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# Annual Report 2018

Widening Participation and Outreach





“I’ll certainly be doing the best I can to ensure [WFO’s] success, because I have seen how it’s changed lives ... These programs can change lives and change futures.”

Chris Hayes  
MP

# Introduction

At Widening Participation and Outreach, we seek to change the future trajectory for young people from backgrounds traditionally underrepresented at university. Our program aims to create a habitus of learning as a means of inquiry, through which young people are equipped to identify and analyse their learning needs, interrogate a future at university and make informed decisions about that future.



The program has evolved over time to take into account the sophisticated thinking young people have when it comes to self-determining and setting their future direction. Our experience shows that a program seeking to simply raise aspirations for higher education would be contrapositive because it fails to recognise the strengths and insights of the young people we work with and the complex considerations they initiate about their futures. More than anything, this type of program also patronisingly assumes that their aspirations require raising.

Our programming challenge is to balance the unknown experience, exploring the impact of that experience and the learning and socio-cultural challenges that accompany it, and instil a sense of rightful belonging at university. The impact of the experience we provide must far outlive the experience itself if we are to connect and then reconnect with our schools and students, those affected by either or both educational disadvantage and the ATAR barrier.

The questions I am asked about this ambitious goal include: Does it work? Is it really possible? Why

is it necessary? Isn't it too big? Isn't it just marketing? Isn't that recruitment? Isn't it just aspiration raising? And, perhaps most frequently, what are the metrics?

When I mention that access rates are one metric we measure, some point to the low enrolment rates at the University of students from schools we work with and conclude our program is not working.

But in response I ask, isn't this an example of structural barriers aligning to administrate a narrow definition of excellence which precludes equity from being interspersed with our recognition of excellence?

The University of Sydney's Charter states: "... hold forth to all classes and denominations of our faithful subjects, without any distinction whatsoever, throughout our dominions encouragement for pursuing a regular and liberal course of education ...". This foundational statement about the University of Sydney has also informed our foundations for inquiry in 2018, to better understand the barriers that intersect with our outreach outputs.

We are not dedicated to “looking like we are doing something” or simply performing “work for the sake of work”. Widening Participation and Outreach (WPO) is dedicated to change that brings with it a fuller recognition of the impact of educational and socio-economic disadvantage. We also have a vision for increasing access for underrepresented students that aligns with the University’s demonstrated innovation and vision in other areas of education and research.

In 2018, we renewed our focus on access barriers, which saw us also examining the intersectionality of equity cohorts and First in Family students’ experience of the University. As part of this, we commissioned two papers (see page 41).

We put in place the planning required to shift the imbalance and focus of our Higher Education Participation and Partnerships Program (HEPPP) from mostly pre-tertiary access. We did this by extending into research and other initiatives in the areas of student equity, HEPPP evaluation, students’ participation and success. In doing so, we aim to leverage and intersect with WPO’s practice and contribute to a community of practice, research and policy at the University.

To this end, we have established a longitudinal program evaluation and research team – Theory of Change: Evaluating the Impact of Widening Participation and Outreach – led by Dr Samantha McMahon in the Sydney School of Education and Social Work (SSESW). You can read of the first phase of this evaluation of our Preparation for Preparation for NAPLAN Program on page 28.

The scale of our regional footprint and partnerships with Education and Training Out West and Country Education Foundation allowed us to collaborate on new research. Reinventing the Gap Year: Establishing new forms of supportive communications between universities, regional students and parents 2019–2021 led by Dr Samantha McMahon, is a cross-collaboration with the University of Wollongong, the University of Canberra, and the University of Sydney. The NSW Department of Education identified and funded the study as a strategic initiative and all universities in NSW were invited to participate in the first focus-group workshop.

The year 2018 also saw renewed impetus for cross-institutional collaboration on student equity and HEPPP. As part of this, we contributed to The National Centre for Student Equity in Higher Education (NCSEHE) discussion paper, Student Equity 2030: A long term vision for student equity in higher education, as well as to the development of the Equity Practitioners in Higher Education Australasia (EPHEA) NSW chapter charter. We also agreed to collaborate with other universities on any National Priority Pool research submissions for 2019.

We increased our focus on the partnerships with The Smith Family and Education and Training Out West. We piloted working with the Harding Miller Education Foundation and the Country Education Foundation and resourced new educational opportunities for the young people supported through these organisations. This saw a 30% increase in University of Sydney enrolments among The Smith Family (TSF) Learning for Life Scholarship holders for the 2019 academic year.



For me, a program highlight of 2018 was witnessing opening night of our Wingara Mura – Bunga Barrabugu (WMBB) Summer Program and the collective responses of over 170 Aboriginal and Torres Strait Islander young people to our documentary video: *My Story, My Future* – you can watch this on page 108. The students were tired after travelling for many hours but were still mesmerised by the panellists and live story retelling. This confirmed my view that all students want to learn. They simply need the opportunity to do so in a way that is tangible and meaningful to their own experiences. To articulate the parts of our work we can't measure and the depth of impact of the WMBB program, we continued with our documentary film, retitled by students, *Yarn-Up*, to be released in 2020.

Another highlight was the launch of our 2019 program at Whitlam Library in Cabramatta by Peter McCallum, Acting Registrar and Academic Director, Education Policy and Quality, at the University, MP Chris Hayes, Dr Lisa O'Brien, CEO, The Smith Family, and recent graduate Mitchell Ha, who was profiled by The National Centre for Student Equity in Higher Education (NCSEHE) and who we featured in last year's annual report. This was an opportunity to bring together our partners, equity practitioners, stakeholders, teachers, University of Sydney academics, student leaders and volunteers. Hearing students' stories first-hand about the impact of our program and witnessing the difference at an individual level, was uplifting and motivating. Importantly, it also introduced us to students in Years 3 and 5 at Cabramatta Public School and Sacred Heart Catholic Primary

School, Cabramatta, who were part of our program in action at the launch, attending a special appearance from the Sydney Writers' Festival Russ the Story Bus.

Our work is often beleaguered by funding challenges and subject to extended review. However, this event highlighted the need to bring together stakeholders to look more broadly at the successes of the Higher Education Participation and Partnerships Program (HEPPP) as part of a collective need for reflection and renewal.

You can read more about some of the challenges, engagements and success stories of 2018 in this report.

**Mary Teague**  
Head, Widening Participation and Outreach







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“I think since summer camp she’s had a lot more confidence. She’s a bit more assured as to who she is. This young woman is emerging. *I’m a little bit stronger. This is where I want to go.* I think having that vision ... sounds corny, but mission, vision, and values. She’s establishing that permission statement in life I think. It’s that strong emerging young woman that’s come from summer camp ...

Finding who she is and I think the biggest thing is that she’s at summer camp, she’s accepted, she fits in, she’s welcomed, and she’s actually being asked her opinion. Opinions matter to other people. That was definitely obvious.”

# About

## Widening Participation and Outreach

Widening Participation and Outreach (WPO) seeks to positively impact the educational trajectory of young people underrepresented in higher education, providing opportunities to enhance their learning and build academic capacity. We work with students from low socio-economic status (low-SES); Aboriginal and Torres Strait Islander; and rural, regional and remote backgrounds. We also work with stakeholders to inform and promote equity research, and advocate for more inclusive policies, pathways and practices at the University of Sydney and through broader sector-wide engagement and collaboration.

### What we do

We take a multifaceted approach to increasing access, participation and success at the University for underrepresented students, which includes:

- offering unique curriculum-linked learning experiences through our pre-tertiary educational outreach program for young people, to improve educational outcomes, capacity and engagement with lifelong learning
- working to increase the number and proportion of underrepresented students at the University of Sydney through highlighting and working to remove contextual barriers
- advocating for more inclusive equity-related policy, pathways and practices at the University of Sydney
- contributing to and building a network of researchers at the University whose core research has focused on the impacts of educational disadvantage
- leading the development and direction of a Widening Participation Strategy for the University to extend beyond pre-tertiary outreach and access
- leveraging arts and NGO partnerships to maximise the reach, breadth and depth of engagements and cultural capital.

### 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

#### University of Sydney Strategic Plan 2016–2020

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
- Courage and Creativity
- Inclusion and Diversity
- Openness and Engagement

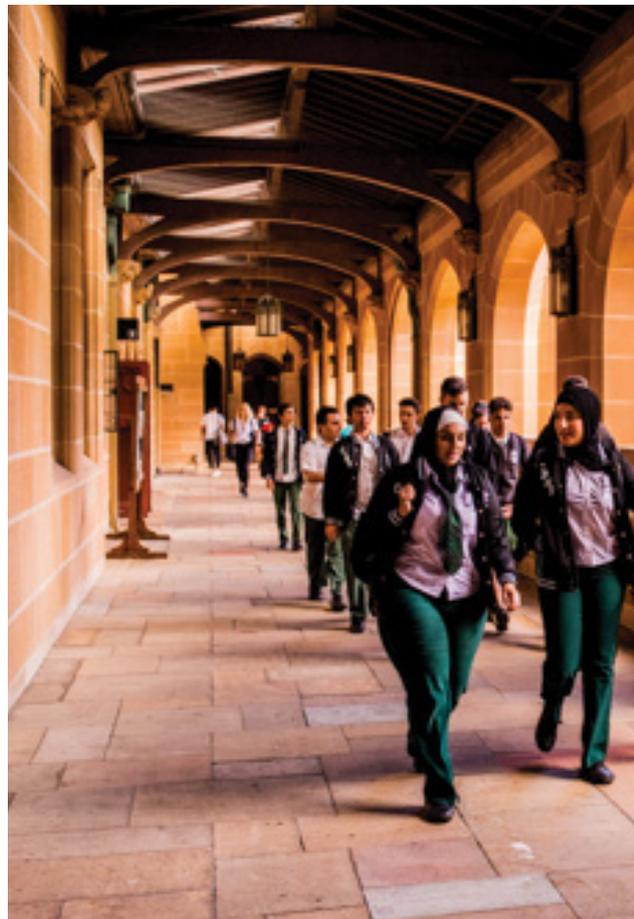
### Our program

Our program aims to:

1. Increase access, participation and success in higher education for people from low socio-economic status (low-SES); Aboriginal and Torres Strait Islander; and rural, regional and remote 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

Since launching in 2009, WPO has engaged with more than 150,000 students, teachers and parents, helping create a brighter future for many Australian students.



# What was new in 2018

It was a year of action, expansion, consolidation, advocacy, review and reflection for WPO.

We turned our attention inwards and sought to better understand some of the structural and context-specific barriers for underrepresented students, to inform pathway reviews and a new whole-of-University strategy on the student experience. We also expanded the reach of our program into new communities in regional NSW and western Sydney.

Following is what was new in 2018.

## Strategic initiatives

- Commenced school-based research for the WPO Longitudinal Evaluation (WPOLE) Project with the Sydney School of Education and Social Work, led by Dr Samantha McMahon. Details of the first year of findings can be found on page 28.
- Renewed our focus on removing some of the institutional barriers for underrepresented students through commissioning several papers that focused on admission pathways, the student experience, transitions and support. These form part of an advocacy agenda for more inclusive equity-related policies, pathways and practices at the University of Sydney and are detailed in the University's Access and Participation Plan 2018. We also sought to inform and contribute to a broader sector-wide engagement and collaboration in student equity research and practice praxis. See the full list on page 41.
- Re-established University collaboration with Educational Innovation and re-launched the Widening Participation Network.
- Partnered with the University of Western Sydney National Priorities Pool (NPP) Commissioned Research project titled Individual-based Socio-economic Disadvantage Measure.
- Formed a partnership with the Country Education of Australia and sponsored their scholarship guide.
- Formed a partnership with the Harding Miller Education Foundation, who target girls facing economic disadvantage, and provided them with access to our educational outreach program. This partnership saw 13 students supported by the Foundation attend Life at Sydney residential program.
- Expanded our Regional Outreach to the far north coast, and showcased it through video documentaries where we heard from high school students, teachers and executives about their experience and the impact of our outreach.
- Placed more student leaders in classrooms and expanded this part of our program in several ways.
  - All workshops were reimagined to be presented by student leaders, and were delivered both in metro Sydney and regional areas.
  - More pre-service teachers were engaged to give them regular classroom teaching experience in diverse school communities.
  - We took student leaders back to their hometown to be local champions and role models for their school community and to authentically speak about their university experience. This was particularly successful in our regional hubs.

## Community

- Expanded HSCram to Max Webber Library, Blacktown.
- Expanded HSCram, Study Centres and Parent and Community Information Evening to Campbelltown Council libraries: Ingleburn Library and HJ Daley Library.
- Held WPO's first program launch at longstanding partner library Whitlam Library, Cabramatta, with guest speakers Lisa O'Brien, CEO of The Smith Family, and Chris Hayes, MP. The launch engaged school careers advisors, teachers and executive staff; University of Sydney donors, alumni, academics and professional staff; and government and partner organisation stakeholders.

## Enrichment

- Combined several Year 11 and 12 workshops to deliver half-day academic and scholarship-preparation workshops (i.e. Thinking Ahead and SMASH Essay Writing package; Promote Yourself and HSC Exam Preparation package).
- Developed a new workshop for Year 11: Critical Thinking.
- Introduced SMASH Research as part of the Year 12 Orientation Week Experience.
- Undertook a complete rebrand of our digital outreach website ASTAR, including the launch of Study Hacks and #All the feels, to encourage extended engagement and refocus on study and academic resources, and content on the University experience that isn't readily available at schools.
- Developed new video content for ASTAR and University of Sydney audiences, with a renewed focus on high school and University student stories to explore the impact of our work through personal narrative.
- Re-imagined the Wingara Mura – Bunga Barrabugu Summer Program to engage students in Years 10 to 12 and altered its delivery date to December to align with the school term. This led to the delivery of two Summer Programs in 2018.

- Held the opening night event at the WMBB Summer Program, presenting Indigenous leaders and mentors to students, providing first-person real-life accounts of personal experiences. These authentic original voices presented stories that challenged Indigenous stereotypes. Students heard from: Professor Lisa Jackson Pulver (USYD, Deputy Vice-Chancellor, Indigenous Strategy and Services (DVC-ISS)), Professor Jaky Troy (USYD), Joel Thompson (The Mindset Project), Jasmin Sheppard (Bangarra Dance Company) and Adam Hansen (presenter). Watch the *My Story, My Future* video on page 108.
- Expanded the WMBB to include students who attended the STEM Spring Workshop.
- Expanded Life at Sydney and Open Day to include a residential component for our regional schools and NGO partners, The Smith Family, Harding Miller Education Foundation and Education Training Out West.

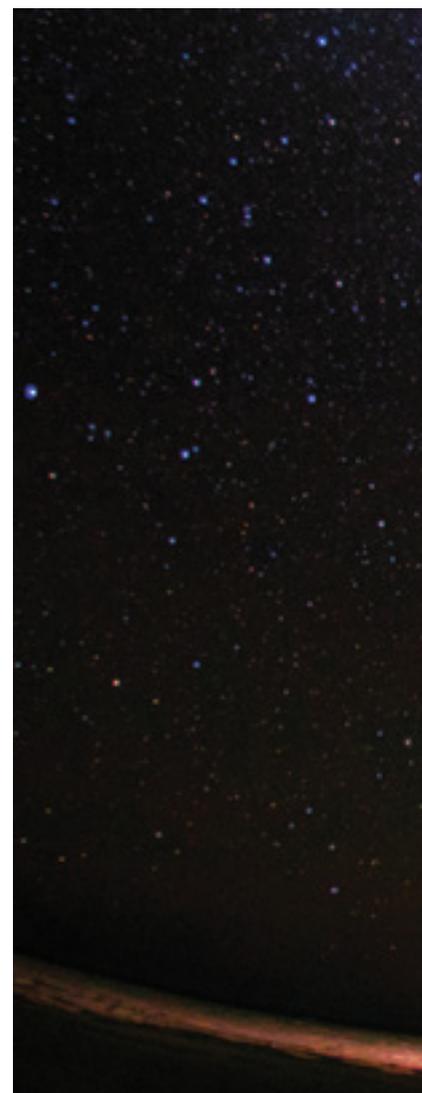
## Literacy

- Expanded the Year 12 Sydney Writers' Festival Experience from one to seven schools and Russ the Story Bus from 13 to 15 primary schools.
- Built on our partnership with Story Factory to establish Craft of Writing, engaging 153 students.
- Partnered with Department of English's LINK Project to present LINK Writerly, an in-school creative writing workshop that supports the development of Year 11 students' creative work, and an on-campus experience day called LINK West for Year 10 students.
- Re-established literacy engagement activities through supported access to curricular-linked Seymour Centre theatre productions.
- Expanded Preparation for NAPLAN Program into 10 schools and reimagined it for a Year 9 cohort.
- Brought teacher professional learning to the central west, south coast, central coast and far north coast as part of our regional outreach program with the Now See Hear Program.

## STEM

- Formed a partnership with Australian Museum which allowed selected students in Year 5 and Year 9 to experience the Australian Museum Science Festival.
- Launched Maths Association of NSW (MANSW) teacher professional learning workshops in the far north coast at Tweed River High School and Richmond River High School.
- Supported entry and travel to the Science Teachers' Workshop for 109 metro and regional (central west, south coast, central coast, mid-north coast and far north coast) high school teachers.
- Funded the Faculty of Science's Mega Maths experience day for partner schools and Year 10 students.
- Created the Indigenous Science Workshop for Year 10 Wingara Mura – Bunga Barrabugu Summer Program students.
- Presented the Exoplanets and Deductive Reasoning Workshop at Year 12 Orientation Week Experience.

- Supported teachers and students to participate in the Amgen Biotech Experience in collaboration with the Faculty of Science.
- Developed MadMaker Ignite, a robotics and programming taster session to be delivered before the Madmaker Challenge to Year 9 and Year 10 students.



