of Sydney service learning opportunities  
- improved in graduate outcomes. |
Priority Principle Initiative  | Key Performance Indicators
---|---
4.1 1.2  | develop a focused approach to partnership engagement.
1.5  | improvement in the number and quality of industry and community partners committed to WPO strategy and outcomes.
3.1  | 3.2  | 4.1-4.3

4.2 1.2  | increase targeted partnerships with links to programs and student outcomes.
1.5  | 1.6  | 2.1-3.2  | 4.1-4.3
| - audit existing and create a standardised approach for sustainable partnership engagement.
| - established competitive donor strategy with the Alumni and Development team
| - increased donations and sponsorship contributions.

4.3 1.1  | implement a significant stakeholder income model that promotes the importance of WPO programs.
1.2  | 2.1  | 2.3  | 3.2  | 4.1-4.3
| - audit existing and create a standardised approach for sustainable partnership engagement.

“The benefits of participating in these programs are twofold: faculty staff and students gain greater insight into inequalities within health and education while developing an understanding of the social determinants of health. Program participants partake in hands-on activities in the university environment, meet academics and current students and explore options for study and future careers. We have developed positive relationships with students who have attended Outreach events at the University over the last 5 years, as they progress from primary to high school. It’s very rewarding to see them improve in academic preparedness, gain confidence and motivation toward higher education, and build understanding of options available to them.”

Cathryn Forsythe  
Associate Director - Oral Health Education & Promotion  
Faculty of Dentistry

“The high school I went to here in Australia was in a disadvantaged area, where not many students go on to university. Also, my parents didn’t go to university, and I’m the oldest of my siblings, so I didn’t really have anyone with experience of uni who could help me with the transition. I’ve found the whole E12 package a really good introduction to uni. It broke the ice to begin with, and even now it keeps me motivated and really keeps me at uni, with continued support like mentoring and so on.”

Karim Biri  
B Engineering (Electrical)

“Over the past four years, we have developed a partnership between the secondary English education program within the Faculty of Education and Social Work and Widening Participation and Outreach. For many pre-service teachers, it’s difficult to reconcile theory with practice until they have had first-hand experience teaching high school students. Simply put, it’s not enough for pre-service teachers to read about pedagogy. In order to learn how to teach, they must have sustained, supported, and situated experiences teaching in school contexts. The Preparation for Senior Study Program aims to equip Year 10 students with the skills and motivation to succeed in their senior years of high school and beyond. Through a combination of campus-based workshops and school visits, pre-service English teachers work with Year 10 students in hands-on, goal-oriented activities. Not only do the high school students learn valuable skills, the pre-service teachers develop their knowledge of craft and pedagogy.”

Jen Scott Curwood, Ph.D.  
Senior Lecturer, English Education and Media Studies  
Program Director, Study Abroad and General Electives

“I enjoyed the idea that, for the week, we became Uni students. It was a wonderful experience I will always remember. The student leaders were great and the rest of the staff and students were so easy to connect with.”

Year 11 student  
Wingara Mura Bunga Barrabagu  
Summer Residential