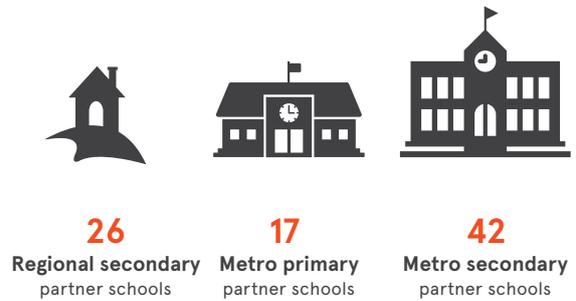
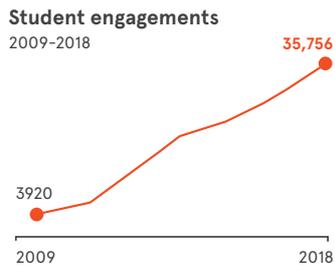


# Widening Participation and Outreach engagement year-on-year

|   | 2009 | 2010 | 2011   | 2012   | 2013   | 2014   | 2015   | 2016   | 2017   | 2018   |
|---|------|------|--------|--------|--------|--------|--------|--------|--------|--------|
| <b>Number of</b>  |      |      |        |        |        |        |        |        |        |        |
| Student engagements   | 3920 | 5443 | 11,608 | 17,583 | 19,995 | 24,538 | 30,033 | 31,876 | 36,748 | 35,756 |
| Parent engagements  | 12   | 776  | 408    | 493    | 549    | 333    | 371    | 449    | 449    | 304    |
| School engagements  | 18   | 18   | 103    | 224    | 212    | 123    | 174    | 314    | 614    | 725    |
| Teacher professional learning   | 73   | 228  | 213    | 434    | 142    | 212    | 186    | 454    | 366    | 502    |
| Volunteer engagements and student leader (current University of Sydney enrolled students) | 0    | 2566 | 2617   | 2547   | 2967   | 4452   | 13,536 | 14,388 | 15,240 | 12,493 |



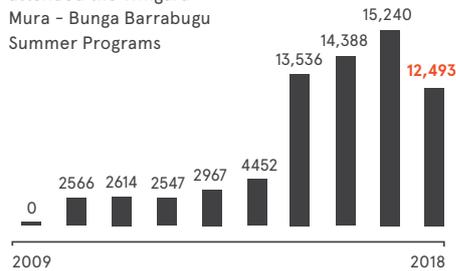
# Highlights from 2018



**52**  
Events run



**329** students attended the Wingara Mura - Bunga Barrabugu Summer Programs



**Online tutoring and homework support**

**7146**  
Career Finder app users



**193**



Volunteers in school

Volunteer to student engagement



**15,495**  
Students participated



Students who attended WMBB Winter Program and enrolled at the University of Sydney  
\* does not include Semester 2 enrolments.  
There are seven more students who have elected USYD as their first preference for Semester 2 enrolment.

**104,505**  
Students involved



**18,098**  
Returning users

**880**  
Subject Finder users







# Measuring the impact of what we do

## What is the Higher Education Participation and Partnerships Program (HEPPP)?

HEPPP aims to ensure that Australians from low-SES backgrounds who have the ability to study at university have the opportunity to do so.

It provides funding to assist universities to undertake activities and implement strategies that improve access to undergraduate courses for people from low-SES backgrounds, as well as improving the retention and completion rates of those students.

The Partnerships component of HEPPP provides funding to universities to raise the aspirations and build the capacity of people from low-SES backgrounds to participate in higher education by developing activities in partnership with primary and

secondary schools, VET providers, other universities, state and territory governments, community groups and other stakeholders.

Read more about HEPPP at [education.gov.au](http://education.gov.au).

Unlike many HEPPP programs, WPO explicitly focuses on academic enrichment (capacity building) linked to literacy and numeracy development. We combine this with unique experiences and 21st century competencies to prepare students for university study.

Courses at the University of Sydney have some of the highest ATAR requirements in Australia and it is important to understand the structural frameworks and inequalities that often impact students' abilities to meet these requirements.

Through our work we seek to improve academic attainment and by doing so broaden the pool of students eligible to access and be equipped with the skills to succeed at the University of Sydney.

## How we measure the impact of WPO's academic capability programs

We measure the impact of our academic capacity building programs in a number of ways.

Working with the Centre for Social Impact, we developed the Theory of Change and a bank of indicators for the WPO Longitudinal Evaluation Project (2018–2020).

These included quantitative indicators, adjunct to creative qualitative indicators and focus group methodologies, such as:

- ATAR attainment of the seven partner schools in the project
- post-school destination survey data
- NAPLAN data.

You can read more about the WPO Longitudinal Evaluation (WPOLE) Project on page 28.



### Other quantitative data

To assess the contributory impact of WPO programs on academic attainment and broader school improvement we analyse the following quantitative data year-on-year. This includes comparing:

- ATAR band performance
- the number of University applications from partner schools in comparison to non-partner SO1E schools
- the contextual landscape for partner and non-partner SO1E school overall engagement with higher education providers.

We obtain data from Institutional Analytics and Planning (IAP), University of Sydney, and the Commonwealth Department of Education for these purposes.

### What have we learned?

ATAR data shows students at WPO partner schools accomplish higher levels of academic success than students at non-partner SO1E schools.

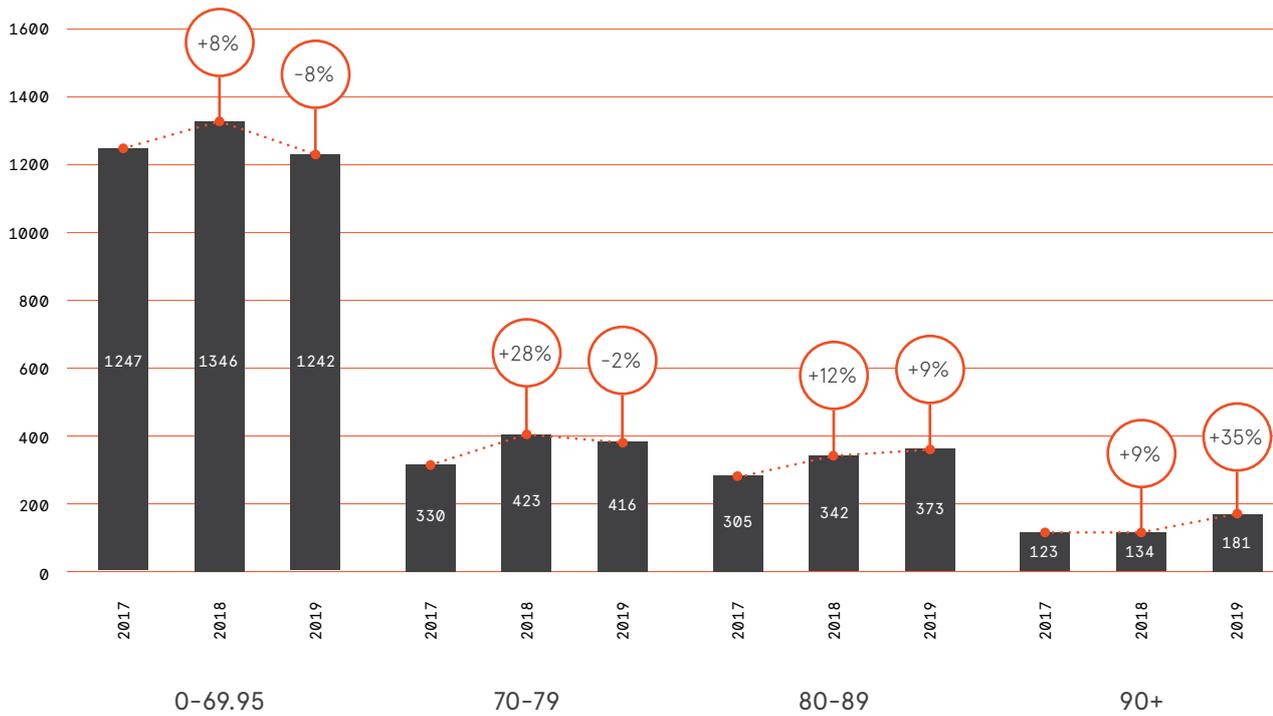
This is a considerable achievement given we do not work with schools with a history of strong academic performance. The median ATAR achievement of most schools we work with is in the 50–60 band range.

In 2019, we saw a 35% increase in students from partner schools achieving scores in the 90+ ATAR band. This happened at the same time the number of students achieving a 90+ ATAR band at non-partner SO1E schools fell by 16%.

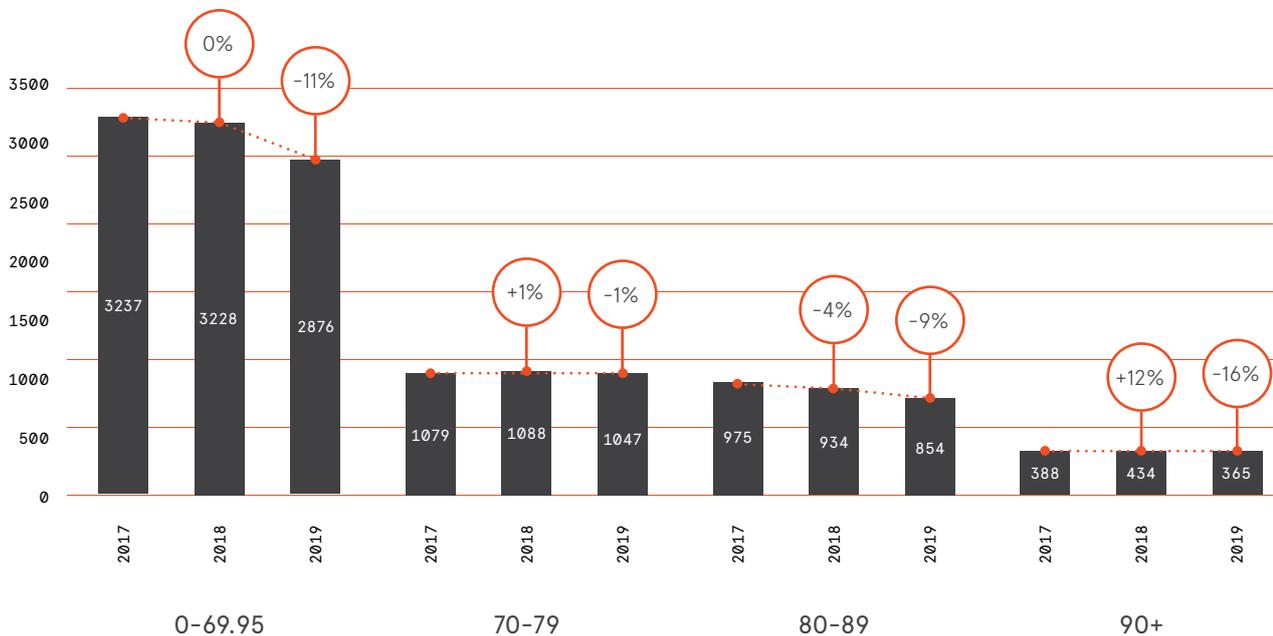
The graphs on the next page illustrate the ATAR bands and how students from WPO partner schools have performed compared to students from non-partner SO1E schools.



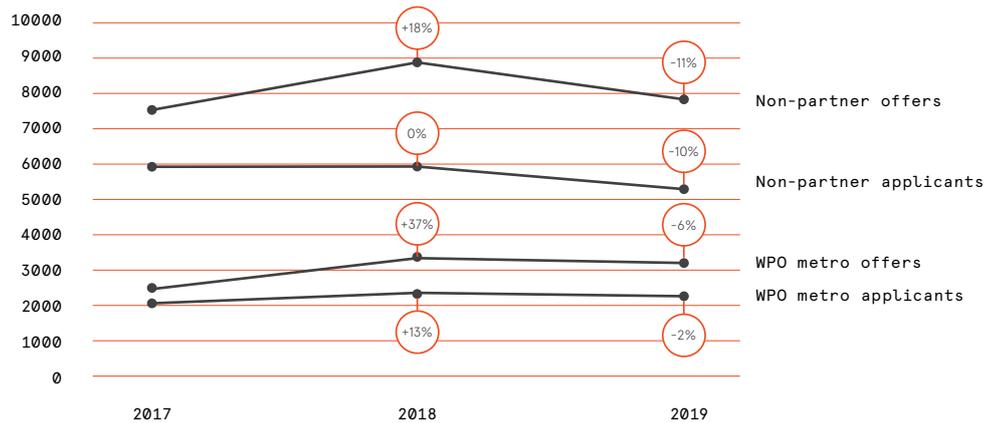
### Applicant ATAR bands from NSW WPO metro partner S01E schools



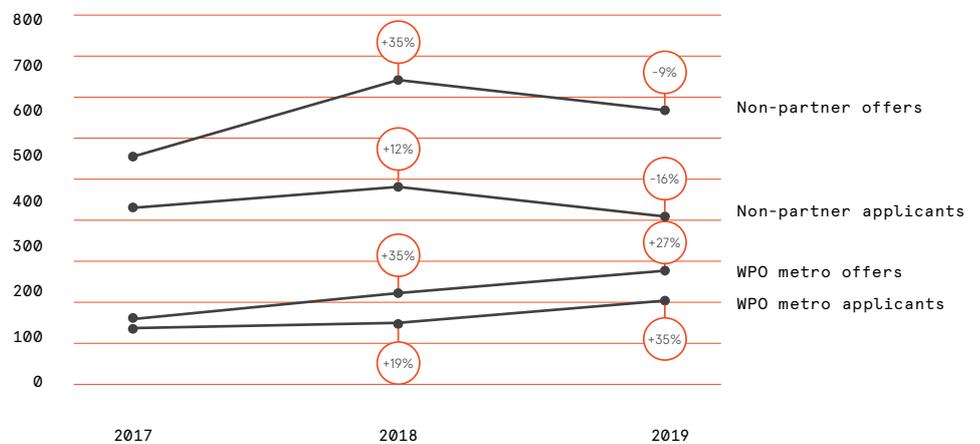
### Applicant ATAR bands from NSW non-partner S01E schools



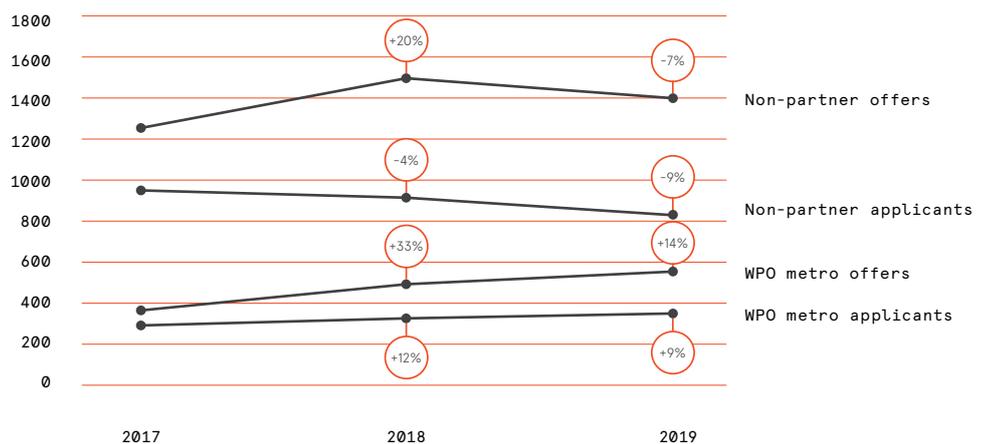
### All applicants and offers from NSW S01E non-partner schools and WPO metro S01E partner schools



### 90+ ATAR applicants and offers from NSW S01E non-partner schools and WPO metro S01E partner schools



### 80-89 ATAR applicants and offers from NSW S01E non-partner schools and WPO metro S01E partner schools



## Measuring access rates

The percentage of students from low-SES postcodes enrolling in courses at the University of Sydney increased from 7.53% in 2015 to 9.83% in 2017.

Meanwhile, the numbers of students from SO1E metropolitan partner schools who listed the University of Sydney as their first preference increased from 344 in 2017 to 353 in 2018.

While this may not appear impressive at first glance, a closer examination reveals many positives.

University applications from students at WPO partner schools increased by 11.2% from 2017 to 2019. At the same time, there was a 9.6% decrease in the number of students from SO1E schools applying for university from 2017 to 2018.

There was also a 44% increase in applications from students in the 90+ ATAR bands from WPO partner schools compared to a 16% decrease at non-partner SO1E schools.

## What these figures reveal

Students enrolled in WPO metro partner schools tend to engage more with higher education than those from non-partner SO1E schools. They have also consistently performed better academically, with higher levels of ATAR attainment from 2017 to 2019.

However, there are broader contextual factors that explain why students from partner schools are not transitioning to the University of Sydney in higher numbers despite increased academic success.

- A trend towards decreasing university enrolments from students attending SO1E schools at the same time as the number of applications and offers is increasing. In a competitive environment, this shows the University must focus on countering the decrease in converting these applications and offers into enrolled students.

- The introduction of mathematics as a prerequisite for enrolment in 59 degree programs at the University.
- The functional application of the University admission pathway for attracting students from low-SES backgrounds who score in the higher ATAR bands.

A University of Sydney-wide strategy to overcome these obstacles has been proposed. This should lead to targets for access, participation and success of students from underrepresented backgrounds.

# WPO Longitudinal Evaluation

## So, does it really work? A longitudinal evaluation of the core Widening Participation and Outreach programs at the University of Sydney.

Widening Participation and Outreach (WPO) at the University of Sydney have a longstanding commitment to rigorous evaluative practice to monitor and gauge the immediate experiences of students participating in the annual program of educational outreach initiatives.

However, to our knowledge no third-party, longitudinal studies of HEPPP programs have been undertaken in Australia. WPO considers it essential that a rigorous evidence base can be built in order to understand the implementation and impacts of HEPPP outreach programs. As such, WPO has invested in a large-scale evaluative project that aims to better understand what works in educational outreach.

From May 2018, a team of researchers, led by Dr McMahon from the University of Sydney, together with collaborators Dr Meghan Stacey (the University of New South Wales) and Dr Nathan Berger (Western Sydney University) are creatively investigating and mapping stories of short, medium and long-term impact of HEPPP programs, in ways that extend beyond survey methodologies and students' self-reported benefits. These include a focus on whether these engagements make lasting differences to students' experiences of school, the HSC and post-school destinations.

A strengths-based and youth-focused approach and innovative use of visual methods, focus groups and interviews characterise the approach of the evaluation research team. This combination of methods is further supported by an additional component led by Dr Nathan Berger involving the analysis of NAPLAN results over time, which will complement the qualitative exploration of one of the Year 9 WPO activities selected for evaluation, the Preparation for NAPLAN Program. The research team has recruited seven WPO partner high schools across greater western Sydney to the study.



**Table 1 – How does the research team evaluate the WPO core program?**

| Research component  | Evaluated by  |
|---|---|
| 1. Evaluation of the short-term impacts of core WPO program activities for scholastic Years 9 through 12, inclusive.            | <ul style="list-style-type: none"> <li>- observing the activities</li> <li>- collecting student work samples</li> <li>- conducting focus groups with high school students and university student volunteers (separately)</li> <li>- interviewing teachers</li> <li>- analysing publicly available NAPLAN data.</li> </ul> <p>This will take place during the delivery of WPO activities throughout 2018, 2019 and 2020.</p> |
| 2. Evaluation of the long-term impacts of core WPO program activities for students as they progress through Years 9, 10 and 11. | Conducting annual focus groups with the same students in 2018 (Year 9), 2019 (Year 10) and 2020 (Year 11).  |
| 3. Evaluation of the long-term impacts of the program for students after they leave school.                                     | A post-school destination survey (to measure who applied for, was offered a place in and took up study at university, or other post-school destinations). This will take place in April 2019, 2020 and 2021.  |
| 4. Evaluation of the impact of the program on Year 11 and Year 12 subject selection behaviour and ATAR achievement.             | Analysing the enrolment data for Year 11 and Year 12 subjects and ATAR achievements at participating schools for the years 2017 (pre-program), 2018, 2019 and 2020.   |



## The component of the research reported here.

The findings to date are interim, given that this is a longitudinal project over three years. The 'complete' set of data we have collected in this reporting period is the set of Year 1 longitudinal interviews that are part of the suite of interviews designed to investigate the long-term impact of the Year 9 program (component 2 in Table 1). What we comment on in this report is therefore not a single snapshot, one-off evaluation of any activity or program, but rather the first stage in the ongoing, longitudinal component of the project. The same students will be interviewed again in 2019 and 2020 for this component of the research.

The Year 9 program consists of two separate workshop series: Preparation for NAPLAN (A1), a five-week program designed to familiarise students with NAPLAN style questioning and examination techniques; and Digital Narratives (A2), where Year 9 students compose and share their stories on a digital platform and some have their work published on ASTAR.TV.

The 2018 longitudinal interviews comprised a total of seven focus groups conducted at four different metropolitan school sites in greater Sydney. This methodology captured the views of 41 Year 9 students and their experiences of the WPO Year 9 program. Evaluation of the 2018 Year 9 longitudinal interviews is reported below thematically, against the organising principles of the evaluation.

## Features of the program that students reported as helpful in terms of increased academic capacity (skills and knowledge) and improved understandings of university education.

Data collected in the first year of longitudinal interviews with students included students' own offerings of descriptions of knowledge and skills that they credited to their involvement in the WPO program. Although we asked the students to reflect back on 2018 in terms of both the Preparation for NAPLAN and Digital Narratives programs, the students' talk often focused on Preparation for NAPLAN. The knowledge and skills students described included improved confidence and understanding of Year 9 NAPLAN content (literacy and numeracy):



“For me it [the Preparation for NAPLAN Program] made me feel like a little bit more confident ... And when we did do the actual one [NAPLAN] it was like a little easier, so that ... like it was good preparation.”

“ I needed a confidence booster in Math so just being able to do basic questions and working my way up [during the Preparation for NAPLAN Program] really boosted my confidence.”

“ It [the Preparation for NAPLAN Program] was helpful. It took a lot of stress off students to revise back on last year.”

Some of this stress relief was attributed to the fact that the program was made available during normal school hours. Students expressed that this added value to their education without taking any additional time or resources from their often complex lives (e.g. caring for younger siblings, translating for family at various appointments, daily extracurricular activities such as sports, music lessons etc.).

“ I would recommend [the program to my younger friends and siblings] because ... I know myself and ... my younger siblings, we don't study at home ... but if it's at school and everyone else is doing it and participating then I would obviously still do it.”

The value and the benefits of the learning design of these WPO programs, which are peer-based and led and supported by both university mentors and classroom teachers, was shown to have 'stuck with' the students, over the year.

“ Yeah, cos I felt like with the Digital Narrative [Program] I knew that ... I'm not into art ... But ... I was working with my friends ... I found out that working together everyone could use their own skills and that it wasn't as bad [as I thought].”

“ Being able to talk to the person that came and visited you to kind of like give you an idea about what university life is like. I personally wanted to go to university anyway, but just being able to like talk about it kind of like relieves some of my fears about like university.”

“ Meeting with like some of the uni students helped like realise that uni, yeah sure it's like a little intimidating but it's also like a new environment, it's almost, like, exciting and just different things to like explore and discover.”

“ And you've got two sets of, like, help there [in the WPO programs] you've got the people that come visit you from the actual program and you've got your class teacher.”

These students' comments speak to the benefit of the programs' collaborative approach, working with WPO staff, university volunteers, school personnel and peers to build student knowledge about what it means to attend university and what skills and educational milestones are helpful in terms of 'getting there'.

## Did the program assist students to start to articulate their own story around how beliefs and identity link to their learning?

This longitudinal data demonstrated the students' capacity to articulate how their beliefs and identity link to their learning. The intention of the longitudinal design of the study is to discern whether these stories change over extended engagement with the program (three years). The quotes from students we share here are all from the first year of longitudinal data. We acknowledge that this is 'baseline' data and that students' learning identities by Year 9 are formed by many factors other than the WPO program under evaluation. For this reason, we urge readers not to read 'causality' between program implementation and student learning identity data. We will have more scope to talk about WPO impact on these stories if we see change in these students' responses in 2019 and 2020 longitudinal interviews.

The questions in the interview data that investigated how students' beliefs and identity link to their learning involved students looking at a bank of 'metaphor cards' (Northern Nevada Writing Project, 2008). The metaphor cards comprised 100 photographs of different objects (e.g. stapler, balloons, remote controls) or natural phenomena (e.g. clouds, plants, animals). Students were invited to use one of these images to complete the sentence "When I'm learning I'm like a [selected photo] because ...". The similes and metaphors featured in the students' responses reveal a variety of emerging learning identities and practices.

In this early stage of the WPO program (the program runs from Year 9 – Year 12), Year 9 students variously talked about their learning in terms of growth, impermanence and learning 'styles'. The similes and metaphors also revealed students' divergent understandings of learning as 'absorption' or 'construction' of knowledge. These emerging narratives of self as learner could be leveraged to inform the design and delivery of future WPO program activities.

Some of the similes and metaphors indicate students understanding their learning as ongoing growth, with plant metaphors from the cards proving popular. For example,

"I could say like I'm a plant though cos I keep on growing with my knowledge and knowing more stuff every day."

Students' similes and metaphors often clearly articulated preferences regarding learning modalities and practices.

"I like the ... I like the playing cards cos like the size reminds of like flash cards so I like to use ... make flash cards with ... when I study ... I'm a visual and hands-on learner so it helps me, like doing that helps me study better."

"I chose the platter with the different types of fruit and like food in a ... the plastic food. And that was because I feel like I like to learn many different ways, like I don't just use one method of learning, I like writing notes, I like repeating it out to myself, I like using flash cards."

“I needed a confidence booster in Math so just being able to do basic questions and working my way up [during the Preparation for NAPLAN Program] really boosted my confidence.”

Student  
Year 9 Preparation for NAPLAN

Some of the similes and metaphors that indicate students understanding their learning as impermanent relate to duration, time and future. For example, some of the similes and metaphors below picture understandings of personal learning 'wearing off', and learning 'coming and going' over time. This is an important understanding to address if the program is to impact students' conceptions of personal educational futures.

"When I study, I think of myself like sticky tape, when you pull it out it's sticky, but if you leave it for a long time it doesn't get sticky as much. So, when I learn, it's like things stick into the sticky tape. So ... and if I don't know that ... if I don't learn when I'm small, then the sticky tape will lose stickiness so, yeah."

"[When I learn I am like] A cloud ... it just gets around again and it's like 'Ah yeah'! Like sometimes you pay attention, sometimes you just go like 'Yeah'."

"Well I feel like I'm like a MP3 recorder ... Because I still have knowledge, like I know ... I know stuff but sometimes MP3 players stuff up and the song doesn't always work."

Interestingly, use of the sticky-tape metaphor was duplicated almost word for word at a different school (School I), so this idea that learning 'fades' or is less certain over time seems to be replicable across contexts. Similes and metaphors also exposed dichotomous understandings of learning as 'absorption' and 'construction', which positioned the students as passive or active in their learning, respectively.

"I feel like a memory device, USB, because if I don't store the information then I won't know for further in life, like tests and stuff, but then like if you were a bit like corrupt and basically your mind just goes blank then you can't like really like go good in tests and stuff like that."

"I think when I'm learning I feel like I'm a fridge okay? I'll tell you why. Because when you go out ... like let's say your fridge is empty, it's full of condiments and you can't eat it, okay? And that's like your brain before you start learning. And then after your grocery shopping, you put food inside, and that's all the knowledge that's in there that you can eat. So, I think that I'm able to ... even though at the time I have not that much ... knowledge or food, I'm able to fill it and understand and learn and then it just fills."

"I'm like a blender kind of because I don't learn from one thing only I learn from a lot of different people and how they explain I blend them all together and then I make my own notes on that."

"I feel like I'm a set of tools because I can, like, create like new ideas and then I can form them to like one, like, big one overall."

Some students positioned themselves as containers for passively receiving information (the fridge and USB metaphors); less often students positioned themselves as active 'makers' and 'creators' of their learning (the blender and tool-set metaphors). Interestingly, the passive learner metaphors also speak to seemingly popular understandings that learning is impermanent; the food in the fridge 'runs out', the data sometimes corrupts.

Overall, this first year of longitudinal data collection has demonstrated students' understandings of personal learning as likely to 'wear off' or 'come and go' intermittently. Whilst we acknowledge this is not necessarily due to participation in the program, these are important mis/understandings to note given the WPO core educational program aims to positively impact students' conceptions of personal educational futures. In this sense, this data could prove fertile ground for WPO to consider when designing and implementing their programs.

The importance of this preliminary finding and the methodological success of using metaphor cards to garner these understandings has been recognised and the resulting paper – “When I study I think of myself like sticky tape”: Metaphors for learning and motivation in the evaluation of a university widening participation program – has been accepted for presentation at the British Educational Research Association conference, 10–12 September 2019.

## Where to next?

The research team are currently finalising their evaluation of the short-term impacts of the Year 9 Preparation for NAPLAN Program, analysing NAPLAN data, surveying 2018 school leavers about their post-school destinations, and analysis of 2017 and 2018 subject selection, ATAR results and NAPLAN data for participating schools. The results of this current research are due to WPO in July 2019. The second half of 2019 is slated for completing the evaluation of the short-term impacts of the Year 10 Preparation for Senior Study Program and the Year 12 Enrichment programs, as well as the 2019 wave of longitudinal interviews. We look forward to sharing all of this with you in the next WPO annual report.

For further information regarding the longitudinal evaluation of the University of Sydney’s Widening Participation and Outreach Program, please contact Dr Samantha McMahon.

- [samantha.mcmahon@sydney.edu.au](mailto:samantha.mcmahon@sydney.edu.au)
- 02 8627 5137

## Notes

1. Visual methods are used to enhance interview and focus-group methods through use of artefacts, photo elicitation, metaphor cards, concept mapping and, where students elect, drawings. This generates rich narrative and is inclusive of students from diverse cultural and socio-economic backgrounds. The overall design of the longitudinal evaluation is in Table 1.
2. We acknowledge that students’ learning identities by Year 9 are formed by many factors other than the WPO program under evaluation and urge readers not to read ‘causality’ between program implementation and student learning identity data. These self-reported statements about learning must be interpreted as descriptive ‘baseline’ snapshots. Analysis of change over time and the ‘impact’ of the program will become more accurate at the end of this year and next, when we will endeavour to interview the same students again and compare and contrast their interviews from 2018, 2019 and 2020.





# Researcher biographies



**Dr Samantha McMahon** is an educational sociologist. As the chief investigator of the WPO Longitudinal Evaluation, Dr McMahon has created a rigorous research methodology that is engaging for research participants, especially school students involved in the evaluation, and tailored especially to reveal young peoples' perspectives in their engagement with WPO programs.



**Dr Sheelagh Daniels-Mayes** is a Kamilaroi woman originally from north-western NSW. She joined the Sydney School of Education and Social Work in 2017 as a Fellow in the Wingara Mura Leadership Program, and teaches and researches in Aboriginal education and Indigenous studies and methodologies. Sheelagh has assisted in the development of the research methodology, and provides ongoing support and monitoring of all aspects of the evaluation.



**Professor Valerie Harwood** is Professor of Sociology and Anthropology of Education, Sydney School of Education and Social Work, University of Sydney, an Australian Research Council Future Fellow, and an Honorary Professorial Fellow, Australian Health Services Research Institute (AHSRI), University of Wollongong. Valerie's research is centred on a social and cultural analysis of participation in educational futures.



**Dr Meghan Stacey** is a lecturer in the sociology of education and education policy in the School of Education at the University of New South Wales. Her expertise provides insight into how teachers and the frameworks within which they operate interact with, and may affect, the effectiveness of WPO programs.



**Professor Debra Hayes** is Head of School at Sydney School of Education and Social Work and investigates the inequitable effects of schooling. As an extension of her research interests, Professor Hayes' participation in this evaluation promotes more equitable educational outcomes particularly for student participants involved in this research, ensuring that opportunities to excel in schooling are provided to as many students as possible.



**Dr Nathan Berger** is a Postdoctoral Research Fellow in Science, Technology, Engineering and Mathematics (STEM) Education at Western Sydney University (WSU). Dr Berger brings to the evaluation skills in sophisticated techniques for longitudinal data analysis, which forms an integral part of the research – determining if engagement with WPO programs has long-reaching effects on young peoples' aspirations, even after students have completed their formal secondary school studies.

“When I study, I think of myself like sticky tape, when you pull it out it’s sticky, but if you leave it for a long time it doesn’t get sticky as much. So, when I learn, it’s like things stick into the sticky tape. So ... and if I don’t know that ... if I don’t learn when I’m small, then the sticky tape will lose stickiness so, yeah.”

Student  
Year 9 Preparation for NAPLAN

“Meeting with, like, some of the uni students helped like realise that uni, yeah sure it’s like a little intimidating but it’s also like a new environment, it’s almost, like, exciting and just different things to like explore and discover and whatnot.”

Student  
Year 9 Preparation for NAPLAN

# Policy and research

WPO advocates for and works alongside researchers by providing information about our outreach program to help inform larger University-wide policy work. Related papers published in 2018 include:

## Commonwealth government external program reporting

**Higher Education Participation and Partnerships Program – participation component 2017 report**

Department of Education and Training  
May 2018

**Indigenous Student Success Program – 2017 performance report**

The University of Sydney  
August 2018

**Compact agreement – equity report**

The University of Sydney  
July 2018

**Access and participation plan**

The University of Sydney  
May 2018

**University of Sydney annual report WPO content (pages 12,19 and 20)**

The University of Sydney  
February 2018

## Internal University of Sydney reports and review

**Access and participation admissions pathways and support for students from low-SES backgrounds (internal)**

The University of Sydney  
June 2018

**First in family student experiences, transitions and support**

The University of Sydney  
May 2018

**Mathematics prerequisites**

The University of Sydney  
July 2018

**Equity and inclusion – college collaboration**

The University of Sydney  
December 2018

**Interim report of the Transition, Advising and Careers (TAC) steering group**

The University of Sydney  
August 2018

## External higher education policy and projects

**University of Sydney submission to the Council of International Education's Consultation Paper: Growing international education in regional Australia, December 2018**

EOI: Labor government commitment to boost equity and participation in Australia's universities

December 2018

**More support for regional students**

Ministers for the Department of Education and Training

November 2018

**Responses to the NCSEHE discussion paper Student equity 2030: a long term vision for student equity in higher education**

The University of Sydney  
October 2018

**Response to Labor to help all Australians get the chance to study at uni**

The University of Sydney  
September 2018

## Research

**WPO LEP**

The University of Sydney  
2018-2020

**Reinventing the Gap Year: Establishing new forms of supportive communications between universities, regional students and parents**

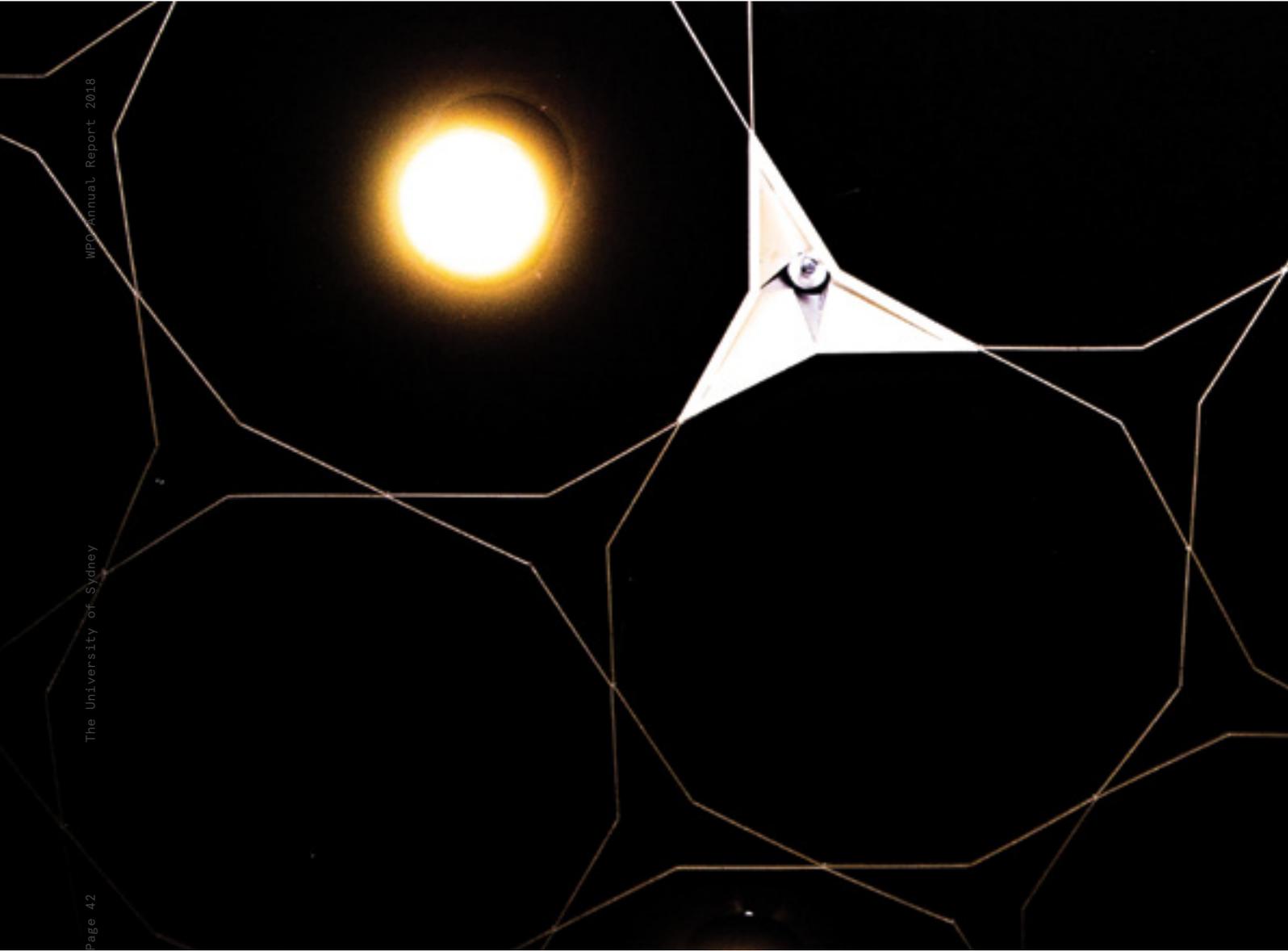
The University of Sydney and NSW Department of Education  
December 2018

**Competitive grant from New South Wales Department of Education, led by Samantha McMahon**

The University of Sydney  
December 2018

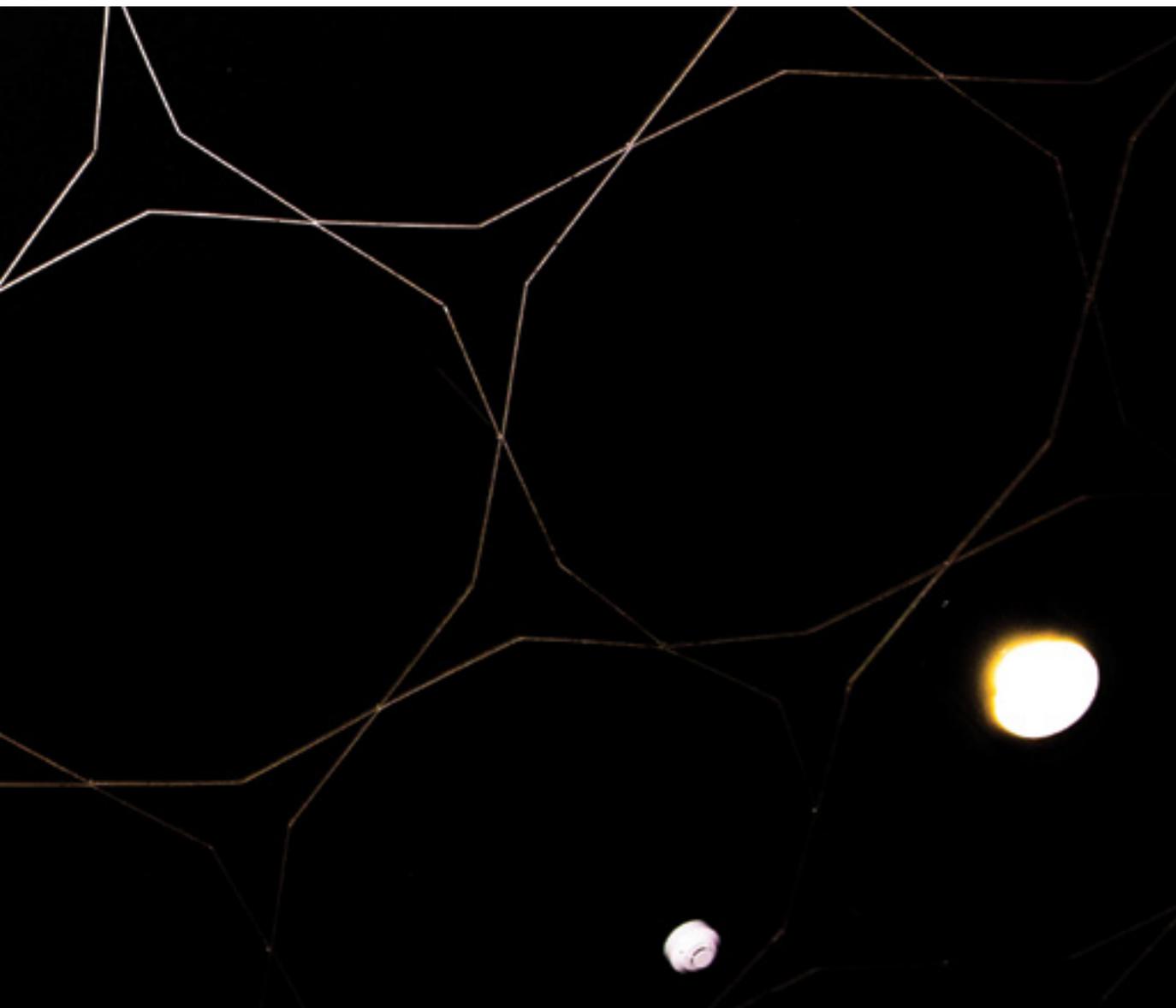
**National Priority Pool commissioned research in partnership with Western Sydney University**

The University of Sydney  
December 2018



## Strategic initiatives

We are committed to innovative, strategic initiatives that extend the depth and impact of our program. This allows us to be responsive to changes in educational contexts and new opportunities to work with young people, their schools and communities.



# Focus area spotlight: Strategic initiatives

Data shows that students in regional and rural areas not only have lower rates of completion when it comes to high school, but they are also far less likely to go to university than their counterparts in the city.

A NSW Department of Education report on regional transitions to university found that 40% of regional students who achieved an ATAR of over 75 in NSW did not go on to university. There are many complex reasons behind students' decision making, including barriers like cost, not knowing what to study, being the first in their family to go to university, and insecurity about leaving family and friends.

Our regional program seeks to address this by running academic capacity building programs in regional schools, hosting on-campus residential programs, offering teacher professional learning and school leadership development through our Leading Excellence Program for principals, and forming partnerships with regionally focused and located organisations, such as Education and Training Out West and Country Education Foundation. Like us, these partner organisations aim to improve the educational outcomes for young people in regional and remote communities.

Our regional roadshows are a key part of our regional program. While only in their second year we view them as a long-term commitment to regional NSW. We have ongoing relationships with 30 schools in the NSW central west, central coast and south coast. Our aim is to increase engagement with the University of Sydney with both students and teachers and to positively contribute to and impact innovative approaches to teaching and learning, cultural competence, leadership and transformation amongst teachers and principals in regional schools.

In 2018 we expanded our regional roadshows into several new schools in these existing areas, as well as the far north coast and Tweed region of NSW.

Through our footprint in regional areas we have also embarked upon a two-year research project, Reinventing the Gap Year, led by Dr Samantha McMahon at the University of Sydney. This research is being undertaken in collaboration with the University of Canberra and University of Wollongong, plus the CEF, and is funded by the NSW Department of Education.

Below are some early indications of the success of our regional engagement.

- In 2018 we ran five roadshows to the central coast, south coast, central west and two to our new hub, the far north coast. These roadshows saw us visit 2554 students, with 5524 engagements across 26 schools, a 21% increase in student engagement numbers from 2017.
- 49 of the 129 students who attended Life at Sydney in 2018 were from regional communities, engaged through Education and Training Out West, The Smith Family, and school communities on the NSW far north coast.
- 35 out of 60 teachers attending the Science Teachers Workshop in 2018 came from 13 of our regional partner schools across the south coast, central west, central coast, and far north coast.
- 47 teachers from schools around the far north coast attended MANSW Teacher Professional Development sessions in 2018, held in our new far north coast regional hub at Tweed River High School and the Rivers Secondary College, Kadina campus.
- Six regional secondary school principals attended Leading Excellence professional learning sessions in 2018.

- In 2018, 68 teachers from regional schools were engaged in Now See Hear professional learning at host schools in regional areas, including Ulladulla High School, Kurri Kurri High School, the Rivers Secondary College, Kadina campus and Tweed River High School.
- 9 teachers from the central coast and central west regional hubs attended the STEM teacher enrichment academy in 2018.
- Wingara Mura – Bunga Barrabugu Program.
  - 35 of the 40 student applications from WPO engaged schools for the 2018 December WMBB Summer Program were from 13 regional partner schools, up from 10 student applications from four partner schools for the January 2018 WMBB Summer program.
  - 42 of the 329 students attending the two 2018 WMBB Summer Programs were from WPO engaged schools.
  - Four of 41 students attending the Bunga Barrabugu Winter Program in 2018 were from four of our regional partner schools.

### Transition to university

- 29 of the 42 students who participated in the 2018 Bunga Barrabugu Winter program received a university offer, with 14 of these students receiving an offer from the University of Sydney. Ten of these students are currently enrolled.
- 15 students engaged through our regional partner organisation Education and Training Out West attended the Open Day residential program in 2018, and three have enrolled at the University of Sydney in 2019.
- In 2018 we were the primary sponsor of the *Student Scholarship Guide* published by the CEF, promoting Cadigal, E12 admissions pathways and other scholarship opportunities at the University of Sydney. Twenty-three CEF scholars enrolled at the University of Sydney in 2018 and 19 students in 2019.

### Schools visited for the first time in 2018

- Far north coast:
  - the Rivers Secondary College: Kadina High Campus, Lismore High Campus, Richmond River High Campus
  - Alstonville High School
  - South Grafton High School
  - Grafton High School
  - Banora Point High School
  - Murwillumbah High School
  - Tweed River High School
- Central west
  - Narromine High School
- South coast
  - Moruya High School

“ I think it was really helpful to talk about our goals and the future because it is inspiring and encouraging to know more about how to achieve our goals. I also found the essay stuff really useful and it will definitely help me in the future.”

**Student**  
South Coast Roadshow

“ I have more knowledge on paths outside of high school and I feel I will have a plan after school.”

**Student**  
North Coast Roadshow

“ It assisted with essay writing, specifically tips with structuring paragraphs. It was also just good to know there’s so many financial assistance options for uni.”

**Student**  
North Coast Roadshow

“ Very relaxed atmosphere, a lot of student involvement, however no pressure on students. Very relevant to students – young presenters connected well with students through personal stories.”

**Teacher**  
Central Coast Roadshow

## 2018 programs – Strategic initiatives

| Title                           | Year     | Number of students | Number of schools | Student engagements |
|---------------------------------|----------|--------------------|-------------------|---------------------|
| Central Coast Roadshow          | 10-12    | 591                | 5                 | 1463                |
| Central West Roadshow           | 10-12    | 732                | 8                 | 1198                |
| North Coast Roadshow 1          | 10-12    | 284                | 3                 | 734                 |
| North Coast Roadshow 2          | 10-12    | 707                | 6                 | 1698                |
| South Coast Roadshow            | 10-12    | 240                | 4                 | 431                 |
| Leading Excellence              | Teachers | 7                  | 7                 | 42                  |
| STEM Teacher Enrichment Academy | Teachers | 57                 | 10                | 57                  |



“Many, many thanks to all involved in inspiring, motivating and just making our students think. I’m sure each will take away something from the sessions. I appreciate this exposure to a ‘city’ uni and its students. It makes things seem actually real and achievable for our regional students.”

Teacher  
Regional Roadshow

# Greg's story



## Principal

Greg Smith is the Executive Principal of the Rivers Secondary College, which spans three campuses at Lismore in the northern rivers area of NSW. He's experienced the impact WPO programs can have first-hand – and watched his staff and students do the same as the Regional Roadshow expansion toured his school campuses in 2018.

I lead the college management team at the Rivers Secondary College in northern NSW. We have three campuses: Kadina High Campus, Lismore High Campus and the Richmond River High Campus. Each campus has its own principal, and I'm the executive principal, looking after approximately 700 students and 170 teaching staff.

I first became involved with WPO in 2017 after being invited to their Leading Excellence Program, a professional learning program for principals run at the University of Sydney. We spent two wonderful days working with University staff on building school cultures that focus on excellence, and the role of leadership in creating transformative learning environments for students. I came away with a different perspective on leadership and leading learning within a school.

I was so inspired by what I learnt there. It was so beneficial that I liaised with a number of staff at the University to see if they were available for our NSW Secondary Principals' Council Conference. We had three staff from the University attend and it was very warmly received.

In 2018 WPO brought their regional roadshow to our campuses in Lismore for the first time. These types of events are so important for regional schools and their communities.

For many reasons there's been a decline in the proportion of regional and remote students attending university. We know that relocation of rural students is a key barrier to them accessing tertiary education.

Obviously there's the tyranny of distance, being in a regional area, and this affects both teachers and students. Schools in regional areas can face barriers in terms of preparing students for the HSC and moving or transitioning to pathways to university.

There's often a lower level of school attainment in regional secondary schools and a narrower range of future job opportunities in regional areas. There are also lower levels of family participation in tertiary education, therefore reduced expectations and understanding of the advantages it brings.

Students in regional areas are sometimes limited in what they can access in terms of extra support for preparing for the senior years of high school. But they're also limited in envisaging the possibilities and scope of what might be possible for future education. WPO steps into this gap, and their regional roadshow has widened the horizons and dreams of many of our students through the courses like Year 10 Preparation for Senior Study, Year 11 Smash Essay and Year 11 Thinking Ahead.

The programs run by WPO provide regional and rural students with genuine skills and help them develop an increased understanding of the value of extracurricular involvement. They also encourage students to engage in reflective practice, enabling them to better evaluate future options that are available to them.

I've been so impressed by the breadth of opportunity which this roadshow program has brought to Lismore. It provides the opportunity for Years 10 and 11 students to increase their understanding of the skills and metacognition that they need to improve their learning. It helps them enormously going from Stage 5

and Stage 6 and into those important senior school years. We wouldn't have the opportunity to do it without this type of support from WPO in place.

Our teachers are also reaping the rewards. Most of the professional learning opportunities for teachers are only available in metropolitan areas – this includes up-to-date information about changes in the curriculum and changes in teaching strategies or ideas around teaching strategies. WPO provided us with a valuable opportunity to upskill the teachers right here in Lismore.

In 2018 our staff were able to attend professional learning workshops that WPO and the Maths Association of NSW brought here, plus a digital storytelling program called Now See Hear offered in conjunction with the Sydney Story Factory. Having these programs delivered here in Lismore and us being able to host them is wonderful.

WPO also offered supported entry and travel to the Science Teachers' Workshop for our teachers. I've been amazed at the support that WPO's program is providing for our teachers and I know our teachers are very thankful for the opportunities that WPO and Sydney University are providing to them, particularly in Stage 6. Being able to provide opportunities for a large number of our staff to attend professional learning workshops in Sydney around the new Year 12 syllabi is a great advantage to those teachers who wouldn't otherwise be able to access that sort of professional learning.

WPO's programs have offered amazing benefits to me personally, as well as to the students and teachers of the Rivers Secondary College.



# Community

We are committed to supporting young people, schools and their communities through programs that equip students for higher education. We work collaboratively with partners who share our belief in lifelong learning and the value of higher education.

# Focus area spotlight: Community

Family members are key influencers in students' decision making and play an important role in their children's learning, educational trajectory, and career choices. Because of this, one of our key aims is to engage and connect with families through community organisations to foster a sustained change in beliefs, attitudes and understandings about the benefits of higher education.

Through our community focus area, we actively build partnerships with community and industry organisations. These community organisations include local government area (LGA) libraries. Libraries are vital to any community, but particularly in low-SES areas, where they provide resources like internet access, technology, and books that may not be available at home and act as a key meeting place for community-based programs, information retrieval and study.

We have established strong relationships with LGA libraries in Fairfield/Cabramatta and Liverpool.

Drawing on the success of these library relationships, in 2018 we partnered with two other library organisations in western Sydney for the first time: Campbelltown City Library and Blacktown City Library. We ran three outreach programs through our library partnerships: HSCram, Study Centres and Parent and Community Information Evening.

Study Centres was established in 2010, but in 2018 we ran it for the first time at the HJ Daley Library in Campbelltown throughout terms 2 and 3. We also expanded our successful Parent and Community Information Evening to Greg Percival Library, Campbelltown. In 2018, for the first time, we ran our HSCram sessions at Max Webber Library in Blacktown and HJ Daley Library in Campbelltown, allowing us to reinforce our school-based program through library outreach in all of our partner school geographical hubs.

“I have been able to correct mistakes and am confident that this will help in future study and the HSC. The student leader was great! So helpful!”

**Student**  
Study Centre

“I believe this HSCram event will have a positive effect on my overall HSC performance as this program has helped me feel more relaxed and confident in my own abilities. In addition, it has inspired me to be more organised and prepared for the upcoming HSC in two weeks time.”

**Student**  
HSCram

“It's giving our child the sense that this is the beginning. It is time to start preparing and tonight is the first of that. Tonight also gives our child the sense that we are going to do this together – we are here for support. The information was great knowledge and also reassurance on how the ATAR works and entry into uni.”

**Parent**  
Parent and Community Information Evening

“The info night will allow a growth in the understanding I have on my senior years of high school and uni. I hope that I can use this info to influence better choices for my future and out career path to create the best possible chance of achieving my goals in life.”

**Student**  
Parent and Community Information Evening

“I'm so glad to have attended this info evening. The information provided will help my son choose the correct subjects in Year 11 towards his planned course in uni in the future. The staff are friendly and informative.”

**Parent**  
Parent and Community Information Evening



Image: Graffiti Tunnel, The University of Sydney

## 2018 programs – Community

| Title                                    | Year           | Number of students | Number of schools | Student engagements |
|--|----------------|--------------------|-------------------|---------------------|
| HSCram                                   | 12             | 163                | 61                | 489                 |
| Parent and Community Information Evening | Parents, 10-12 | 147                | 22                | 294                 |
| Study Centre                             | 7-12           | 109                | 34                | 210                 |

### HSCram

- Blacktown: 32 students, 17 schools
- Campbelltown: 36 students, 14 schools
- Cabramatta: 69 students, 18 schools
- Liverpool: 26 students, 20 schools

### Parent and Community Information Evening

- Campbelltown: 71 parents, 34 students, 3 teachers
- Cabramatta: 33 parents, 9 students, 2 teachers

### Study Centres

- Campbelltown: 61 students, 16 volunteers
- Liverpool: 48 students, 22 volunteers



“I’d like to thank the library and the University for this wonderful initiative. My daughter and her friend attended [Study Centre] for the first time last night. They were both raving about how amazing it was!! They learned a lot. I’m sure this will be a positive change in their schooling.”

# Robert's story



## Student

Robert Tran comes from Canley Vale in western Sydney. In high school he attended the HSCram program run by WPO at his local library. Robert is currently in his second year of a Bachelor of Engineering and volunteers with WPO.

University was always on my mind. My family are very proud and supportive of me being the first one to go to university.

I'm in my second year of a Bachelor of Engineering with honours, majoring in civil engineering. When I was younger I really liked building things and I also wanted to do something with my career that was tangible, with results I could see. I can directly see the impact I have in the world if I become an engineer, and once I finish uni I want to work with an engineering firm, on construction projects.

When I was in high school I attended the HSCram program run by WPO at my local library in western Sydney. That was my first interaction with WPO – it was very positive, everyone I met there was nice, and they knew what they were talking about. It really helped me.

I found out about the E12 Scheme through my year advisor and WPO. Through E12 I could get in to the course I wanted with an early conditional offer, a lower ATAR cut off and a scholarship. It made me start to really consider the University of Sydney.

Half of the kids at my school didn't go to uni, and those who did went to other universities. I think there can be a stigma behind Sydney Uni – it feels pretentious or unreachable for some people. But I didn't find it this way.

But it was quite a big change coming from a school in western Sydney to the University of Sydney. It was negative at first but as time passed it became positive. I didn't really have anyone I could talk to or make friends with at first, because my friends from high school went to other universities, or did other things. But after attending some tutorials and lectures I made some friends, and I also made connections via WPO.

I've been volunteering with WPO because I like to help other people out, and I always wanted to help out people younger than me. I didn't get that much of a heads up on what was going to come at uni, and how to have a good work ethic, so I wanted to pass that on and help those wanting to go to university. Volunteering for the study centres was great because the students really wanted my help. I feel like I have a sense of fulfilment and I can give back to the community.





# Enrichment

Our Enrichment program develops 21st century competencies in students to prepare them for higher education. This range of skills includes: problem solving, critical thinking, communication (multi-literacies), IT skills (digital literacy), social skills and team work, resilience, self and social awareness, respectful relationships, innovation and enterprise, intercultural understanding/global mindset, and self efficacy. And our innovative on-campus experiences equip students with valuable information and insights to inform their decision making about their educational futures.

# Focus area spotlight:

## Enrichment

If you've never even seen a university campus yourself, or known someone who attended university and succeeded, the gap in knowledge and experience of what to expect and an understanding of what university may entail is often too difficult to bridge for many students.

Our Enrichment program aims to make studying at the University of Sydney a concrete reality for young people from our partner schools in metro western Sydney and our regional hubs in NSW. We do this by developing some of the critical academic skills that prepare them for university. We also provide them with key early transition information and support, to better prepare students to successfully engage with the University, well in advance of their enrolment.

It is not as simple as including information and workshops on faculty and academic content, admissions pathways, scholarships, accommodation and Student Support Services. Instead we seek to build experience of the University explicitly around real-life on-campus events. For example, Years 11 and 12 students attend Welcome Week which is the University's orientation program for commencing students, one or two years prior to potentially enrolling. Knowing what to expect and being familiar with the campus supports and contributes to a powerful sense of belonging.

Students residing in regional and remote areas find it harder than any other group to imagine and visualise going to university, so the residential programs we run are core to our work. They mirror as closely as possible what it is like to study and live on campus, and are intended for students from regional and remote areas, and as part of a targeted enrichment program for Aboriginal and Torres Strait Islander students nationally.

The largest of these residential programs has been the Wingara Mura – Bunga Barrabugu (WMBB) Summer and Winter Programs. Now in its sixth year, it is the University's flagship program for Aboriginal and Torres Strait Islander high school students who apply to take part in a week-long residential program designed to immerse students in university, better understand how their study choices could influence their future, and make connections with like-minded peers who are also exploring what their educational journey and future might look like.

Based on the success of this on-campus experience program, in 2018 we ran two large-scale residential programs, Open Day Residential and Life at Sydney.

These programs ensured that more students could participate in residential programs and were run in collaboration with our partner organisations, Education and Training Out West, The Smith Family and The Harding Miller Education Foundation.

These immersive residential campus experiences help students understand what university life might be like and determine what are the core skills that they need to develop to make that future a reality. They also aim to build students' capacity in articulating their strengths and achievements in preparation for admissions pathways and scholarship applications to support study at the University of Sydney.

Many participants had never been to a university before or met university students, and the evaluation data showed that these experiences were highly valued by students and that they positively impacted and influenced their decisions to attend university.

“ I love the hands-on activities, it really showed what uni life is about and what you do in these courses”

**Student**  
WMBB

“ I have been doing this program for three years now, it is the main driver in my academic achievement ...”

**Student**  
WMBB

“ By providing me with information about the options available at university, Open Day has made me reconsider tertiary education as a pathway for my future”

**Student**  
Open Day

“ Having the opportunity to engage with uni students and see available accommodation opportunities has helped me visualise me actually attending the University of Sydney.”

**Student**  
Open Day

“ Fantastic motivator for uni – the course has helped them understand uni and given them confidence to believe they could get there. The session that explored strengths, interests and motivations was very useful for reinforcing or challenging students’ tertiary and career plans. They found it beneficial. Thank you for involving Harding Miller Education Foundation students in this fantastic program.”

**Teacher**  
Life at Sydney





“I have been doing this program for three years now, it is the main driver in my academic achievement ...”

## 2018 programs – Enrichment

| Title   | Year     | Number of students | Number of schools | Student engagements |
|---|----------|--------------------|-------------------|---------------------|
| ASTAR.TV  | 7-9      | 104,505            | 0                 | 122,603             |
| Bunga Barrabugu Winter Program                      | 12       | 41                 | 35                | 533                 |
| HSC Preparation Scholarship Session                 | 12       | 36                 | 7                 | 36                  |
| Life at Sydney                                      | 11       | 126                | 65                | 756                 |
| Open Day residential                                | 12       | 37                 | 0                 | 148                 |
| Open Day workshops                                  | 10-12    | 805                | 4                 | 805                 |
| Preparation for NAPLAN                              | 9        | 1212               | 10                | 5468                |
| Preparation for Senior Study                        | 10       | 426                | 12                | 1704                |
| Promote Yourself and HSC Exam Preparation           | 12       | 857                | 23                | 1671                |
| Thinking Ahead and Smash Essay                      | 11       | 785                | 16                | 1570                |
| Wingara Mura – Bunga Barrabugu Summer Program (Dec) | 10-12    | 163                | 96                | 1630                |
| Wingara Mura – Bunga Barrabugu Summer Program (Jan) | 10-12    | 166                | 141               | 996                 |
| Year 12 Orientation Week experience                 | 12       | 175                | 7                 | 525                 |
| Preparation for NAPLAN professional learning        | Teachers | 149                | 10                | 149                 |

- 50 Education and Training Out West students enrolled at a university in 2019, three of these at the University of Sydney. A further 27 students elected to take a gap year and intend to enrol at university in 2020.\*
- Three Learning for Life students from The Smith Family graduated from the University of Sydney in 2018. Of the remaining 2018 cohort, 95% (22) students are resuming their courses in 2019. There was also a 30% increase in Learning for Life student enrolment in 2019.\*
- A total of 26 Learning for Life students from The Smith Family have enrolled at the University of Sydney since 2017.
- Through the Harding Miller Education Foundation, two out of 10 of their scholarship holders who enrolled at university in 2019, enrolled at the University of Sydney

\*as of Semester 1

“It helps to  
bridge the  
gap of how  
I see myself  
going from  
high school  
to uni.”

**Student**  
Bunga Barrabugu Winter Program





# Jennifer's story



## Student

Jennifer Spence is from central western NSW, and currently in her second year of a Bachelor of Commerce, majoring in business law and politics at the University of Sydney. She attended several programs run by WPO during high school and has worked with WPO as a volunteer and student leader.

I completed my first year at the University of Sydney in 2018. I'm studying a Bachelor of Commerce, majoring in business law and politics. In Semester 1 I had it all planned out and I was going to do accounting but I changed my mind when I started studying it. Now I'm studying business. Just being on campus can make you change your mind. It's common to change your mind in first year.

I'm from Dubbo in central western NSW, and went to high school there. I'm the first in my family from Dubbo to go to university.

My mum was a little bit hesitant about me moving away to the city. My family have been supportive, but most of my friends are still in Dubbo. There is a campus for another university in Dubbo but they only offer a handful of degrees in fields that didn't interest me.

I first came into contact with the University of Sydney in high school, through WPO. There were a bunch of roadshows that came to Dubbo and in Year 11 I came down to the city for the Life at Sydney Program with WPO. They also brought us down again for Open Day. This meant I was very familiar with the University before I came here, which helped me enormously. It was one of the reasons I chose to study here. It was less unknown, I knew where things were and how it worked.

Education and Training Out West, who partner with WPO, also had a huge impact on my decision to come to university. The Education and Training Out West staff did so much to make me aware of options for going to university. And Widening Participation Outreach and Education and Training Out West helped me with applying for scholarships and early entry – I didn't know about it. They both helped a lot with making me aware of what was available.

The hardest part of coming to Sydney to go to university is that it's very expensive to live in the city. As a result of the advice and support I received from Widening Participation Outreach and Education and Training Out West, I am fortunate to have two scholarships that help enormously. Honestly, I wouldn't be here if I wasn't getting this financial aid. It helps tremendously. I applied for many universities but one of the other reasons I came here was because of the two scholarships, which made it financially viable for me.









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WFO Annual Report 2018

The University of Sydney

# Literacy

Our programs support enhanced literacy outcomes for students through innovative, creative and curriculum-linked writing workshops.

# Focus area spotlight:

## Literacy

English and English literacy are core components of the NSW HSC. Each student must complete two units of English to achieve an HSC, making English the only mandatory subject to count towards an ATAR.

The NSW English syllabus encourages students to think creatively and critically. The communication and written skills gained through studying English are also essential for academic success at school, university and beyond. Competent literacy skills are required for all areas of study, and enable students to be independent, self-reflective learners, which is crucial for success at university.

Because of this, Literacy is one of Widening Participation and Outreach's key priority areas in our 2016–2020 strategy and educational outreach program.

We provide a range of innovative curriculum-linked programs for schools that build student and teacher capacity in the teaching and learning of literacy. We emphasise the necessity and importance of literacy competence but also seek to position English in students' minds as an exciting, challenging, meaningful and critical tool for self-expression.

Through opportunities like the Sydney Writers' Festival Experience, we aim to extend and expand students' understanding by allowing students to experience first-hand a broad range of literature and perspectives.

In 2018 we ran two new literacy programs in conjunction with the Department of English: LINK West and LINK Writerly. The Link Project works with our partner high schools to enhance English teaching, bring the humanities to life and demystify university study in the process. The Link Project develops students' critical and creative capacities by enhancing their engagement with texts and textual cultures. Participating students work closely with staff and students from the Department of English across a series of dynamic workshops designed to enrich and enliven their studies in literature, drama, screen studies and creative writing.

We also refocused our Preparation for NAPLAN Program to be delivered for Year 9, rather than Year 7. NAPLAN results in Year 9 are indicative of the progress a student has made and offer an opportunity for high schools to reflect on their literacy and numeracy teaching, whereas NAPLAN in Year 7 is indicative of the learning and teaching that has generally already taken place in Stage 1–3 in primary schools. While we recognise that NAPLAN represents only a snapshot of student learning, our Preparation for NAPLAN Program was developed to assist students in learning how to study for, and confidently complete, standardised tests. These are essential skills as students move through secondary schooling and complete senior examinations such as the HSC. NAPLAN also allows our longitudinal evaluation researchers to analyse large quantitative data sets that provide us with an indication of how this program intersects with students' academic performance.

In 2018 we also continued to draw on the success of our teacher professional learning programs in the English syllabus for Years 7–12. Accompanying the in-class Preparation for NAPLAN Program was a professional learning component. We also ran the Now See Hear and Digital Narrative programs, and in both, teachers received training in Information Computer Technologies as mandated by the Stage 4–6 syllabus.

“Today’s experience gave me a grasp on university life and it was enjoyable, [which] will play as a motivating factor for my future learning.”

**Student**  
LINK West

“I would love to adapt these activities to the classroom, students need this kind of direct assistance, as it helps break the monotony of school.”

**Teacher**  
LINK West

“Now See Hear was a thoroughly enjoyable professional learning opportunity and one of the most beneficial I have attended. The presenter was extremely engaging and knowledgeable. We will definitely be implementing digital storytelling at our school now that we feel confident in ways it can be used through a range of strategies.”

**Teacher**  
Now See Hear



## 2018 programs – Literacy

| Title                                   | Year     | Number of students | Number of schools | Student engagements |
|---|----------|--------------------|-------------------|---------------------|
| Craft of Writing                        | 11/12    | 153                | 2                 | 306                 |
| Digital Narrative                       | 9        | 261                | 10                | 1566                |
| HSC symposium series                    | 11/12    | 124                | 7                 | 124                 |
| LINK West                               | 10–12    | 344                | 10                | 688                 |
| LINK Writerly                           | 11       | 30                 | 2                 | 120                 |
| Photofaction                            | 8        | 50                 | 3                 | 100                 |
| Russ the Story Bus                      | 3/4      | 1078               | 15                | 1078                |
| Seymour Centre "Suitcase Stories"       | 6        | 153                | 6                 | 153                 |
| Seymour Centre "The Season"             | 11/12    | 96                 | 6                 | 96                  |
| Seymour Centre "Which Way Home"         | 9–12     | 91                 | 5                 | 91                  |
| Sydney Writers' Festival Experience     | 12       | 49                 | 7                 | 147                 |
| Digital Narrative professional learning | Teachers | 13                 | 10                | 13                  |
| Now See Hear professional learning      | Teachers | 70                 | 31                | 70                  |



“Today’s  
experience gave  
me a grasp on  
university life and  
it was enjoyable,  
[which] will play  
as a motivating  
factor for my  
future learning.”

# Cath's story



## Partner

Cath Keenan is the Co-founder and Executive Director of Story Factory, a not-for-profit creative writing centre for marginalised young people aged seven to 17. Story Factory are partners with WPO and have collaborated on several programs including Photo Faction, Courtroom Slam, and professional learning programs for teachers.

I'm the co-founder of Story Factory. We are a not-for-profit organisation, and we run free creative writing courses. Our aim is to build literacy skills, confidence with language and show students that their story is worth telling and that people will listen to it.

We were delighted when WPO approached us to become partners. They came to us because they liked the way we used different formats of storytelling to engage students in narrative-driven literacy programs.

Our partnership with WPO works so well because there are obvious synergies between our audiences, our values and our aims.

Story Factory works exclusively with the same young people that WPO is trying to reach – those students who are often seen as marginalised or disadvantaged. We both want to show these students what they are capable of.

Our partnership with WPO has introduced us to many schools in western Sydney. As we expand our work in that area, we hope we can continue working with some of them in the long term.

We work with one school in western Sydney where of the 360 sets of parents, just three have been to university. When young people don't know anyone who's been to university, they really don't know it's an option.

The idea of opening up the world of university to them is really appealing to us. WPO and Story Factory both share a great belief that these kids are capable of so much and if you make explicit the paths that are available to them they will walk down them.

Writing is a basic skill for whatever you are going to do at university. You need to be able to write clearly and express yourself. It's a creative art as well as a practical skill, and we are developing the creative side of it. The world is changing quickly and young people need to be creative and adaptable thinkers. Writing is also about being able to problem solve. And telling stories about the world is a fundamental way of understanding it, and your place within it.

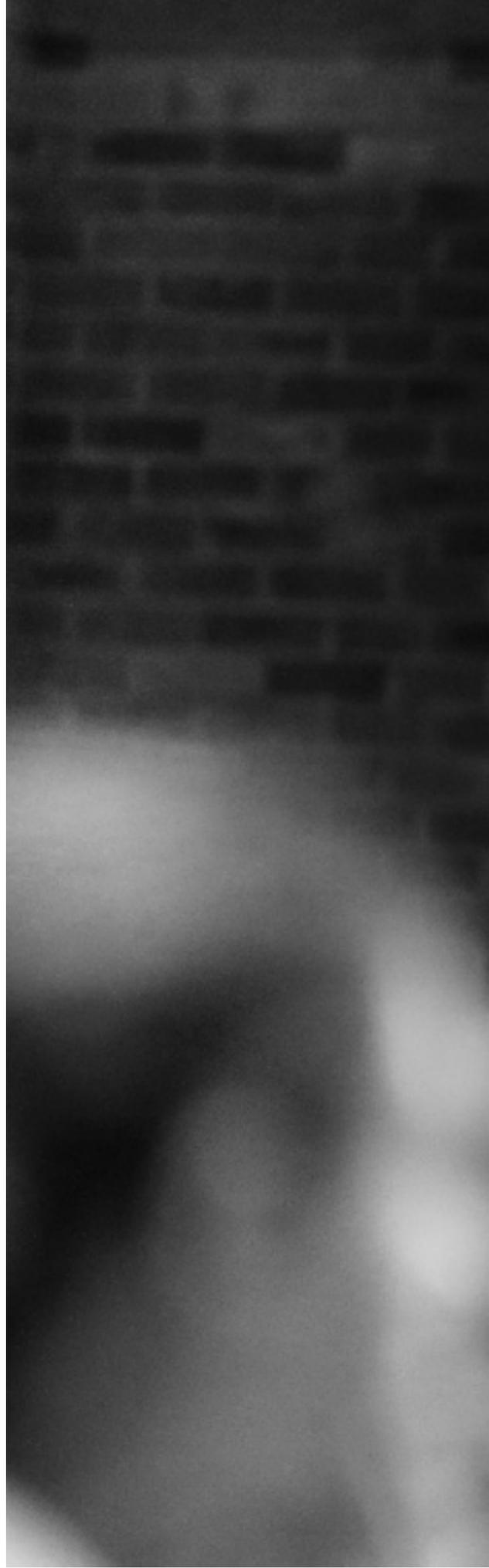
We have partnered with WPO to run Photo Faction, which is a series of school workshops led by Story Factory and the Australian Centre for Photography. It's an inter-school program that helps young people learn to tell stories in pictures and words. It's been lovely to be able to do this program – it really develops their creativity plus the kids really enjoy it. But they are also building the key problem solving and analytical skills that they absolutely need to do well at school and go on to university – or any other career.

We contribute to WPO's professional learning programs for teachers – to build their capacity to do interesting and instructive programs with their students. And we've partnered with WPO to run storytelling units with Indigenous students from all around the state.

In 2019 we are going to run some big workshops on a new unit for the HSC called Craft of Writing. This is a brand new syllabus area that teachers and students have not seen before, so we're getting in early to help them.

WPO and Story Factory have been working together for over three years now and our partnership has certainly helped us reach many more students than we otherwise would have. On a practical level it's been huge for us because it allows us to run more workshops with young people who could really benefit from our programs.

What's nice is our partnership has extended beyond the work we do with WPO. The relationship with WPO has inspired students we wouldn't have otherwise reached to join other programs we run too.







“Education is the foundation of thriving and succeeding. The WMBB program gives students the opportunity to envision themselves at university. It gave me an opportunity to meet Indigenous uni students, who became my mentors when I began uni. The program builds confidence and proves that uni is an option for all.”

Georgia  
WMBB Alumni and University of Sydney Graduate



# STEM

STEM stands for science, technology, engineering and mathematics. Where these disciplines meet art and design it is known as STEAM. The integration of these subjects drives innovation and creative thinking through an interdisciplinary approach to learning and teaching.

# Focus area spotlight: STEM

STEM stands for science, technology, engineering and mathematics. It's a growing field, permeating every part of modern life, and is crucial to Australia's future as a creative and critical-thinking country. While the gender inequalities in STEM fields are well known, inequalities lie elsewhere, with fewer students from low-SES, regional and remote, and Aboriginal and Torres Strait Islander backgrounds enrolling in university STEM courses.

This is one of the reasons why STEM education is one of WPO's key priorities under our 2016–2020 strategy.

Another reason is the University's introduction of mathematics prerequisites for entry into 57 degrees in 2019 such as Bachelor of Science and Bachelor of Commerce. Additionally, there are many school teachers who are teaching STEM subjects but have not formally trained in these disciplines, creating a vital need for professional learning opportunities in STEM related subjects.

We aim to provide programs for schools and their communities that build student and teacher capacity in the learning and teaching of STEM. We do this by providing a range of curriculum-linked programs with a focus on STEM and experiential learning utilising the specialist environments and resources available at the University of Sydney.

“In the opening session ‘Mathematics Everywhere’, the presenter did an incredible job engaging students with activities to their level that were extended later.”

**Teacher**  
Mega Maths Day

“This challenged my brain and made me more open-minded on how I viewed things. Now I love looking at insects and body parts!”

**Student**  
Mega Maths Day

“It helped me understand the advantages of attending university. I feel more motivated as I have learnt many things that can benefit [me] in my future learning.”

**Student**  
Year 9 Spectacular Science

“It got them excited about studying science and choosing science subjects for the HSC.”

**Teacher**  
Year 9 Spectacular Science

“The session was relevant, practical, and engaging.”

**Teacher**  
MANSW Teacher Professional Development

“I'm so much more informed and better prepared. Required skills and knowledge were developed throughout the day which will greatly assist in implementing the new Chemistry syllabus.”

**Teacher**  
Science Teachers Workshop

“Great to form links with other teachers and university connections to know how to better prepare students for uni life.”

**Teacher**  
Science Teachers Workshop



## 2018 programs – STEM

| Title   | Year     | Number of students | Number of schools | Student engagements |
|---|----------|--------------------|-------------------|---------------------|
| Amgen Biotech Experience                                | 11/12    | 449                | 3                 | 2694                |
| Australian Museum's Science Festival High School        | 9        | 355                | 9                 | 1065                |
| Australian Museum's Science Festival Primary School     | 5        | 452                | 8                 | 1356                |
| B.Inspiring   | 11/12    | 76                 | 5                 | 76                  |
| iScience  | 9        | 165                | 9                 | 660                 |
| Kickstart Science                                       | 12       | 321                | 13                | 321                 |
| Madmaker Challenge                                      | 9/10     | 176                | 4                 | 1056                |
| MadMaker Ignite workshops                               | 9/10     | 76                 | 3                 | 76                  |
| Mega Maths  | 10       | 155                | 6                 | 465                 |
| Spectacular Science                                     | 9        | 176                | 8                 | 528                 |
| STEM Spring Workshop                                    | 11       | 2                  | 2                 | 14                  |
| Amgen Biotech Experience professional learning          | Teachers | 9                  | 3                 | 27                  |
| Madmaker professional learning                          | Teachers | 41                 | 9                 | 41                  |
| Maths Association New South Wales professional learning | Teachers | 47                 | 17                | 47                  |
| Science Teachers Workshop                               | Teachers | 109                | 22                | 109                 |



“It showed me a pathway that I didn’t realise was there. It holds lots of possibility for me and will assist me in years to come.”

**Student**

Spring STEM (Exoplanets, General Study Skills, Thinking Ahead)

# Simone's story



## Student

Simone Ducker is from the mid-north coast of NSW and began a Bachelor of Civil Engineering and Architecture at the University of Sydney in 2019. She is a Wingara Mura – Bunga Barrabugu alumni, and also completed the Bunga Barrabugu STEM Spring Workshop and the Indigenous Australian Engineering Summer School at the University of Sydney.

I am from Wauchope on the mid-north coast of NSW. I completed Year 12 at Port Macquarie in 2018 and I'm about to start uni in 2019.

I come from a large family, and none of my siblings have gone onto university straight from school. But one of my older sisters is studying at uni now, as a mature-entry student. She was the first person to get me thinking about it, and she always encouraged me to consider uni.

Originally the University of Sydney wasn't on my radar – Sydney is a big city and I thought I wouldn't want to come here. But when I was in Year 10 the Indigenous Officer at my school told me about the Indigenous Australian Engineering Summer School (IAESS) with the University of Sydney, and I was lucky enough to do that program. WPO sponsors some students to attend the workshop.

The Engineering Summer School really changed my mind, and made me want to go to the University of Sydney. I found out about the Bachelor of Civil Engineering and Architecture degree I am going to study through the Engineering Summer School. Originally I was interested in design and architecture, but I also liked maths and science – they're my passions. At the Engineering Summer School I realised I could study them all in the one degree, it sounded perfect.

In Year 11 I also went to the Bunga Barrabugu STEM Spring Workshop, which is part of the WPO STEMx initiative, and run by the Faculty of Engineering. It reinforced everything I'd discovered about the University of Sydney, and I found out even more through hands-on activities, info and study sessions.

Then right before my trial exams in Year 12 I was invited to attend Bunga Barrabugu (BB) Winter Program at the University of Sydney. It was really helpful. It gave me a lot of resources to study for my trial exams. It reminded me why I was studying and what the end goal was, and allowed me to become more familiar with the University campus and the way life is at uni, which was really helpful. It was also great to meet some of the people – the University staff and support workers.

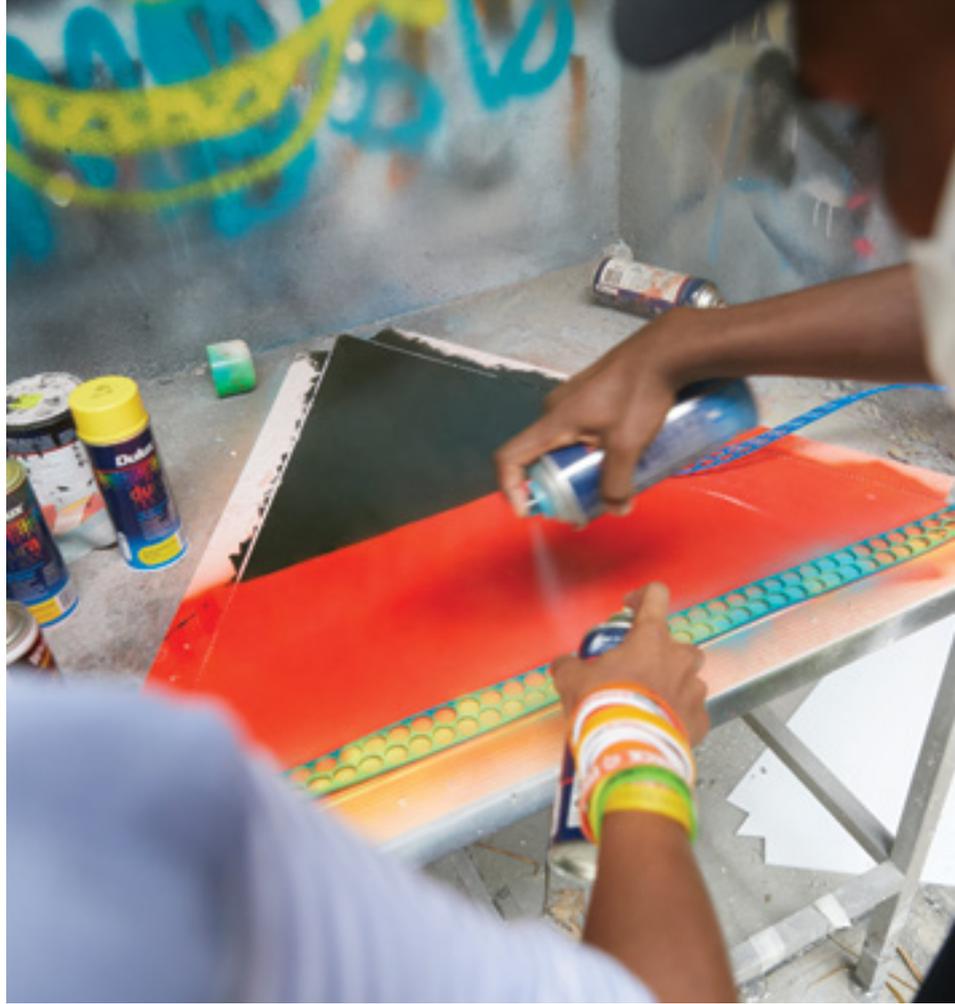
Through the support I received on the WPO programs I found out that I was eligible for the Educational Access Scheme (EAS) and it allowed me to get into my course. Through the programs I also discovered that as an Indigenous student there's a whole heap of support available which makes my move to Sydney so much easier. I did the Cadigal Program and I was lucky to receive a scholarship.

If I hadn't done the engineering and BB programs I wouldn't have known how much support there is for regional students moving away from home. Some kids think that if their whole family has been in a country town their whole lives, that they will be too. They don't know what else is available as they haven't seen it. I was really lucky and fortunate enough to go on these programs and see it, and know that I could do it too – it became more of a reality.

My family have always been supportive, but it's a big step to move away from home and go to the city from a small country town where everyone knows everyone. There's a lot of responsibility involved and I'm definitely very nervous. But through the WPO programs I made a lot of connections and a lot of them are going to the University of Sydney so I feel better because I know some people. I'll also be going to college, and there's good support there.

In the future I'd like to do an internship while I'm studying, and get experience and learn from people already in the field. I want to work in an engineering and design firm. There's a little part of me that wants to open my own firm down the track, or work for a few years and come back and be a professor at the University.





# Our Student Leader and Volunteering Program

Through our Student Leader and Volunteering Program, we work with current University of Sydney students to facilitate learning engagements, powerfully role model student success, share narratives of University experiences and advocate for the opportunities higher education can bring.

We have 90 University of Sydney students who work with us. Many of our student leaders begin with us as volunteers and transition into paid roles as student leaders.

We select our student leaders to meet the needs of our specific programs and the young people we work with, and aim to engage as many current University students who are from underrepresented backgrounds to authentically speak of their experience in transitioning to University. When in regional schools, we try, where possible, to send student leaders who come from those regional areas, demonstrating to high school students an immediate connection to the University of Sydney, and a University success story. Our selection criteria also includes knowledge and understanding of the expectations of University, course progression and academic success.

Our Student Leader and Volunteering Program aims to foster the qualities of the Sydney graduate under the University of Sydney Strategic Plan 2016–2020, providing foundations for leadership and opportunities for students to engage with diverse communities.

We provide comprehensive training and development opportunities for our volunteers and student leaders to contribute to their development of graduate attributes including:

- critical thinking and problem solving
- oral and written communication skills
- information and digital literacy skills
- inventiveness
- cultural competence
- integrated professional, ethical and personal identity
- influence.

In turn the program provides University of Sydney students with the opportunity to deepen their expertise and develop skills in real-world situations and experiences, extending their studies into practice, and making a positive contribution to the broader community.

In 2018 we extended our Student Leader and Volunteering Program by:

- renewing our focus to place more student leaders in classrooms to deliver our core enrichment programs: Promote Yourself, Thinking Ahead, SMASH Essay and HSC Exam Preparation.
- promoting a shift in student leaders and volunteers developing and communicating their personal narrative to build a connection with young people.

Meeting and interacting with current University of Sydney student leaders and volunteers is for some young people their only contact with someone who attends university.

These interactions with University students can have a profoundly positive effect, especially if there's an alignment between what the university student is studying, and the high school student's interests.

## 2018 engagements

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89 student leaders worked on the following programs resulting in 3138 engagements:

- Regional Roadshows (central west, south coast, central coast, far north coast)
- Thinking Ahead and SMASH Essay bundle
- Promote Yourself and HSC Exam Preparation bundle
- HSCram
- Parent and Community Information Evening
- Sydney Writers' Festival Experience
- Year 12 Orientation Week
- Preparation for Senior Study
- Life at Sydney
- LINK West
- Mega Maths
- Open Day residential
- Open Day workshops
- Craft of Writing/Critical Thinking
- Wingara Mura – Bunga Barrabugu Summer Program
- Bunga Barrabugu Winter Program
- Spectacular Science

123 volunteers worked on the following programs resulting in 430 engagements:

- Preparation for NAPLAN
- Digital Narrative
- Study Centres



Our Student Leaders and Volunteering Programs

# Dannii's story



## Student

Dannii Hudec is in her second year of a Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies) at the University of Sydney. She attended several programs run by WPO at her high school in western Sydney and has worked with WPO as a volunteer and student leader.

I'm in my second year of a Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies).

I'm from western Sydney and attended Liverpool Girls High School. There are two other people from my school who also came to the University but we don't see a lot of each other as we're studying different courses. Most people who went to uni from my school went to other universities, closer to home.

I first came into contact with WPO at my high school when we did their Digital Narrative program. Later on WPO came back for presentations on different pathways and entry to uni and scholarships. I also saw them offering tutoring at Liverpool Library.

After hearing about the different entry pathways from WPO, I applied for the E12 scholarship, and was lucky enough to get it. It helped a lot in making me financially secure, so I could buy stuff for uni – books, travel cards, a laptop, to set me up. I was working in retail and paying bills for my family, but E12 allowed me to have enough money for things I needed at uni.

My family were really excited when I got into university. My older brother and sister also went to the University of Sydney and my mum was always promoting tertiary education. They studied different things to me, but my siblings have helped me in knowing where things are, with the logistics and the environment at University and they encouraged me to join clubs and really make the most of it. It helped knowing they'd been here and done it.

Starting first semester last year was a bit hectic because I didn't know what I was getting myself into. I knew it was going to be different to high school but I didn't know what to do and I was really feeling my way. The way the classes work is so different. In second semester I got better at time management and how to organise my timetables. In my course everyone is doing something different, so it was hard to make friends – there were different people in each class. But as time went on I wasn't so shy, and it got a lot better.

I decided to volunteer with WPO because I really liked how they presented themselves and were so open to different people and their aspirations. I also wanted to give back to my community. I knew first-hand what it was like to be in Year 12 and feel clueless, and I also knew from my own experience that you don't always want to ask the teachers all your questions. It helps if you can talk to someone who went through the process and is closer in age to you.

I know how stressful the HSC can be – sometimes you just need to relax, because it's not the end of the world and there are other pathways. Talking to other students who had been there and done it helped me a lot. You need to focus on being the best you can be, but not overdo it.

The work WPO does really helps foster a supportive environment for students, and they are a fantastic network for students. The help they offer is non-pressured, it's open and understanding. And it really works because instead of the teachers you have students. That takes away the barrier and the age gap, which matters to a lot of students. It's more welcoming. They're providing resources by students, for students. It empowers students to make a positive change. It won't affect everyone but if the students really want to do it, it's there, and it really empowers them.

Working with WPO as a volunteer and now student leader I benefit from a sense of giving back. I really enjoy helping the community and being a supportive role model. It's very rewarding, to see you help someone feel at ease with their future. The work I do with WPO has also helped me with my presentation skills and interpersonal skills. I was a bit shy before but I feel more confident, more myself and more at ease now. I also feel more comfortable pushing my comfort zone.

I don't yet know exactly what I want to do when I graduate. I might do a masters and become a diplomat, or do an internship with an NGO, or the UN, and go from there.



“WPO provides the vehicle for our families to grow in confidence that a university education is a realistic option for them. For many of these families, their boy is the first in their household to access university.

The pride that this engenders, seeing bright young people access and succeed, is what makes this program worthy.”

**Peter Wade**  
Principal, Patrician Brothers College





# Press coverage

## WMBB radio coverage

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ABC Radio

Koori Radio

2MCE Orange

## WMBB TV coverage

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ABC TV: ABC News Breakfast, 7pm News syndicated across commercial and breakfast news

## Social media

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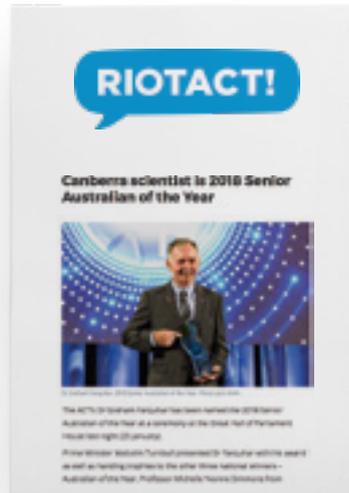
The image shows a screenshot of a Facebook post from the University of Sydney. The post is dated 9 de novembro de 2018. The text of the post reads: "The 2019 Widening Participation and Outreach program will increase access and provide more opportunities for young people who are historically underrepresented to attend university." followed by a link: <https://bit.ly/2OyICkg>. Below the text is a photograph of a man in an orange polo shirt leaning over a table, talking to two young people, a woman and a man, who are looking at something on the table. The background shows a busy, colorful environment, possibly a student center or a community event.

SYDNEY.EDU.AU  
**Increasing university access for underrepresented students**  
Widening Participation and Outreach, the University of Sydney's...

WPO coverage



**Campbelltown-Macarthur Advertiser, Sydney**  
HSC help for teenagers  
19 January 2018



**The Riot ACT**  
Canberra scientist is 2018 Senior Australian of the Year  
21 January 2018



**Central Western Daily, Orange**  
Study help is available  
26 January 2018



**Fairfield Advance, Sydney**  
Taste of uni life after Year 12  
5 February 2018



**Fairfield City Champion, Sydney**  
A glimpse of uni  
7 March 2018



**The Australian, Higher Ed Brief**  
Scholarship guide  
21 March 2018



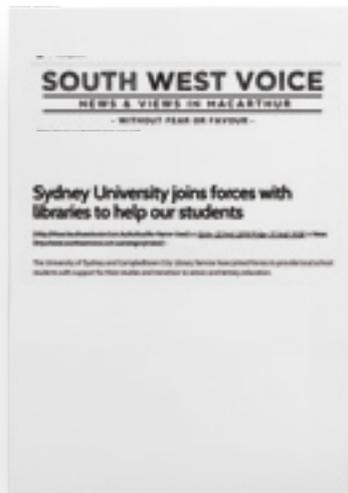
**The Australian**  
 Teacher's talent Wooded students back to maths  
 30 August 2018



**The Northern Star, Lismore**  
 Striving for their best  
 27 April 2018



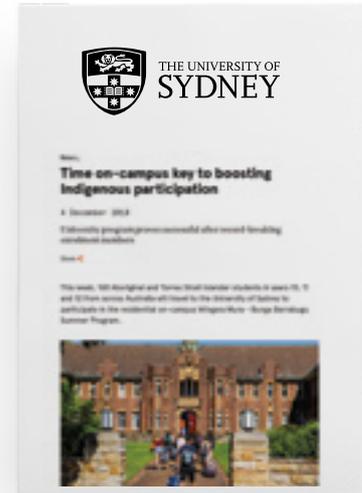
**The Courier Mail (Syndicated across Fairfax)**  
 Australian of the Year Award finalists: who will win in 2018  
 4 December 2018



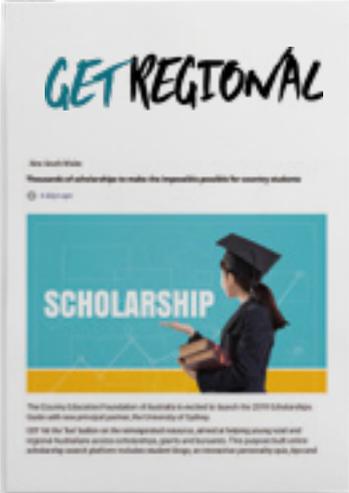
**South West Voice**  
 Sydney University joins forces with libraries to help our students  
 2 May 2018



**Daily Telegraph**  
 Teacher Eddie Woo in running for \$1.2m education prize  
 7 August 2018



**The University of Sydney, News**  
 Time on-campus key to boosting Indigenous participation  
 31 August 2018



**Get Regional and Get Education**

Thousands of scholarships to make the impossible possible for country students

31 August 2018



## WMBB Summer and Winter programs

This is a selection of the press coverage WPO programs received during 2018.



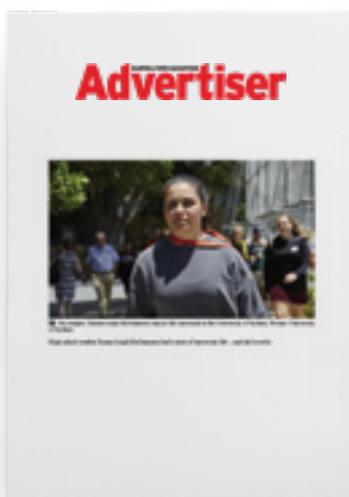
**University of Sydney News and Opinions**  
On-campus exam preparation for Year 12 Indigenous students  
23 January 2018



**Forbes Advocate, Forbes**  
Summer session helps set path  
31 January 2018



**Koori Mail**  
Connections made at summer school  
7 February 2018



**Camden-Narellan Advertiser and Campbelltown-Macarthur Advertiser**  
Raby teen has a taste of university life as part of Indigenous student program  
31 January 2018



**Kalgoorlie Miner**  
Student gets taste of uni life  
5 February 2018



**Koori Mail**  
Summer school shows its success  
6 December 2018



**Koori Mail**  
 Winter program helps students  
 get on top  
 25 July 2018



**Koori Mail**  
 Students follow the dream to  
 Sydney  
 14 November 2018



**South Coast Register**  
 New pathways ahead  
 31 January 2018



**Daily Liberal, Dubbo**  
 Mikaela Tattersall given  
 preview of University of Sydney  
 through summer program  
 6 December 2018



**Milton Ulladulla Times**  
 Students inspired by summer  
 uni program  
 16 January 2019



**Milton Ulladulla Times**  
 Sydney University  
 program inspires Ulladulla  
 students  
 23 January 2018

# Watch us in action

## Video content we developed in 2018

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### WMBB 2018 hype reel

[youtube.com/  
watch?v=VWBjIsaq2fM](https://youtube.com/watch?v=VWBjIsaq2fM)



### WMBB 2018: Opening Night

[youtube.com/  
watch?v=HTSsxj0TClo&t=](https://youtube.com/watch?v=HTSsxj0TClo&t=)



### Hannah: Inspired to be a paramedic

[youtube.com/  
watch?v=8KjqJ5wmjhQ](https://youtube.com/watch?v=8KjqJ5wmjhQ)



### Rikisha: Closing the gap

[youtube.com/  
watch?v=roCFPd2uUyc](https://youtube.com/watch?v=roCFPd2uUyc)



**Mikaela: Dedicated to animals**

[youtube.com/  
watch?v=4eq0dund4wE](https://youtube.com/watch?v=4eq0dund4wE)



**Adam Hansen: Past, present, future**

[youtube.com/  
watch?v=8YYGaJHUq3w](https://youtube.com/watch?v=8YYGaJHUq3w)



**Widening Participation and Outreach 2019 Program launch**

[youtube.com/  
watch?v=zjQ9R-IJNQ0](https://youtube.com/watch?v=zjQ9R-IJNQ0)



**Central Coast Roadshow**

[youtube.com/  
watch?v=lkS2--9gcdM&t](https://youtube.com/watch?v=lkS2--9gcdM&t)



**North Coast Roadshow**

[youtube.com/  
watch?v=vmaJ8jVVjk](https://youtube.com/watch?v=vmaJ8jVVjk)



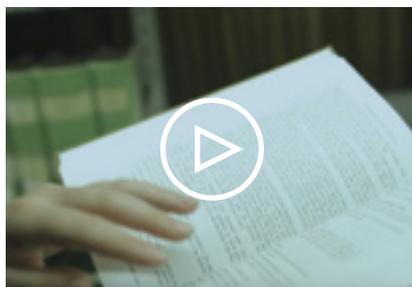
**South Coast Roadshow**

[youtube.com/  
watch?v=i3Ax005uHSU&t=](https://youtube.com/watch?v=i3Ax005uHSU&t=)



**Central West Roadshow**

[youtube.com/  
watch?v=0vIISUOJi7E&t=](https://youtube.com/watch?v=0vIISUOJi7E&t=)



**Kawana: Falling in love with science**

[youtube.com/  
watch?v=qVxHTFS-iKA&t=](https://youtube.com/watch?v=qVxHTFS-iKA&t=)



**Rebecca: Passion for dance**

[youtube.com/  
watch?v=WWEfy\\_\\_6mr8&t=1s](https://youtube.com/watch?v=WWEfy__6mr8&t=1s)



**Lana: Her pursuit for language**  
[youtube.com/  
watch?v=hXFJIPF1eHc](https://youtube.com/watch?v=hXFJIPF1eHc)



**Byiringiro: Budding sports star**  
[youtube.com/  
watch?v=IRF9llowreg](https://youtube.com/watch?v=IRF9llowreg)



**Bunga Barrabugu Winter Program highlights**  
[youtube.com/  
watch?v=SLqiU9Q9adY](https://youtube.com/watch?v=SLqiU9Q9adY)



**Amar: Skateboarding pro**  
[youtube.com/  
watch?v=yPX7ty8kTBI&t=](https://youtube.com/watch?v=yPX7ty8kTBI&t=)



**Imogen: Inspired by speech pathology**  
[youtube.com/  
watch?v=LaUxpVZJODg](https://youtube.com/watch?v=LaUxpVZJODg)



**David: Future astrophysicist**  
[youtube.com/  
watch?v=XwGQwW4Tci4&t=](https://youtube.com/watch?v=XwGQwW4Tci4&t=)



**Elaine tells all**  
[youtube.com/  
watch?v=dSWiElaipew&t=](https://youtube.com/watch?v=dSWiElaipew&t=)



**Dana moves to Sydney**  
[youtube.com/  
watch?v=DGNrKXI33WQ&t=](https://youtube.com/watch?v=DGNrKXI33WQ&t=)



**Elle's passion for education**  
[youtube.com/  
watch?v=6JRAREaIiDO](https://youtube.com/watch?v=6JRAREaIiDO)



**Mitchell: First in family to go to uni**

[youtube.com/  
watch?v=QIDI4sBAty4&t=](https://youtube.com/watch?v=QIDI4sBAty4&t=)



**Daly shines bright**

[youtube.com/  
watch?v=tlcdbWhvV1Q&t=](https://youtube.com/watch?v=tlcdbWhvV1Q&t=)



**Jaeda reaches for the sky**

[youtube.com/  
watch?v=6ZUPX85KyAE&t=](https://youtube.com/watch?v=6ZUPX85KyAE&t=)



**Ziggy Ramo**

[youtube.com/  
watch?v=dS6g9k2zr6g](https://youtube.com/watch?v=dS6g9k2zr6g)



**Overstressed: Amelia**

[youtube.com/  
watch?v=GB3aAubC4xM](https://youtube.com/watch?v=GB3aAubC4xM)



**The 2018 Wingara Mura – Bunga Barrabugu Summer Program**

[youtube.com/  
watch?v=Mvp8NHMab4](https://youtube.com/watch?v=Mvp8NHMab4)

# 2018 Widening Participation and Outreach key performance indicators (KPIs)

| Key performance indicator   | 2018 outcome   | Target met |
|---|--|------------|
| <b>1.1 Increase UAC preferences for identified cohorts</b>  |  |            |
| Increased diversity of programs   | <p>New programs in 2018 include:</p> <ul style="list-style-type: none"> <li>- Year 11 Craft of Writing (presented by Story Factory)</li> <li>- Year 10 LINK West and Year 11 LINK Writerly (run by the Department of English LINK project)</li> <li>- Year 9 Mega Maths</li> <li>- <i>My Story, My Future</i> Aboriginal and Torres Strait Islander panel event</li> <li>- Increased professional learning programs (see 3.2)</li> <li>- Expanded regional suite of programs including Self Discovery workshop.</li> </ul> | ✓          |
| Integration of Promote Yourself workshops and strategically increase identified schools                       | Promote Yourself workshop integrated with Year 12 HSC Exam Preparation, 1671 student engagements, an increase of 40% from 2017-18.   | ✓          |
| Increased number of students from partner schools/communities accessing and participating in higher education | <p>There was an 11.2% increase in UAC applications from WPO partner schools from 2017. There was a 29.1% increase in offers to UAC applicants at WPO partner schools from 2017.</p> <p><small>*data source: Institutional Analytics and Planning (IAP) based on UAC data, University of Sydney.</small></p>  | —          |
| <i>See statement of impact for further information</i>  |  |            |
| <b>1.2 Increase overall engagement numbers for Years 10, 11 and 12</b>  |  |            |
| Expanded scope of engagement in the Years 10, 11 and 12 space for additional enrichment experiences           | <p>New and expanded enrichment experiences in 2018 include:</p> <ul style="list-style-type: none"> <li>- expanded regional roadshows reaching 2315 students</li> <li>- LINK West (Year 10)</li> <li>- LINK Writerly (Year 11)</li> <li>- Craft of Writing/Critical Thinking (Year 11)</li> <li>- Year 9 Preparation for NAPLAN</li> <li>- Life at Sydney residential program (Year 11).</li> </ul>   | ✓          |
| Increased collaborations on program delivery  | <p>New:</p> <ul style="list-style-type: none"> <li>- Australian Museum</li> <li>- Mathematical Association of NSW</li> <li>- The Link Project.</li> </ul> <p>Increased:</p> <ul style="list-style-type: none"> <li>- Story Factory</li> <li>- Sydney writers' festival</li> <li>- Seymour Centre.</li> </ul>   | ✓          |

| Key performance indicator   | 2018 outcome   | Target met |
|---|--|------------|
| Increased reach and impact of digital platforms to support senior schools engagement<br>See 2.2 for further engagement data | <p>Shifted focus in 2018 to increase digital multimedia resources across workshops.</p> <ul style="list-style-type: none"> <li>- ASTAR intergrated into all study and scholarship-based workshops.</li> <li>- <i>My Story, My Future</i> multimedia integration.</li> <li>- Increase in student users of the ASTAR.TV Subject Finder App to 1514 (Years 10 and 11).</li> </ul> | —          |

### 1.3 Audience growth and access across all platforms (outreach and recruitment, campus engagements, digital engagements)

|   |  |   |
|---|--|---|
| Expanded low-intensity school model   | <p>Continued delivery of low-intensity model to:</p> <ul style="list-style-type: none"> <li>- 20 metro primary schools</li> <li>- 69 metro high schools</li> <li>- 57 regional schools.</li> </ul>   | ✓ |
| New community partnerships activated and excelling: including councils, libraries, and non-government organisations | <p>New:</p> <ul style="list-style-type: none"> <li>- Harding Miller Education Foundation</li> <li>- Country Education Foundation Australia</li> <li>- Blacktown Libraries</li> <li>- Campbelltown Libraries.</li> </ul> <p>Increased and existing:</p> <ul style="list-style-type: none"> <li>- Whitlam Library</li> <li>- Liverpool City Library</li> <li>- Education and Training Out West</li> <li>- The Smith Family.</li> </ul> | ✓ |
| Increased campus engagements from identified cohorts through widening participation initiatives                     | 9299 student engagements, an 83% increase from 2017.   | ✓ |
| Increased page views per month (by 1400)  | Shifted focus to encourage users to read more content stories per visit. In 2018 this increased to 1.17 page views per user (see 2.2).   | ✓ |

### 2.1 Increase reach and access to senior program Years 10, 11 and 12

|  |  |   |
|--|--|---|
| Increased engagement numbers and UAC preference data | <p>First preferences from WPO schools to the University of Sydney remained relatively stable, with a minor increase from 2017 to 2018 and an expected similar number for 2019 when Semester 2 preferences are counted. This can be viewed as maintaining current levels of engagement as there were two barriers that could have potentially impacted first preferences: a new curriculum now extending the undergraduate degree to 4 years (with Advanced Studies); and the introduction of mathematics pre-requisites in 2019.</p> | — |
|  | *IAP   | — |

| Key performance indicator  | 2018 outcome   | Target met |
|--|--|------------|
| <b>2.2 Significant digital audience development</b>  |  |            |
| Increased web traffic  | Shifted focus to encourage users to read more content stories per visit. In 2018 this increased to 1.17 page views per user (see 1.3).   | ✓          |
| Increased social-media activation: likes, shares and interaction on ASTAR  | <ul style="list-style-type: none"> <li>- Instagram followers: 7634</li> <li>- Facebook followers: 3279</li> </ul>  | ✓          |
| Increased student submissions  | 55 student submissions in 2018, a 33% decrease from 2017.<br><br>*Shifted focus away from ASTAR student story submissions. ASTAR now predominately focuses on accessible academic resources and sharing authentic University students' personal narratives.  | N/A        |
| Studiosity usage   | 775 students from around 300 high schools engaged in sessions totalling 160,400 minutes. 427 Aboriginal and Torres Strait Islander students accessed the service in 2018, an increase of 40% from 2017.  | ✓          |
| <b>2.3 Increase teacher and school staff participation in professional learning and development</b>                                      |  |            |
| Increased access to professional learning opportunities for teachers and school staff from identified schools                            | Increase in professional learning opportunities for teachers from 11 in 2017 to 20 in 2018.  | ✓          |
| Increased participation of teacher and school staff  | 331 teachers and school staff participated in professional learning, a 17% increase on 2017 participation levels (see 3.2).  | ✓          |
| <b>2.4 Provide curriculum-based programs with a focus on literacy and STEM</b>   |  |            |
| Qualitative evaluation data from program participants that measures capacity development in literacy and STEM                            | <p>Commenced Longitudinal Evaluation Project with seven participating schools.</p> <p>Implemented WPO Theory of Change informed evaluation framework and associated indicators.</p> <p>Delivered extensive STEMeX program to Aboriginal and Torres Strait Islander students in metro and regional NSW.</p> | —          |
| Improved resources available to support schools and communities in the provision of programs that increase capacity in literacy and STEM | Enagagment of Senior Science Communicator.<br>Delivery of maths (MANSW), science (Science Teachers Workshop) and literacy (Digital Narratives) professional learning to metropolitan and regional schools.   | ✓          |

| Key performance indicator   | 2018 outcome  | Target met |
|---|---|------------|
| <b>3.1 Improve access to identified underrepresented groups at the University of Sydney</b>           |   |            |
| Increased applications through alternative pathways and increased access from school partner students | In 2019, the University of Sydney made more offers to UAC applicants at WPO Metro partner schools compared to other institutions (41.7% of offers compared to 27.8%). In 2018 there was an overall 17.3% increase of offers to UAC applicants at WPO metro partner schools and schools engaged in our regional program, compared to 2017.                   | —          |
| <b>3.2 Increase teacher capacity to engage in programs and support student learning</b>               |   |            |
| <b>Increase number of students participating in university outreach programs</b>                      |   |            |
| Increased professional learning offerings and teacher participation                                   | Increase in professional learning opportunities for teachers from 11 in 2017 to 20 in 2018.<br><br>331 teachers and school staff participated in professional learning, a 17% increase on 2017 participation levels (see 2.3).  | ✓          |
| Maintaining directory of University-wide school outreach  | Directory of outreach programs available on WPO website.  | ✓          |
| Improved access to University-wide programs for identified cohorts                                    | Increased Life at Sydney participants from 69 in 2017 to 126 in 2018.<br>Increased Open Day residential program from 28 in 2017 to 37 in 2018.<br><br>Participants for these programs were drawn from partner organisations Education and Training Out West, The Smith Family and Harding Miller Education Foundation and WPO's regionally engaged schools. | ✓          |
| <b>3.3 Promote University-wide recognition for excellence in diversity and inclusion</b>              |   |            |
| Establish widening participation in professional development travel grants scheme                     | Established WPO Longitudinal Evaluation Project research team to build on research capabilities at the University.<br><br>2018 focus was to establish our Widening Participation Network to be best able to promote travel grants in 2019.  | —          |
| Publication of research papers and conference presentations   | Two papers developed focusing on first in family low-SES student experience, pending publication.   | ✓          |

| Key performance indicator  | 2018 outcome  | Target met |
|--|---|------------|
| <b>3.4 Continue implementation and expansion of the Wingara Mura – Bunga Barrabugu strategy. Contribute to first-family and low-SES transition initiatives</b> |   |            |
| Growth in student participation rates from identified cohorts  | 100% of Education and Training Out West Open Day participants received early conditional offers.  | ✓          |
| Improvements in student completion rates from identified cohorts   | Student participation rate is aligned with the rate of access at Sydney and increased slightly in 2019. The attainment rate increased in 2017 from 2016 by approximately 0.5% (2018 data not available at time of report.)<br>*IAP  | –          |
| Increased staff and student satisfaction from participation in new opportunities   | Staff attended professional learning experience, Garma.   | ✓          |
| <b>3.5 Expand number of trained volunteers to deliver programs Promote access to training for all University volunteers</b>                                    |   |            |
| University transcript recognition  | Initiated development of a WPO student leader/volunteer participation record capturing core competencies developed as part of a structured leadership development continuum.  | –          |
| Increased number of trained volunteers in delivering programs*   | 123 student volunteers in 2018, compared to 193 in 2017.<br>*Partner-centred primary program in 2018 reduced volunteer resource requirements.   | –          |
| Improvements in graduate outcomes and increased student satisfaction from volunteer learning and development opportunities                                     | Enacted WPO Theory of Change to measure the benefits of engagement for University of Sydney students. Student focus group embedded as core data collection activity of the 2018–2020 longitudinal research project.<br><br>The 2018 Access and Participation Plan includes analysis of graduate outcomes of students from identified cohorts. | –          |
| <b>3.6–3.7 Expand the development of service learning in low-SES schools in collaboration with faculties at the University</b>                                 |   |            |
| Increased number of students who undertake experiential learning opportunities through WPO supported service learning programs in low-SES schools              | Continued service learning component of Preparation for Senior Study by engaging pre-service English teachers. The program engaged 52 University students.  | ✓          |
| Increased number of service learning programs in low-SES schools   | Engaged more pre-service teachers as student leaders to increase student access to teaching opportunities prior to graduation.  | ✓          |
| Create a directory of University of Sydney service learning opportunities  | Complete.   | ✓          |
| Improved graduate outcomes   | Analysis of completion rates, graduate destinations for target cohorts embedded as part of 2018 Access and Participation Plan.  | –          |

| Key performance indicator   | 2018 outcome  | Target met |
|---|---|------------|
| <b>4.1 Develop a focused approach to partnership engagement</b>   |   |            |
| Improvement in the number and quality of industry and community partners committed to WPO strategy and outcomes | Continued to build community partners and develop new relationships. Commenced new partnership with Harding Miller Education Foundation.  | —          |
| <b>4.2 Increase targeted partnerships with links to programs and student outcomes</b>                           |   |            |
| Audit existing partnerships and create a standardised approach for sustainable partnership engagement           | Implemented standardised partnership instruments with leading arts and community organisations that support Widening Participation and Outreach 2016–2020 strategy and University of Sydney 2018 Access and Participation Plan. | ✓          |
| <b>4.3 Implement a significant stakeholder income model that promotes the importance of WPO programs</b>        |   |            |
| Establish competitive donor strategy with the Alumni and Development team                                       | Strengthened connections with Division of Alumni and Development and collaborated to consolidate presentation materials for prospective donors.   | —          |
| Increased donations and sponsorship contributions   | New donor secured for regional educational outreach program. Increased individual donations for student academic enrichment programs.   | ✓          |

# Financial report

## Income and Expenditure (I & E) Statement Year to Date (YTD) 2018 Government

|  | Prior year (\$)  | Actual (\$)      |
|--|------------------|------------------|
| <b>Revenue</b>                               |                  |                  |
| Grants excluding research                    | 2,423,612        | 2,295,831        |
| Other income                                 | 201,205          | (14,119)         |
| Internal income                              | 20,606           | (99,251)         |
| <b>Total revenue</b>                         | <b>2,645,423</b> | <b>2,182,461</b> |
| <b>Expenses: employee benefits</b>           |                  |                  |
| Academic salary costs                        | 73               | 0                |
| Part-time teaching costs                     | 4149             | 5192             |
| General salary costs                         | 749,210          | 641,598          |
| Casual salary costs                          | 314,667          | 220,325          |
| Overtime costs                               | 14,495           | 23,540           |
| Annual leave                                 | 4678             | 33,068           |
| <b>Total employee benefits</b>               | <b>1,087,272</b> | <b>923,723</b>   |
| <b>Expenses: non-salary</b>                  |                  |                  |
| Employee-related costs                       | 241,191          | 113,988          |
| Consumables                                  | 13,575           | 3837             |
| Repairs and maintenance                      | 2182             | 1149             |
| Equipment purchases and leases <\$10,000     | 96,701           | 112,035          |
| Utilities and communications                 | 73,648           | 85,281           |
| Consultants and contractors                  | 569,068          | 422,435          |
| Grants contributed by external organisations | 42,993           | 0                |
| Insurance, legal, motor, administration      | 362,080          | 292,667          |
| Student, printing, library                   | 156,254          | 227,307          |
| Commercial business expenses                 | 460              | 443              |
| <b>Total non-salary expenses</b>             | <b>1,558,152</b> | <b>1,259,142</b> |
| <b>Total expenses</b>                        | <b>2,645,424</b> | <b>2,182,865</b> |
| <b>OPERATING MARGIN</b>                      | <b>(1)</b>       | <b>(404)</b>     |
| <b>NET OPERATING MARGIN</b>                  | <b>0</b>         | <b>(404)</b>     |
| Net operating margin as a % of total revenue | 0.0%             | 0.0%             |
| <b>NET FINANCIAL PERFORMANCE</b>             | <b>0</b>         | <b>(404)</b>     |
| <b>Accumulations</b>                         |                  |                  |
| Carry forward (previous year)                | (17,247)         | 0                |
| <b>CLOSING BALANCE</b>                       | <b>(17,247)</b>  | <b>(404)</b>     |
| <b>RESERVES</b>                              | <b>0</b>         | <b>0</b>         |

## I & E Statement YTD 2018

Wingara Mura – Bunga Barrabugu strategic funding (DVCISS) – local implementation plan

|  | Prior year (\$) | Actual (\$)    |
|--|-----------------|----------------|
| <b>Revenue</b>                               |                 |                |
| Internal income                              | 0               | 44,991         |
| Internal program income                      | 651,620         | 593,975        |
| Total revenue                                | 715,368         | 638,966        |
| <b>Expenses: employee benefits</b>           |                 |                |
| Academic salary costs                        | 0               | 0              |
| Part-time teaching costs                     | 2513            | 0              |
| General salary costs                         | 286,869         | 179,069        |
| Casual salary costs                          | 53,782          | 48,205         |
| Overtime costs                               | 1711            | 20,298         |
| Annual leave                                 | 9457            | 9142           |
| Total employee benefits                      | 354,332         | 256,714        |
| <b>Expenses: non-salary</b>                  |                 |                |
| Employee-related costs                       | 33,277          | 97,921         |
| Consumables                                  | 338             | 690            |
| Equipment purchases and leases <\$10,000     | 0               | 4994           |
| Utilities and communications                 | 191,741         | 3891           |
| Consultants and contractors                  | 4485            | 28,594         |
| Insurance, legal, motor, admin               | 60,773          | 145,956        |
| Student, printing, library                   | 6677            | 64,809         |
| Total non-salary expenses                    | 297,291         | 346,855        |
| <b>Total expenses</b>                        | <b>651,623</b>  | <b>603,569</b> |
| <b>OPERATING MARGIN</b>                      | <b>(3)</b>      | <b>35,397</b>  |
| <b>NET OPERATING MARGIN</b>                  | <b>(3)</b>      | <b>35,397</b>  |
| Net operating margin as a % of total revenue | (0.0%)          | 5.5%           |
| <b>NET FINANCIAL PERFORMANCE</b>             | <b>(3)</b>      | <b>35,397</b>  |
| <b>Accumulations</b>                         |                 |                |
| Carry forward (previous year)                | 0               | (2529)         |
| <b>CLOSING BALANCE</b>                       | <b>0</b>        | <b>32,868</b>  |
| <b>RESERVES</b>                              | <b>0</b>        | <b>0</b>       |

## I & E Statement YTD 2018

### In-support program

|  | Prior year (\$) | Actual (\$)    |
|--|-----------------|----------------|
| <b>Revenue</b>                               |                 |                |
| Internal income                              | 470,517         | 787,200        |
| Internal program income                      | 11,418          | 0              |
| Total revenue                                | 481,935         | 787,200        |
| <b>Expenses: employee benefits</b>           |                 |                |
| Part-time teaching costs                     | 0               | 1460           |
| General salary costs                         | 61,628          | 78,027         |
| Casual salary costs                          | 30,778          | 171,107        |
| Overtime costs                               | 0               | 8249           |
| Annual leave                                 | 0               | 510            |
| Total employee benefits                      | 92,406          | 259,353        |
| <b>Expenses: non-salary</b>                  |                 |                |
| Employee-related costs                       | 1724            | 13,589         |
| Consumables                                  | 746             | 2465           |
| Repairs and maintenance                      | 0               | 278            |
| Equipment purchase and leases <\$10,000      | 0               | 4938           |
| Utilities and communications                 | 3000            | 30,281         |
| Consultants and contractors                  | 40,610          | 130,984        |
| Insurance, legal, motor, admin               | 204,392         | 12,038         |
| Student, printing, library                   | 139,057         | 333,258        |
| Total non-salary expenses                    | 389,529         | 527,831        |
| <b>Total expenses</b>                        | <b>481,935</b>  | <b>787,184</b> |
| <b>OPERATING MARGIN</b>                      | <b>0</b>        | <b>16</b>      |
| <b>NET OPERATING MARGIN</b>                  | <b>0</b>        | <b>16</b>      |
| Net operating margin as a % of total revenue | 0.0%            | 0.0%           |
| <b>NET FINANCIAL PERFORMANCE</b>             | <b>0</b>        | <b>16</b>      |
| <b>Accumulations</b>                         |                 |                |
| Carry forward (previous year)                | 0               | 0              |
| <b>CLOSING BALANCE</b>                       | <b>0</b>        | <b>16</b>      |
| <b>RESERVES</b>                              | <b>0</b>        | <b>0</b>       |

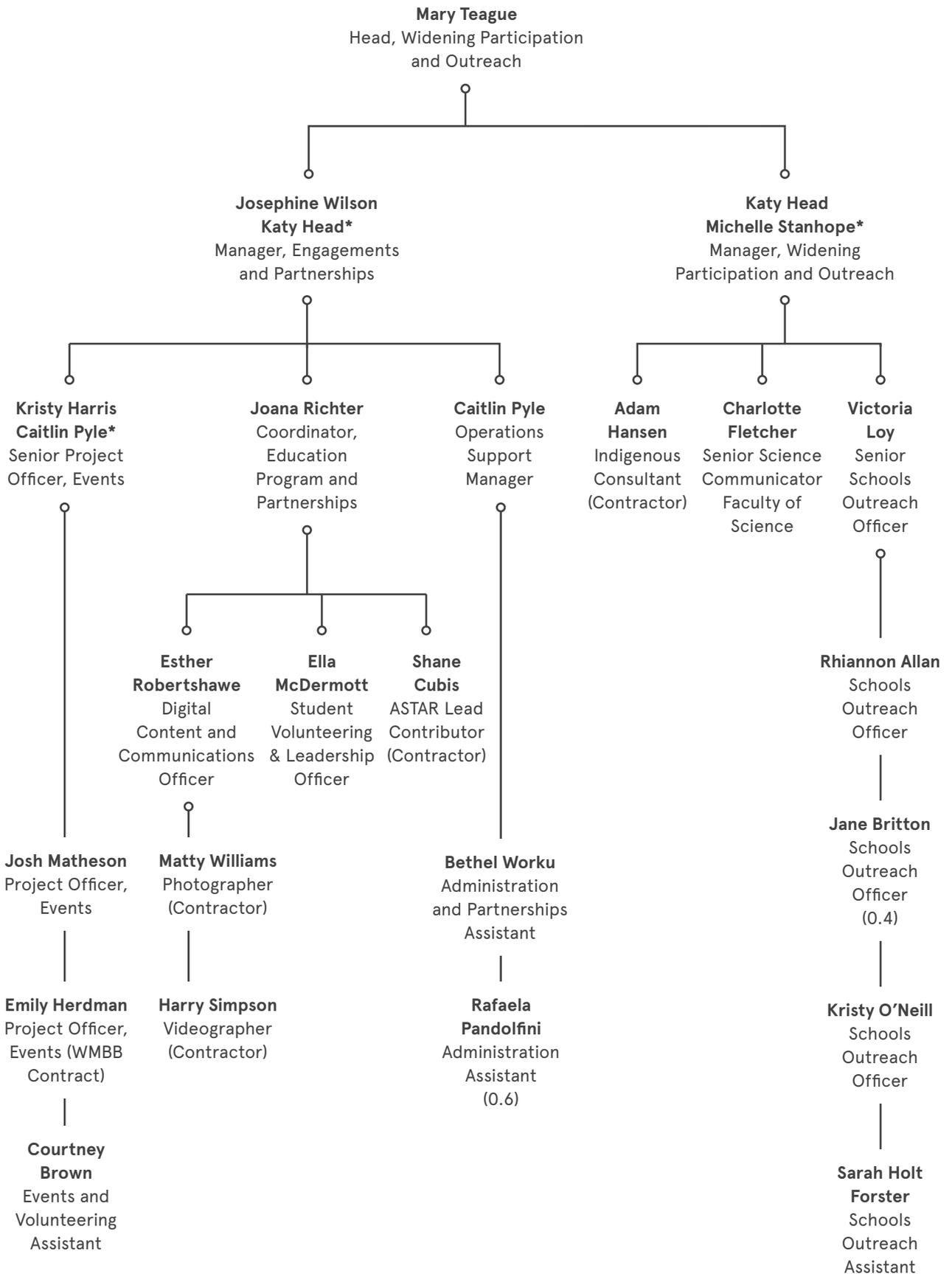
**I & E Statement YTD 2018**  
University funded

|  | Prior year (\$)  | Actual (\$)      |
|--|------------------|------------------|
| <b>Revenue</b>                               |                  |                  |
| Internal income                              | 0                | 0                |
| Total revenue                                | 0                | 0                |
| <b>Expenses: employee benefits</b>           |                  |                  |
| Part-time teaching costs                     | 0                | 17,497           |
| General salary costs                         | 157,683          | 449,698          |
| Casual salary costs                          | 10,345           | 41,813           |
| Overtime costs                               | 0                | 8928             |
| Annual leave                                 | 158              | 4202             |
| Total employee benefits                      | 168,186          | 522,138          |
| <b>Expenses: non-salary</b>                  |                  |                  |
| Employee-related costs                       | 10,971           | 7344             |
| Consumables                                  | 307              | 1881             |
| Repairs and maintenance                      | 155              | 0                |
| Equipment purchases and leases <\$10,000     | 4915             | 3155             |
| Utilities and communications                 | 23,468           | 17,464           |
| Consultants and contractors                  | 89,669           | 80,522           |
| Insurance, legal, motor, administration      | 112,032          | 6345             |
| Student, printing, library                   | 181,700          | (58,298)         |
| Commercial business expenses                 | 18               | 0                |
| <b>Total non-salary expenses</b>             | <b>423,235</b>   | <b>58,413</b>    |
| <b>Total expenses</b>                        | <b>591,421</b>   | <b>580,552</b>   |
| <b>OPERATING MARGIN</b>                      | <b>(591,421)</b> | <b>(580,551)</b> |
| <b>NET OPERATING MARGIN</b>                  | <b>(591,421)</b> | <b>(580,)</b>    |
| Net operating margin as a % of total revenue | 0.0%             | 0.0%             |
| <b>NET FINANCIAL PERFORMANCE</b>             | <b>(591,421)</b> | <b>(580,551)</b> |
| <b>Accumulations</b>                         |                  |                  |
| Carry forward (previous year)                | 0                | 0                |
| <b>CLOSING BALANCE</b>                       | <b>(591,421)</b> | <b>(580,551)</b> |
| <b>RESERVES</b>                              | <b>0</b>         | <b>0</b>         |

**I & E Statement YTD 2018**  
Early offer Year 12 (E12) donor relations

|  | Prior year (\$) | Actual (\$)    |
|--|-----------------|----------------|
| <b>Revenue</b>                               |                 |                |
| Investment income                            | 1406            | 1784           |
| Donations and bequests                       | 15,000          | 97,810         |
| Total revenue                                | 16,406          | 99,594         |
| <b>Expenses: employee benefits</b>           |                 |                |
| Total employee benefits                      | 0               | 0              |
| <b>Expenses: non-salary</b>                  |                 |                |
| Consultants and contractors                  | (4000)          | 0              |
| Insurance, legal, motor, administration      | 6000            | 0              |
| Student, printing, library                   | 45,000          | 38,550         |
| <b>Total non-salary expenses</b>             | <b>47,000</b>   | <b>38,550</b>  |
| <b>Total expenses</b>                        | <b>47,000</b>   | <b>38,550</b>  |
| <b>OPERATING MARGIN</b>                      | <b>(30,594)</b> | <b>61,044</b>  |
| <b>NET OPERATING MARGIN</b>                  | <b>(30,594)</b> | <b>61,044</b>  |
| Net operating margin as a % of total revenue | (186.5%)        | 61.3%          |
| <b>NET FINANCIAL PERFORMANCE</b>             | <b>(30,594)</b> | <b>61,044</b>  |
| <b>Accumulations</b>                         |                 |                |
| Carry forward (prior year)                   | 128,846         | 98,253         |
| <b>CLOSING BALANCE</b>                       | <b>98,252</b>   | <b>159,297</b> |
| <b>RESERVES</b>                              | <b>0</b>        | <b>0</b>       |

# WPO organisational structure



\*maternity leave cover

# Our staff

## WPO staff

## Media, communications and events contractors



Mary Teague



Josephine Wilson



Katy Head



Kristy Harris



Adam Hansen



Joana Richter



Caitlin Pyle



Charlotte  
Fletcher



Victoria Loy



Emily Herdman



Josh Matheson



Esther  
Robertshawe



Ella McDermott



Rhiannon Allan



Harry Simpson



Jane Britton



Kristy O'Neill



Courtney Brown



Sarah Holt  
Forster



Matty Williams



Bethel Worku



Rafaela  
Pandolfini



Shane Cubis



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Annual Report 2018



The University of Sydney

Enhancing Participation and Research  
19 Program Launch



# Partnerships

## 2018 internal partners

### Internal partners

Amgen Biotech Experience with Education Development Center  
ARC Centre of Excellence for the History of Emotions  
Division of Natural Sciences  
STEM Teacher Enrichment Academy  
The LINK Project

### Faculties and schools

Faculty of Arts and Social Sciences  
Faculty of Health Sciences  
Faculty of Medicine and Health  
Fisher Library  
Sydney College of the Arts  
Sydney Conservatorium of Music  
Sydney Dental School  
Sydney Law School  
Sydney Pharmacy School  
Sydney School of Architecture, Design and Planning  
Sydney School of Education and Social Work  
Sydney University Law Society  
Sydney University Museums  
The University of Sydney Business School

### Divisions and professional service units

Deputy Vice Chancellor – Indigenous Support Services  
Deputy Vice Chancellor – External Relations  
Deputy Vice Chancellor – Education  
Yoorang Goorang  
Mana Yura  
Learning Innovation  
Student Support Services  
Government Relations  
Marketing and Communications  
Undergraduate Recruitment

## 2018 community partners







**Widening Participation and Outreach**

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The University of Sydney NSW 2006  
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02 8627 8518 (fax)  
wpo.schools@sydney.edu.au  
[sydney.edu.au/wpo](http://sydney.edu.au/wpo)

**Administrative enquiries**

[wpo.administration@sydney.edu.au](mailto:wpo.administration@sydney.edu.au)  
02 8627 8515

**Acknowledgement of country:**

We acknowledge the traditional owners of lands and waters throughout Australia and we pay our respects to elders past, present and future throughout this vast country. We also acknowledge that we are on the land of the Gadigal people of the Eora nation.

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Image courtesy of the artist and Roslyn Oxley9 Gallery, Sydney.